

SCHOOL BOARD OF BROWARD COUNTY

AUDIT COMMITTEE MEETING

MICROSOFT TEAMS

WEDNESDAY, AUGUST 30, 2023
9:32 A.M. - 12:10 P.M.

Court Reporter:
Timothy R. Bass, Stenographic Reporter
Bass Reporting Service, Inc.
633 South Andrews Avenue, Suite 500
Fort Lauderdale, FL 33301

1 COMMITTEE MEMBERS IN ATTENDANCE:

2 MS. RUTH CARTER-LYNCH
MS. REBECCA DAHL
3 MR. ANTHONY DE MEO
MS. MARY FERTIG
4 MS. ITOHAN IGHODARO
DR. NATHALIE LYNCH-WALSH
5 MR. ROBERT MAYERSOHN
MR. ANDREW MEDVIN
6 MS. PHYLLIS SHAW
MS. JACLYN STRAUSS
7 MR. PETER TURSO

8

OFFICE OF THE CHIEF AUDITOR STAFF:

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MR. JORIS JABOUIN, Chief Auditor
10 MS. ALI ARCESE, Audit Director
MS. JENNIFER HARPALANI, Assistant Director IT Audits
11 MS. ELENA PRITYKINA, Task-Assigned Manager, Operations
MR. BRYAN ERHARD, System Support Specialist II
12 MS. MICHELE MARQUARDT, Executive Secretary
MS. JENNIFER DAILY, Clerk Spec C
13 MS. WANDA RADCLIFF, Clerk Spec B

14

DISTRICT STAFF:

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DR. JOSIAH PHILLIPS, Chief Information Officer
16 MR. JAIME ALBERTI, Chief Safety & Security Officer
MR. ALAN STRAUSS, Acting Deputy Superintendent,
17 Teaching & Learning
DR. TED TOOMER, Associate Superintendent, Teaching &
18 Learning, Non-Traditional Schools
MS. ANGELA FULTON, Regional Superintendent, Central
19 Region
MS. VEDA HUDGE, Executive Director, Student Services
20 MR. ERNIE LOZANO, Director, Behavioral Threat
Assessment
21 MS. MARISA KINNEY, Director, Student Services
MS. ASCELLIA AREANAS, Coordinator, District
22 Attendance, Student Services

23

INVITED GUESTS:

24

MS. LAURA MANLOVE, Director, RSM
25 MS. NATALEE WALLACE, Risk Consulting Director, Process

1 Risk and Controls, RSM
MS. JENNIFER MURTHA, RSM
2 MS. JAMIE BARDEE, RSM
MR. TIM BASS, Court Reporter, United Reporting
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1 Thereupon, the following proceedings were had:

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3 DR. LYNCH-WALSH: All right. So do we have
4 all the audit committee members? It looks like
5 we do.

6 MR. JABOUIN: I do not see Mr. De Meo or Ms.
7 Fertig or Ms. Ighodaro yet.

8 DR. LYNCH-WALSH: Well, quorum doesn't matter
9 since we're on-line, so I'd say we can give them
10 a minute.

11 Did any of them advise that they would not be
12 here?

13 MR. JABOUIN: No, we did not hear negative
14 from them.

15 DR. LYNCH-WALSH: Is Phyllis here?

16 MR. JABOUIN: I don't see Ms. Shaw either,
17 yet.

18 DR. LYNCH-WALSH: Okay. So I think we're
19 going to flip Items 4 and 5 because we already --
20 from our last Behavioral Threat Assessment Policy
21 and Procedure Audit we had follow-up, and some of
22 that follow-up might avoid questions that are
23 either answered or not answered in the follow-up.
24 So I think it would be more productive to start
25 with the follow-up from the last time, because

1 that's what I went back to before I went through
2 this one.

3 MS. MARQUARDT: Excuse me, we just need to
4 let -- we just need to know when to start the
5 recording and then BECON -- well, we need to let
6 BECON know when to go live.

7 DR. LYNCH-WALSH: Okay.

8 MS. MARQUARDT: So whenever you're ready, if
9 you could just say the word just so that
10 everybody's on the same page.

11 DR. LYNCH-WALSH: Yeah, I will. I was just
12 killing time waiting for people to show up.

13 There's Mr. De Meo.

14 Okay. So, well, it's 9:31. I guess we can
15 start the recording -- let's see if Mr. De Meo's
16 ready to go. And nobody else is --

17 Hi. Good morning.

18 MR. DE MEO: How are you doing, Nathalie?

19 DR. LYNCH-WALSH: Good. How are you?

20 MR. DE MEO: Good. Thanks.

21 DR. LYNCH-WALSH: And, full disclosure, I
22 have a terminally ill dog, so I -- Mr. Mayersohn,
23 Robert, at some point I may have to throw the
24 gavel, so to speak, at you if I have to deal with
25 her.

1 MR. MAYERSOHN: Okay.

2 DR. LYNCH-WALSH: It's been several weeks --
3 two days before the last meeting I had to put
4 down the cat and now the dog is going to be two
5 days after this one. So it's been a little
6 crazy. But right now she's snoozing. Hopefully,
7 she stays that way.

8 Okay. I don't see anybody else bouncing in,
9 so let's -- have we started? If we haven't
10 started, I'd like to call this Special Meeting of
11 the Audit Committee to order at 9:32 a.m. So we
12 can start recording. BECON can go live. And
13 we'll start with the Pledge of Allegiance.

14 (Pledge of Allegiance was recited.)

15 DR. LYNCH-WALSH: Okay. Oh, we have a flag
16 on screen. That works.

17 All right. Next up, we have roll call.
18 Again, we don't have quorum concerns, but just so
19 we know who's here.

20 Mr. Jabouin, who's doing roll call?

21 MR. JABOUIN: I will go ahead and do roll
22 call, Chair.

23 Ms. Ruth Carter-Lynch.

24 MS. CARTER-LYNCH: Here.

25 MR. JABOUIN: Ms. Rebecca Dahl?

1 MS. DAHL: Here.

2 MR. JABOUIN: And you've indicated you need
3 to leave at noon.

4 MS. DAHL: Yes.

5 MR. JABOUIN: Mr. Anthony De Meo?

6 MR. DE MEO: Here.

7 MR. JABOUIN: Ms. Mary Fertig, whom I don't
8 see yet.

9 MS. FERTIG: Here.

10 DR. LYNCH-WALSH: I just let her in.

11 MR. JABOUIN: Good morning, Ms. Fertig.
12 Ms. Itohan Ighodaro?

13 (No response.)

14 MR. JABOUIN: Dr. Nathalie Lynch-Walsh?

15 DR. LYNCH-WALSH: Here.

16 MR. JABOUIN: Mr. Robert Mayersohn?

17 MR. MAYERSOHN: I'm here.

18 MR. JABOUIN: Mr. Andrew Medvin?

19 MR. MEDVIN: I'm here.

20 MR. JABOUIN: Ms. Phyllis Shaw?

21 (No response.)

22 MR. JABOUIN: And Ms. Jaclyn Strauss?

23 (No response.)

24 MR. JABOUIN: And Mr. Peter Turso.

25 MR. TURSO: Here.

1 MR. JABOUIN: And, Chair, there are certain
2 individuals from the -- from district staff. I'm
3 Joris Jabouin, the Chief Auditor.

4 If we can have, also, Ms. Ali Arcese is on,
5 as well as Mr. Bryan Erhard, Ms. Elena Pritykina
6 is on, as well as Ms. Michele Marquardt is on
7 from the Office of the Chief Auditor.

8 If I could, please, ask the RSM individuals
9 to, please, speak?

10 Ms. Murtha?

11 MS. MURTHA: Jennifer Murtha is here, RSM.

12 MS. MANLOVE: Laura Manlove is here, RSM.

13 MS. WALLACE: Natalee Wallace is here from
14 RSM.

15 MS. BARDEE: And Jamie Bardee, also, from
16 RSM.

17 MR. JABOUIN: And, Chair, just for speed, is
18 it okay for me to just announce the district
19 staff or would you like them to call their own
20 names?

21 DR. LYNCH-WALSH: No, it's fine if you want
22 to announce them. I think we know who some of
23 them are.

24 MR. JABOUIN: Sure. Dr. Ted Toomer is here.
25 I see Mr. Ernie Lozano is here. I see Mr. Alan

1 Strauss is here, as well. If I didn't -- Mr. Tim
2 Bass, our court reporter, is on as well.

3 Anybody from the Superintendent's team that I
4 did not call, if you can please step in so we can
5 conclude the roll call?

6 MS. FULTON: Good morning, Mr. Jabouin, this
7 is Angela Fulton, representing the Central
8 Region.

9 MR. JABOUIN: Thank you very much. I'm sorry
10 that I forgot you. And also Mr. Strauss and Ms.
11 Fulton are the Superintendent's designees.

12 DR. LYNCH-WALSH: Okay. All right. Do we
13 have anybody else?

14 MS. HUDGE: Good morning, Mr. Jabouin, this
15 is Veda Hudge from Student Services and I'm here
16 along with staff as well.

17 DR. LYNCH-WALSH: Oh, okay. Welcome. And I
18 see Mr. Lozano.

19 All right. Do we have anybody we forgot or
20 do we have the full cast in place?

21 (No response.)

22 DR. LYNCH-WALSH: All right. So, like I
23 said, number 4 -- so we have Roll Call, Public
24 Comment; do we have any members of the public
25 waiting to get in, chomping at the bit to provide

1 public comment or none at this time?

2 (No response.)

3 MS. MARQUARDT: There's no one in the lobby,
4 so everyone's in that has asked to come in.

5 DR. LYNCH-WALSH: Okay. So are there any
6 members of the public? I'm trying to see,
7 sometimes it's hard to tell staff from public.

8 But if there's anyone that wants to make any
9 comments, now would be the time. And if not
10 we'll proceed.

11 All right. So moving along, we had a number
12 of follow-ups last time to the Behavioral, the
13 last Behavioral Threat Assessment Audit, and we
14 got responses, I think, yesterday. So let me go
15 pop those on. We should all have the ability to
16 share our screens, which is what I'm doing now to
17 go to the responses.

18 So the first response, and these were updated
19 responses. And then I believe at the last board
20 meeting it's my understanding that our motions
21 now get presented to the board for action. This
22 might have been at the workshop the other day.

23 Mr. Jabouin, can you speak to that?

24 MR. JABOUIN: Yeah. So with respect to
25 motions from all advisory committees, there is a

1 process for timing as far as when district
2 staff --

3 DR. LYNCH-WALSH: Oh, no, I'm sorry, that's
4 not the question. Let me be clear. That's not
5 the question I was asking. We know what the
6 process is, but I believe a comment was made that
7 it is not for staff to give the final say-so on
8 an audit committee motion. It is for the board
9 to provide a response to the motion. Because we
10 are advising the board, not staff. So if
11 you're -- if you don't remember that part I'll go
12 pull it and have that in place for the meeting on
13 the 7th, as far as what's supposed to happen in
14 the last step of the process.

15 MR. JABOUIN: No, I would -- we would have to
16 go through that exercise if that differs from
17 that and if that was a direction from the board.
18 So we would have to go through that.

19 DR. LYNCH-WALSH: Okay. All right. So the
20 first one up is, we transmitted Motion Number 1,
21 Audit Committee recommends they hire or appoint a
22 senior management level person. So that person
23 became Mr. Lozano. Then I noticed, this is kind
24 of an unusual response where they mentioned the
25 reappointments done on June 13th which changed

1 his position. I notice in today's PowerPoint
2 that we'll have kind of an update on that,
3 because there is a specific title that is
4 required, which I think is a coordinator or
5 something like that. It's somewhere in --
6 District Threat Management Coordinator, and it
7 says that he's been assigned the role. So this
8 motion, I think, has gone the course and will be
9 further addressed in this PowerPoint when we get
10 to that. All right. So that was the first one.

11 The second one, let's see, passed a motion
12 advising that the entire population of the BTA
13 testing sample include all serious and very
14 serious behavioral threats and a geographically
15 based sample of transient and unfounded threats.
16 So, as responded to the board, they agreed to
17 structure sample to include the serious and very
18 serious threats and a sample of transient and
19 unfounded. The timing of the fieldwork and
20 corresponding reports would be subsequent to the
21 presentation of the more recent report to the
22 board in order to absorb both Audit Committee and
23 School Board comments. Thus, the reports will be
24 as soon as possible but not necessarily
25 quarterly.

1 All right. And then at our last meeting, and
2 hence the update, the Chief Auditor was committed
3 to producing a Behavior Threat Assessment report
4 that included all aspects requested by the Audit
5 Committee at the February 16th Audit Committee
6 Meeting. RSM was present and also committed to
7 providing a report that includes all aspects
8 requested by the Audit Committee. The RSM
9 engagement proposal [in the amount of \$322,500]
10 was received in March; however, OCA could not
11 fund the engagement as it exceeded the
12 department's overall available budget.

13 I've never necessarily known that to stop
14 something from happening in this district. You
15 go back for additional spend. Especially, if
16 you've been budgeting for positions that have
17 stayed empty year after year, I would imagine all
18 those vacant positions exceed 322,000. The Chief
19 Auditor then met with the School Board Chair to
20 discuss the proposal received. Based on the
21 discussions with the Board Chair and other Board
22 Members at the May 2nd, 2023, a new approach to
23 BTA testing will occur for 2024.

24 But I don't remember the first -- our motion
25 being discussed in this context in terms of the

1 engagement proposal. So what did they discuss on
2 May 2nd, 2023? Was this --

3 MR. MAYERSOHN: Dr. Lynch-Walsh?

4 DR. LYNCH-WALSH: Yes.

5 MR. MAYERSOHN: Just a point of order, Ms.
6 Fertig has her hand raised. I don't know --

7 DR. LYNCH-WALSH: Oh, sorry. I can't see it
8 when I'm sharing a screen.

9 Okay. Ms. Fertig?

10 MS. FERTIG: I'm muted. I --

11 DR. LYNCH-WALSH: You're good.

12 MS. FERTIG: Can you hear me?

13 DR. LYNCH-WALSH: Now, we can.

14 MS. FERTIG: Okay. Yeah, I was actually
15 talking -- I wanted to make a comment on motions
16 but now that we're on this one I'm going to move
17 onto something. We have two types of motions
18 that we -- well, we have more than two, but
19 oftentimes we'll make a motion just for materials
20 from the Chief Auditor or training or whatever.
21 Those I don't know necessarily need to all have a
22 board response. The ones that I feel like should
23 have a board response are the ones where we
24 specifically say that we're transmitting
25 something with this -- you know, asking the board

1 this or asking the board that. So I just wanted
2 to clarify that so we don't present at all as
3 every single motion, but the ones that we
4 specifically articulate that we want the board to
5 respond to.

6 DR. LYNCH-WALSH: Right. But the process --
7 it would all go to the board, but not all of them
8 might require a board response if it's something
9 run of the mill.

10 MS. FERTIG: Right.

11 DR. LYNCH-WALSH: However, something as
12 simple as materials is not necessarily simple
13 because we could pass a motion requesting
14 materials and not get it. So the board should be
15 aware, if there's going to be a process, it's
16 going to apply to all motions. And then it comes
17 down to whether it requires and it comes down to
18 whether the Chief Auditor is saying, no. Because
19 what the board discussed was that it's not up to
20 the Office of the Chief Auditor to say, no, it's
21 up to the board to respond. So that's where the
22 issue is coming in, is if -- and that's why I'm
23 going through these. Because we passed motions
24 requesting things and the response from the Chief
25 Auditor was essentially meant to be the final

1 say. The final say comes from the board and even
2 then we could argue our point and they could
3 change their mind.

4 So the reason I'm going through these is so
5 that we have all of this as we go through the
6 reports so that we don't ask questions we already
7 got an answer to.

8 MS. FERTIG: And I'm not speaking to these
9 four motions, I was speaking to the previous
10 conversation about what comes from the board.
11 But now that we're on these four, this number 4
12 response is also included in one of the reports
13 we're going to be presented later, do you want to
14 talk about it now or talk about it during the
15 report?

16 DR. LYNCH-WALSH: I'm going through all these
17 motions right now so that they can inform when we
18 go through the report.

19 MS. FERTIG: So you would rather hold
20 discussion until the time of the report?

21 DR. LYNCH-WALSH: Right. You're talking
22 about response number 4?

23 MS. FERTIG: Yes, I am.

24 DR. LYNCH-WALSH: Okay. So I haven't got --
25 I'm on response number 2. So I'm just going

1 through in case anybody has --

2 MS. FERTIG: Oh, I'm sorry. We have that.
3 Yes, that is referencing.

4 DR. LYNCH-WALSH: We just got these up -- we
5 just got these updated.

6 MS. FERTIG: Yeah, I know, I read them last
7 night. But I noticed that on a couple of them
8 there's overlap with the information that we're
9 going to be discussing. So my question was, do
10 you want comments now or do you want comments at
11 the time of the report?

12 DR. LYNCH-WALSH: At the time of report.
13 This is kind of just to get us all on the same
14 page because we only just got updated responses.
15 So I don't have to necessarily read each
16 non-updated response. So let me see, where was I
17 here? So let me just get -- right, so I'm just
18 blowing through these. And number 4 I don't even
19 have to go through until we do the report because
20 that's the presentation, which was not a motion.
21 I mean, not a motion that they were responding
22 to.

23 What I was asking Mr. Jabouin is, what was
24 discussed at the May 2nd, 2023 workshop, and did
25 the board corporate decide not to move ahead with

1 this engagement proposal?

2 MR. JABOUIN: So what's happened in this
3 particular situation, and let me recognize Ms.
4 Ighodaro to the meeting as well. So, ultimately,
5 the school board makes the --

6 MS. STRAUSS: And also -- and also Mrs.
7 Strauss. Mrs. Strauss is here as well.

8 MR. JABOUIN: Thank you, Ms. Strauss.

9 DR. LYNCH-WALSH: Okay. Good. Everybody.

10 MR. JABOUIN: So as it pertains to what gets
11 added to the audit plan and changes, therefore,
12 those are done by the board corporate, not even
13 an individual member of the board.

14 DR. LYNCH-WALSH: Right. No, no, that's not
15 what I asked.

16 MR. JABOUIN: Sure, Dr. Lynch-Walsh.

17 DR. LYNCH-WALSH: Hold on. Let me just
18 clarify again.

19 Did the board corporate decide not to fund
20 the engagement proposal?

21 MR. JABOUIN: So what I discussed with the
22 board is, I discussed the situation with the
23 Chair on how we were to proceed, and at that time
24 we proceeded exactly as I have it in the
25 response. But subsequent to that I had a

1 discussion with the Chair and what she's
2 mentioned to me is to take these items to the
3 board and have them decided up or down. And
4 that's how we will proceed with these types of
5 situations.

6 DR. LYNCH-WALSH: Okay. So just to be very
7 clear for the rest of the audit committee, I
8 think what you're saying is that, no, the board
9 corporate never decided not to fund the proposal
10 that would allow 100 percent of the, basically,
11 the population to be -- to be audited.

12 MR. JABOUIN: I discussed this with the
13 Chair. That was what --

14 DR. LYNCH-WALSH: Right, but she can't make
15 that decision, as we know from policy, because
16 that was the thing that we managed to get into
17 the policy, that no one board member can dictate
18 whether something happens or not. So is your
19 answer, no?

20 MR. JABOUIN: That's why going forward that's
21 the way that she and I discussed, to go ahead and
22 take it to the board and have them decide these
23 matters up or down.

24 DR. LYNCH-WALSH: Okay. But that's not,
25 actually, what I'm asking, and I don't want to

1 keep wasting the audit committee's time. It's a
2 yes or no question. Did the board corporate --

3 MR. JABOUIN: What I did is I took it to the
4 Chair.

5 DR. LYNCH-WALSH: No, but that's not what I'm
6 asking. So it's a yes or no question.

7 MR. JABOUIN: That's your answer.

8 DR. LYNCH-WALSH: Mr. Jabouin, so the
9 original question --

10 MR. JABOUIN: That's your answer, Dr.
11 Lynch-Walsh.

12 DR. LYNCH-WALSH: So, no. The answer is, no,
13 board corporate never decided not to fund --

14 MR. JABOUIN: The answer is in the second
15 paragraph that you see there. That's the answer.

16 DR. LYNCH-WALSH: Well, actually, that raises
17 more questions, because --

18 MR. JABOUIN: That's the answer you're
19 getting.

20 DR. LYNCH-WALSH: Okay. But it's not the
21 answer I'm asking.

22 MR. JABOUIN: You're welcome.

23 DR. LYNCH-WALSH: That's not how that works.

24 MS. IGHODARO: Is there anything in
25 particular that we're hoping to get from this

1 particular line of questions?

2 DR. LYNCH-WALSH: Ms. Ighodaro, it was a yes
3 or no question. I'm going to infer that, no,
4 board corporate did not decide not to fund this.

5 So then I was looking -- the next thing is,
6 the Chief Auditor then met with the School Board
7 Chair, which just so you know, per policy, board
8 corporate has to make a decision, not one member
9 of the board.

10 MR. JABOUIN: So the board --

11 DR. LYNCH-WALSH: So, no, Mr. Jabouin -- Mr.
12 Jabouin.

13 MR. JABOUIN: Thank you Dr. Lynch-Walsh.

14 DR. LYNCH-WALSH: You're not recognized.
15 You're not recognized by the Chair.

16 MR. JABOUIN: Okay. Thank you.

17 DR. LYNCH-WALSH: You're not -- okay. Hold
18 on. I'm going to have to ask that you be muted
19 if you interrupt. I'm trying to explain this to
20 Ms. -- I'm trying to read this for the rest of
21 the audit committee. So, the Chief Auditor then
22 met with the School Board Chair to discuss the
23 proposal received and next steps. Based on the
24 discussions, a new approach to BTA testing will
25 occur for School Year 2024. OCA will increase

1 our staffing to hire a BTA-specific auditor.

2 Is that the new approach, the BTA-specific
3 auditor? Is that sentence referencing the
4 sentence before it, the new approach?

5 MR. JABOUIN: That is. You're reading it
6 correctly, Dr. Lynch-Walsh.

7 DR. LYNCH-WALSH: Okay. That's a yes or no
8 question. I'm trying to keep this very simple.

9 Okay. This will allow OCA to test the
10 samples based on our preferences and allow for
11 increased and faster real-time reporting. Thus
12 the next report, and so on and so forth.

13 Okay. So -- and I think this is a repeat
14 right there. So I think we finally made it
15 through response number 2.

16 Okay. BTA Audit Strategy Motion Number 3,
17 the Audit Committee moved RSM begin to develop a
18 proposal to test the effectiveness of the
19 District's threat assessment process on a
20 quarterly basis. Let's see, we had discussions.
21 And I think we went through this one already.
22 That was not an issue.

23 Motion Number 4, the Audit Committee moved
24 RSM propose attributes that test Policy 4380
25 Sections 3a, 3f, 5d, 5e.

1 So we still had, and this is sort of what
2 prompted some of my questions that were
3 submitted, is there were a lot of nos, and then
4 some of these were things that were required by
5 state statute. So to say, no, to them was,
6 essentially, saying you can't audit something
7 that's required by statute.

8 And so when we go through the report, this is
9 on page 10, so we can discuss those more in
10 depth, but the issue was everything that had a
11 no. Motion Number 5, the Audit Committee moved
12 RSM break down compliance attributes associated
13 with the student intake form. Response, our
14 testing attributes were updated in our quarterly
15 audit. In our report RSM and BCPS Internal Audit
16 team agreed to add attribute 9a: Was law
17 enforcement contacted if an imminent threat has
18 been identified? RSM verified that law
19 enforcement was notified when an imminent --
20 okay. I don't think that was the only thing and
21 it was about the intake form, so we'll look at
22 that again. So this brings us to that one. Then
23 Mary was talking about response number 4, but
24 this is the presentation that they put together,
25 so this -- this does not impact the results we're

1 looking at now, this will impact the future, so
2 that would be appropriate to do that after we
3 look at the report.

4 So, to that end, let's pull up the report.
5 I'm going to check my notes and then let me --

6 RSM, do you guys want to share screen and
7 pull this up? Because I can stop sharing.

8 MS. MANLOVE: I'm not sure if we're a
9 presenter or not, Mr. Jabouin, if you could
10 advise?

11 MR. JABOUIN: Sure, we will make sure. Would
12 you like Jamie to be the person?

13 MS. MANLOVE: Yes, please.

14 MR. JABOUIN: My team will do that, shortly.

15 MS. BARDEE: I am sharing now. Give me one
16 moment, please.

17 DR. LYNCH-WALSH: Okay.

18 MS. BARDEE: You can see the screen, please.

19 DR. LYNCH-WALSH: Yep.

20 MS. MANLOVE: So I'm going to go ahead and
21 introduce this report based off of our
22 transmittal letter up at the front, specifically
23 talking to our table showing the historical
24 period of where these audits have been the last
25 few repetitions. We are in the School Year 2023

1 Period 2 column. The scope of this audit was a
2 five-month, approximately five-month scope from
3 October to March. We had a larger number of
4 threats identified because of the expanded scope
5 size and the expanded sample size for this audit,
6 was up to 800 for this particular round. We've
7 also identified the threat levels for you here,
8 as well, so we can compare results across the
9 different various reports that we have issued
10 over the past few years.

11 From here, I know that you all are a very
12 well-versed committee on these reports and the
13 content within. I am happy to walk through it,
14 maybe starting with our attributes table, or,
15 Madam Chair, if you prefer to address questions
16 we can certainly do that, as well.

17 DR. LYNCH-WALSH: Right. I think because
18 this is not the first report that we can start
19 with questions going in order. I know my
20 questions, you know, are going to be on pages 10
21 through 13.

22 We addressed the issue with doing the entire
23 population. We know what the obstacle is there.
24 It's, you know, the need for additional funding
25 versus waiting -- well, actually, I have a

1 question there, because a BTA specific auditor
2 would require them to be familiar with this
3 entire process. So I have some questions there
4 or maybe someone else does.

5 So I don't see any hands up. Does anyone
6 have any questions?

7 I see a hand. Okay. Mary, yes.

8 MS. FERTIG: Okay. Can you all hear me okay?

9 DR. LYNCH-WALSH: Yep.

10 MS. FERTIG: I sometimes have problems with
11 my sound on Teams, so just let me know if I do.
12 It looked like, reading through this, that you
13 were going to have a difficult time with some of
14 these -- with some of the things that we had
15 hoped to see done. Did you have any alternative
16 suggestions? It's not possible, for example, on
17 5C on page 12, it's not possible to audit for the
18 completeness of the population of suspected,
19 immediate mental health abuse, crises and,
20 anyway, more about that.

21 DR. LYNCH-WALSH: Can we do these in order,
22 though? Because like on page 10 is where that
23 whole list starts.

24 MS. FERTIG: All right. Well, if you want to
25 just call a page then and then I'll weigh in?

1 DR. LYNCH-WALSH: Right, I couldn't see the
2 page number and then I realized that we were
3 already on page 10.

4 MS. FERTIG: I did have a page 10. I'm
5 sorry.

6 DR. LYNCH-WALSH: Okay. So because this is
7 where, this was my --

8 MS. FERTIG: Nathalie, you go ahead, because
9 maybe you and I have the same ones.

10 DR. LYNCH-WALSH: I think we have the same
11 questions, most likely.

12 So 3A, because these were the things that we
13 asked for them to come up with strategies to make
14 them auditable, and as we went through just now,
15 it doesn't look like that's changed. So this
16 says -- so the District School Safety Specialist
17 shall ensure compliance with the policy. I
18 imagine this language would change to the
19 District Threat Management Coordinator ensuring
20 compliance with the policy. It says it's not
21 auditable, and not auditable because this section
22 contains goals, statements, and/or objectives
23 that are general in nature and not subject to
24 audit procedures. I would argue that, you know,
25 you can quantify anything and you can audit

1 anything. You just have to set it up that way.

2 For instance, if you find -- we just have to
3 define -- you need an operational definition of
4 compliance. No, can they force people to be in
5 compliance? No. But can -- we need something
6 that's tangible and measurable that shows that
7 they've tried or that they've put perceived
8 controls in place that only people that are
9 blatantly, repeatedly not being in compliance
10 would be doing so.

11 Because right now we don't know. There's no
12 accountability for that position. Nothing
13 personal with Mr. Lozano, I'm just saying the
14 system, in terms of the control environment,
15 there's nothing in place to measure whether
16 they're attempting compliance with the policy.
17 So that's the first one.

18 So if we could have sort of an updated
19 response, because, looking at what they said, I
20 think it's the same -- we got the same response
21 as we did before. So since we have RSM here, I
22 mean, does that make sense, that you should be
23 able to come up with a way to measure this
24 particular policy requirement?

25 MS. MANLOVE: So when we think of, is

1 something auditable or not auditable, we're
2 thinking about audit evidence and what source
3 documentation is available to help us understand
4 if that particular piece of the policy or
5 attribute is evidenced properly or not.

6 So with that hat on we answered this question
7 this way, because we couldn't see a -- a clear
8 audit trail for Section 3A that might exist.

9 If there are thoughts about the description
10 of the role and job description and things of
11 that nature, I think we can explore that. I
12 don't know if that necessarily answers this
13 particular policy description attribute. But
14 just for further kind of clarification there, Ms.
15 Lynch-Walsh, on why we answered it the way we
16 did, we were thinking about source documentation
17 and audit evidence.

18 DR. LYNCH-WALSH: Right. And I'm thinking of
19 those two things, too, but first you've got to
20 define it. What's the definition of shall ensure
21 compliance?

22 Mary, did you have something to add?

23 MS. FERTIG: Yeah, I think you and I had --
24 you're right, we were along the same lines.

25 So I can see -- and I'm going to go down to

1 Number 3H, which I also had questions on. So
2 where I think some of this may come into play is
3 when you see a threat that hasn't -- has not
4 followed all of procedures or in the case of 3H
5 my thought was that a somebody doesn't report a
6 threat, I can see you can't audit what you don't
7 know happened, but when then something does
8 happen and it becomes apparent that it wasn't
9 reported, isn't there some way to keep track of
10 that? And on the one that Nathalie mentioned,
11 3A, if you find that they have not complied with
12 the policy, doesn't that then just go back to the
13 District Safety -- I mean, it seems to me you
14 would know if they haven't complied with the
15 policy, then the person that was in charge of
16 ensuring compliance is in some way responsible;
17 if that makes sense.

18 DR. LYNCH-WALSH: Right. So -- and I'll jump
19 to 3F unless someone else has a -- oh, I see a
20 hand with Mr. Mayersohn. So what Mary is saying
21 is, yes, if someone doesn't report it, you don't
22 know that. But if something happens and there's
23 no documentation that it was recorded, the
24 absence of documentation means that this wasn't
25 being followed. So you'd have to then look,

1 presumably, at incidents, so the SESIR, to see,
2 you know, when things are happening, did anybody
3 report it or did it just kind of happen?

4 Mr. Mayersohn, and then Mr. Lozano.

5 MR. MAYERSOHN: So a couple of things and I
6 guess Mr. Lozano or --

7 DR. LYNCH-WALSH: It looks like he wants to
8 answer; yes.

9 MR. MAYERSOHN: Yeah. Well, he can kind of
10 answer this question as well, is that, there was
11 something that we, and I don't remember exactly
12 what attribute it was, but I know that Mr. Lozano
13 had expressed that there was a, kind of a
14 misunderstanding with the attendance and how it
15 was recorded. So I know that Ms. Kinney is here
16 today and Ms. Hudge, maybe they can answer that,
17 and what the challenges were. But the other
18 thing that I wanted to point out is that this is
19 all going to change, in essence of what you're
20 able to audit and not, because of the new state
21 statute and requirements.

22 So I would like to see moving forward,
23 obviously, there's a history here, but I think my
24 concern is, when do we start to transition? I
25 know that there is probably training going on,

1 but when does that transition take place? Is it
2 going to take place in the first quarter of next
3 year? When I say "first quarter", calendar
4 quarter, being January.

5 DR. LYNCH-WALSH: Yeah, I think that's in the
6 PowerPoint presentation. Those questions I think
7 are answered. Mr. Lozano can correct me if I'm
8 wrong.

9 MR. LOZANO: You're right. I'll go over
10 that.

11 MR. MAYERSOHN: But just to continue on that,
12 there's also something that I think that the
13 District, and I know there's been discussions
14 with children's services council and other law
15 enforcement agencies and mental health agencies,
16 is to develop an understanding of what I call an
17 integrated database system which shares
18 information. So some of these items would then
19 be able to be auditable and trackable. So, if
20 for example, if it's something, did you contact
21 law enforcement, the response could be, yes,
22 because we've checked the system and law
23 enforcement has been contacted as well as whether
24 it be Henderson or some other, you know, mental
25 health agency.

1 So that's kind of my next question, and
2 probably a heavy lift, is the District looking at
3 creating a contract or a procurement with
4 agencies to develop this integrated database
5 system?

6 DR. LYNCH-WALSH: So that sounds like a next
7 steps question, you know, in terms of moving
8 forward. If Mr. Lozano has a quick answer
9 because we want to get through the report and
10 then have them do the presentation and then all
11 the questions about what happens with the changes
12 in moving forward may form some food for thought
13 for motions to bring to the meeting on the 7th.

14 But Mr. Lozano?

15 MR. LOZANO: Yes, just to move forward with
16 3A, so there are definitely certain things that
17 are in the new state rule. So, again, they took
18 threat management out of school safety and they
19 made their own state rule that only pertains to
20 threat management 6A.10019. So there are certain
21 requirements of the District Threat Management
22 Coordinator that you can audit. So districts,
23 each school has a school-based threat management
24 team. Each school has a chair. The district
25 coordinator has, you know, ensuring everybody

1 completes the required trainings. So there are
2 certain requirements that I think can be easily
3 audited when you look at the responsibility of
4 the coordinator in that state rule.

5 DR. LYNCH-WALSH: Okay. All right. Before
6 we move to the next page, 3F was another one that
7 we asked about, and it says, no. So it says
8 EdPlan is designed to document -- I'm checking my
9 notes as I do this. 3F, document -- EdPlan is
10 designed to document a school-based administrator
11 who is assigned to notify the threat's targets
12 parent/guardian for very serious threats, which
13 is tested in attribute 26. The EdPlan system
14 does not document that the notification took
15 place. Thus, as this is not documented under the
16 current process, RSM is unable to verify the
17 notification was performed in accordance with
18 this policy.

19 Now, 3F, this is from policy, the policy
20 pulling from State Statute 1006.07 which says --
21 which has to do with parents of public school
22 students have a right to timely notification of
23 threats, unlawful acts, and significant
24 emergencies. That is coming from 4B, provide
25 timely notification to parents of threats

1 pursuant to policies adopted under subsection 7
2 and the following unlawful acts or significant
3 emergencies that occur on school grounds, during
4 school transportation, or during school-sponsored
5 activities. So this is required by state
6 statute. What is mentioned as far as EdPlan,
7 which, of course, we'll be transitioning to
8 Focus, not this year, but next -- the year after,
9 it does not encompass the meaning of this policy,
10 this piece of policy nor the state statute.

11 So, for instance, what you could audit, when
12 there is a code red or whatever at my child's
13 school, did they send out notifications; what
14 type of notifications did they send out; did they
15 reach all the parents? I get an email, I get --
16 I don't think I get a call because you can set up
17 your preferences. So if that's happening per
18 state statute, all of that is audible.

19 Now, the separate issue where you have EdPlan
20 documents and it does -- and the EdPlan system
21 does not document that the notification took
22 place goes back to Mr. Mayersohn integrated
23 database, where, if you notify, it should flow
24 through the entire system, which we don't
25 currently have the ability to do. But this

1 answer does not actually address the operational
2 definition of the intent of state statute, which
3 is provide timely notification, and you have to
4 go back to statute to look for what they mean,
5 specifically. But there are certainly things
6 that you could be auditing. Just because it
7 happens at my school doesn't mean it's happening
8 at all schools and the only way we know that is
9 to audit.

10 MS. MANLOVE: We agree. The challenge that
11 we ran into is, again, the documentation didn't
12 exist. We were able to view documentation of the
13 assignment of the responsibility to send those
14 notifications, but the actual notification and
15 verification that that went to the appropriate
16 stakeholders is not yet in EdPlan.

17 And, Mr. Lozano, I know we talked a lot about
18 that. I don't know if you'd like to clarify
19 anything further about that process.

20 DR. LYNCH-WALSH: Well, hold up. Give me one
21 second, Mr. Lozano. Like I just said, EdPlan is
22 not the only place this would take place.

23 Is there some reason that you thought that
24 you only needed to audit what's happening in
25 EdPlan? Because what I just mentioned, none of

1 my kids have IEPs, neither of them did. I have
2 nothing to do with the ESE population, so EdPlan
3 is not part of my life.

4 So when there is something that happens at
5 their school, the school is sending out a
6 notification. And the State statute makes it
7 very clear what you have to notify parents about.

8 So what I'm saying is there's a laundry list
9 of things that you're supposed to provide timely
10 notification, and I know that this is under
11 behavioral threat assessments, but same issue,
12 weapons possession or use when there's intended
13 harm, murder, homicide, suicide, sex offenses,
14 natural emergencies, exposure as a result of
15 man-made emergency. So there's a laundry list
16 and that seems to be, I know EdPlan is doing
17 behavioral threat assessments, and I guess that's
18 part of the problem, but if it isn't in EdPlan,
19 is it anywhere? I would argue that it is, it
20 just might be in EdPlan.

21 MR. LOZANO: So you already called it out.
22 It's in ParentLink, right, because those are
23 housed in that system. And I'm going to defer to
24 Mrs. Bardee for imminent threats that require,
25 did you not ask for that documentation from those

1 schools? So we were using ParentLink, I believe,
2 to verify that it went out. I'll let Jamie talk
3 to that.

4 MS. BARDEE: For imminent threats, which not
5 every one -- not every BTA that we tested is
6 classified as an imminent threat, and we used the
7 District's expertise on defining which of these
8 threats were imminent threats, and with those
9 imminent threats we did verify that the special
10 investigative unit of the district was notified.
11 And we looked at what was included in that form,
12 as far as the blank form, and verified that these
13 went out.

14 DR. LYNCH-WALSH: Okay. All right. So I
15 think we beat page 10 pretty much to death.

16 Page 11 -- does anyone have any other
17 questions on this page?

18 Page 11 was all auditable, page 12 has a few
19 nos.

20 MS. STRAUSS: Nathalie, I'm sorry, I have a
21 question.

22 DR. LYNCH-WALSH: Yes, ma'am.

23 MS. STRAUSS: Ernie, are you -- Mr. Lozano,
24 are you on the line?

25 MR. LOZANO: Yes.

1 MS. STRAUSS: Hi. How are you? Good
2 morning.

3 So I had asked for this in a previous meeting
4 that you weren't at and then Mr. Jabouin kind of
5 answered me saying that I would be asking you to
6 audit yourself. And I don't necessarily think
7 that's the case, but I want to -- I want you to
8 weigh in here.

9 So we all know that the new threat management
10 system's going to be rolling out. Are there
11 recommendations that you have based on all the
12 knowledge, because I know you've been through all
13 the trainings and you are one of the best in the
14 state as far as knowledge on this whole thing,
15 are there recommendations you have for the Audit
16 Committee on exactly what you believe, knowing
17 what the state's going to be doing for
18 accountability, what should be in our scope of
19 work from an audit standpoint? Because that came
20 up two meetings ago and with everything that's
21 changing I don't want to do duplicative, I don't
22 want to pay for duplicative work from RSM if
23 there's going to be controls in place already
24 through the new threat management system that's
25 going to be rolling out.

1 DR. LYNCH-WALSH: Okay. So I need you to
2 hold that question until we get to the
3 presentation, because we're on pages 10 through
4 13 or 10 through 12, and that question would be
5 either they would start to answer it or it would
6 certainly be relevant to the PowerPoint on the
7 impact of House Bill 543, which we haven't gotten
8 to yet.

9 MS. STRAUSS: Okay. I'm sorry. I just
10 wanted to put that out there.

11 DR. LYNCH-WALSH: Yep. So don't -- don't --
12 yeah, don't forget that question but -- and they
13 can be working on a response because now you've
14 given them a heads-up.

15 Okay. So page 11 had all yeses. Page 12
16 was, yes, partial, and, no, no. So it's not
17 possible -- so number 5C, it's not possible to
18 audit for the completeness of the population of
19 suspected, immediate mental health abuse crises
20 as we cannot identify undocumented crises. Okay.
21 Does verify the presence of a mental health
22 professional in the school-based BTA team and
23 their involvement. I don't know if this changes
24 with the new house bill.

25 MR. LOZANO: No.

1 DR. LYNCH-WALSH: Pardon?

2 MR. LOZANO: No.

3 DR. LYNCH-WALSH: No? Okay. All right.

4 So mental health professionals -- and yet we
5 keep having referendum mental health dollars
6 rolling over it seems from year to year. So that
7 might be a related question; do we have enough
8 mental health professionals?

9 5D was a, no. BTA team shall contact other
10 agencies involved with the student and any known
11 service providers to share information and
12 coordinate necessary follow-up.

13 Mr. Mayersohn, I think this gets to the heart
14 of your comment from earlier? And then I see
15 Mary has her hand up.

16 Mary, did you want to go?

17 MS. FERTIG: Yeah, I just -- again, on many
18 of these things, and I don't know what the
19 resolution is on this, but, you know, you can't
20 audit the population of suspected immediate
21 mental health because you can't identify
22 undocumented cases. But when you have a threat
23 and there's a case that should have been
24 documented, and that's kind of throughout this
25 whole document, of things that should have been

1 documented but weren't documented, there needs --
2 is there a way to capture that? And I'm not
3 going to mention it on every single one, but, I
4 mean, on a number of these, you know, you can't
5 say whether -- who's appropriate to contact, but
6 when you find out that somebody wasn't contacted,
7 isn't there a way to retroactively go back? I
8 just saw it on page 10 and I see it again here on
9 page 12. And this is a case where you may not
10 find out until too late that you had a mental
11 health issue that people were aware of but didn't
12 report. But, I don't know, I just feel like
13 there has to be a way to capture those incidents;
14 if we're aware of them.

15 MR. LOZANO: I think when I explain the new
16 model going forward you'll see how they kind of
17 built in checks and balances for that.

18 MS. FERTIG: Okay. Thank you.

19 DR. LYNCH-WALSH: So, and, also, it sounds
20 like, because, yes, this is yet another area
21 where you don't know what isn't reported, but
22 once it happens you would then work backwards
23 from that to check whether it was reported and if
24 it wasn't, you know, are there common themes and
25 do you need to add something to policy, put

1 another procedure in place to ensure that people
2 are reporting things? Because, yeah, once the
3 incident happens, it's a little too late, at
4 least in that instance.

5 Okay. So 5E, the BTA team shall identify
6 additional members of the school community to
7 whom threatening behavior should be reported and
8 provide guidance.

9 MR. MAYERSOHN: Dr. Ruth has her hand up.

10 DR. LYNCH-WALSH: It's Dr. Ruth?

11 MS. CARTER-LYNCH: Yeah, today. To Bob, I
12 am.

13 Anyway, my question would be, to Mr. Lozano,
14 my question is, is the problem -- is the problem
15 that we just don't have enough bodies in place
16 to -- to do this at this point in time in the
17 district? Is that the problem? Because it seems
18 to be an issue where the stuff is just not being
19 reported. That's what I'm hearing. That's the
20 tenor throughout this report, these threat
21 assessments that I'm hearing, it's not that you
22 don't want to do it, you just don't have enough
23 bodies to do it. Is that a good assessment or am
24 I just not hearing what I think I'm hearing?

25 MR. LOZANO: So I don't -- I don't think for,

1 actually, the BTA and monitoring of schools, you
2 know, noted when a call was made to mental
3 health. Veda Hudge is on and she can talk to the
4 number of mental health staff we have to provide
5 support to students. The question is, I think
6 it's going back to some of the others where how
7 do we -- how do we know if a student needed
8 mental health services and the school didn't
9 provide it? So that's -- that's, I think, the
10 question at the table.

11 So I can kind of -- I can kind of give you
12 some forward. So in the new model the district
13 team -- the district coordinator reviews every
14 single threat assessment that's conducted. The
15 district team is then required to review
16 mandatorily all high-level threats. So in that
17 process on the district team is your district
18 mental health staff. So we'll be able to do a
19 more comprehensive review at the district level
20 of every high-level threat. So I just started
21 that process now so we're ready in January, too.
22 So we already have assembled our district team
23 and we've been meeting now from the beginning of
24 the year reviewing all the highest-level threats
25 to ensure we're putting all the interventions and

1 supports students need in place moving forward.

2 MS. CARTER-LYNCH: Okay. Thank you.

3 MR. LOZANO: And on a side note, I visited
4 Academic Solutions Academy, great work there, Ms.
5 Lynch. Great work.

6 MS. CARTER-LYNCH: Thank you. Thank you.
7 But, yeah, so you know why I'm asking. So thank
8 you so much.

9 MR. LOZANO: Yes, ma'am.

10 DR. LYNCH-WALSH: Okay. I see Ms. Hudge has
11 raised her hand, but I just want to read this
12 response because as I was sitting here something
13 occurred to me. Auditors will be able to audit
14 that other school community members were
15 contacted but will not be able to determine the
16 appropriateness of who was contacted nor if there
17 were other school community members that should
18 have also been contacted that were not, as this
19 is a process that is based upon the BTA teams'
20 professional judgment and knowledge at the time
21 of the threat.

22 So this is where the control environment
23 comes in, and, Mr. Lozano, as far as them coming
24 up with -- because this should be standard.
25 Because then you could audit it if it was

1 understood who should be contacted. And it could
2 change in certain environments, but you have a
3 checklist of what's appropriate for each school.

4 So, Ms. Hudge?

5 MS. HUDGE: Thank you, Dr. Walsh, and good
6 morning everyone. So I just wanted to elaborate
7 on some of the topics today.

8 As far as mental health personnel, we have 12
9 different positions that are mental health
10 professionals in our district and those
11 individuals are assigned to schools. So we do
12 have mental health personnel in schools already.
13 Your social workers, we have family counselors in
14 schools, we have recovery people in schools. We
15 just recently hired suicide coordinators that are
16 in schools and already working with schools. We
17 also have also mental health coordinators that
18 are assigned to specific tasks, such as ensuring
19 that we have trained employees on youth mental
20 health first aid. We have another one that is
21 assigned to require instructions around mental
22 health.

23 So I said all of that to say that we do have
24 mental health personnel already in schools in
25 those various areas. Now, to enhance that, one

1 of the things that we've been doing is meeting
2 with Mr. Lozano and his team pretty much on a --
3 almost a weekly basis, to make sure that our
4 suicide prevention individuals and Baker Act
5 individuals are looking at the data, they've
6 pulled the data for the suicide preventions
7 schools that may have high numbers of SRAs.
8 They've already started interfacing with those
9 schools, building a plan for prevention. We've
10 also hired additional individuals that are boots
11 on the ground working with teachers around
12 behaviors in the classrooms and a team that also
13 works with the administrators.

14 So we have put, you know, a lot of things in
15 place this year trying to be more on the
16 preventative side of mental health versus just on
17 the reactive side.

18 The other part of that, as Mr. Mayersohn
19 mentioned, the various platforms to be able to
20 track students in whether or not they need mental
21 health care and ensuring that they receive that.
22 In addition to us already coding things in TERMS,
23 and that's the way that we make sure that if a
24 student comes to us with a need or if a student
25 is referred, there's one way that we document

1 that the social worker or the family therapist
2 needs to be involved with those students and the
3 follow-up. So there's ways in TERMS right now.
4 However, we all know that there is a transition
5 that we are beginning to do over to Focus, and
6 that should help to ensure that.

7 But I want to go to Bob's piece around the
8 data sharing or the database. We've been meeting
9 with Sue Gallagher over at Children's Services
10 and we've looked at four different platforms.
11 Staff has reviewed those with them. We're
12 following up with them on -- after the review and
13 after researching a little bit more to have
14 further conversations. At this time we have not
15 started yet a conversation about entering into an
16 agreement, but we -- and that is because we are
17 looking at the platforms and having ongoing
18 conversations with her around those pieces, so --

19 As far as the rollover of money, there is,
20 and we have a workshop coming up on Tuesday, the
21 workshop will be inclusive of talking about that.
22 One of the things you heard Dr. Licata talk about
23 yesterday is that he has talked to me very early
24 on prior to yesterday's sharing of rollover
25 funds, about engaging in hiring some additional

1 behavior health personnel that we can place in
2 the schools in addition to the individuals that
3 we are already funding in order to bring those
4 positions forward. Currently, right now we're
5 working on the job descriptions for that, but I
6 wanted to engage our board before we move forward
7 with this.

8 So that's where we are with mental health.
9 I'm not sure if I answered all of your questions,
10 but if you have questions or clarifications,
11 please, feel free to ask.

12 MR. MAYERSOHN: Ms. Hudge?

13 MS. HUDGE: Yes.

14 MR. MAYERSOHN: So can you follow up, because
15 I know Mr. Lozano last meeting was talking about
16 the tie-in with attendance, can you kind of
17 explain where that is and how that might be
18 transitioning or what pieces are missing?

19 MS. HUDGE: Yes. Thank you for that. I
20 appreciate that.

21 DR. LYNCH-WALSH: Bob, wait, is this to do
22 with moving forward? Because I'm trying to wrap
23 up the current report so that they can --

24 MR. MAYERSOHN: No, this was something that
25 he brought up at the last meeting.

1 MR. LOZANO: So I think we're looking at, Dr.
2 Lynch-Walsh, attribute 38 --

3 DR. LYNCH-WALSH: Okay.

4 MR. LOZANO: -- and the 43 percent fail rate
5 of attribute 38. And when we looked at that fail
6 rate most of the fail rate came from the daily
7 person possession check logs where a school did
8 not have a signature on a day where the TERMS
9 panel was showing the student was present. So
10 when RSM did their work, the schools identified
11 that the student was absent that day, but then
12 maybe the fourth period teacher never took
13 attendance correctly, so the student showed as
14 present. So when RSM reviewed the TERMS panel,
15 which is our official recordkeeping of
16 attendance, they can't just take somebody's word,
17 the TERMS panel showed the student as present
18 when that student was actually absent, and that's
19 why the log wasn't signed. So Veda and I have
20 done, as we always do with these audits, we have
21 been in conversation. So I'll kind of let her
22 talk about what we put in place this year to kind
23 of remediate that issue to prevent that from
24 happening moving forward.

25 DR. LYNCH-WALSH: Okay.

1 MS. HUDGE: Thank you, Mr. Lozano. I'm going
2 to ask Ascellia to come forward. Ascellia is our
3 one and only attendance coordinator. So while
4 people say there's an attendance department
5 there's no attendance department, there's only
6 one coordinator, and I'm going to ask Marisa to
7 come forward to kind of speak to where we are,
8 currently, right now, but also in looking at and
9 going through the process of transitioning to
10 Focus, you're going to hear her speak about some
11 of the things that we're putting in place to have
12 some checks and balances around ensuring that
13 attendance is accurate. And part of that
14 transition to Focus is going to be some reports.
15 We also are working very closely with our regions
16 around this piece and you're going to hear her
17 also speak about the trainings that occur with
18 our teachers, with our administrators, with our
19 IMTs just to make sure that they understand the
20 importance of keeping accurate attendance
21 records.

22 So, Ascellia, if you could come forward?

23 MS. ARENAS: Hello. Good morning. I'm in
24 the same office with Marisa.

25 MS. HUDGE: Okay. Not a problem.

1 So, Ascellia, if you could, if you could just
2 talk about the process and what we're doing to
3 move forward I think was the question as we
4 transition into Focus to some of those points
5 they have raised today around trying to make sure
6 and ensuring that we keep accurate attendance.
7 So if you could talk a little bit about that?

8 MS. ARENAS: Absolutely. Well, as you know,
9 there are training courses made available to all
10 school personnel as it relates to Policy 5.5, and
11 it is explicitly stated in numerous ways that
12 daily audits are the responsibility of each
13 school site. So, currently, with the processes
14 that we're using, attendance is taken every day.
15 However, we don't see the complete view of a
16 daily attendance until about 48 hours later. It,
17 currently, travels through three different
18 systems. First Pinnacle, where the teacher takes
19 the attendance, then TERMS, and then we get the
20 final average daily attendance. So teachers are
21 required to take attendance every day, every
22 class period as needed, and attendance managers
23 at the school, they can either be an attendance
24 manager or an IMT, and they are required to do a
25 nightly report to see which teachers have or have

1 not completed attendance for the day, and then
2 there are time variables that are plugged in so
3 that we can recover, update and process excuses
4 that come from parents and are able to mitigate
5 the attendance report. All of this is publicized
6 from July 1st and made available to anyone
7 responsible for taking attendance all throughout
8 the year. They can contact this office if
9 there's ever any questions. And the procedure
10 has been the same for a very long time, for as
11 long as we've been using the Wazzle Gradebook for
12 Pinnacle.

13 MS. HUDGE: So, Ernie, I saw your camera come
14 on. Before I have her move on to how we're
15 transitioning, which I think this was one of the
16 questions, so if we go into Focus, if you could
17 talk a little bit about what you have been
18 engaging in conversations as we transition and
19 also as we are seeing that there are some gaps,
20 there are things that you all have talked about
21 putting in the process that is going into Focus
22 to kind of mitigate for those things. Can you
23 talk to that a little bit, please?

24 MS. ARENAS: Absolutely. So we've been using
25 these current systems for well over -- well,

1 since 2008 when I came into the district I know
2 we've been using these same processes. So with
3 Focus we are going to see a streamlining or a
4 dovetailing, if you will, of these three student
5 information system platforms. The process, as I
6 previously explained, happens first in the
7 classroom by the teacher, it's managed by the
8 school clerk, and then the principal is, of
9 course, responsible at the end of the day for all
10 transactions as it relates to student attendance.

11 With Focus we are shifting, in terms of our
12 system platforms, we're streamlining, we're
13 making process more verifiable than it currently
14 is, which is one of the gaps that we're
15 experiencing, and, of course, what Mr. Lozano and
16 what Ms. Hudge was speaking of previously.

17 So with this new system it gives us a greater
18 accountability. It gives parents a clearer
19 guideline as to where and how they can explain
20 the whereabouts of their children in a timeframe
21 that's more manageable. And, of course, there
22 will be supports there for people who are
23 responsible for inputting that data to follow up
24 and be more accountable.

25 MS. HUDGE: Thank you for that. Ernie, I saw

1 your camera come up.

2 MR. LOZANO: And so one of the things we
3 added as part of BTA monthly meeting that we're
4 currently getting in front of school
5 administrators now is in the monthly meeting
6 we're going to start requiring schools this year
7 to upload the TERMS panel and the person position
8 log so that we can do a verification of accurate
9 attendance for all those person possession logs.

10 MS. HUDGE: And I'll just add on to that by
11 saying Ernie and I have also talked about
12 Ascellia being part of the review to make sure
13 that there's a connection between attendance and
14 what he's seeing in those logs that are uploaded.
15 So that is a step that we're adding in, as well,
16 to make sure that those two are connected.

17 DR. LYNCH-WALSH: Okay. Thank you. Let's
18 see. Anyone have any other questions? I think
19 you guys more than answered the attendance piece.

20 So, let's see, we're on page 12 of the
21 report, the current report.

22 MS. DAHL: Dr. Lynch-Walsh, I have a question
23 about the attendance. This is Rebecca Dahl.

24 DR. LYNCH-WALSH: Okay.

25 MS. DAHL: So, from what I heard, every

1 teacher is supposed to do attendance every
2 period; is that correct? I'm directing this to
3 Veda or whoever else was the attendance person
4 who was talking.

5 MS. HUDGE: Ascellia, go ahead.

6 MS. ARENAS: Yes. Absolutely. Yes, teachers
7 are responsible for recording attendance within
8 the first 10 minutes or the last 10 minutes of
9 every class period. And if they do not do that
10 we do have a way to mitigate that, currently,
11 using Wazzle Pinnacle. The attendance manager
12 can pull a nightly report and see which teachers
13 have or have not completed attendance for the day
14 and they can follow their own protocol to adjust
15 attendance as needed.

16 Other key people on campus who have the
17 ability to view this information are the
18 assistant principal who's in charge of
19 attendance, and, of course, the principal.

20 MS. DAHL: Okay. Because I think -- thank
21 you for the answer. Because one of my concerns
22 is the child shows up first period or second
23 period, skips, it's still recording perhaps that
24 the child is there, so, you know, when something
25 happens, you're assuming or thinking that the

1 child is on campus and they may not be on campus
2 or they may not be in their classroom. So thank
3 you for that answer.

4 And are you finding that the schools are
5 going back and completing that if there are
6 absences during the day? You know, once you
7 report there, they're there first period, is
8 there a way to really check, you know, that they
9 can audit it, but how many of those schools,
10 especially with some of these schools that have,
11 you know, 3 or 4,000 children, it just seems to
12 me to be an overwhelming thing to do because
13 don't these people have other duties as well?

14 MS. HUDGE: So I think, Ms. Dahl -- and thank
15 you for that. I think that that kind of
16 coincides exactly what she was sharing that Focus
17 will be able to assist with. Because, right now,
18 to be able to run reports to monitor that is an
19 overwhelming task. You only have one person as a
20 coordinator, but as well as understanding, to
21 your point, that school personnel may have other
22 responsibilities and duties. So this is one of
23 the gaps that we have to mitigate or to try to
24 find a more efficient and effective way to assist
25 and support schools in ensuring that, you know,

1 attendance is taken accurately. When there are
2 situations where it comes to our attention she is
3 on the phone with those schools and in some cases
4 she will even go out to the school when it comes
5 to her attention. But, right now, just in
6 transparency, that is one of the gaps that we are
7 looking for Focus to help us mitigate so that we
8 can support schools a little bit better in this
9 area.

10 MS. DAHL: Okay. Thank you for that. And I
11 have with one other question. I'm sorry, Dr.
12 Lynch-Walsh. I want to go back to 5E for a
13 minute.

14 Veda, you said that you have -- I'm assuming
15 that you said when you have 12 mental health
16 people, that's in your particular department, not
17 necessarily 12 for the whole district?

18 MS. HUDGE: No, that's 12 --

19 DR. LYNCH-WALSH: I think she said positions.

20 MS. HUDGE: Right, positions across the
21 district. So, for instance, in my wheelhouse I
22 would have the social workers; I would have the
23 family counselors; I would have the recovery
24 managers; I would have the suicide prevention,
25 Baker Act individuals; I would have the mental

1 health coordinators. However, in our exceptional
2 education department we also have psychologists
3 that work in their area that are considered
4 mental health personnel. And they also have
5 counselors, exceptional education counselors, as
6 well. So when I said 12, I'm talking about 12
7 positions across many different departments or
8 divisions, if you will, that are within the
9 district. Those individuals are itinerate staff
10 who are assigned to schools. So those
11 individuals are in schools. They're not at a
12 district office on a day-to-day. So those were
13 the 12 that I was speaking of.

14 MS. DAHL: Okay. So let me just state myself
15 a little more clear so I'll understand it a
16 little bit better. Besides those 12, every
17 school has guidance, they have social workers?

18 MS. HUDGE: Yes.

19 MS. DAHL: Okay.

20 MS. HUDGE: Yes.

21 MS. DAHL: Okay. All right. That helps me.
22 Thank you.

23 MS. HUDGE: Not aside from them, they are
24 part of the 12. So there are school counselors,
25 there are social workers; they are part of the 12

1 different positions that encapsulate, if you
2 will, mental health positions.

3 MR. LOZANO: Veda, what I think she's saying
4 is we have school-based positions that provide
5 support to students, like a guidance counselors.

6 MS. HUDGE: Oh, of course, yes.

7 MR. LOZANO: That's what -- that's what she's
8 saying.

9 MS. DAHL: Okay. I just wanted to make sure
10 because 12 people won't handle -- okay. Thank
11 you so much. I appreciate the answer.

12 DR. LOZANO: You're welcome.

13 DR. LYNCH-WALSH: Okay. So I think what
14 would be helpful for the next meeting, and I made
15 a note of this, I don't know if we need to pass a
16 motion, which we can't do today, or if we can
17 just sort of come to consensus, that it would be
18 helpful to see the different types of positions,
19 but also to see by school and by position type
20 where everybody is and how they're deployed. So,
21 you know, how many itinerate staff that -- you
22 know, sort of paint the picture for what we're
23 talking about so that it's very clear how
24 everyone's deployed throughout the district.

25 MS. HUDGE: So, I certainly don't mind

1 sharing, you know, that information. I will
2 remind everyone also that there is a board
3 workshop coming up on Tuesday where we'll be kind
4 of having this conversation. Obviously, you
5 won't see where everyone's deployed, just
6 because, you know, in the workshop that's a lot
7 of information when we talk about over 8, 900
8 personnel is what we're talking about that we've
9 got to share with you every --

10 DR. LYNCH-WALSH: Well, it's all on how you
11 -- it's all on how you boil it down. There was a
12 presentation done years ago that sort of painted
13 the picture of how many, what type, where they
14 were sort of thing, and that was very helpful,
15 but that was several years ago.

16 MS. HUDGE: Right. I appreciate that. I
17 will be speaking to that. You will see in the
18 presentation that it will list all of the titles,
19 and, thank you, Alan, for putting that in the
20 chat. It will list all of the titles of those
21 individuals. You know, right now we have
22 everyone, all of the personnel assigned to every
23 school in the district. So I can -- I can
24 definitely work with staff to your -- to your
25 ask.

1 DR. LYNCH-WALSH: Okay. Yeah, I see that
2 some of what's in the presentation answers some
3 of the questions and would be helpful to be
4 shared with the audit committee.

5 MS. HUDGE: Okay.

6 DR. LYNCH-WALSH: So it's available. It's on
7 the workshop. I just pulled it up. And I think
8 that that would be helpful to have before we
9 finish this conversation on the 7th when we meet
10 for our regular meeting.

11 So if -- Mr. Jabouin, if your staff can send
12 that to the audit committee because it answers --
13 you have the different positions and roles, and
14 see if we then have any further -- it does
15 mention -- it does indicate which ones are
16 itinerate on here. I'm seeing that, so --

17 MS. HUDGE: Correct.

18 DR. LYNCH-WALSH: Yeah, so there's a lot in
19 here that would probably, yeah, sort of answer
20 some of the questions that the audit committee
21 members have.

22 MS. HUDGE: Okay. No problem.

23 DR. LYNCH-WALSH: Okay. All right.

24 MS. HUDGE: Thank you.

25 DR. LYNCH-WALSH: Thank you.

1 Does anyone have -- we got up to page 13,
2 it's 10:42 and we still have to get through the
3 presentation and then just a brief discussion on
4 what will be on the agenda for the 7th.

5 So moving through the rest of the report,
6 does anyone else have any questions, comments on
7 the rest of the Behavioral Threat Assessment
8 Audit, itself, before we move into the
9 presentation which would be the next thing, going
10 over the impact of House Bill 543 or are we good?

11 MS. MANLOVE: The only comment I'll add, Dr.
12 Lynch-Walsh, is that we have not yet begun the
13 next round of testing and I think Mr. Jabouin is
14 still on and, maybe, can speak to the next steps
15 for this quarterly audit.

16 DR. LYNCH-WALSH: So then wouldn't it be the
17 same -- you mean the next version of this? So
18 this is October 1 through March 12th, 2023; so
19 you mean for the next period?

20 MS. MANLOVE: Yes, ma'am. I know that part
21 of the committee's feedback to us in prior
22 meetings was an increased sense of frequency for
23 seeing these reports. So I wanted to talk
24 through the next steps and timing so the
25 committee is aware.

1 DR. LYNCH-WALSH: Okay. Mr. Jabouin?

2 MR. JABOUIN: Yeah, so we'll go through this
3 process, we'll take it to the board, we'll get
4 the board comments and then we'll proceed with
5 establishing the scope for the next reporting.

6 As we talked about earlier today, there is
7 going to need to be some board feedback on some
8 of these decisions.

9 DR. LYNCH-WALSH: Okay. So RSM, because this
10 is --

11 MS. STRAUSS: Nathalie.

12 DR. LYNCH-WALSH: I know. Yes, ma'am. Yes,
13 Ms. Strauss.

14 MS. STRAUSS: You know, that's what I believe
15 Mr. Jabouin did give us the opportunity a few
16 meetings ago to weigh in on, for like the scope
17 of upcoming audits, he asked for feedback, and
18 that's when I asked for Mr. Lozano to weigh in.
19 So, I know -- because we don't know; right? What
20 do we know?

21 DR. LYNCH-WALSH: Well, we should know --

22 MS. STRAUSS: My concern is that we're being
23 cost conscious here.

24 DR. LYNCH-WALSH: So they need to go through
25 this because this is them discussing the impact

1 of the house bill. So we could then, in terms of
2 the timing, but that kicks in -- when does this
3 kick in?

4 MR. LOZANO: January 1st.

5 DR. LYNCH-WALSH: Right. So we still have a
6 period where that doesn't apply yet, the changes
7 don't apply yet.

8 But also what I'm kind of hearing, and I just
9 want to remind everybody, we can't vote in here,
10 but we can certainly bring motions on the 7th.
11 So on the 7th we're going to wrap up this
12 conversation. So when RSM asked for the timing,
13 because this was October 1 through March 12th of
14 2023, and the report date was July 20th, it is
15 now August 30th, so I think it's a fair question
16 without the board, because we are the audit
17 committee, to understand, just as RSM was looking
18 for clarification, what is the next period to be
19 covered and when would that be coming to the
20 audit committee in theory?

21 Mr. Jabouin?

22 MR. JABOUIN: Sure. Let's go ahead and take
23 the motions that the committee will have and I'll
24 process them and I'll have the board make those
25 decisions on that end.

1 DR. LYNCH-WALSH: So you don't have any --
2 you don't have any -- there was no plan for the
3 next period yet?

4 MR. JABOUIN: So there -- I mean, obviously,
5 we want to finish this report, get all the
6 comments and process them, and then we could -- I
7 want to make sure that the board, themselves, are
8 going the same path as the audit committee on how
9 they all merge on that.

10 DR. LYNCH-WALSH: Yeah, but the way that that
11 works is the audit committee, which is the
12 committee tasked with advising the board, would
13 weigh in, first, and then use that to inform the
14 board who are not the audit committee and don't
15 spend 24/7 on audit committee matters. That's
16 why you have an audit committee.

17 MR. JABOUIN: Agreed.

18 DR. LYNCH-WALSH: So you don't go to the
19 board first and then dictate to the audit
20 committee. The board needs to be informed, which
21 is why they have appointees on here. So, in
22 theory, we're way past March, I would have to
23 imagine that fieldwork is currently being done --
24 and, Mary, I see your hand. So is fieldwork
25 being done for the next audit and should we just

1 add three months to July in terms of when we
2 would see the next one and what period that
3 covers? Because, surely, things are already in
4 process for the next one.

5 Mary?

6 MR. JABOUIN: No, no, we're going -- we're
7 going to process the comments from the audit
8 committee, first, and then the board, and then
9 we'll engage RSM to do the work.

10 DR. LYNCH-WALSH: They're not engaged to do
11 the next period?

12 MR. JABOUIN: They have not started the work
13 on the next period yet. We're processing these
14 comments.

15 DR. LYNCH-WALSH: Okay. So that's the
16 clarification. So what you're saying is that,
17 after March 12th nobody's done anything; nobody's
18 looking at it; there's no -- no work that has
19 started past March 12th, 2023?

20 MR. JABOUIN: Yes, this work is concluding.
21 We're going to get all the comments from the
22 audit committee first and then the board and then
23 we will engage RSM on the work in accordance with
24 the requirements of the committee.

25 DR. LYNCH-WALSH: Okay. I'm going to try

1 this one more time, and, Mary, I'll go to you
2 next. I'm going to try one more time. Because I
3 like thinks to be crystal clear.

4 This period -- this report covered October
5 1st, 2022 through March 12th, 2023. Are you
6 confirming that you are waiting for this report
7 to go through the audit committee and then to the
8 board before them even starting any work past
9 March 12th?

10 MR. JABOUIN: Yes, because we need the
11 guidance from the committee and the board.

12 DR. LYNCH-WALSH: Okay. That's all I was
13 looking for was a yes or no.

14 Okay. Mary? Sorry.

15 MR. JABOUIN: Yes.

16 MS. FERTIG: Okay. Well, that raises more
17 questions. That's not really what I had my hand
18 up for, but it just seems -- okay. So I was
19 looking at the number of months. So this is
20 basically, say, a six-month period, and the next
21 six-month period would end September 12th; am I
22 right in that? And so at that point you would be
23 ready to start reviewing the information from --
24 in whatever context it passes the board, the
25 information of that six-month period you'd be

1 ready to hit the ground running on September
2 12th; do I have -- is that --

3 DR. LYNCH-WALSH: You're asking RSM? You're
4 asking RSM?

5 MS. FERTIG: I'm sorry. I'm asking Mr.
6 Jabouin. I apologize.

7 MR. JABOUIN: No, we -- we would need to
8 get -- we would need to get the engagement letter
9 together with RSM. But one of the things that I
10 wanted to mention to the committee that district
11 staff has mentioned to me is, these discussions
12 are very useful and helpful to them as they
13 proceed with their program. And these comments,
14 like when you apply them to the period after the
15 testing, the success rate may not be as high
16 because of some of the discussions and the
17 decisions and the guidance that they get from
18 these meetings. So we would have to keep that in
19 mind as we set up the -- the testing. Does that
20 make sense?

21 DR. LYNCH-WALSH: Okay. Mary, did you have
22 another question, because I need --

23 MS. FERTIG: Yes, I know you want to get on
24 to the record, and, actually, some of my
25 questions are going to come there, because I

1 really want to discuss the philosophy of having
2 an on-staff person doing review as opposed to
3 having an outside auditor do the review and make
4 sure that that conversation is incorporated in
5 whatever moves forward to the board if the rest
6 of the committee shares some of my concerns.

7 DR. LYNCH-WALSH: Right. And we could do
8 that formally -- we can discuss today and then
9 make formal motions --

10 MS. FERTIG: Make formal motions next week.

11 DR. LYNCH-WALSH: -- on the 7th. So my
12 question is --

13 MS. FERTIG: Nathalie, I just think it's
14 important, I just want to know the dates. These
15 are the dates that we do a report. We finished a
16 six-month period, we're giving you our comments,
17 which we -- you know, now we're well into the
18 next period, which is going to end soon --

19 DR. LYNCH-WALSH: Almost done; right.

20 MS. FERTIG: -- and make sure that we're
21 ready to start reviewing that quickly so we get
22 the report on that so we're not always six months
23 behind in taking any kind of action.

24 So I would hope that all of this gets
25 finalized in the next few weeks so that we can go

1 ahead with that -- with that next review period
2 and have that done. And then it sounds like that
3 will coincide really well with February and what
4 needs to be done there.

5 MR. JABOUIN: Yeah. And sorry to jump in, I
6 can speak with the board members before then.

7 DR. LYNCH-WALSH: Hold that thought, Mr.
8 Jabouin, because Mary's asking for dates. The
9 next date that's also relevant is when does this
10 report go to the board?

11 MR. JABOUIN: It would have to be at the
12 October meeting because it misses the September.
13 But I understand the key points. So, I mean, as
14 a board report I can speak to them on these
15 issues, so that way I can have the consensus from
16 them.

17 MS. FERTIG: Great. Because it would be
18 really -- you know, it sounds like these dates
19 are going to match up pretty well if we are ready
20 to start that review in September and then that
21 takes you -- it's almost a six-month period until
22 the new process kicks in, so they can then get
23 that reviewed and we can just kind of move
24 forward seamlessly and make sure --

25 MR. JABOUIN: Yeah, I'll try to set up

1 meetings with them and I'll get the key points
2 that will help. And I'll have my recommendations
3 to them as well on the key points as far as
4 setting up the next testing.

5 DR. LYNCH-WALSH: I'm sorry. When you say
6 "setting up meetings with them" you mean a
7 workshop?

8 MR. JABOUIN: No, there's not enough -- I
9 understand that you want to get that --

10 DR. LYNCH-WALSH: Yeah, no, you can't -- I'm
11 sorry, but per Sunshine Law you can't get a board
12 decision by doing a board crawl. So we're going
13 to have to get creative.

14 MR. JABOUIN: That's true.

15 DR. LYNCH-WALSH: So the next -- so the next
16 regular meeting of the school board, even if you
17 can't do this report or if it's in October, but
18 you can't get a board, a formal board decision
19 from board corporate by polling board members.
20 That would violate Sunshine Law.

21 MR. JABOUIN: That's true. So let's go ahead
22 and continue and then I will seek an agenda item
23 in order to get the discussion points on that.
24 Or we'll have to find a way, because, obviously,
25 we're going to miss the deadlines for the

1 September 12th school board meeting given the
2 milestones that they have. And so we'll have to
3 come up with a way to get that information to get
4 their consensus.

5 DR. LYNCH-WALSH: Well, they usually have
6 special meetings, so, I mean, given, if they have
7 a workshop, they can always tack on a special
8 meeting.

9 All right. Mary, are you good or can we have
10 staff pull up the presentation?

11 MS. FERTIG: Yeah, I'm going to bring up what
12 I want to bring up when we do that.

13 DR. LYNCH-WALSH: Okay. I think we have you
14 and Jaclyn Strauss will have lots to say on the
15 presentation and next steps. Okay.

16 Mr. Lozano?

17 MR. MAYERSOHN: You had Jennifer, I think,
18 that wanted to say something.

19 DR. LYNCH-WALSH: Okay. Jennifer?

20 MS. STRAUSS: Nathalie, don't assume I'm
21 going to have a lot to say on the presentation.
22 I think it's going to be helpful for everybody.

23 DR. LYNCH-WALSH: No, no, your comments --
24 right. Not the presentation, per se, but your
25 question from earlier to Mr. Lozano.

1 MS. STRAUSS: Okay. Yeah, I just want to
2 just put that on the record. Thank you.

3 DR. LYNCH-WALSH: Did you say Jennifer or
4 Jaclyn?

5 MR. MAYERSOHN: No, Jennifer from RSM.

6 DR. LYNCH-WALSH: Oh, okay. Jennifer?

7 MR. MAYERSOHN: She had her hand up, unless
8 she put it down.

9 DR. LYNCH-WALSH: Ms. Murtha?

10 MS. MURTHA: Madam Chair, I know it's a good
11 discussion about the timeliness of the audits,
12 and at one point in time we had discussed more of
13 an on-line realtime auditing consistent with the
14 conversations that you've had in the past. So it
15 might be something that the audit committee wants
16 to consider effective 1/1 with the new house
17 rules going into effect and with Mr. Lozano's
18 changes so that it is more on-line realtime and
19 we don't have, you know, six or seven months go
20 by without any activity.

21 DR. LYNCH-WALSH: Correct. Okay. And we
22 could discuss more on the 7th, but I'm trying to
23 get through this presentation.

24 But, yeah, we definitely, the audit committee
25 has asked for more timely audit information, and

1 I'm not sure how that works, but when Mary has
2 her questions this may all -- we may all meet in
3 the middle.

4 So let me see who -- nope, just a chat.

5 Okay. So Mr. Lozano, are you driving the
6 bus, so to speak, on the presentation.

7 MR. LOZANO: So Joris or somebody can put up
8 that presentation, but I'm going to start with,
9 first of all, I want to thank the Office of
10 Schools and -- Office of Safe Schools, Scott
11 Strauss and Sheriff Gualtieri for all their
12 support in support of Broward County Schools as
13 we transition to this new model on January 1st.

14 So they just finalized the PowerPoint. It's
15 not out to the public. But I'm excited because
16 I'm going to share a portion of it with you so
17 that you can see the new model and understand it.

18 So can everyone see the screen?

19 DR. LYNCH-WALSH: Yes. Well, we could a
20 second -- I could a second ago.

21 MR. LOZANO: I think it's loading up.

22 So, again, the first step with any time a
23 concerning behavior or threat comes in, if it's
24 imminent, schools immediately have to call 911 or
25 activate their mobile panic system. Here in

1 Broward County Schools we use SaferWatch with
2 Alyssa's Alert, and, you know, all schools are
3 trained in that process when it's an imminent
4 threat.

5 So the first step in the new model, so what
6 you're going to learn is there's new role
7 responsibilities that have kind of shifted from
8 the principal to the school chair. So the
9 principal at every school in the new model has to
10 identify a chairperson and a vice chairperson who
11 is, basically, the substitute when that chair is
12 absent. So a concern comes in and it's reported
13 to the chair. So, again, all school employees,
14 volunteers, service providers are encouraged to
15 immediately report any threat or concerning
16 behavior that may present a threat to the
17 community, school or themselves.

18 Here in Broward County we have multiple ways
19 for student, staff and the community to report
20 threats on our district website, through
21 FortifyFL, through SaferWatch, so -- and, again,
22 schools are right now training and going over
23 with students and staff all those protocols for
24 threat reporting.

25 If it's an imminent threat to life or

1 physical safety, school personnel must
2 immediately report that matter to law
3 enforcement.

4 So let's go to step 2. So the chair receives
5 a concerning behavior or a threat report. The
6 chair's responsibility is to determine if it has
7 any factual basis. The chair has to document the
8 same information. So our current intake form is
9 very similar in the new model where they document
10 who reported it, the date and time; things like
11 that. So that -- that piece is not changing.

12 So the chair gets the information, the chair
13 has 24 hours from receiving that information to
14 decide if they need to convene the full team or
15 it was unfounded or low and they can deal with it
16 at the school base level. And I'll talk about
17 that a little bit more as we go through the
18 steps. So the chair has conversations with
19 student, does some informal fact gathering and
20 decides, is there any factual basis to this
21 report? So if there is factual basis, the next
22 step for the chair is to determine what is the
23 type of harm. So if it's self harm and has no
24 risk to others, the chair immediately refers it
25 to the appropriate person on the school campus.

1 All of our schools have a suicide prevention
2 liaison. So the chair of the threat assessment
3 team has to document on the intake form the date
4 and time and the person they referred it to if
5 it's self harm only, because that's a different
6 process, completing a suicide risk assessment
7 versus completing a behavior threat assessment.

8 So if it's self harm only, the chair
9 completes the intake form, closes it out and it
10 gets sent to the principal. The school principal
11 has two days from receiving that report to review
12 it for fidelity and sign off on it. Once the
13 principal signs off on it, then the district
14 threat management coordinator, which is me, has
15 to review it and sign off on it, as well. So
16 that's a repeated theme throughout this
17 presentation. You're going to hear where once
18 the school completes it, the principal has two
19 days after to review and finalize and agree or
20 disagree, and then two days after the principal
21 signs off on it the district coordinator has to
22 sign off on the document as well.

23 DR. LYNCH-WALSH: Real quick, Mr. Lozano, if
24 I can pop in. This is a different presentation?

25 MR. LOZANO: No, this one is the actual state

1 presentation that people are getting. I just
2 wanted you to understand the new process before
3 we go into the actual changes so you kind of
4 understand what does the threat assessment
5 process look like moving forward on January 1st.

6 DR. LYNCH-WALSH: Got it. Thanks.

7 MR. LOZANO: So the next step is, if it's a
8 threat to others, then the chair can determine
9 whether it needs to go to the full school based
10 team or not. In our current model every single
11 concerning behavior or reported threat goes to
12 the school based team. In the new model not
13 every report is going to go to the school based
14 threat management team.

15 So if the chair reviews it and decides it
16 doesn't need to go to the school based team, then
17 they can -- then they can refer it for services.
18 So they can still, okay, maybe it wasn't a
19 threat, but this student needs interventions and
20 support, they can still refer for services. So
21 that was kind of our prior conversation earlier
22 in this meeting. So that will be documented in
23 the new model, what service, you know, they
24 referred this student for.

25 So then the chair also has to report on the

1 intake form the documented reason of why it
2 didn't need to go to the school based threat
3 management team.

4 That decision is then reviewed by the
5 principal within two days. And then after the
6 principal my team within two days.

7 So the next step is -- so I'm the chair, I
8 reviewed it, its factual basis, I need to meet
9 with the school based threat management team.
10 The chair has to convene the school based threat
11 management team within 24 hours to do -- two
12 things have to come out of that meeting. The
13 team has to make a preliminary level of concern,
14 and if the team determines it's medium or high,
15 they have to put an interim student support
16 management plan in place immediately. So that's
17 new. Because, now, schools would finish the
18 threat assessment process and then create a
19 monitoring plan. Now, in the new model, you
20 create a plan and a preliminary -- an interim
21 student support management plan in that first
22 meeting to ensure you're putting safety protocols
23 and interventions in place immediately if the
24 team determines it's a medium or a high level of
25 concern.

1 So the team meets every -- the next phase is
2 the team meets, they made their preliminary level
3 determination, they put a student support
4 management plan in place, if necessary, and then
5 the team goes out and does their roles.

6 So the law enforcement officer would go out,
7 review criminal history databases, look for any
8 house calls that were made to the house. So the
9 law enforcement would begin their work in
10 gathering information. The mental health person
11 on the team would begin conducting clinical
12 interviews, would be checking on any mental
13 health services that this student has already in
14 place. So the mental health person would begin
15 that process immediately after that preliminary
16 meeting. The expert in curriculum and
17 instruction on the team will begin looking at the
18 academic history, the attendance, the behavior
19 interventions, and then the school administrator
20 will also be looking for any information they
21 need to bring to the table.

22 So after that initial meeting the school has
23 two days to reconvene and make a final
24 determination. So when the team meets within
25 those two days after the preliminary meeting and

1 the school decides it's unfounded, so there was
2 no factual basis, it was unable to be followed
3 through on, the threat never occurred, it didn't
4 rise to the level of threat, the chair will close
5 it as unfounded. It still has to be signed off
6 by the principal within two days and then signed
7 off by my team within two days. That is for any
8 levels of concern that are unfounded.

9 So the next step is, the team determines it's
10 a low level of concern. If the team determines
11 it's a low level of concern after reviewing all
12 the information, they can refer it for services
13 without a student support management plan. So,
14 again, all the interventions and resources the
15 school has in place, they can still implement
16 any -- anything they feel the student needs, even
17 if it's a low level of concern.

18 The school has the option, also, of
19 implementing a student support management plan.
20 What's new in the new model is there are minimum
21 requirements. Whereas, in the current model
22 schools can put a monitoring plan in place but
23 there's no requirement for how long it must
24 remain in place. In the new model there are
25 minimum requirements. So if the team determines

1 a low level of concern and puts a student support
2 management plan in place, it has to remain active
3 for a minimum of 90 days. If it's a medium
4 level, it has to be active for 180 days. And if
5 it's a high level, it must be active for one year
6 after the date it was created and finalized. So
7 there's new minimum expectations, which I think
8 is really good, for student support management
9 plans when a team determines one is necessary.

10 So, again, the principal has to review that
11 student support management plan and then the
12 district threat management coordinator also
13 reviews it, as well.

14 If the team determines it to be a medium
15 level treat, there has to be -- so for medium
16 levels of threat there has to be a student
17 support management plan. It's mandatory. And
18 the school has the option to refer it to the
19 district threat management team, which I lead.
20 So if the school labels it medium but they say,
21 you know what, maybe this should be high, we want
22 additional support in making a determination,
23 they can reach out to the district threat
24 management team which will join that school based
25 team to support them in making the right

1 decision.

2 So, again, for a medium level they create a
3 student support management plan. It has to be in
4 place for 180 days. As the district threat
5 management coordinator, during my review, I may
6 refer it to the district threat management team
7 if I feel the student may need additional
8 supports, academic placement, mental health
9 supports, as well.

10 So the district threat management
11 coordinator, which is me, has the option, for
12 medium, to convene the district threat management
13 team to support the school based team in the
14 implementation of the threat management process
15 and the student support management plan.

16 So if it's high, my team does not have a
17 choice. For all threats that the school based
18 team labels high the district threat management
19 team has to convene and review the decision and
20 process by the school to ensure it was done with
21 fidelity and provide that school any additional
22 supports they may need. And, again, student
23 support management plans are required for all
24 high level threats and they have to be in place
25 for one year after the creation of that student

1 support management plan.

2 So that's basically the ebb and flow, your
3 crash course on the ebb and flow of the new
4 model. So I just wanted to kind of give you that
5 global perspective of what's going to happen at
6 the schools and with the district team as we move
7 into January 1st, 2024.

8 So does anybody have questions on that
9 process before we actually get into the
10 requirements of House Bill 543?

11 DR. LYNCH-WALSH: Audit committee members,
12 any questions, so far?

13 (No response.)

14 DR. LYNCH-WALSH: Hearing none, let's move
15 into the presentation.

16 MS. PRITYKINA: Ernie, could you please share
17 the slides with me when you have a chance?

18 MR. LOZANO: Yes.

19 MS. PRITYKINA: Thank you.

20 MR. LOZANO: And there's a lot more. I just
21 picked out that section to go over with this --
22 this group.

23 So, Mr. Jabouin, who's sharing the slides.

24 MS. PRITYKINA: I could share it. Hold on.
25 Let me --

1 DR. LYNCH-WALSH: Otherwise, I have to grant
2 access.

3 MS. PRITYKINA: Can you see it?

4 DR. LYNCH-WALSH: Now, we can.

5 MR. LOZANO: Yeah, we are good.

6 So, again, in the screen --

7 DR. LYNCH-WALSH: Oh, hold on. But can we do
8 this -- is it not possible to do the PowerPoint
9 presentation, itself, or -- so it's a little bit
10 bigger and less distracting?

11 MR. LOZANO: So, while she's getting that up,
12 I'll just start kind of talking through it and
13 introduce it. So, again, last -- in the spring
14 of 2023 the legislature passed House Bill 543
15 which brought us to today where the State of
16 Florida will create their own threat management
17 model and implement that effective January 1st,
18 2024. And then in the 24-25 school year they're
19 looking to have one portal across the State of
20 Florida where all schools enter and put their
21 threat management information.

22 So out of House Bill 543, I talked about it
23 earlier, they created state rule 6A-1.0019,
24 threat management, that solely focuses on threat
25 management in the State of Florida.

1 So, if you want to go to the next slide?

2 MR. JABOUIN: Mr. Lozano, we only have the
3 PDF version. You have presentation rights if you
4 have the PowerPoint presentation.

5 MR. LOZANO: The problem is I'm not on my
6 computer.

7 DR. LYNCH-WALSH: It's fine. Right. It's
8 fine. I forgot that everything gets PDF'd around
9 here.

10 MR. LOZANO: But, again, the purpose of the
11 rule is to set forth the requirements related to
12 threat management, a process by which school
13 districts, K-12 schools, charter schools,
14 governing boards and charter schools identify,
15 assess, manage and monitor potential and real
16 threats to student safety.

17 So, again, my department also monitors all
18 the charter schools. So we ensure compliance not
19 only with our traditional center and
20 nontraditional but we also provide oversight and
21 training to all our charter schools, as well.

22 So we're on --

23 MS. PRITYKINA: Now, I need to scroll down
24 how to work it. It's been a while.

25 MR. LOZANO: Just on the right at the bottom

1 you should be able to go to presentation.

2 MS. PRITYKINA: It's an ebb and flow, though,
3 so -- okay. So is that good?

4 MR. LOZANO: So one of the things --
5 actually, on the bottom right, do you know how to
6 click presentation? Right there. Yeah.

7 DR. LYNCH-WALSH: Start slide show.

8 MR. LOZANO: There we go.

9 So one of the things we have to do, the slide
10 we were on, was the policy. So, obviously, we're
11 going to have to update Broward County Public
12 School Policy 4380 to be in alignment with this
13 new rule, you know, effective January 1st. So
14 I'm currently editing and revising Policy 4380
15 and I have a timeline in place to make sure we
16 meet role development and role approval prior to
17 January 1st. I did -- my staff has reached out
18 to get in front of the advisories. So some have
19 already responded. We're on the September
20 agendas. So we're working to get in front of the
21 key advisories early before we get to the
22 workshop and the rule adoption meetings so that
23 we can get feedback as we move forward. So we
24 are currently working on that process.

25 Elena, you might just want to go back to the

1 other way.

2 MS. PRITYKINA: Yeah, I think the PDF may --

3 MR. LOZANO: And when I tried to open my
4 other one it didn't let me go to presentation for
5 some reason.

6 MS. PRITYKINA: Yeah, I'm going back to the
7 PDF. Okay. So this is -- this is where?

8 MR. LOZANO: Yeah. So, again, we're working
9 to ensure our district policy aligns with this
10 new rule effective January 1st. That should say
11 2024. So we're doing it prior to January 1st
12 2024.

13 So scroll down to the next slide, please.

14 So, again, this is where you talk about, you
15 know, my roles and responsibilities. So there
16 are specific requirements for each level of
17 concern for parent notification in the new model.
18 So we will be able to audit when parents were
19 notified and, you know, if they were notified
20 based on the requirements in the new state rule.

21 So we are currently -- go ahead, Dr.
22 Lynch-Walsh.

23 DR. LYNCH-WALSH: They would -- they would be
24 notified through how?

25 MR. LOZANO: Through ParentLink. Through

1 ParentLink.

2 DR. LYNCH-WALSH: Okay.

3 MR. LOZANO: And, again, that's also -- so
4 notifying the community is one lane, notifying
5 the parent/guardians of the student of concern
6 and the target is also requirements, as well, in
7 the new model going forward.

8 So, again, we're right now conducting -- and
9 today is our first day, we're running daily
10 trainings with school based team and district
11 staff on the new model. It's a one-day
12 eight-hour training that we're rolling out now.
13 And then our principals, vice chairs, and chairs
14 also have an additional four-hour training that's
15 role-specific to their role on the team that I
16 will be, myself and Kim Punzi, our manager, we
17 will be doing all the role-specific trainings to
18 ensure, you know, that fidelity of presentation.

19 So, again, new to the rule is every district
20 must have one staff member in the district
21 assigned to the role of district threat
22 management coordinator. So here in Broward
23 County Public Schools, that's me. For the six
24 largest districts in the state they allowed us to
25 have a backup, so Kim Punzi-Elabary, the manager

1 at threat assessment and I went up in the summer,
2 we did our two-day district threat management
3 coordinator, so both of us are already trained
4 and ready to assume this role, and we are
5 currently, again, the two members in the district
6 that are assigned to handle the requirements of
7 the district threat management coordinator. And,
8 again, there's a huge responsibility in this role
9 now because this individual is assigned to review
10 every assessment that is conducted in the
11 district, and then for medium and high levels
12 convene that district threat management team when
13 necessary to support the school based threat
14 management team.

15 So a new requirement in the new model is
16 every district have a district threat management
17 team led by the district threat management
18 coordinator. So Chief Kowalski has already
19 assigned law enforcement officers who are members
20 of our district threat management team. Veda
21 Hudge has already assigned her staff members to
22 be our mental health experts on the district
23 team. My staff who has teacher certification is
24 going to serve as the experts in curriculum and
25 instruction. And then the fourth person you have

1 to have on the team is a district administrator.
2 So that will be always me or Kim Punzi-Elabary.
3 So we can always add additional members, but we
4 have a core team. And I didn't want to wait
5 until January. So, like I said, we started this
6 team meeting now to review and begin the process
7 of reviewing all our very serious, substantive
8 threats, so that when we roll into January we
9 already have a clean process established in the
10 district to meet that two-day, you know,
11 requirement and review.

12 So what's new to the new model, too, is this
13 fifth member of the school based team. So if the
14 four individuals, your core four, do not know the
15 student, personally, in the new model they have
16 to have one staff member, instructional or
17 administration, who knows this student,
18 personally. And that's important because you
19 want to differentiate between concerning behavior
20 and the student's baseline behavior. So the only
21 person that can share consistently a student's
22 baseline behavior is somebody who, obviously, has
23 a personal relationship with that student. So
24 one of the new requirements in the new model is
25 somebody who has a personal relationship with

1 that student needs to be part of that team. If
2 one of the four members has that relationship, so
3 I'm the elementary school principal and I've
4 known this student since kindergarten and they're
5 now in fifth grade, that person can serve as the
6 individual. But if none of the core four know
7 the student, personally, they have to add a
8 member, who doesn't need to be trained, they're
9 just providing information on that student.

10 Next slide, please.

11 So, again, the biggest shift from the current
12 model to the new model is this chair position.
13 So -- so the chair has -- is basically the
14 gatekeeper of this process. But, again, they
15 don't act in isolation because the principal has
16 two days to sign off on every decision and then
17 me and my team have two days to sign off on every
18 decision.

19 So all our schools have already identified
20 their chairs and vice chairs and they will --
21 they are currently registering for training to be
22 ready for January 1st. I love this position,
23 personally, because I'm going to be able to have
24 ongoing meetings with the chairs to review best
25 practices. So, again, that attendance issue we

1 talked about, now that every school has a
2 designated point person who's solely responsible
3 for leading threat management, I'm going to be
4 able to have some regular meetings to calibrate
5 every school, go over best practices, provide
6 updates. So this is, to me, one of the great
7 enhancements to the new model, is having that
8 designated person at the school, and, again,
9 ensuring that we have the right chair assigned.
10 So my team is reviewing that. So we are asking
11 at this time for that chairperson to be an
12 assistant principal. As we move forward, you
13 know, as we live it and see, but as of now for
14 Broward County Public Schools our chairperson
15 will be -- you know, at the elementary level they
16 only have one assistant principal, but at our
17 secondary sites where they have multiple
18 assistants the principal will choose one of the
19 administrators to be the chair of that team. And
20 this includes, again, charter schools have to
21 identify as well, so we've collected this
22 information from them as well. And the chair and
23 the vice chair and the principal have an
24 additional four-hour training specific to
25 their -- their role on the team.

1 Any questions on the chair, vice chair?
2 Because I know that's a brand new position in the
3 new model.

4 DR. LYNCH-WALSH: I don't see any hands up.
5 Any audit committee members, questions?

6 (No response.)

7 DR. LYNCH-WALSH: So far, so good.

8 MR. LOZANO: So next is the instrument. Mr.
9 Mayersohn?

10 DR. LYNCH-WALSH: Oh, Mr. Mayersohn?

11 Oh, now we have two people. Mayersohn and
12 then Fertig.

13 Robert?

14 MR. LOZANO: I think you're muted.

15 DR. LYNCH-WALSH: Robert, you're muted.

16 MR. MAYERSOHN: Okay. I'm unmuted now.

17 So just a quick question on the chair and the
18 vice chair. And I know sometimes midway through
19 the year you have a school based administrator
20 that changes schools, so let's say the chair is
21 an assistant principal and they are reassigned to
22 another school, the vice chair will then take
23 over temporarily until a new chair can be
24 appointed and trained?

25 MR. LOZANO: Correct.

1 MR. MAYERSOHN: Okay. I just wanted to make
2 sure that there's still that continuity, that
3 we're not losing something where, again, you
4 know, as an attribute or testing it somebody
5 says, well, our chair left and we don't have
6 anything available.

7 MR. LOZANO: So you are absolutely correct.
8 And the chair and vice chair come from that core
9 four, so the vice chair and the chair have to be
10 in every meeting the school based team conducts
11 so that that vice chair is also ready to serve if
12 that chair is out and unable to participate on
13 any day. That was a great question.

14 MS. FERTIG: Do you want me to go ahead,
15 Nathalie?

16 DR. LYNCH-WALSH: Yeah. Sorry, I muted
17 myself because I'm typing. Go ahead.

18 MS. FERTIG: I'm just -- just -- just who is
19 likely to be the chair and vice chair? Who in a
20 school would you look to for those positions?

21 MR. LOZANO: So for the chair it will be the
22 assistant principal. And then, you know, so the
23 vice chair most likely will be the mental health
24 expert on the team at the elementary level,
25 secondary schools who have multiple assistant

1 principals may make a second assistant principal
2 the vice chair. And because they, you know, all
3 our assistant principals are prior teachers, they
4 do teacher evaluations, they can serve on the
5 team as the expert in curriculum and instruction.
6 But one person can't do both. So they would have
7 to have a second administrator in every meeting
8 if that's who they choose.

9 So most likely, to answer your question,
10 Mary, it's going to be the mental health expert
11 or, you know, as the vice chair or another
12 assistant principal. The chair is going to be an
13 assistant principal as we roll this out with
14 fidelity. Because what I don't want either is a
15 guidance counselor is the chair and they can't
16 provide guidance services because they're
17 conducting -- you know, they have a purpose at
18 the school, so we want to make sure they're able
19 to do their primary role at the school as well.

20 So, we, as a district, decided we'll start
21 with our assistant principals, and as we live it
22 and get feedback from you, as we move forward,
23 you know, we may make different decisions on who
24 is the best. So that's what we're going to all
25 learn together as we roll this out.

1 MS. FERTIG: Thank you.

2 DR. LYNCH-WALSH: Okay. Then Mr. De Meo?

3 MR. DE MEO: Thank you. Mr. Lozano, the
4 language in the rule doesn't specifically exclude
5 parents, but I think that's the intent, and --
6 that's question one.

7 And then, secondly, the experts, the mental
8 health or law enforcement people on these
9 committees, can they be parents or should they be
10 parents? Do you have any feel for that?

11 MR. LOZANO: So they should not. So where
12 the parent becomes a part of the process is in
13 the development of the student support management
14 plan. When the school is determining the level
15 of concern, we don't invite parents into those
16 meetings. They're not a required member. Once
17 we determine the level of concern we invite the
18 parent in to be a part of the development of the
19 student support management plan.

20 MR. DE MEO: So they don't have a role on any
21 of the teams; is that --

22 MR. LOZANO: No.

23 MR. DE MEO: And I think that makes sense. I
24 just wanted a clarification. Okay.

25 MR. LOZANO: Correct.

1 DR. LYNCH-WALSH: So just hold on. Just to
2 be clear, so I was taking it to mean like you
3 have SAC and SAF, which, of course, have parents.
4 I didn't think you would put the parent of the
5 kid that has the issue on this team.

6 MR. LOZANO: Correct. We don't.

7 DR. LYNCH-WALSH: But you're saying nobody
8 who's a parent would be on this team regardless
9 of -- okay. Just checking.

10 MR. LOZANO: So, if you are not the parent of
11 the student of concern, Dr. Lynch-Walsh, but you
12 have some information -- because you can add
13 additional members, they're just not a core
14 mandatory member. So, you know, you'll have your
15 five mandatory members, but there may be four
16 other people that can provide information that is
17 important to that team. Honestly, they wouldn't
18 stay for the whole meeting, but they would be
19 invited in to share. So there could be times
20 someone from the community or a parent would be
21 invited in to share information. Again, they
22 wouldn't participate in the whole meeting. But
23 the parent of the student of concern is not
24 participating in the school based threat
25 management team meeting.

1 DR. LYNCH-WALSH: Got it. Thank you.

2 MR. LOZANO: Mr. Mayersohn?

3 MR. MAYERSOHN: Yes, just to -- I guess
4 because it's very broad in the description of
5 somebody who has personal knowledge or
6 relationship with that student, so what is the
7 protocol? Is it first the teacher; is it first
8 the guidance counselor? Is there a process to
9 that or how is that going to work itself out?

10 DR. LYNCH-WALSH: Mr. Mayersohn, I need to
11 step away for my dog. You're chairing the
12 meeting.

13 MR. MAYERSOHN: Okay.

14 MR. LOZANO: So, again, it should be the
15 person with the most knowledge of the student
16 that can provide the most relevant information to
17 that team. So there's not like a designated, go
18 to this person first, go to this person second,
19 it's really that chair and school based team
20 identifying an individual, and right now it has
21 to be instructional or administration, that had
22 some personal knowledge of the student.

23 So even now in the beginning of the year a
24 few schools have called, like, this is a brand
25 new student for us, we don't know, we had someone

1 from their prior school join that school's
2 meeting so they can share some information on
3 that student. So you're really looking for
4 somebody who has, you know, personal knowledge on
5 this student.

6 MR. MAYERSOHN: So I guess going back to RSM,
7 is that attribute auditable?

8 MS. MANLOVE: Jamie, I'm going to defer to
9 you.

10 MS. BARDEE: Can you repeat the question,
11 please?

12 MR. MAYERSOHN: So is somebody who has
13 personal knowledge of the student or relationship
14 with the student, is that an auditable attribute
15 to test?

16 MS. BARDEE: So I think the key there is
17 documentation and how will we know that that
18 person on that BTA, the threat assessment, is
19 that person? And so, you know, when we look at
20 other meetings, other teams, we're able to
21 clearly identify those. And so with each threat,
22 because that's going to change, it's going to be
23 the documentation that's key on that.

24 MR. MAYERSOHN: Okay. So, I guess, moving
25 forward we'll have to figure out how to document

1 that.

2 MR. LOZANO: So they'll document it on the
3 intake form, everyone who was present.

4 MR. MAYERSOHN: Right. But you won't know --
5 I mean, I guess my question is verifying or
6 auditing the fact that, yes, you know, Mr. De Meo
7 knows this student, personally. He'd have to
8 have some form of documentation to say, yes, I
9 know this student. I coached him in baseball,
10 I've done this, he's in my class, and that's how
11 I know him from a personal perspective.

12 Not to pick on you, Mr. De Meo.

13 MR. DE MEO: I think, Mr. Mayersohn, that
14 goes beyond the scope of what the auditors can
15 provide. They can opine on accounting matters
16 and matters that they're expert in, but with
17 regard to whether or not somebody sufficiently
18 knows someone for these purposes is strictly
19 judgmental and I don't think we could task or ask
20 them to -- I just don't think it's fair to ask
21 them to do that.

22 MR. MAYERSOHN: Well, that's why I said, if
23 it's auditable, it's auditable. If it's not, you
24 know, and there's a way to figure that out,
25 that's fine. If not, then that part we can't

1 audit.

2 MR. DE MEO: They can audit whether or not
3 somebody was appointed in accordance with the
4 rules, but not whether or not they know the
5 person or know them sufficiently or make a
6 judgment about the process.

7 MR. MAYERSOHN: Right.

8 MR. LOZANO: Next slide, please? I don't see
9 any hands up.

10 DR. LYNCH-WALSH: So, wait, wait. Back up.
11 Sorry, I muted myself. Operational --
12 operational definition, what does personal
13 knowledge mean? Because regardless of whether
14 it's a parent or not, what is that going to mean
15 for this process? They know the name of the
16 student? They've, you know -- that needs to be
17 documented, I think.

18 MR. LOZANO: So it needs to be -- you know,
19 it needs to be somebody to what Mr. Mayersohn
20 said, I coached this kid; I was their sixth and
21 seventh grade history teacher; I had this student
22 in class for two years. Because the purpose of
23 the member on the team is to have more than just
24 I know this student's name, to your point. So it
25 should be somebody who can provide relevant

1 information on a student.

2 DR. LYNCH-WALSH: Yeah, I -- I think that
3 needs to be formalized, because I could see this
4 sort of becoming very subjective. You know, it
5 could be that they have knowledge, but none of
6 it's positive. Or they have knowledge but it's
7 only positive so that you don't -- you know, you
8 only have sort of a one-sided personal knowledge
9 of the person. So I think it's just something to
10 think about.

11 I don't see any hands up. I know the next
12 slide you guys have made it to was the transition
13 from EdPlan to Focus, I think.

14 MR. LOZANO: Correct.

15 DR. LYNCH-WALSH: Is Dr. Phillips here to
16 speak to that one?

17 MR. LOZANO: He is, but I will start, as
18 well.

19 DR. LYNCH-WALSH: Okay.

20 MR. LOZANO: So if you want to go down to the
21 slide --

22 DR. LYNCH-WALSH: Slide 10?

23 I know Rebecca said she has to leave at noon,
24 so we have like 22 minutes, not just for this,
25 but for the entire agenda.

1 MR. LOZANO: So, again, after the tragedy of
2 MSD, the district worked with PCG, which is
3 EdPlan, to develop the electronic platform where
4 we currently house all our threat assessments.
5 We have a contract with PCG currently through the
6 rest of this school year. So for January through
7 June we will be using the same platform we are
8 now for the new model. I have been in meetings
9 with PCG as they are currently building out the
10 specifications so the forms match the new model,
11 so we -- and then the flow process, right, of
12 that school based team finalizes, then it has to
13 be sent to the principal for two days, then it
14 has to be sent to my team. So PCG is building
15 all those processes out now so that we should be
16 ready to roll with the new format to meet the new
17 model specifications January 1st, 2024.

18 So then we will use the current EdPlan
19 system. Now, Focus is also a platform that
20 currently some districts use to manage their
21 threat assessments. So they are doing the same
22 thing as PCG right now, is building their
23 platform to be ready for January 1st, 2024. My
24 team will have to put trainings together for
25 spring of 2024 so we are ready for that

1 transition for the next school year when we move
2 into Focus. So for the 24-25 school year we are
3 slated to handle all our threat assessment
4 processes in the Focus database so that it's in
5 the same system as all our other student
6 information so it will be a lot easier to
7 cross-reference data and have everything in the
8 same portal.

9 DR. LYNCH-WALSH: Okay. Does anyone -- Mary,
10 did you have questions? Jaclyn? If we can stay
11 on that slide a minute, because -- so this --
12 where it says January 1, that's '24, it says
13 documentation of threat management will
14 transition to Focus for the 24-25 school year,
15 but the contract is through this school year. So
16 is the contract going to be extended or just
17 abruptly end and then we'll be using what? We'll
18 be using Focus for 24-25. But worst case
19 scenario, there's a delay or something happens,
20 we have no -- nothing?

21 MR. LOZANO: So we're not the only district
22 that might be in that dilemma as all the vendors
23 are, you know, working hard now across the state
24 to be ready for January 1st. So the state is
25 working on, in case certain vendors aren't ready,

1 they're going to have fillable PDFs for us to use
2 in the meantime until we are up and running.

3 DR. LYNCH-WALSH: No, no, what I'm asking is,
4 the PCG contract runs through June '24 and then
5 it says documentation of threat management will
6 transition to Focus for the 24-25 school year.

7 So what I'm saying is, come June '24, PCG
8 packs up its toys and goes home, in theory,
9 according to this bullet point --

10 MR. LOZANO: Correct.

11 DR. LYNCH-WALSH: -- and then we hope that
12 Focus is ready to go live for 24-25 or am I
13 misinterpreting?

14 MR. LOZANO: You are right on point.

15 DR. PHILLIPS: So you're on point. The
16 district -- the only thing I want to highlight is
17 we'll be running Focus in the background from
18 January through June. So we'll be doing
19 trainings in there, we'll be making sure that it
20 is up and ready. So go live is kind of a
21 misnomer, it's really -- that's when we're
22 transitioning over, but it will be live and
23 functional for several months before the
24 turnover.

25 DR. LYNCH-WALSH: Okay. So I'm going to make

1 myself a bullet on my note, Focus running January
2 to June in background.

3 DR. PHILLIPS: Correct.

4 DR. LYNCH-WALSH: Okay. That was my only
5 question on that slide.

6 Anybody -- I see no hands.

7 It says, I see in the chat, is moving to
8 Focus mandatory? Is it tested? Obviously, it's
9 not mandatory but we bought it, so it's
10 happening. I don't know if Phyllis is able to
11 speak? Is it tested? I don't know if that just
12 answered her question.

13 Basically, you'll be doing testing?

14 MS. SHAW: Good morning.

15 DR. LYNCH-WALSH: Wait, she's here.

16 MS. SHAW: Yes. Good morning. That's what I
17 wanted to know. And, also, is the testing in the
18 background, are you doing parallel, currently?
19 Can we get the results on the test?

20 DR. PHILLIPS: So we'll be -- we can share
21 results of the test. So we'll be doing some
22 parallel at the same time. We don't want to have
23 the whole district work out of two systems at the
24 same time, but part of having it run in the
25 background is making sure that we're getting the

1 training in and then also doing some parallel
2 type, side-by-side type comparison. And one of
3 the biggest things that we're going to be doing
4 over the six-month period is making sure that the
5 automated triggers and alerts that we're building
6 are working properly before we go live. So, as
7 Mr. Lozano said, when it's all on one system
8 there's a lot more that we can do and make it
9 automated. Such as, if something hasn't been --
10 you know, let's just say a threat assessment's
11 been started but not completed within 24 hours,
12 we can set an automated alert for that to
13 escalate. If it didn't have the right people or
14 something like that we can set up automated
15 triggers that can escalate up through district,
16 through different work flows and that kind of
17 thing. So we want to make sure we have all of
18 that tested before we transition in July.

19 MR. LOZANO: And I think what's nice is all
20 the other districts that will need to use Focus
21 in January, because that's our current system,
22 they're going to be working out the bugs for six
23 months until we roll in July 1. So, you know,
24 we'll be coming in at six months after they
25 implemented their product, so it won't be like

1 day 1 of them going live with the new model. So
2 that'll be a benefit.

3 MS. SHAW: That sounds great. Thank you.

4 So then my other question is, I have so many
5 things to look at as we're doing, Focus, is it
6 audited -- is it auditable? So, in a sense,
7 let's say someone goes in and makes changes, will
8 you be able to track to see who made those
9 changes? And when the auditors come in will it
10 be a system that will be able to be audited?

11 DR. PHILLIPS: Every single change that's
12 made in Focus is logged and auditable. So --
13 we're also able to break down by permission level
14 according to whether it's job code or what the
15 individual's position is. So we can also make
16 sure those permissions are granular. So Mr.
17 Lozano can only get in and make certain changes.
18 So, while we can audit, and that's really good on
19 the back end to see what changes are made and who
20 made them, we can also put in some preventative
21 measures at the front end for who's even allowed
22 to make certain types of changes.

23 MS. SHAW: Perfect. Thank you very much.

24 That was it, Dr. Lynch-Walsh.

25 DR. LYNCH-WALSH: Okay. All right. Anyone

1 else with any questions? Otherwise, I think
2 we'll move on to just an overview for the agenda.
3 Oh, there's Mary. Okay. Nope?

4 MS. FERTIG: Yes.

5 DR. LYNCH-WALSH: Mary?

6 MS. FERTIG: Yeah, I have a question overall
7 on everything. I just want to make this comment
8 and then perhaps we could have a conversation
9 about it next week. I -- I am concerned about
10 having an audit committee staff member doing the
11 audit of this. I think that there are advantages
12 to having an outside auditor, you know,
13 double-checking the work that we're doing. And I
14 also have seen -- I feel like RSM has been doing
15 it, they know what they're doing, there's no
16 learning curve. And my third point would be,
17 we've all seen so many vacancies in the audit
18 department that I don't -- I just don't want to
19 see us in a situation where we don't have the
20 staff to do it. We have -- by having an outside
21 person we have somebody else looking at what
22 we're doing, and I -- I would like to discuss
23 this next week. When it does go to the board,
24 I'm going to be asking next week, Nathalie, when
25 you get to the agenda, if we can pass a motion

1 incorporating what we feel the best review of
2 this from an auditor would be.

3 DR. LYNCH-WALSH: Okay. Right. So --

4 MS. FERTIG: And that was my final comment on
5 all of what you've talked about this morning.

6 DR. LYNCH-WALSH: Okay. Phyllis, were you
7 coming back or this is your hand up from before?
8 You're good?

9 MS. SHAW: I was just going to make it quick.
10 And I think Mary missed my question when I asked
11 if it was auditable, and that was the idea that
12 it's not something, it should be an outside
13 company that should audit it. I think the audit
14 department has enough with their hands full and
15 everything else that we're going to ask them to
16 do. Plus, I think it's better if a third party
17 is doing the audit anyway. Thank you.

18 DR. LYNCH-WALSH: Okay. So, yeah, so my plan
19 is for this to be the first topic on our next
20 week agenda so we can pick up where we left off.
21 So we won't rehash everything we just did today,
22 we'll boil it down. Come with any proposed,
23 written preferably, motion, so we can discuss
24 internal versus external. It would seem --
25 right, I'm concerned, I share Mary's concerns

1 about the learning curve. For me, too, it's
2 qualifications. Because this is sort of a new
3 area. So in the short-term -- I mean, maybe
4 long-term, but certainly in the short-term it
5 would seem outside would be the way to stay,
6 especially since we've been fine tuning and then
7 we're about to have a change. So -- but that's
8 more for discussion on the 7th. So the intent is
9 is that we will start, I think I have a draft up
10 here of the agenda which -- so it would be first
11 up -- this is not the version. This is today's.
12 So we would start where we left off today,
13 essentially, and start with the Behavioral Threat
14 Assessment Policy and Procedure Audit. These are
15 not times -- these are the existing timestamps.
16 I've just been working on the items.

17 So please bring any sort of summarized
18 comments, concerns, questions and proposed
19 motions related to this so that we can hit the
20 ground running at the meeting next week is what I
21 would ask of the members.

22 Does anyone else have anything else on this
23 topic? I see a person -- Mr. Jabouin?

24 MR. JABOUIN: Yes, thank you, Chair. Yes.
25 Were you discussing the agenda, Chair, for the

1 September 7th meeting?

2 DR. LYNCH-WALSH: I will be next. I just
3 want to make sure --

4 MR. JABOUIN: Oh, I'm sorry.

5 DR. LYNCH-WALSH: -- right, that if -- I
6 think RSM is leaving, just so they know we're
7 done with this topic, but they will be up once we
8 get past sort of our regular minutia, that they
9 would be first on the agenda, which I think has
10 already been communicated to them.

11 So, yeah, so then next, if we're done with
12 that, thank you to staff, RSM, everybody involved
13 there, and we'll just move into some housekeeping
14 and then I think we're good, because this is
15 supposed to be our one topic.

16 Yes, Mr. De Meo.

17 MR. DE MEO: Before they leave, I just want
18 to point something out related to what Mary said.
19 You know, in the last report there were 97
20 serious threats --

21 DR. LYNCH-WALSH: Yes.

22 MR. DE MEO: -- and that represented a
23 six-month period. RSM audited 26 of those. So
24 if in a year, let's just extrapolate and say
25 there's 200 serious threats, they are saying that

1 they want to charge \$322,500 for an additional 81
2 every six months or 162. At \$200 an hour, that's
3 over a day's work. That just doesn't compute to
4 me. And I don't understand why it's so
5 expensive. Now, maybe I'm not considering all
6 the steps, but the hours just don't work out. So
7 that's one comment.

8 Another comment is that, under the right
9 supervision and assuming that our auditor in
10 house is trained and properly supervised, I
11 really don't have any issue with performing in
12 collaboration -- in cooperation with RSM, say, as
13 an added staff, for example, having someone from
14 our staff from, from our chief auditor's staff,
15 work together to help with the audit so that we
16 can accomplish what I think we should have, 100
17 percent audit of the serious threats.

18 So those are the two things that I think that
19 are pertinent to next -- next month's or next
20 week's --

21 DR. LYNCH-WALSH: Week's.

22 MR. DE MEO: Next week's meeting; yeah. So
23 I'm inclined to follow that path in terms of
24 motions.

25 DR. LYNCH-WALSH: Okay. So I think we need a

1 more detailed breakdown. I thought that their
2 proposal was to audit everything as opposed to
3 the sample. Because they audited, let's see, I'm
4 looking at page 7, the total population versus
5 the sample. So the total population of very
6 serious was 97, the total sample was 50. Serious
7 substantive was 250. They audited 50. So -- and
8 then -- yeah, those are totals. So it was 347
9 versus 100. And we had asked for some other
10 details as far as geographic. But the total
11 population certainly of, I believe, serious
12 substantive and very serious.

13 So I guess if we could see the number
14 crunching behind this because I hadn't crunched
15 the numbers, but if we could see where that's
16 coming from, because then we could make
17 recommendations as far as -- or make sure we're
18 all on the same page as far as what we think
19 would be what this additional amount, where
20 that's coming from.

21 And we also -- I don't think we know what
22 these audits are costing now.

23 MR. DE MEO: Yeah, right. I'd be shocked if
24 the entire cost is 322,000.

25 DR. LYNCH-WALSH: So for next week then, Mr.

1 Jabouin, we kind of need to see the cost -- you
2 know, the proposal in terms of cost and a
3 breakdown so that we can make an informed
4 recommendation.

5 And then the -- to your point, Mr. De Meo,
6 yes, training and supervision, but, remember, we
7 have an Office of the Chief Auditor where the two
8 direct reports to the chief auditor are not CPAs.
9 And so that sort of, you know, creates some
10 concern; and not certified internal auditors or
11 fraud examiners or any of those other
12 certifications. So -- but we can discuss more
13 next week because Rebecca says she has to go in
14 six minutes, but, Mary?

15 MS. FERTIG: Yeah, and I -- I had multiple
16 points on this. I think there is an advantage to
17 an arm's length relationship on this. I think
18 this is, you know, our children's safety is
19 probably our number one concern. So whatever we
20 can do to ensure that we are getting just a
21 report that doesn't have any -- you know what I'm
22 saying.

23 DR. LYNCH-WALSH: Right. Totally
24 independent.

25 MS. FERTIG: Thank you. But the other

1 concern I have, and I've been on this committee a
2 long time, you have to, is how many times we've
3 seen vacancies on the staff and the things that
4 can't get done already. And we're looking at
5 this, one, how much this costs, so I would be
6 interested to know what all the different audits
7 that we've done have cost, so that we can
8 actually make a fair comparison. But I believe
9 that, you know, I think there's an advantage to
10 the experience, but I also think there is
11 advantage to certainty that there will be a
12 person in place and that they're not looking to
13 hire somebody that they haven't been able to hire
14 in years.

15 So, with that, I'll save everything else for
16 next week. Thank you.

17 DR. LYNCH-WALSH: Okay. All right. Mr.
18 Jabouin and then we're going to move on so we can
19 wrap up.

20 MR. JABOUIN: Oh, yes, thank you, Chair.

21 So I do -- are you discussing the agenda next
22 for December 7th, Chair?

23 DR. LYNCH-WALSH: Oh, I thought you had a
24 response. So we're asking --

25 MR. JABOUIN: I do have a response to that;

1 yeah.

2 DR. LYNCH-WALSH: Right. So -- so the answer
3 is, yes, to both, cost proposal, detailed
4 breakdown so we can make an informed
5 recommendation to the board, and Mary just
6 mentioned all the costs of all the audits, which
7 should be on record and easily pulled together.
8 And if not for next week, certainly, for this
9 one, what have the behavioral threat assessment
10 audits cost, you know, each one, so that we have
11 an understanding of where we are and how that's
12 different from what's being proposed.

13 MR. JABOUIN: Yeah, so noted, Chair.

14 DR. LYNCH-WALSH: Okay. Ms. Ighodaro?

15 MR. JABOUIN: I'm sorry, Chair, I'm almost
16 done.

17 So RSM has done a fantastic job for us and I
18 think the vision is not to replace them, I think
19 it's to augment some of the work and probably
20 provide more quicker reports internally. So we
21 do value their -- their work. But, obviously,
22 that will evolve through the recommendations of
23 the committee and discussions with the board.
24 Thank you.

25 DR. LYNCH-WALSH: Okay. Ms. Ighodaro, did

1 you have a question or a comment?

2 MS. IGHODARO: I do. This is -- since we're
3 talking about the cost of audits, I remember
4 closing out the 22-23 school year there was a
5 motion listed that we were supposed to discuss in
6 the very first meeting of this school year about
7 doing a mass audit of -- I'm looking at my notes,
8 I believe it was for the internal controls.

9 DR. LYNCH-WALSH: Oh, yeah, we're going,
10 that's on the agenda, internal controls.

11 MS. IGHODARO: On the agenda for today?

12 DR. LYNCH-WALSH: On the 7th to start, to
13 kind of start that discussion on internal
14 controls. In fact, MSL was on the last agenda
15 and they are being asked to come so they can
16 provide an overview of internal controls. So
17 that's there. We have two -- just to review, so
18 we have the Behavioral Threat Assessment Policy
19 and Procedure Audit. AppliTrack, we didn't pass
20 last time because that was thrown -- we were
21 discussing that in the last two seconds of the
22 meeting. There's the Dave Thomas Internal Funds
23 Audit and then MSL, an internal controls
24 discussion, because we were looking at HR and
25 Procurement, I think we discussed, so -- so,

1 basically, defining what our expectations are and
2 what the issues are there. One of the things --
3 so MSL has a presentation that they started and I
4 spoke to Eddie Castaneda as far as what our, you
5 know, what the gist of our concerns were from
6 before. I dug up, and this sort of dovetails
7 into what he'll be presenting, but I thought it
8 made it a -- it boiled it down a little better,
9 and I can send this as a link, I think this is
10 important, the control environment. The control
11 environment sets the tone of an organization,
12 influencing the control consciousness of its
13 people. It is the foundation for all other
14 components of internal control, providing
15 discipline and structure. Control environment
16 factors include the integrity, ethical values and
17 competence of the entity's people; management's
18 philosophy and operating style; the way
19 management assigns authority and responsibility,
20 and organizes and develops its people; and the
21 attention and direction provided by board of
22 directors, in which in this case would be the
23 school board.

24 So I -- the way my thought process works is
25 to go from general to specific. So for me to

1 wrap my brain around what we're doing, I would
2 start with, you know, a general discussion of
3 internal controls, which MSL will start with, and
4 then how it applies to HR and Procurement,
5 because those were the two areas that were now
6 added to the audit plan.

7 And we also need to bring the audit plan
8 back, and I believe that we asked for the level
9 of risk to see that in the audit plan items. So
10 there's a lot of things where --

11 So, next week, in addition to things we have
12 to discuss, we want to kind of hit the re-set
13 button and set the tone for the rest of the year.
14 One of the things I asked the chief auditor for
15 that he provided me with was, I wanted sort of a
16 calendar so we could plan. So we'll have this
17 next week. So for September these were the two
18 that were time sensitive. We also have an
19 October meeting. There's nothing time sensitive
20 there. There's a November meeting, which just
21 has the ACFR. January, as you can see, is pretty
22 well packed with things that are required. So
23 that's not one we should see any additions to or
24 maybe something small. And then he made a list
25 of projects that are in process, PPO Maintenance

1 Contract Payment; Payroll Business Support
2 Center; Payroll Athletics; the vending machine
3 audit; Procurement & Warehousing Services, B
4 Stock; Caps and Gowns Follow Up; PCG Follow Up;
5 SMART Bond, which is quarterly, which we should
6 have that pretty much on a routine schedule at
7 this point.

8 But as far as next week goes and what we
9 tabled last time, if we're going to discuss the
10 Business Support Center Payroll, then we might as
11 well discuss Internal Funds at the same time.
12 And if we're going to discuss Athletics & Student
13 Services Internal Funds we may as well discuss,
14 if there's something pending, for their payroll.

15 And then we had -- the only thing that
16 probably isn't going to take up a lot of time
17 because I believe there were no findings is
18 Property & Inventory for the Office of the
19 Superintendent, Board Office and Building
20 Department. That can probably be on next week's
21 agenda.

22 These motions we just addressed. I'm not
23 sure if we'll have time for a verbal report. And
24 instead of Bylaws, what we don't have is a
25 policy. And so policy -- you know, bylaws flow

1 from your policy. So I'm going to be replacing
2 this word with "policy". Because we've never had
3 one. We keep almost getting one, the audit
4 committee, but we've never actually followed
5 through and gotten one.

6 So that is basically, I think, all we can
7 manage for next week. And this will just be to
8 form a committee and kind of get the framework
9 going, not to go through a policy and try to
10 write one. Because we would need a subcommittee
11 to do that.

12 So that's what is left on the agenda and we
13 should be able to get through that in our usual
14 timeframe.

15 Does anyone have any questions or comments on
16 that?

17 MR. JABOUIN: Yes, Chair.

18 DR. LYNCH-WALSH: I see Ms. Ighodaro and then
19 you and Ms. Marquardt.

20 Ms. Ighodaro?

21 (No response.)

22 DR. LYNCH-WALSH: Nope? Maybe her hand was
23 up from before or is this a new --

24 MS. IGHODARO: Yeah, it was from before. My
25 apologies.

1 DR. LYNCH-WALSH: No problem. No problem.
2 Ms. Marquardt?

3 MS. MARQUARDT: Yeah, thank you. I just
4 wanted to make sure that you'll end up getting
5 with me so we can finalize it. And then if you
6 have any additional attachments or documents,
7 just so that I get them, because we'll be working
8 on getting the package ready this week.

9 DR. LYNCH-WALSH: Of course. That's why I
10 pulled this up so you can see it's a real thing.
11 So I'm just going to finalize it.

12 I will say, as I was scrolling through here,
13 there were a couple of things that I missed last
14 time. Yes, we want a person will speak for a
15 maximum of three minutes. There's no rule that
16 I'm aware of that each speaker -- because if
17 you're allowed to speak to an agenda item, this
18 limits you to two agenda items. So I think the
19 Chair may reduce each individual speaker's time
20 limit or set the maximum time covers everything.
21 We don't need this sentence in here, but I'll
22 strike it when I send it in. And then this,
23 audit committee members and district staff will
24 not engage in dialogue with the speakers, I
25 understand the intent, but nothing drives a human

1 being crazier that takes the time to come to a
2 meeting than to have everybody look at them like
3 they're stones or bumps on a log and not respond,
4 especially if it's something that they're very
5 concerned about. Again, there's no rule I'm
6 aware of that prohibits us from responding or
7 getting staff to respond, especially if it's time
8 sensitive. And then no action shall be taken on
9 the speaker's topic, that applies to today we
10 couldn't take any action, but I'm not sure what,
11 unless otherwise indicated on the agenda. So I
12 guess I'm going to have to get clarification from
13 the chief auditor, because I'm not sure what that
14 means, actually. So -- and not necessarily now,
15 because it's 12:05.

16 And, finally, Mr. Jabouin, do you have
17 anything to add?

18 MR. JABOUIN: Yes. So I will work with you
19 on the language that you just mentioned because I
20 think the Chair determines most of that. I just
21 wanted to double check, obviously, as Ms.
22 Marquardt indicated, we have to post the agenda
23 tomorrow, so I can work -- I can talk to you
24 off-line, but it does appear that you've added
25 back the Internal Funds of the Superintendent and

1 the Board Office and then you'll be putting in
2 the Audit Committee Policy on there.

3 What I also wanted to ask is, if you could
4 put a place for me to address the different
5 follow-up points from the audit committee? So it
6 could be certain things like the parliamentary
7 situation that was discussed last time.

8 Obviously, I'll need to address the different
9 points with respect to the scheduling of the
10 behavioral threat assessment that we discussed
11 today and a few other items as well. So if I can
12 speak to you about putting a pocket for that
13 outside of those agenda items.

14 DR. LYNCH-WALSH: Okay. I mean, the
15 Behavioral Threat Assessment Policy and Procedure
16 Audit I think any timing would be attached to
17 that.

18 MR. JABOUIN: I see.

19 DR. LYNCH-WALSH: Yes. And then
20 parliamentary versus training, I think the
21 motion was for either-or. So I can put that in
22 under -- it kind of relates to policy, so I'll
23 add that back, but I don't want to hold everybody
24 up.

25 And then everything else would roll into

1 October depending on the timing of their
2 companion audit. And, of course, with the goal
3 of only putting on enough that we can get through
4 during a meeting so that we can sufficiently
5 address all these. Even though we had a special
6 meeting on the Behavioral Threat Assessment
7 Audit, I'm thinking we need, based on knowing us,
8 at least, I would say an hour, I would like to
9 say half an hour, but what do you guys --

10 Mr. De Meo, any thoughts, Mr. Mayersohn, on
11 length of time?

12 Phyllis?

13 MS. SHAW: Yeah, I think it may take a little
14 bit longer because a number of our board members
15 are not on here. So those who are not here will
16 have comments, so it may take a little bit longer
17 than an hour, from my perspective, I believe.

18 DR. LYNCH-WALSH: I think we started out --
19 yeah, we started out with everybody, but, okay.
20 So I was thinking an hour, but, no, I'm good like
21 an hour and a half, just so they know kind of
22 what to expect. But our entire meeting -- and
23 then everything else is fairly short after. The
24 Internal Controls, though, could be another
25 lengthy discussion. So those would be the two

1 major things, would be --

2 MS. DAHL: So what time -- what time are we
3 meeting on Thursday?

4 DR. LYNCH-WALSH: The 7th? What time are we
5 suppose to be meeting?

6 MR. JABOUIN: It's 9:30, Chair.

7 DR. LYNCH-WALSH: 9:30. They're all at 9:30.

8 MS. DAHL: So from now on we're meeting from
9 9:30 and end time?

10 DR. LYNCH-WALSH: It depends.

11 MS. DAHL: Well, that's the problem. Because
12 if we're starting earlier --

13 DR. LYNCH-WALSH: What time have we been
14 going 'til? I mean, in theory, we should be done
15 by noon. Like today we're just -- just over
16 that. But if we're saying two and a half hours
17 -- Phyllis?

18 MS. SHAW: I did pass a motion that we need
19 to set an end time. I don't remember what the
20 motion was, because I -- and the motion did pass.
21 So we may want to go back and look at that
22 motion.

23 DR. LYNCH-WALSH: So -- okay. So for next
24 week what are we saying; noon; two and a half
25 hours?

1 MR. MAYERSOHN: I think noon, if we set it as
2 a goal, that's what it is.

3 DR. LYNCH-WALSH: Okay. Everybody good with
4 noon? Mary? And then since we're trying to
5 adhere to our noon --

6 MS. FERTIG: I was just going to say 12:30,
7 because I think that's realistic. But I would
8 just say let's try noon and if it's not, if it
9 doesn't work then we can change it for the next
10 meeting. But let's not go past that, whatever
11 we're trying to do.

12 DR. LYNCH-WALSH: Aim for noon, hard stop
13 12:30. Okay. Sounds good. Sounds good to me.

14 All right, everybody. So it's 12:09, unless
15 we have anything else, I'm going to adjourn the
16 meeting of this Special Audit Committee Meeting.
17 So we started at 9:32, end at 12:10. Take care
18 everybody.

19 (Meeting was concluded at 12:10 p.m.)
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REPORTER'S CERTIFICATE

STATE OF FLORIDA
COUNTY OF BROWARD

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

Dated this 6th day of September, 2023, Fort Lauderdale, Broward County, Florida.



TIMOTHY R. BASS
Court Reporter

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