





**OFFICE OF THE SUPERINTENDENT
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SUPERINTENDENT OF SCHOOLS**

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October 25, 2022

TO: School Board Members
FROM: Ernie W. Lozano 
Chief of Staff, Task Assigned
VIA: Dr. Vickie L. Cartwright 
Superintendent of Schools

**SUBJECT: SUPPLEMENTAL INFORMATION FOR ITEM 14, ACTION ON THE DIRECTION
OF THE SCHOOL DISTRICT AND BOARD'S DIRECT EMPLOYEE(S), FROM
THE OCTOBER 25, 2022 SPECIAL SCHOOL BOARD MEETING**

Attached is supplemental information regarding Item 14, Action on the Direction of the School District and Board's Direct Employee(s), for the October 25, 2022 Special School Board Meeting.

VLC/EWL:pw

c: Senior Leadership Team



Responses to Item 14 – Special School Board Meeting, October 25, 2022

1. Dr. Cartwright was selected under a questionable process by board members publicly changing agreed upon rules, leading to a continued divided community

Upon my arrival as interim, I fell in love with Broward County Public Schools. As I was preparing for interviews for Interim Superintendent and my first presentation at the Marjory Stoneman Douglas High School Public Safety Commission Meeting, along with analyzing student and staff needs, I had many long and emotional nights thinking about what has occurred in our great district over the past five years. My experiences in my personal and professional life could be utilized as I served the students, staff, and community of Broward County. It was for these reasons that when the School Board of Broward County (SBBC) allowed me the opportunity to apply for the permanent position competitively, I did and went through a national search process. When the SBBC made the change to enable the interim to apply, it was not the first time that this provision had been made. After a previous SBBC terminated a prior superintendent, they appointed an interim superintendent and then allowed that person the opportunity to apply for the permanent position. That individual was also selected to serve as the permanent superintendent. This action demonstrates that there has been a precedent from previous boards in allowing an interim to apply for the permanent superintendent position.

2. Teaching and Learning - Lack of leadership and vision for underperforming students impacted by the pandemic (nearly 119,000 students)

Under my leadership there has been a clear vision set for all schools as evident and supported by the 2021-22 school performance data. The overall data set compared to other large urban school districts, BCPS demonstrated growth in spite of the pandemic and walking into the District on August 2, 2021 without an academic plan in place. I have and share high expectations for ALL students at ALL schools.

Nearly 119,000 students underperforming: This statement contains a duplicate count of students as it includes students scoring levels 1 and 2 in either English Language Arts **or** mathematics. It does not reflect the work of the teachers, leaders, and parents of BCPS. Many of these students have shown growth within their growth bands and learning gains, and will continue to grow with our support. BCPS has always had a solid foundation. I have added to that foundation through the district's reorganization plan. For the first time every Monday, school leadership, academics, student support services, accountability and research, meets to align support to ensure students are receiving high quality instruction and wraparound support, daily. Every Monday, executive cabinet meet to ensure direction, vision and progress monitoring is evident. The monthly Teaching and Learning Huddles ensure that all 62 district academic leaders meet to create vision

for student achievement. This year's Essential Question: *How do we put the right systems and structures in place for our students with the biggest learning gaps to learn and retain critical content?*

Coming out of the pandemic, I met with all principals at the beginning of this school year to share the school performance data demonstrating that we are one percentage point from being an A-rated District. Currently, my team is focusing on Tier I Core instruction and Interventions during the school day. High-Quality Tier I Instruction (Core) is arguably the most important part of the learning process because it provides a foundation for learning that can effectively serve a majority of students. If Tier I instruction is lacking, most schools cannot compensate through other tiers of the system for various reasons (Blackburn and Witzel, 2018). Our goal is to shore up Tier I Instruction, develop in-the-moment structures and systems to support interventions during the class period/school day, and continue to utilize extended learning opportunities (ELO) to meet the academic needs of our students.

The outlined approach below is a team approach that builds capacity at the district and school levels and creates buy-in on how students learn and process critical content. This will also position us to grow and sustain these best practices over a period of time.

	Timeline	Team Development & Leadership Moves	Communication
1.	August	Instructional Leadership Framework was created based on current district successes in order to align expectations of how district and regional leadership would support school	Discussed at SB workshop on 9/20/22
2.		Action plan for D, F and C schools trending downward were created and implemented with the principals	Discussed at SB workshop on 9/20/22
3.		Turnaround Option Plan was created and implemented for Endeavour ELC, North Fork ES and Walker ES	Approved by State Board on 10/20/22
4.	August Huddle	T& L Data & Professional Development Huddles, were created to bring district T&L leaders together to begin eliminating silos, aligning mental models, setting expectations for district's instructional non-negotiables, identifying the district's successes for replication and designing an approach for addressing the academic learning gap. 8/15/22 and 10/3/22, next Huddle is 12/19/22.	Discussed at SB workshop on 9/20/22
5.	September	Meet with Associate Superintendent for Non-Traditional to create a reengagement action plan, phase I will focus on Broward Virtual Schools. <ul style="list-style-type: none"> ○ Home Education will be our first targeted population ○ Charter school with declining enrollment will be phase II 	Was scheduled to share and discuss at 10/11/22 SB Workshop but was moved from the agenda due to time constraints
6.		Began putting the structures in place for "The Critical Examination of Multiple Data Points" <ul style="list-style-type: none"> ● PM Data 	The PM data will be discussed at the 10/25/22 SB Workshop

		<ul style="list-style-type: none"> • Instructional Materials Unit Checkpoints (working with the instructional material vendor to get access to data reports) • CWT Trend Data • Coaching Logs 	
7.	October	<p>Extended Learning Opportunities:</p> <ul style="list-style-type: none"> • Created and implementing Zoned Saturday School Tutoring • 2 grants have been written, waiting on approval, to support extended learning opportunities for our students, these funds will be utilized to directly support learning loss • Some schools have already begun their ELO programs 	Approved by SB on 10/18/22
8.	October Huddle	<p>As a result of the Aug/Oct Huddles the following questions are guiding the focus to shore up Tier I Instructional and address structure for navigating critical content and learning loss during the school day.</p> <ul style="list-style-type: none"> • <u>October 20th Essential Question: <i>How do we put the right systems and structures in place for students with the biggest learning gaps to learn critical content?</i></u> <ul style="list-style-type: none"> ○ Principals and Regional/Associate Superintendent participated in an activity to create consensus on best practices. ○ Principals and their leadership teams are addressing the guiding questions below to create buy-in for sustainable Tier I instruction and intervention (MTSS) <p><u>School Brainstorming Activity – Principals and their leadership teams:</u></p> <p>(Follow-up to the October 20, 2022, Essential Questions)</p> <ol style="list-style-type: none"> 1. What are your expectations for small groups/rotations and interventions? 2. What are your expectations on reading strategies being used in your school? 3. What has been your work on aligning learning approaches to brain research? (Lesson Delivery, Progress Structures, and Monitoring Strategies)? 4. What is your school's approach to writing journals/academic notebooks? 5. What are you doing to ensure common planning/PLC structures are utilized at schools? 6. What are you doing to ensure your school is using unit assessment as a part of their instruction process? 7. How do you collect data from unit assessments? What are your leadership actions based on the data? 8. How do you collect data from your common Classroom Walk Through "Look-Fors"? 	Trends will be identified and discussed at the 10/28/22 T&L meeting.

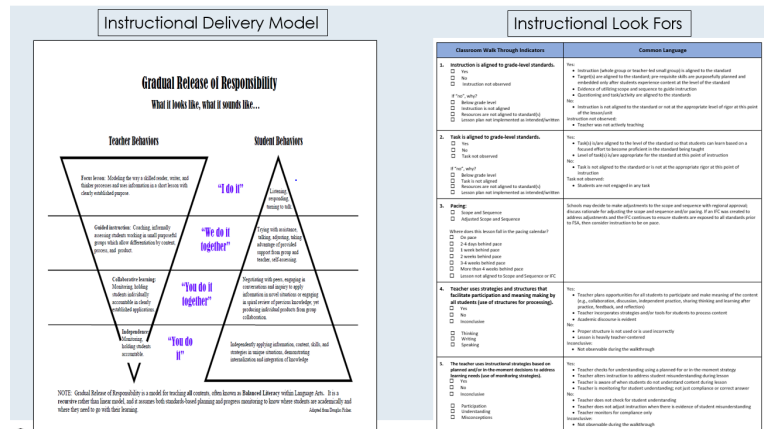
9. Oct/Nov

T&L Instructional Focus (From Theory to Practice) will be rolled out to include Instructional delivery model, Framing the Experience, Coaching logs, and CWT Look-Fors.

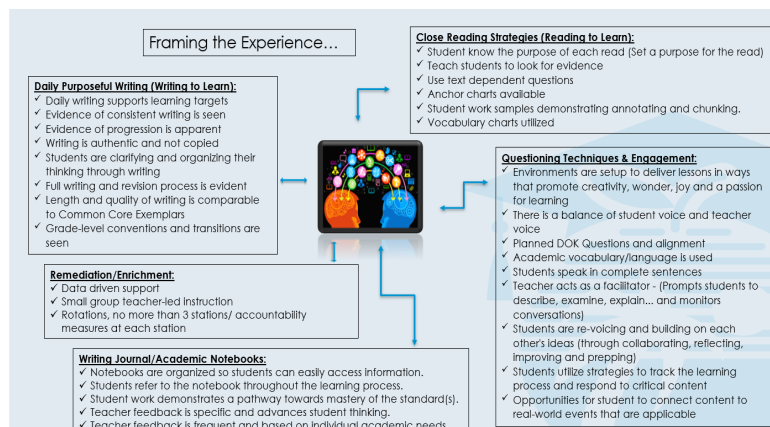
SB Members Walk-arounds - TBD

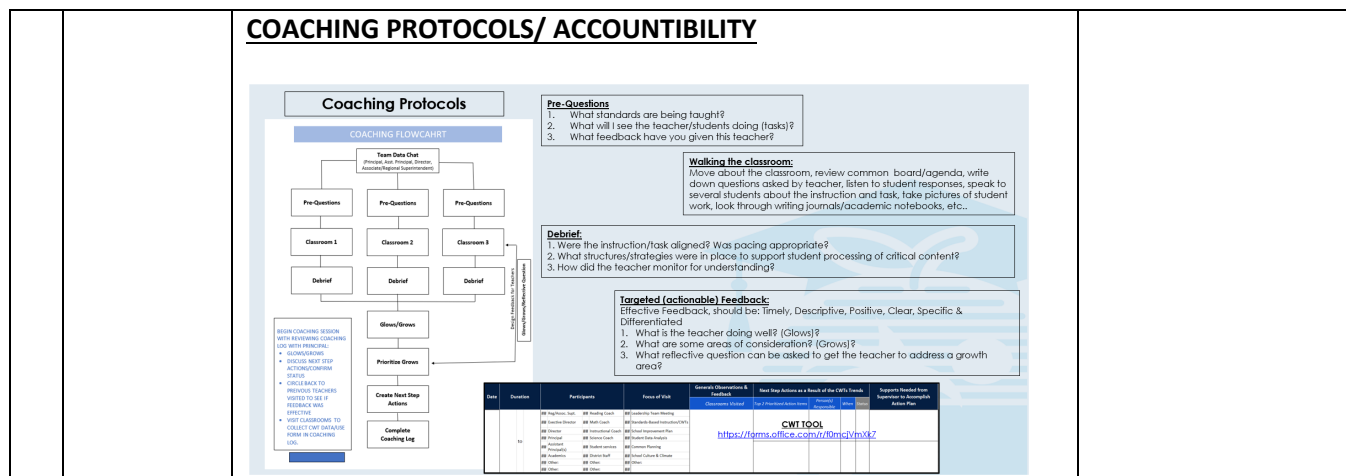
- **Framing the Experience: The brain's ability to modify, change and adapt systems, structures, and functions (Neuroplasticity).**

INSTRUCTIONAL DELIVERY MODEL/CWT LOOK FORS



FRAMING THE EXPERIENCE – CREATING NUEROPLASCITY IN THE BRAIN





- Blackburn, B. R., & Witzel, B. S. (2018). *Rigor in the RTI and MTSS classroom: Practical tools and strategies*. New York, NY: Routledge

3. Teaching and Learning & Strategic Thinking - Lack of clear vision and plan to address enrollment decline in school district

The student enrollment decline in BCPS has been an issue prior to my arrival but I am taking the necessary steps to address the issue within my span of control.

- Since 2018 there has been a population decrease of approximately 300,000 residents in Broward County.
 - 2018 - 2.1M to 2021 - 1.8M
 - 0-4 years old children has decreased from 5.9% 2018 to 5.5% 2021
 - 65 years and older has increased from 16.6% 2018 to 17.5% 2021

Some of the reasons for the decline are contributed to economic impact; lack of affordable housing; the Pandemic and expansion of remote work opportunities; parents not electing to return to the traditional settings; and, safety regarding weapons and physical altercations on campus. My number one priority is the safety of students and staff.

I have addressed and will continue to address these barriers by implementing and supporting the following programs: Reengagement initiatives through Student Services (Door Knocking). Non-traditional schools (Phased Approach), Alyssa's Alert, BTA/comprehensive professional development plan, the Suicide Risk Assessment protocols, wandering at schools and extra-curriculum activities, and my support for the referendum.

- Dr. Doyle and Dr. Wanza met in September to create a phased reengagement plan to market and connect families to our comprehensive non-traditional offering. Phase I focuses on Broward Virtual School.
 - Post pandemic enrollment on Home Education has increased to approximately 3000 students
 - Home Education will be our first targeted population

In addition to these strategies to reengage students who are not enrolled, I have been leading and engaging in conversations with AECOM to prepare the RFP for a long-term facilities analysis

as well as completing an analysis of priority and immediate schools that can be reviewed now rather at the conclusion of the long-term facilities plan (which is being prepared for a Board Workshop in December). Furthermore, I have been participating in conversations on affordable housing opportunities in Broward County and started conversations on how to provide affordable housing to BCPS staff.

4. Teaching and Learning - No clear strategy on district run charter schools to compete for choice and become a premium choice district like our competitor districts

After the state released the school accountability data, the District met (September 14, 2022) with city officials from the City of Fort Lauderdale to discuss possible options for the turnaround schools within the city. A District managed charter school(s) was among the options discussed as innovative solution. The next step would be to identify which school (s) might serve as district managed charter and then have community meetings for input and feedback.

5. Judgment and Political Acumen - Failure to lead with "Getting to November" culture

The organization is experiencing high anxiety due to the past five years and recent changes due to the Grand Jury Report. The level of anxiety has a significant impact on people's ability to perform their duties at a high level. Individuals are looking for potential stability where they perceive instability in Board functions. I have been leading the organization by utilizing empathy, grace, and decisiveness to ensure that our students remain the priority and that proper support is given to all constituents. I continue to serve and fulfill board member requests, regardless of who is in the seat.

6. Judgment and Political Acumen - Dr. Cartwright crossed the line by playing politics with board members and board actions

A role of a superintendent is to gain additional feedback from board members on items that come and do not come before the Board. The rationale is that board members represent the community they serve and can provide critical information to the superintendent before final recommendations come forward. The superintendent cannot share information from one board member to another due to Sunshine Laws. However, they can have individual conversations to ensure that information from multiple communities is considered before a recommendation comes forward to the Board or before a decision is made in the district.

7. Leadership and Board Governance - Failure to inform the board of high-profile employment agreements & Failure to get Board acceptance

Board members and state officials were looking for swift action on individuals listed in the Grand Jury Report. After completing a close review and conducting conversations with General Council and others, I advised board members of the potential initial list of individuals who we would be engaging in conversation. Unfortunately, news media reported this information before I could properly notify personnel. While the Board was aware that separation agreements were being

created and conversations were occurring, details were released at the finalization of the conversations and before the agreements were released to the news media. It is important to note that there are specific educational human resource protections and legal cases that must be considered to ensure individual due process rights are given, and future potential impacts to the District are minimized.

8. Leadership and Board Communication - Poor board communication; Lack of adherence to "no surprises" framework with the board

Over the past year, Board communication has significantly increased. This school year, a process has been formalized to distribute timely reporting to appropriate board members. While there have been a couple of occasions where the process failed due to this revision at the beginning, implementing the process is now becoming routine. Furthermore, a Board Update Document is being utilized this school year to further communication to keep board members informed.

9. Leadership & Decision-Making - Failure to make decisive and thorough decisions addressing all aspects of the Grand Jury Report

A second presentation regarding Grand Jury Report findings (as previously discussed during board meetings) is being presented on Tuesday, October 25, 2022. Corrective actions for a vast majority of the findings have occurred.

10. Leadership & Decision-Making - Failed processes for Chief Facilities Officer (a key position identified in grand jury report)

In August, a recommendation came forward to the Board for the Chief Facilities Officer. After discovering that the process did not conform to Board Policy at the time, the process was paused to allow for community participation in interviewing and ranking the candidates. During this period, it was discovered that an additional mistake in the scoring calculation occurred. The additional step in the process resulted in a different person being recommended for the top ranking. I met virtually with this candidate to have supplemental conversations regarding the position. After reviewing the information provided to me and speaking with the candidate, I decided to recommend the candidate for the position. A board member contacted me and suggested that I speak with an official who had previously worked with the candidate. That official advised that I review the public record human resource file from a local city. In the file, documents listed evidence that the candidate didn't fully disclose a termination from a previous employer on their application to the district. Therefore, I removed the recommendation from the Board. During that meeting, the Board again expressed the importance of hiring someone quickly for the position. Given that I had already met with the original recommended candidate and did not find concerns in their background, I listed the candidate as a recommendation to the Board. Questions were raised regarding this candidate's intent and ability to complete the job functions. Therefore, I removed my recommendation and sought Board approval with a new job description to revise parameters that would possibly lead to stronger candidates. Board approval was given on October 18, 2022.

11. Leadership and Community Engagement - Poor community engagement and strong community division

I have been highly involved in multiple community functions and conversations with all communities. To ensure that I can assist with many action items that support our students and families, I participate as a board member on multiple boards (please see below). I also actively participate in and speak at multiple community, local government and non-profit events to support key priorities that benefit our students. These activities are beyond the plethora of school events that I attend and participate.

Broward Education Foundation
Children's Services Council of Broward County
Greater Fort Lauderdale Alliance
The Prosperity Partnership Greater Fort Lauderdale Alliance
Broward Workforce Development

12. Leadership and Stakeholder Engagement – State officials question direction and leadership of the school district since August 2021; District advisory committees and key stakeholder groups question district leadership

When the SBBC was discussing if face coverings should be required for the beginning of the 2021-22 school year, General Counsel and myself recommended to the Board not to make face coverings required. Once a decision was made by the Board, it is my responsibility to implement the decision of the Board. Once official action was taken by the Legislature, I advised the Board that the District must come into compliance, which occurred. During this time period, I remained professional and did not engage in behaviors to inflame the situation with government officials.

I have a positive relationship with multiple key stakeholder groups and advisory committees. I've participated and spoken at multiple events to support the efforts of the District on behalf of our students' best interests. I have positively participated with multiple advisory committees and supported their actions. When a hostile approach is taken when working with district staff as well as myself, it is difficult to form a positive relationship. I will continue to build positive relationships with all stakeholders.

13. Business Operations - Awful business climate and horrible actual expenditures with local businesses (veteran, small and minority firms)

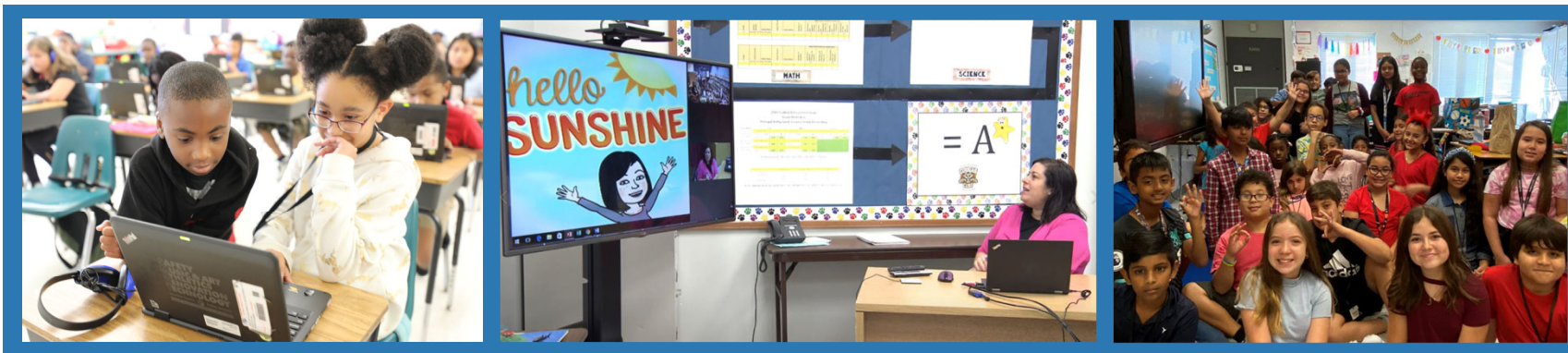
The current measure of success is based on the increase dollars spent with our local small businesses, as reported by Economic Development and Diversity Compliance Report. From FY21 to FY22, the District increased the Small/Local Spend from \$109.66 million to \$231.32 million. The number of utilized firms increased from 105 to 157. For FY23, the spend target is \$300 million. The number of utilized suppliers will reach 250.

14. Business Operations and Legal - Lack of transparency and continued failure to address public records requests

I have recently directed Strategic Initiative Management to develop a database along with our Public Records Request Department to develop an updated database to manage and monitor the progress of fulfilling public records request. The database will include notification to the responsible Cabinet member when a request has not been fulfilled in a timely manner. Clear expectations have been set to outline the number of days staff have to respond. Along with these changes, additional resources are being provided to assist the department. Training for staff will also be provided to allow a better understanding of what a public records request is and isn't.

15. Pending Investigation - Pending Department of Education investigation involving Dr. Cartwright with allegations of improper relationships

Chief Auditor, Joris Jabouin, provided an update to the Board on Monday, October 24th. An independent audit firm was hired to review the allegation. The update exonerates the allegations of improper relationships. (It is also important to note that anyone can bring allegations against the district and district personnel but it doesn't mean that those allegations have merit.)



Superintendent Dr. Vickie L. Cartwright

Grand Jury and FLDOE Letter Second Update

OVERVIEW

1. Grand Jury Report – Response to Specific Issues Raised regarding:
 - a. Personnel
 - b. SMART Bond Projects
 - c. Safety and Security Concerns
 - d. Diversity and School Climate
2. Update on open items from Round One



Safe Schools Officers

Context: Page 5

A specific example involving the Broward County School District to illustrate the larger trend of local districts failing to timely ensure that a least one Safe Schools Officer would be present on every charter school campus for the then-upcoming 2019-2020 school year.

Question: Have we ensured monitoring and compliance of SROs being present on every campus?

Response: At the beginning of each school year, members of the Safety, Security and Emergency Preparedness (SSEP) Division attend principal meetings where we discuss expectations for the upcoming school year.

- Principals at traditional and Charter schools are reminded of the statutory requirement to have a School Safe Officer (SSO) present during school hours
- SSEP seldom receives notification that an SSO is absent; but, on occasion members of the BCPS Armed Guardian team or Detectives from our Special Investigative Unit (SIU) Department backfill whenever an SSO absence exists



SMART Bond Projects - Update

Context: Page 13

Projects specifically promised in 2014 by BCPS officials to be completed in 2025 at a cost of approximately \$1.462 billion.

Question:

Are we on track with this? What were the group of projects?

Response: Yes.

- The Superintendent has made significant progress to ensure these projects are back on track to be completed in 2025
- ALL SMART Bond projects are included in the timeframe
- These statements were verified during a public board meeting in September by RSM, Atkins and AECOM



SMART Bond Project – Scope of Work

Context: Page 16

District leadership, guided by a woefully inaccurate scope of work from 2014, continues year-after-year to sail SMART Program projects into storm-after-storm.

Question: How are we currently determining "scope of work" to prioritize and be efficient?

Response:

- The Superintendent has addressed systemic issues that plagued priorities and efficiencies of previous administrations (see slide 12)
- BCPS remains committed to the original scope of work
- The Superintendent has directed the Deputy Superintendent of Operations to complete these projects and request the SBBC to authorize additional to scope of work only when needed to complete a project, or when replacing equipment is a cost-efficient solution
- The Superintendent has given clear and consistent direction to prioritize scope before cost or schedule in SMART project management, as directed by the SBBC



Roof Inspection Evaluation Forms

Context: Page 32

The District-appointed supervisor of the ad-hoc, three-person BCPS roof inspection team for the Needs Assessment testified that she herself jettisoned the comprehensive, multipage evaluation forms provided by Jacobs in favor of a less inclusive, single-page form of her own making.

Question: Have we identified and addressed this situation and the individual?

Response: Yes.

- Employee retired July 1, 2022
- For all new roofs, we have a third-party vendor working with an in-house team of roofing experts inspecting newly installed roofs in satisfaction of the requirements of the manufacturer to maintain the roof warranty
- The upcoming roof asset management plan incorporates a comprehensive assessment tool to accurately evaluate the condition of all roofs
- Note: The roof asset management solicitation is currently under the Cone of Silence and cannot be discussed



SMART Project Leadership

Context: Page 49

In its 2019 PPO Review, the Council of Great City Schools found that "there did not appear to be a clear division-wide leadership vision or integrated structure in place to manage and define responsibilities and accountabilities across major departments in the Facilities Division.

Question: How have we addressed this issue?

Response: The Superintendent agrees the District's previous facilities division structure lacked effective leadership and has taken significant actions as a result:

- The Chief Facilities Officer has been vacant since 2018; Superintendent prioritized the search once permanently hired but has proved challenging to fill
- Approved a revised job description to identify the best pool of candidates; new job description approved on October 18, 2022
- The Superintendent leads and participates in recurring meetings with AECOM to provide vision and direction as well as remaining informed on SMART Bond progress
- The Superintendent has tasked the Deputy Superintendent of Operations with direct oversight of day-to-day SMART Program operations, management and accountability of key facilities departments, and weekly meeting and reporting cadence



Neglected Roofs

Context: Page 54.

But for now, we are talking primarily about the 35% of the District's roofs were classified as being in "good condition" during the FCAs conducted in 2014 and are, therefore, not currently in line to be replaced any time in the near future. As the District meanders along discussing the imminent roofing maintenance plan, these roofs have been neglected.

Question: Have we created a long-term plan for the roofs labeled "good condition"?

Response: Yes. Under the Superintendent's leadership the SBBC voted to release an RFP for Roof Asset Management on July 19, 2022, (Board Item O-6). The solicitation closed October 13, 2022.* In addition the following steps have occurred:

- Instructed Procurement to bring item and recommendation for board approval in November 2022
- Hiring Roof Asset firm is foundational to a long-term plan to keep District roofs in good condition, performing inspections and preventive maintenance annually, and strategically repairing roofs as needed
- The Superintendent has directed Physical Plant Operations to continue repairing roofs damaged by water intrusion

***Note:** Solicitation is under the Cone of Silence; staff cannot answer questions relating to it at this time



Resources to Support Sub-Permitting Process

Context: Page 56

RSM recommended "allocating additional resources to support the sub-permitting process".

Question: Have we addressed this and is one individual still responsible for the roofing sub-permitting process?

Response: Yes, the Superintendent has addressed this issue and approved – as part of an extensive reorganization, including:

- The hiring of external staff (in both the Building Department and the Chief Fire Official's Office) to augment deep institutional knowledge of current resources to complete SMART program deliverables
 - Five in the Chief Building Official's Department
 - Three in the Chief Fire Official's Department



Inspections – Best Practices

Context: Page 59

A better practice would probably just be for the District to leave its inspections to external, rather than internal, authorities.

Question: Have we had this conversation? Has the District adopted this "better practice"?

Response: Yes. Under the Superintendent's direction, the District has:

- Augmented internal resources by approving the hiring of external experts (eight currently) to move all SMART-related inspections forward to completion
 - Five in the Chief Building Official's Department
 - Three in the Chief Fire Official's Department



Personnel

Context: Pages 56-60.
Concerns regarding staff member

Question: Have the issues shared on these pages been addressed with these employees?

Response: Yes. The Superintendent took swift and decisive action to address these valid concerns, including:

- The Superintendent has set clear expectations of her leadership team that they will be held accountable for student outcomes and effective and efficient operations. Further, she has made it clear that we will lead with Relationships, Grace and Respect
- Accepted resignations and retirements of select staff members
- Continues to address systemic issues in personnel, policies, processes and procedures that enabled these matters in the first place



Roofing Process Delays

Context: Page 60

They do not have these kinds of issues involving multiple rejections, resubmittals, and months if not years of delay and additional costs while projects wait for an acceptable roofing binder.

Question: How have other Districts avoided similar roofing delays and overruns? What is Broward doing to fix these issues?

Response: Each District faces unique infrastructure challenges and circumstances. At BCPS, the Superintendent moved quickly to address these issues by:

- Proactively assigning the Deputy Superintendent of Operations the oversight, authority and accountability of:
 - Directing and managing AECOM Project Managers with the PMOR
 - Implementing new processes and protocols to reduce/eliminate roofing delays and cost overruns
 - Removing inefficient multi-step redundancies that existed for decades
- The Superintendent has directed the Deputy Superintendent of Operations to ensure compliance with Building Code requirements without adding unnecessary requirements above and beyond those standards



Code and Design Standard Interpretations

Context: Page 61

Building department's interpretation of Code and Design Standards. We find that the Building Department's code interpretations are unnecessarily restrictive and lead to an uncompetitive process to obtain roofing materials.

Question: What has changed? Has process review occurred with Building Department to address this?

Response: The Superintendent fully agrees with this assessment and has taken decisive steps to remedy such inefficiencies, including:

- Authorizing leadership to meet with Facilities and AECOM teams, the Building Department and Chief Fire Official officers bi-weekly at minimum and report issues, exceptions, delays, and code challenges to the Superintendent immediately
- The Superintendent also has recurring meeting with Deputy Superintendent of Operations and AECOM leadership
- Conveying clear expectations on meeting code standards and avoiding legacy "BCPS" construction standards
- Working collaboratively districtwide to resolve such conflicts fairly and expeditiously



Unanticipated Slope Issues

Context: Page 62

We received testimony that the Building Department is improperly interpreting what is "new construction" under the Florida Building Code. Based on that interpretation, the Building Department requires a change in the slope of the roof to one-quarter inch per foot. There is no way the designers could have anticipated they would encounter this slope issue in advance.

Question: Have we addressed the slope requirement?

Response: Yes. The Superintendent has reviewed and assessed these issues and has learned:

- Florida Building Code requires roof slopes increase to 1/4" per foot
- The poor condition of existing roofs—which, in some cases, have leaked for protracted periods--did not allow for "re-covering" the roofs
- The Superintendent is requiring all roofs needing repair and re-insulation follow state guidance and address the slope issue in tandem with roof repairs



Wind Rider Requirements

Context: Page 63

The District's insistence on requiring a wind rider from any prospective roofing manufacturer, in addition to the industry-standard 20-year warranty, effectively reduces competition by forcing the roofing manufacturer to warranty the entire roofing assembly, including other materials, such as lightweight insulated concrete, that the manufacturer does not sell itself. Many manufacturers are understandably hesitant to warrant materials they do not produce.

Question: Do we still require these?

Response: Yes, and for good reasons. The safety of our students and perseverance of District assets are top priorities for the Superintendent and the District overall. As such, the Superintendent:

- Maintained the wind rider requirement rather than rely solely on “industry standard warranties” that limit coverage on damages to winds up to 75 MPH, the equivalent of a strong tropical storm or a weak hurricane
- Determined that wind riders are a necessity in hurricane-prone South Florida to ensure the failure of a related roofing component does not render the entire roof susceptible to moisture intrusion and warranty cancellation



Roofing Delays, Redesigns and Resubmittals

Context: Page 65

Experienced roofers who have been able to timely complete projects in nearby districts with similar rules are getting their binders returned, often multiple times. This is causing months of delays in redesigns and resubmittals and millions of dollars of waste in taxpayer funds. These practices also have a deleterious effect on the ability of small, minority or women-owned businesses to compete in the marketplace.

Question: Have we addressed this issue? Has the number of small, minority or women-owned businesses receiving contracts increased?

Response: Yes. The Superintendent has made increasing the number of small, women and minority-owned businesses we work with a major priority for roofing and all facilities work and is pleased to announce:

- The practices that led to delays and resubmissions are no longer in place
- The employee is no longer at the District
- The District has aggressively stepped-up outreach efforts to engage SMWBE contractors and increase their participation



Atlas Apex

Context: Pages 66-69

Relationship with Atlas Apex and preferential treatment

Question: Has this firm received preferential treatment and has this issue been addressed?

Response: The Superintendent rejects preferential treatment in all contractual agreements, including those with Atlas Apex. In fact:

- Atlas Apex has earned each contracted assignment and consistently been the lowest bidder on every project they have been awarded
- The District secures a minimum of three bids for all Roof Carveout Programs and Construction Services Minor Projects (CSMP)



Internal Status Reports

Context: Page 70

Board member request to revert to monthly internal status reports they had been using for years to track projects.

Question: Has such regular reporting been reinstated? Do we provide the Board with monthly internal status reports?

Response: Yes. The Superintendent has made reporting to the Board a top priority and directed staff to work closely with vendors such as AECOM and Atkins to:

- Prepare comprehensive monthly reports on the SMART program to share with stakeholders and which are transmitted to the Board
- Incorporate Primavera "P6" format schedules



Fire Alarms

Context: Page 76

Projects involving fire alarms, the very fire alarms that caused people to evacuate into harm's way on February 14, 2018, have still not been completed

Question: Do we have an update or timeline for fire alarms?

Response: Yes. All schools in the District have certified code-compliant functioning fire alarm systems.

- The Superintendent has fast-tracked the installation of new fire alarm systems at 85 school sites, and implementation will run in tandem with other Bond projects scheduled to be completed on or before late 2025 (while a priority, there continue to be supply chain challenges)
- New fire alarm systems will have the capability to perform Positive Alarm Sequencing (PAS)



Air Quality Assessments

Context: Page 78

Apollo Middle – Former Board member stated "they've got mold up the gazoo" other examples of Broward Schools that have experienced mold and mildew problems while waiting on new roofs include Nova Middle, Quiet Waters Elementary, Sheridan Park Elementary, Palmview Elementary, North Fork Elementary, Royal Palm Elementary, Martin Luther King Jr. Montessori Academy, Ramblewood Middle, Stephen Foster Elementary, Pines Middle, Boyd Anderson High School, Wingate Oaks Center

Question: Have we conducted Air Quality Assessments at these schools?

Response: Yes. The Superintendent has prioritized indoor air quality at our schools.

- Ensured Indoor Air Quality Assessments (IAQ) were conducted at all the schools listed in the Grand Jury Report based on the areas where complaints were reported
- Supports a new process led by task-assigned Director of Environmental Health and Safety, which requires semi-annual IAQs once two or more complaints have been logged at the location



Maintenance Program

Context: Page 79

Council of Great City School's PPO Review found that Broward School District's lack of a deferred maintenance program would reduce the lifespan of many of its planned renovations and would likely void any warranties the District had secured that depended on existence maintenance records to secure the warranty*

Question: Do we currently have a Districtwide maintenance program?

Response: Yes. The Superintendent has taken a hard look at these policies and procedures and has:

- Implemented initiatives by Physical Plant Operations (PPO) that decrease deferred maintenance
 - Increased second-shift workers
 - Added "Tiger Teams" of trade "generalists" in February 2022, who, instead of responding to a single work order, report to a school for a protracted period and can execute hundreds of routine work orders as assigned



Conflict Mediation

Context: Page 81

Previous Superintendent was unable or unwilling to mediate the many conflicts that have arisen in the Broward School District in the course of both the planning and execution of its SMART Bond projects. He has not staffed the District appropriately.

Question: How do we currently mediate conflicts/disagreements that occur with the planning and execution of SMART Bond projects?

Response: The Superintendent has directed staff to implement recurring meetings and report back on progress and concerns

- The Deputy Superintendent of Operations meets biweekly with AECOM, Capital Projects Staff, Fire Official and the Building Official to assist with mediating disagreements and keeping projects moving.
- Weekly CORP meetings were added to expedite change orders and address concerns
- Deputy Superintendents debriefs the Superintendent after each meeting



Accountability

Context: Page 90

Even with these Board members gone, the District's leadership will still be plagued by individuals who have worked in an atmosphere where the putative leaders view themselves as above all judgment, where the word accountability is meaningless, and the only real problem is "the media". They do not know how to look internally, find and fix problems. Some of them have been named in this Report, but others have not. They must also go.

Question: Have personnel changes been made in response to the Grand Jury Report?

Response: Yes. Where appropriate, the Superintendent took swift and decisive action to make personnel changes and added layers of oversight and accountability.



Law Enforcement Policies and Practices

Context: Page 95

Administrators who have zero education, training, or practical experience in law enforcement to nonetheless behave as though they are the fountain of all knowledge when it comes to the policy and practice of law enforcement in schools

Question: Who leads the discussion when it comes to policy and practice of law enforcement in schools? Do they have prior law enforcement experience?

Response: Yes. The Superintendent has taken significant steps to rectify this misperception, including:

- Recruiting safety and security experts with significant educational, hands-on training, and practical experience in law enforcement
 - New Chief Safety and Security Officer has a law enforcement background
- Tasking the Chief Safety and Security Officer to direct the Special Investigative Unit (SIU) to inform law enforcement policies and practices in schools in collaboration with the Training team in the Safety, Security and Emergency Preparedness division
- Requiring that all SIU detectives serving the District are sworn law enforcement officers and serve as resources and support for school administrators at assigned schools as needed. Example: a law enforcement officer must be present and participate in all active assailant drills



PROMISE Program

Context: Page 94

Broward County's "PROMISE" program's training materials state both that it is a "mandatory program" and that the program "is not intended to limit the discretion of law enforcement"

Question: Is PROMISE still mandatory?

Response: The Superintendent continues to follow SBBC Policies.

- *"PROMISE is a mandatory program assignment for eligible students of at least 11 years of age and/or enrolled in a District 6-12 school program"* per School Board Policy 5006 "Discipline Policy: Suspension and Expulsion"
- Section 1-G also states, "Upon consultation with law enforcement for the eligible incident, if said officer, in his/her sole discretion elects to assign the student to Broward County's Civil Citation/Prearrest program, then the student shall not be required to attend the District's school-based prearrest/diversion program, PROMISE."



Law Enforcement Access to Students at School

Context: Page 105

General Counsel Myrick was training administrators that if police showed up at a school with a warrant for the arrest of a student, they were not going to be permitted inside the school and that the student's presence inside the school would not even be verified.

Question: What is the current practice governing law enforcement access to students at school?

Response: The Superintendent has affirmed the District's process and directed all schools to cooperate with law enforcement officers.



Survey Results

Context: Page 106

The year after the PROMISE program began the District stopped publishing the results of that survey; a year later they stopped administering it altogether.

Question: Why did the District stop publishing the survey?

Response: The survey transitioned to align with Accreditation standards and procedures (Cognia, formerly known as AdvancED).

- The Superintendent has retained the previous administration's annual survey cadence and results are published to ensure full transparency
- Stakeholder surveys are facilitated through Research, Evaluation and Accountability and results are published annually
- Annual survey continues to ask students about perceptions of their physical safety in school



Florida TaxWatch

Looking Ahead:

“With the release of the Final Report of the Twentieth Statewide Grand Jury and the subsequent removal and replacement of four elected SBBC members, it would be an understatement to say that the District faces a considerable amount of uncertainty as it continues its implementation of the SMART Program. Florida TaxWatch strongly urges the SBBC to support Superintendent Cartwright as she and her leadership team take appropriate actions to ensure that the remaining Primary Renovations projects, especially those that include activities designed to improve school safety and security, are implemented on-time, on-budget, and in scope. The Grand Jury’s findings notwithstanding, the District continues to make progress in implementing the SMART Program.”

Excerpt from the Florida TaxWatch Report, September 19, 2022



Marjory Stoneman Douglas HS Public Safety Commission

“Thank you, Dr. Cartwright - appreciate you being here today, and you have made a lot of progress over the last year. You and I have had a fair amount of communication this year, and you moved the needle considerably. And you and your staff and the entire District should be recognized for that. I said it publicly a few months ago, I think you made more progress I said in the last six months, I’ll say in the last year than what was done in the prior four years because of a commitment to change in culture, change in leadership, putting the right people in the right seats, and making sure that things were followed through.”

1:14:50 - 1:15:30 – Sheriff Gualtieri

Sheriff Gaultieri, Chair

Closing Remarks



Round One Open Items

Follow-Up

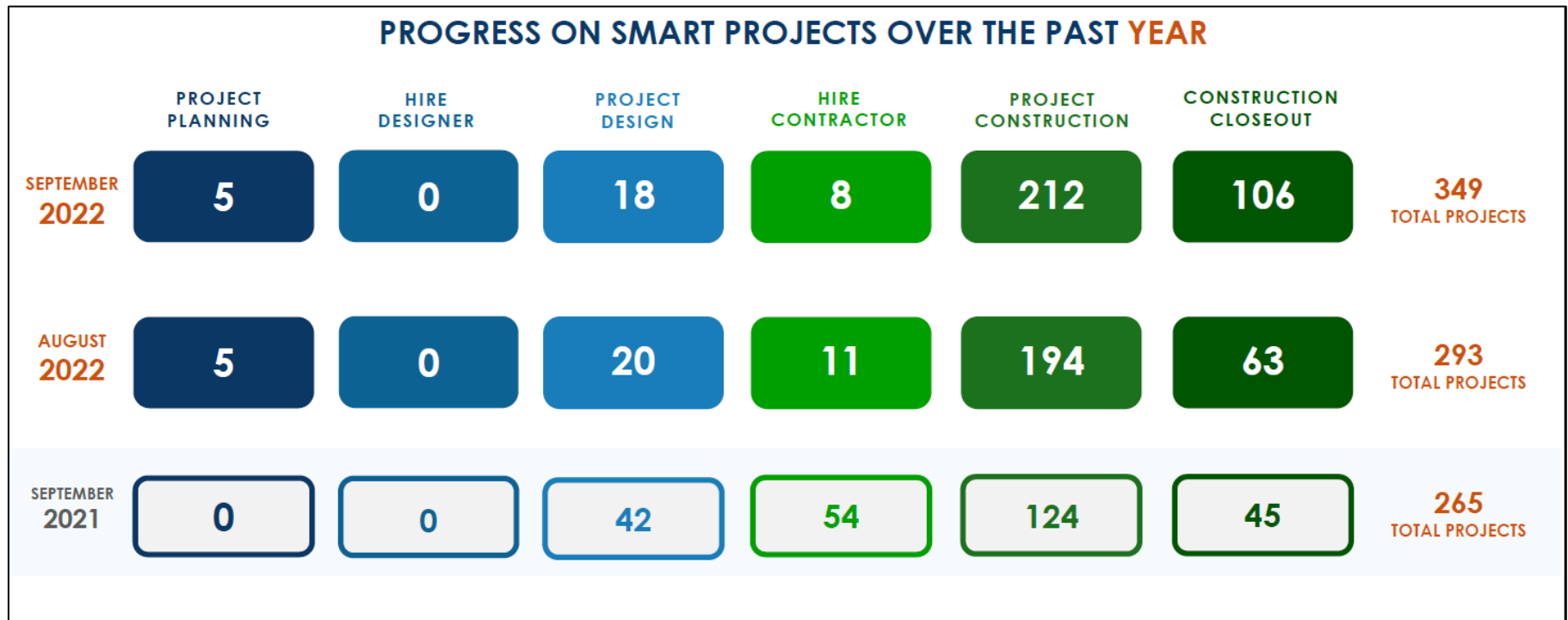


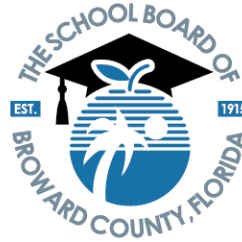
Update on Open Items from Round One

1. Auto Lock Door System status update.
 - a. On August 2, 2022, door locks were 52% complete.
 - b. Today, they are 98% complete, and on-target to meet the December 2022 deadline
2. SMART Progress (see slide 32)
3. Single Point of Entry Video Intercom – are remaining 3 schools completed? Only one school left; pending relocation of camera



SMART Update: Where We Are Today





Torey Alston, Chair
Lori Alhadeff, Vice Chair

Daniel P. Foganholi
Debra Hixon
Sarah Leonardi
Ryan Reiter
Nora Rupert
Manuel A. Serrano
Kevin P. Tynan

Dr. Vickie L. Cartwright
Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

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**JORIS JABOUIN, CHIEF AUDITOR
OFFICE OF THE CHIEF AUDITOR**

PHONE: 754-321-2400 **FAX:** 754-321-2719 **EMAIL:** joris.jabouin@browardschools.com

DATE: October 24, 2022

TO: School Board Members

FROM: Joris Jabouin, Chief Auditor

SUBJECT: FL DOE Complaint 2022060023 (PCG Audit Project) - Status

An audit project of the District's contract with Public Consulting Group (PCG) and the related amendments to the contract commenced as a result of complaint 2022060023 from the Florida Department of Education's Office of Inspector General.

My office engaged Carr, Riggs & Ingram (CRI) to conduct this audit project, whose scope includes forensic procedures, staff interviews, and the review of documents related to the contract and amendments. I met with the partners of CRI at various times from Wednesday, October 19, 2022 through Friday, October 21, 2022 for verbal updates on the engagement. As of this morning, the status of the audit project is as follows:

- the work is still in process;
- the auditors are still performing their fieldwork;
- the auditors are still analyzing School Board Member/District employee e-mails, chats, and texts;
- the District may have an observation regarding the use of an exemption for the purchase of goods/services without a competitive solicitation as well as the management of the PCG contract;
- with respect to the e-mail, chat, and text review, the auditors observed many conversations but informed me that they noted no improper or illegal conversations to date;
- since the work is ongoing, there may be other potential observations as well as explanations/support that may address those potential observations; and
- the audit project will conclude the week of October 31, 2022.

I plan to reach out to each School Board Member during the week of October 31, 2022 to inquire if you would like a more detailed conversation of this audit project.

C: Dr. Vickie L. Cartwright, Superintendent of Schools
Ms. Marylin Batista, Interim General Counsel



Economic Development & Diversity Compliance

Small/Local Businesses Spend 3-Year Summary

This is a three-year (3) spend summary highlighting local/small business participation and utilization in all School Board purchases from Fiscal Year 2019 thru 2022, with efforts led by the Economic Development & Diversity Compliance (EDDC) department. EDDC is responsible for administering the Supplier Diversity Outreach Program (SDOP) - per Board Policy 3330 - to include local small, minority, and women-owned business enterprises (SMWBE) in all School Board purchases. In 2019, an organizational paradigm shift changed the department's focus on how we measure success. The department aims to increase dollars spent with local/small businesses. Success is based on and measured by the increase in the District's dollars spent with our local small businesses, encouraging economic growth and development. As such, the key metrics changed from the number of certified suppliers (*with minimal spend*) to increasing dollars spent with qualified, ready, willing, and able local certified suppliers.

\$441.35M

FY2019-2022 SMALL/LOCAL SPEND

FY19-20	FY20-21	FY21-22	Delta FY19-22
CERTIFIED: 590	CERTIFIED: 533	CERTIFIED: 486	CERTIFIED: (18%)
SPEND: \$100.37M	SPEND: \$109.66M	SPEND: \$231.32M	SPEND: 130%
UTILIZED FIRMS: 143	UTILIZED FIRMS: 105	UTILIZED FIRMS: 157	UTILIZED: 10%

FY 22/23 Revised Goal: Increase Spend with the number of Certified Suppliers.

- Spend Target: **\$300M** (through continued outreach efforts)
- Number of Certified Suppliers: **600** (using the B2Gnow reciprocal certification program with the partner school districts)
- Number of Utilized Suppliers: **250**

Attached are the annual scorecards that comprehensively recap the individual years. The goal is to identify and build upon current successes and recalibrate areas for improvement.



The School Board of Broward County, Florida

Economic Development & Diversity Compliance

FY' 20 DIVERSITY SPEND HIGHLIGHTS

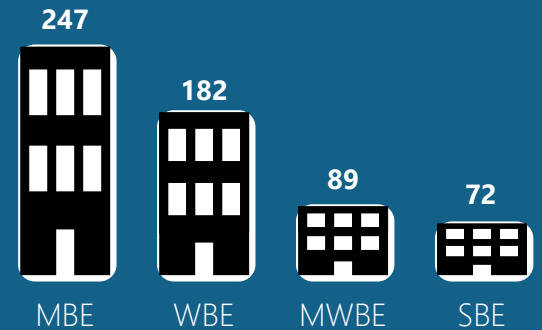
PROGRAM ECONOMIC IMPACT



NUMBER OF CERTIFIED FIRMS



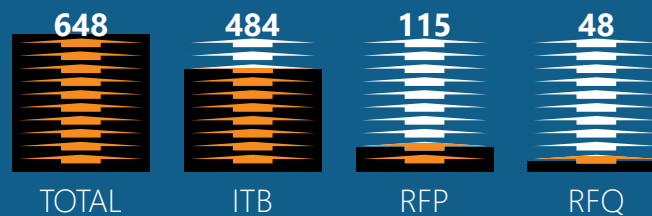
NUMBER OF CERTIFICATION BY CATEGORY



TOTAL PARTICIPATION ATTAINED



ITB/RFP/RFQ SUBMISSIONS REVIEWED BY SOLICITATION TYPE



AVERAGE CAMPAIGN OPEN RATE



\$100.37M SPEND BY PROCUREMENT COMMODITY CATEGORY BREAKDOWN

Major Construction		\$74.5M
Business Operations Services		\$10.1M
Grounds / Structure / Exterior (Outside)		\$5.1M
Food Services / Cafeteria		\$4.8M
Facilities / Maintenance / Repair (Inside)		\$2.1M
Janitorial / Custodial		\$1.8M
Business Operations Products		\$941.2K
Technology		\$527.0K
Human Resources		\$283.1K
Academic / Student Services		\$229.7K
Transportation/Logistics		\$78.1K

7720 West Oakland Park Blvd., Suite 323, Sunrise, Florida 33351 | [Browardschools.com/EDDC](https://browardschools.com/EDDC)

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BUSINESS CONNECT



The School Board of Broward County, Florida

Economic Development & Diversity Compliance

FY' 21 SMALL/ LOCAL SPEND HIGHLIGHTS

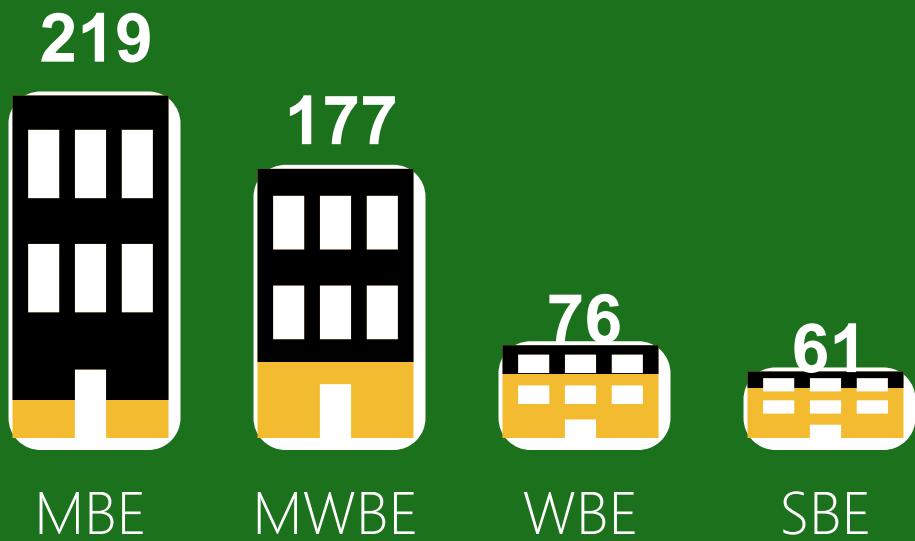
PROGRAM ECONOMIC IMPACT



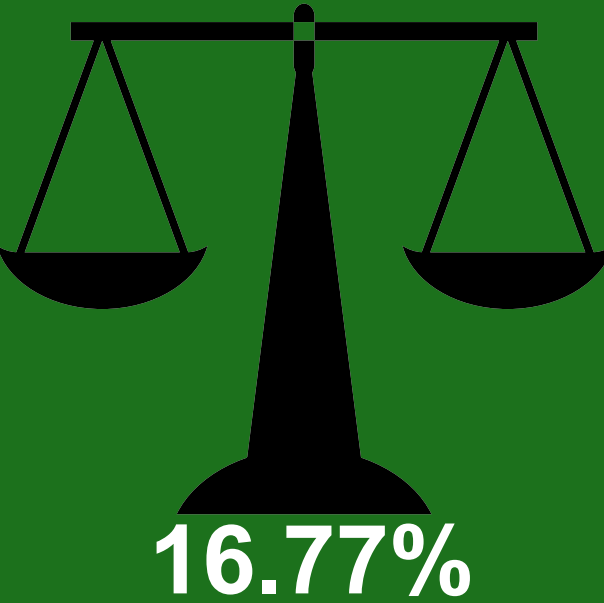
NUMBER OF CERTIFIED FIRMS



NUMBER OF CERTIFICATION BY CATEGORY



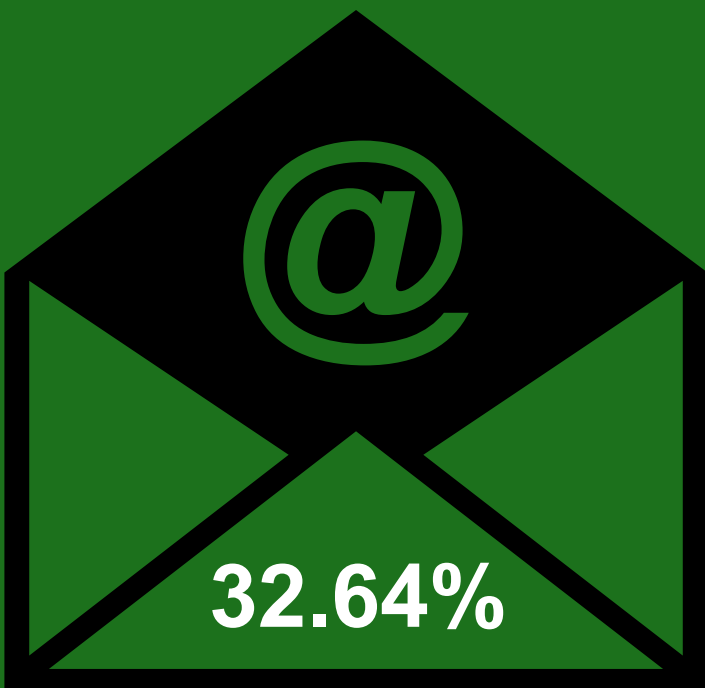
TOTAL PARTICIPATION ATTAINED



PRIME'S SOLICITATION SUBMISSION EVALUATED



AVERAGE CAMPAIGN OPEN RATE



\$109.66M SPEND BY COMMODITY CATEGORY WITH 105 CERTIFIED FIRMS

Major Construction		\$82.6M
Business Operations Services		\$8.4M
Facilities / Maintenance / Repair (Inside)		\$6.3M
Food Services / Cafeteria		\$4.2M
Grounds / Structure / Exterior (Outside)		\$3.7M
Academic / Student Services		\$1.7M
Janitorial / Custodial		\$1.6M
Technology		\$554.9K
Business Operations Products		\$511.4K
Human Resources		\$15.0K
Transportation/Logistics		\$13.4K

7720 West Oakland Park Blvd., Suite 323, Sunrise, Florida 33351 | _____





NUMBER OF CERTIFICATION BY CATEGORY

56

SBE

CERTIFICATION CATEGORY

388

Minority Business Enterprise (MBE)

[illegible]