

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**

# **Internal Audit Report Selected Schools/Centers**

*The Financial Statements Were Fairly Stated For  
Most Schools/Centers In This Report.*

*At 15 Schools/Centers, Controls Over The  
Bookkeeping And Oversight Of The Internal  
Funds Including Fundraising Activities;  
The Supervision Over The Disbursement And  
Payroll Functions; Compliance With FTE  
Procedures And Title I Program Guidelines;  
And The Management Of Summer Camp  
Programs Need Improvement. At One Of  
These Schools/Centers, We Discovered A  
Misappropriation Of Funds.*

*Property Inventory Results Were Satisfactory  
For Most Schools/Centers Reported Herein.*

**June 2016**

**THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA**

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# Miami-Dade County Public Schools

*giving our students the world*

**Superintendent of Schools**

**Alberto M. Carvalho**

**Chief Auditor**

*Jose F. Montes de Oca, CPA*

**Miami-Dade County School Board**

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*Dr. Marta Pérez Wurtz*

July 8, 2016

The Honorable Chair and Members of The School Board of Miami-Dade County, Florida  
Members of The School Board Audit and Budget Advisory Committee  
Mr. Alberto M. Carvalho, Superintendent of Schools

Ladies and Gentlemen:

This report includes the audit results of 48 schools/centers currently reporting to the Region Offices within School Operations. The audit period corresponding to seven of the 48 school audits reported herein is two fiscal years ended June 30, 2015, while the period of the remaining 41 school audits is one fiscal year ended June 30, 2015. At eight schools/centers, there was a change of Principal since the prior audit.

The main objectives of these audits were to express an opinion on the financial statements of the schools/centers, evaluate compliance with District policies and procedures, and ensure that assets were properly safeguarded. The audits included a review of internal funds at all the schools/centers. On a selected basis, we reviewed payroll, credit card purchases, Full-Time-Equivalent (FTE) reporting and student records, Title I/Grant programs procedures and expenditures, and selected aspects of data security. The audits also included the results of property inventories.

Our audits disclosed that the financial statements of all but one of the schools/centers reported herein were fairly stated. At one school, we identified monetary discrepancies due to possible misappropriation of funds. The former Treasurer has been placed on alternate assignment, and the case has been referred to the M-DCPS Police and the State Attorney's Office for consideration of criminal charges. At another school, we assisted the Office of the Inspector General with one of their cases which alleged the mishandling of fundraising proceeds while the school was under the tenure of a former Principal. The results of that audit are included herein. In addition, we conducted a follow-up audit at seven schools/centers which stemmed from an M-DCPS Police investigation involving an employee who was hired by the schools on an hourly basis to design/maintain school websites (in lieu of contracted services); and where most of the associated payroll charges were improperly charged to a Title I Program account. Other deficiencies cited in the school audits included lapses in compliance with the reporting and documenting of payroll, discrepancies with FTE records and procedures, improper controls over the disbursement of funds (involving purchases made with Internal Funds or via the P-Card), the inadequate management of a Summer Camp Program, and errors in the inventory of official forms of the school. Property inventory results for most schools/centers reported herein were satisfactory.

We discussed the audit findings with school, region and district administrations, and their responses are included in this report. In closing, we would like to thank the schools/centers' staff and administration for the cooperation and consideration provided to the audit staff during the performance of these audits.

Sincerely,

Jose F. Montes de Oca, CPA

Chief Auditor

Office of Management and Compliance Audits

JFM:mtg



## TABLE OF CONTENTS

	<u>Page Number</u>
EXECUTIVE SUMMARY .....	1
CONDENSED ANNUAL FINANCIAL REPORTS.....	12
INTERNAL CONTROLS RATING .....	20
SUMMARY SCHEDULE OF AUDIT FINDINGS .....	26
LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS .....	32
PROPERTY SCHEDULES .....	38
<b>FINDINGS AND RECOMMENDATIONS</b>	
1. Inadequate Controls Over Collections Led To Questionable Monetary Shortages <i>Arcola Lake Elementary School</i> .....	52
2. Inadequate Controls Over Year-End Prenumbered Forms Inventory And Incomplete Internal Fund Documentation <i>Arcola Lake Elementary School</i> .....	61
3. Departure From Fee Schedule Resulted In Monetary Losses; And Discrepancies In Summer Camp Program Recordkeeping And Supporting Documentation <i>Arcola Lake Elementary School</i> .....	64



**TABLE OF CONTENTS (CONTINUED)**

	<u>Page Number</u>
4. <b>School Non-Compliant With Bookkeeping Procedures Associated With School-Sponsored Fundraisers/Activities And Fundraisers/Activities Of The School Allied Organization <i>South Hialeah Elementary</i>.....</b>	<b>67</b>
5. <b>School Non-Compliant With Full-Time Equivalent (FTE) ELL Student Records Resulted In Potential FTE Funding Disallowances <i>Hialeah Middle School</i> .....</b>	<b>73</b>
6. <b>Inadequate Recordkeeping, Documenting And Reporting Of Payroll <i>Lake Stevens Middle School</i> .....</b>	<b>77</b>
7. <b>School Non-Compliant With Full-Time Equivalent (FTE) Student Records Resulted In Potential FTE Funding Disallowances <i>Miami Beach Senior High School</i>.....</b>	<b>81</b>
<b>Summary Of Payroll Findings 8-14 .....</b>	<b>87</b>
8. <b>Questionable Payroll Practices And Non- Compliance With Title I Program Guidelines <i>Norland Elementary School</i>.....</b>	<b>89</b>





**TABLE OF CONTENTS (CONTINUED)**

		<u>Page Number</u>
9.	Hourly Teacher Assignment Non-Compliant With Payroll And Hiring Procedures, And Title I Program Guidelines <i>Norland Middle School</i> .....	93
10.	Questionable Payroll Practices And Non- Compliance With Title I Program Guidelines <i>Miami Heights Elementary School</i> .....	97
11.	Non-Compliance With Payroll Practices And Title I Program Guidelines <i>Olympia Heights Elementary School</i> .....	101
12.	Non-Compliance With Payroll Practices And Title I Program Guidelines <i>South Miami Heights Elementary School</i> .....	105
13.	Questionable/ Non-Compliant Payroll Practices <i>Robert Russa Moton Elementary School</i> .....	108
14.	Non-Compliance With Payroll Practices And Title I Program Guidelines <i>Caribbean K-8 Center</i> .....	112



**TABLE OF CONTENTS (CONTINUED)**

	<u>Page Number</u>
<b>15. School Non-Compliant With Full-Time Equivalent FTE Records And Procedures (SPED) Resulted In FTE Funding Disallowances <i>Caribbean K-8 Center</i>.....</b>	<b>116</b>
<b>16. School Non-Compliant With Full-Time Equivalent (FTE) Student Records Resulted In Potential FTE Funding Disallowances <i>Jack D. Gordon Elementary School</i>.....</b>	<b>119</b>
<b>17. Inadequate Recordkeeping, Documenting, And Reporting Of Payroll <i>Irving &amp; Beatrice Peskoe K-8 Center</i> .....</b>	<b>123</b>
<b>18. Inadequate Controls Over Disbursements Led To Non-Compliance With Internal Funds And P-Card Policy <i>Homestead Senior High School</i> .....</b>	<b>128</b>
<b>19. School Non-Compliant With Full-Time Equivalent FTE Records And Procedures Resulted In Potential FTE Funding Disallowances <i>Homestead Senior High School</i> .....</b>	<b>134</b>
<b>OBJECTIVES, SCOPE AND METHODOLOGY .....</b>	<b>140</b>



**TABLE OF CONTENTS (CONTINUED)**

	<u>Page Number</u>
<b>BACKGROUND</b> .....	142
<b>ORGANIZATIONAL CHART (SCHOOLS/CENTERS)</b> .....	149
<b>APPENDIX—MANAGEMENT’S RESPONSES</b>	
<b><i>PRINCIPALS:</i></b>	
<b>Central Region Office Schools/Centers:</b>	
Arcola Lake Elementary School.....	150
South Hialeah Elementary School .....	153
<b>North Region Office Schools/Centers:</b>	
Hialeah Middle School .....	155
Lake Stevens Middle School .....	157
Miami Beach Senior High School .....	159
Norland Elementary School .....	161
Norland Middle School .....	163
<b>South Region Office Schools/Centers:</b>	
Miami Heights Elementary School.....	165
Olympia Heights Elementary School.....	167
South Miami Heights Elementary School.....	169
Robert Russa Moton Elementary School .....	170
Caribbean K-8 Center .....	171
Jack D. Gordon Elementary School .....	173
Irving & Beatrice Peskoe K-8 Center .....	175
Homestead Senior High School.....	177
<b><i>REGION ADMINISTRATION:</i></b>	
Central Region Office .....	181
North Region Office .....	183
South Region Office .....	186
<b><i>DISTRICT ADMINISTRATION:</i></b>	
School Operations .....	190



## EXECUTIVE SUMMARY

The Office of Management and Compliance Audits has completed the audits of 48 schools/centers. These include 22 schools/centers that report to the North Region Office, 13 schools/centers that report to the Central Region Office and 13 schools/centers that report to the South Region Office.

The 48 schools/centers comprise the audit results of seven schools/centers with a two-fiscal year audit period ended June 30, 2015, and 41 schools/centers with a one-fiscal year audit period ended June 30, 2015. At eight schools/centers, there was a change of Principal since the prior audit.

The audits disclosed that 33 of the 48 schools/centers reported herein maintained their records in good order and in accordance with prescribed policies and procedures. The 15 schools/centers with audit findings and the affected areas are as follows:

Work Loc. No.	School/Center	Region Office	Total Findings Per School/Center	Finding Per Category						
				Monetary Discrepancies	Pre-numbered Forms Inventory	Summer Camp	Fund-raising	Disbursements (IFunds And/Or PCard)	Payroll	FTE
0101	1.Arcola Lake Elementary	Central	3	1	1	1				
5201	2.South Hialeah Elementary	Central	1				1			
6231	3.Hialeah Middle	North	1							1
6351	4.Lake Stevens Middle	North	1						1	
7201	5.Miami Beach Senior	North	1							1
3701	6.Norland Elementary <sup>1</sup>	North	1						1	
6571	7.Norland Middle <sup>1</sup>	North	1						1	
3261	8.Miami Heights El. <sup>1</sup>	South	1						1	
4091	9.Olympia Heights El. <sup>1</sup>	South	1						1	
5281	10.South Miami Heights El. <sup>1</sup>	South	1						1	
3541	11.Robert Russa Moton El.	South	1						1	
0661	12.Caribbean K-8 Center <sup>1</sup>	South	2						1	1
2151	13.Jack D. Gordon El.	South	1							1
4391	14.Irving & Beatrice Peskoe K-8 Center	South	1						1	
7151	15.Homestead Senior	South	2					1		1
	<b>Total</b>	<b>15</b>	<b>19</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>5</b>

As depicted in the table above, at one of the schools, we identified monetary

<sup>1</sup> Hourly payroll paid with Title I Program funds at these six schools/centers.

discrepancies due to possible misappropriation of funds. The former Treasurer has been placed on alternate assignment, and the case has been referred to the M-DCPS Police and the State Attorney's Office for consideration of criminal charges. At another school, we assisted the Office of the Inspector General with one of their cases which alleged the mishandling of fundraising proceeds while the school was under the tenure of a former Principal. The results of that audit are included herein. In addition, we conducted follow-up audits at seven schools/centers which stemmed from an M-DCPS Police investigation involving an employee who was hired by the schools on an hourly basis (in lieu of contracted services) to design/maintain school websites; and where most of the associated payroll charges were improperly charged to a Title I Program account. Other deficiencies cited in the school audits included lapses in compliance with the reporting and documenting of payroll, discrepancies with FTE records and procedures, improper controls over the disbursement of funds (involving purchases made with Internal Funds or via the P-Card), the inadequate management of a Summer Camp Program, and errors in the inventory of official forms of the school.

A Summary Schedule of Audit Findings listing audit results of current and prior audit periods for all schools/centers in this report is presented on pages 26-31. Responses are included following the recommendations in the *Findings and Recommendations* section of this report (Pages 52-139); and in the Appendix section in memorandum format (Pages 150-190).

*Notwithstanding the conditions and findings reported herein, at 47 of the 48 schools/centers reported herein, the financial statements present fairly, in all material respects, the changes in fund balances arising from the cash transactions of the schools/centers during the 2013-2014 and/or 2014-2015 fiscal year(s), on the cash basis of accounting, depending on the school audited. At Arcola Lake Elementary, due to the conditions cited in the report, which include the large monetary discrepancies during the 2013-2014 and 2014-2015 fiscal years, as disclosed in the findings that follow, the financial statements of the internal funds of the school do not fairly present the results of its operations, on the cash basis of accounting.*

*As of June 30, 2014, for seven of the 48 schools/centers reported herein, total combined receipts and disbursements amounted to \$2,220,700.59 and \$2,167,854.30, respectively; while total combined cash and investments amounted to \$553,967.20 (Page 12). As of June 30, 2015, for all 48 schools/centers reported herein, total combined receipts and disbursements amounted to \$10,241,187.96 and \$10,443,680.85, respectively; while total combined cash and investments amounted to \$2,317,656.32 (Pages 13-18).*

*Notwithstanding the conditions and findings reported herein, as of June 30, 2015, the internal control structure at 47 of the 48 schools/centers generally functioned as designed by the District and implemented by the school administration, except for those conditions reported at the individual schools/centers. At Arcola Lake Elementary, our assessment of the controls in place to promote compliance with the *Manual of Internal Fund Accounting* indicated that the internal control structure at the school was not*



functioning as designed by the school administration. With respect to the items tested, the school was not in compliance with the policies and procedures in the *Manual of Internal Fund Accounting*.

*When conditions came to our attention that were deemed non-reportable, because they were immaterial or inconsequential, they were, nevertheless, discussed with management for their information and follow-up.*

## **INTERNAL FUNDS**

Internal funds records and procedures were reviewed at all 48 schools/centers. At 45 of the 48 schools/centers, we determined there was general compliance with the procedures established in the *Manual of Internal Fund Accounting*. At the following three schools/centers we found that:

- At Arcola Lake Elementary, for the 2013-2014, 2014-2015 and 2015-2016 fiscal years up to December 2015, we discovered fundraising proceeds that were unaccounted for. We determined that the former Treasurer was directly responsible for part of the loss. The remainder involved collections documented by the sponsor with official receipts that could not be traced to any deposit; as well as collections not documented with receipts whose whereabouts remain unknown. According to teachers and the activity sponsor, the former Treasurer never issued receipts to document when collections were turned in for deposit. In addition, the former Treasurer diverted some of the fundraising-related expenditures to other non-related accounts to conceal the shortages and prevent deficits from surfacing. She has been placed in an alternate work assignment, and the case has been turned over to the Miami-Dade School Police and the Attorney's Office for further consideration of criminal charges. We also noted that the inventory report for both fiscal years continued to disclose errors and omissions, and deposit documentation was incomplete. Summer Camp program activities for the months of June-August 2014 continued to disclose similar recordkeeping and fee collection discrepancies as those cited in the prior audit report. The individual in charge of the Summer Camp collections and the former Treasurer are close family relatives (Pages 52-66).
- At South Hialeah Elementary, we assisted the Miami-Dade Office of Inspector General (OIG), with the audit of the internal funds of the school for the 2013-2014 and 2014-2015 fiscal years. The OIG had received an anonymous complaint where it was alleged that fundraising activities had generated cash sales from the students; however, the students were never provided receipts, and there was no recordkeeping to account for these collections. Our investigation disclosed that, under the tenure of the former Principal, the school failed to follow the proper internal funds' bookkeeping procedures and failed to establish a clear and distinct separation between the fundraising activities of the school-allied organization (PTA) and the school. Fundraising proceeds from snack sales, and admissions to dances and talent shows were not accounted for in the internal funds of the school or the PTA's records. Instead, collections were reportedly kept in a cash box at the school.

Although we were able to substantiate the occurrence of most fundraisers enumerated in the allegation, and the fact that cash collections from students were handled by certain school staff members with apparent knowledge from the former Principal, the lack of financial records documenting these activities and conflicting information regarding the party ultimately responsible for these fundraisers made it impossible to determine the amount of money collected, who had ultimate custody of the funds and how they were spent (Pages 67-72).

- At Homestead Senior, our sample of disbursements made with internal funds disclosed that the school had made purchases that were not in accordance with Internal Funds and P-Card guidelines. These included instances where expenditures were not paid in a timely manner, or where three written quotations were not obtained and/or certified minority requirements were not met in those instances where individual purchases totaled \$1,000 or more. In addition, we also noted instances where the documentation supporting the disbursement was not properly completed, as well as instances where purchasing restrictions/limitations related to a particular account within Internal Funds were not observed. Ultimately, disbursements charged to the Athletic Program exceeded available funds thus resulting in an ongoing deficit balance during the audit period up to the time of the audit visit (Pages 128-133).

## **PROPERTY**

The results of physical inventories of property items with an individual cost of \$1,000 or more are reported for 46 of the 48 schools/centers reported herein. We have also included the results of physical inventories of 102 schools whose internal funds could not be completed in time for this publication. This amounted to 148 schools/centers. As of June 30, 2016, the results of physical inventories of 16 schools/centers could not be completed in time to report this year and will be performed in 2016-2017.

At 148 schools/centers, Property Audits staff inventoried a total of 39,009 equipment items with a total approximate cost of \$98.25 million. Of the 148 inventories, 137 proved satisfactory. Results for the remaining 11 schools/centers disclosed that a total of 25 equipment items with a total depreciated value of \$910 and a total acquisition cost of \$38,552 could not be located (refer to Property Schedules on Pages 38-49).

Property inventories also include the review of property losses reported by the schools/centers through the Plant Security Report process. Our analysis of Plant Security Report losses disclosed that 27 items with a total depreciated value of \$5,917 and a total acquisition cost of \$53,777 were reported missing at 16 of the 148 schools/centers. Items included computers and audio visual equipment, as well as pressure washers, a sewing machine, a copier and a tractor, among a few other similar equipment items (Pages 50-51).

## PAYROLL

We reviewed current payroll records and procedures at the following 24 schools/centers:

Schools/Centers	Region	Schools/Centers	Region
Arcola Lake Elementary	Central	Jose Marti MAST 6-12 Academy	North
South Hialeah Elementary <sup>2</sup>	Central	Miami Beach Senior	North
Lillie C. Evans K-8 Center	Central	Norma Butler Bossard Elementary <sup>2</sup>	South
Gertrude K. Edelman/Sabal Palm Elementary	North	Jack D. Gordon Elementary <sup>2</sup>	South
Natural Bridge Elementary	North	Miami Heights Elementary	South
Norland Elementary	North	Robert Russa Moton Elementary	South
Mae M. Walters Elementary <sup>2</sup>	North	Olympia Heights Elementary	South
North County K-8 Center	North	South Miami Heights Elementary	South
Hialeah Middle <sup>2</sup>	North	Caribbean K-8 Center	South
Lake Stevens Middle <sup>2</sup>	North	Irving & Beatrice Peskoe K-8 Center	South
Norland Middle	North	John A. Ferguson Senior <sup>2</sup>	South
Hialeah-Miami Lakes Senior	North	Miami Southridge Senior <sup>2</sup>	South

At 15 of the 24 schools/centers, there was general compliance with the *Payroll Processing Procedures Manual*.

- At Lake Stevens Middle, a sample of payrolls under the tenure of the current school administration disclosed discrepancies with payroll sign-in procedures; and also disclosed instances where the attendance reported on the Final Rosters did not always agree with the attendance documented on the Daily Payroll Attendance Sheets and the leave cards. We also found some discrepancies with the completion and filing of the leave cards (Pages 77-80).

<sup>2</sup> Change of Principal since prior audit at this school/center (eight schools/centers).

- At Norland Elementary, Norland Middle, Miami Heights Elementary, Olympia Heights Elementary, South Miami Heights Elementary, Robert Russa Moton Elementary and Caribbean K-8 Center, we determined that there was a breach of hourly payroll sign-in procedures when schools reported hours on behalf of an hourly-paid employee for work not performed on-campus. This work related to the design/maintenance of the schools' websites (Pages 89-92, 93-96, 97-100, 101-104, 105-107, 108-111 and 112-115, respectively).
- At Irving & Beatrice Peskoe K-8 Center, we physically observed payroll sign-in procedures during our visit in February 2016 and extended our review to a payroll previously processed in January 2016. Our review disclosed several discrepancies with sign-in procedures, the recording of leave and the processing of payroll corrections. Payroll errors discovered during the audit that required correction were processed by the school at the request of the auditor (Pages 123-127).

### **PURCHASING CREDIT CARD (P-CARD) PROGRAM**

We reviewed the P-Card Program's procedures and records at the following six schools/centers:

Schools/Centers	Region
Arcola Lake Elementary	Central
Coral Gables Senior	Central
Jack D. Gordon Elementary	South
Caribbean K-8 Center	South
John A. Ferguson Senior	South
Homestead Senior	South

At five of six schools/centers, there was general compliance with the *Purchasing Credit Card Program Policies & Procedures Manual*.

- At Homestead Senior, the requirement for obtaining three written vendor quotations for purchases of \$1,000 or more was not always observed. In addition, we noted instances where the invoice/receipt supporting the credit card charge did not reflect acknowledgement of receipt of goods and/or services (Pages 128-133).

## FULL-TIME-EQUIVALENT (FTE) FUNDING

The following ten schools/centers were selected for these audits:

Schools/Centers	Region	Survey Period (SP)	FTE Funding
Banyan Elementary	Central	2015-2016 SP 3	\$ 977,194
Gertrude K. Edelman/Sabal Palm Elementary	North	2015-2016 SP 3	1,655,928
Mae M. Walters Elementary	North	2015-2016 SP 2	1,523,394
Bob Graham Education Center	North	2015-2016 SP 3	4,572,417
Hialeah Middle	North	2015-2016 SP 3	1,996,388
Miami Beach Senior	North	2015-2016 SP3	6,224,901
Jack D. Gordon Elementary	South	2015-2016 SP 2	2,894,088
Caribbean K-8 Center	South	2014-2015 SP 3	1,355,524
Irving & Beatrice Peskoe K-8 Center	South	2014-2015 SP 3	1,847,759
Homestead Senior	South	2014-2015 SP 3	4,404,743
<b>Total FTE Funding</b>			<b>\$ 27,452,336</b>

The total FTE funding amounted to approximately \$27.45 million for the ten schools/centers combined. FTE records reviewed corresponded to the 2014-2015 or the 2015-2016 fiscal year Survey Period 2 (October) or Survey Period 3 (February), depending on the school audited, as noted in the table above. Our FTE reviews disclosed that five of the ten schools/centers were generally compliant with District policy. At the following five schools we noted that:

- At Hialeah Middle and Jack D. Gordon Elementary, a review of a sample of ELL student folders disclosed discrepancies in most of the student folders sampled. Regarding Hialeah Middle, *some of the conditions identified during this audit were similarly identified and cited during a previous FTE audit conducted at this school during the 2013-2014 fiscal year, under the tenure of the former school administration (Pages 73-76 and 119-122, respectively).*

- At Miami Beach Senior, our review of a sample of FTE records in 2015-2016 found several discrepancies in the ESOL and *On-the-Job (OJT)* areas (Pages 81-86). At Homestead Senior, our review disclosed a number of discrepancies in the areas of ESOL, Gifted, Teacher Certification and On-The-Job Training (Pages 134-139).
- At Caribbean K-8 Center, a sample of (SPED) records disclosed discrepancies in several of the student records. This involved data input errors in the school's Master Schedule which resulted in an overstatement in the number of service minutes or in the related services scheduled for these students (Pages 116-118).

## TITLE I PROGRAM EXPENDITURES AND PROCEDURES

A review of Title I Program expenditures and procedures corresponding to the 2014-2015 fiscal year was conducted at the following seven schools/centers:

Schools/Centers	Region	Audit Period	Total Expenditures
Norland Elementary	North	2014-2015	\$ 363,958
Norland Middle	North	2014-2015	534,484
Miami Heights Elementary	South	2014-2015	585,640
Robert Russa Moton Elementary	South	2014-2015	384,688
Olympia Heights Elementary	South	2014-2015	205,057
South Miami Heights Elementary	South	2014-2015	204,734
Caribbean K-8 Center	South	2014-2015	369,438
<b>Total Title I Program Expenditures</b>			<b>\$ 2,647,999</b>

At the seven schools/centers, aggregate expenditures incurred under various Title I programs amounted to approximately \$2.65 million. Six of the seven schools were non-compliant with Title I Program procedures:

- At Norland Elementary, Norland Middle, Miami Heights Elementary, Olympia Heights Elementary, South Miami Heights Elementary and Caribbean K-8 Center our audit disclosed that the schools had charged in the aggregate approximately \$11,100 in payroll expenditures to the Title I Program related to the design and maintenance of website services. Aside that our review of the associated payroll disclosed non-compliance with hourly payroll sign-in procedures (as noted in the *Executive Summary-Payroll Section* of this report, the individual school findings included in this

report, and in the individual school audit reports), this type of expenditure is expressly disallowed under Title I Program guidelines (Pages 89-92, 93-96, 97-100, 101-104, 105-107 and 112-115, respectively).

**HEARTS & MINDS GRANT**

A review of grant expenditures and procedures corresponding to the 2014-2015 fiscal year was conducted at the following school:

Schools/Centers	Region	Audit Period	Total Expenditures
Robert Russa Moton Elementary	South	2014-2015	\$ 39,248
<b>Total Grant Expenditures</b>			<b>\$ 39,248</b>

At this school, aggregate expenditures incurred under this grant amounted to \$39,248. Although our review of some the payroll expenditures charged to this grant disclosed non-compliance with hourly payroll procedures (as noted in the *Executive Summary-Payroll* Section of this report, the individual school findings included in this report, and in the individual school audit reports), according to District administration, the expenditures incurred that were charged to the grant for the design of the website were allowed under the grant guidelines (Pages 108-111).

## DATA SECURITY

We reviewed the report titled “*Authorized Applications for Employees by Locations Report*” at the following 11 schools/centers:

Schools/Centers	Region	Schools/Centers	Region
South Hialeah Elementary	Central	John F. Kennedy Middle	North
Norland Elementary	North	Jose Marti MAST 6-12 Academy	North
Palm Springs Elementary	North	Norma Butler Bossard Elementary	South
Ben Sheppard Elementary	North	Jack D. Gordon Elementary	South
North County K-8 Center	North	John A. Ferguson Senior	South
Hubert O. Sibley K-8 Academy	North		

Our review disclosed that all 11 schools/centers generally complied with the review of the report and with the requirements for granting access to system applications.



## **AUDIT OPINION**

The following tables summarize total cash receipts and disbursements, and financial position of cash and investments as of June 30, 2014 and/or June 30, 2015 (depending on the school/center audited) for the 48 schools/centers included herein. It also provides the audit opinion regarding the schools/centers' financial statements:

**CONDENSED ANNUAL FINANCIAL REPORTS  
AND TOTAL CASH AND INVESTMENTS AS OF JUNE 30, 2014**

The Condensed Annual Financial Reports and Total Cash and Investments as of June 30, 2014 for seven of the 48 schools/centers reported herein are:

Work Loc. No.	Schools/Centers	Beginning Balance	Receipts	Disbursements	End Balance	Cash	Investments		Total Cash and Investments
							Money Market Pool Fund	Other	
<u>Central Region Office Schools/Centers</u>									
0101	Arcola Lake Elementary	\$ 14,926.22	\$ 59,929.11	\$ 59,782.87	\$ 15,072.46	\$8,934.09	\$ 6,138.37	\$ -	\$ 15,072.46
5201	South Hialeah Elementary	12,058.57	301,107.71	299,851.69	13,314.59	3,267.42	10,047.17	-	13,314.59
7071	Coral Gables Senior	274,999.43	1,140,345.86	1,096,415.23	318,930.06	16,424.82	302,505.24	-	318,930.06
7601	William H. Turner Technical Arts Senior	84,900.72	362,457.88	347,387.09	99,971.51	52,368.41	47,603.10	-	99,971.51
<u>South Region Office Schools/Centers</u>									
0661	Caribbean K-8 Center	12,063.52	12,325.82	12,757.22	11,632.12	4,996.45	6,635.67	-	11,632.12
4391	Irving & Beatrice Peskoe K-8 Center	17,818.32	23,265.22	25,144.15	15,939.39	10,992.22	4,947.17	-	15,939.39
7151	Homestead Senior	84,354.13	321,268.99	326,516.05	79,107.07	7,076.51	72,030.56	-	79,107.07
TOTALS		\$ 501,120.91	\$2,220,700.59	\$2,167,854.30	\$ 553,967.20	\$104,059.92	\$ 449,907.28	\$ -	\$ 553,967.20

**CONDENSED ANNUAL FINANCIAL REPORTS  
AND TOTAL CASH AND INVESTMENTS AS OF JUNE 30, 2015**

The Condensed Annual Financial Reports and Total Cash and Investments as of June 30, 2015 for the 48 schools/centers reported herein are:

Work Loc. No.	Schools/Centers	Beginning Balance	Receipts	Disbursements	End Balance	Cash	Investments		Total Cash and Investments
							Money Market Pool Fund	Other	
<u>Central Region Office Schools/Centers</u>									
0101	Arcola Lake Elementary	\$ 15,072.46	\$ 41,287.62	\$ 42,371.29	\$ 13,988.79	\$ 7,811.97	\$ 6,176.82	\$ -	\$ 13,988.79
0201	Banyan Elementary	8,205.59	26,680.30	23,123.21	11,762.68	7,314.32	4,448.36	-	11,762.68
0521	Broadmoor Elementary	4,421.14	17,115.22	17,623.10	3,913.26	1,420.14	2,493.12	-	3,913.26
1841	Flagami Elementary	11,428.94	18,123.04	15,753.81	13,798.17	4,644.36	9,153.81	-	13,798.17
3041	Lorah Park Elementary	16,122.59	11,126.02	10,959.88	16,288.73	1,977.22	14,311.51	-	16,288.73
5201	South Hialeah Elementary	13,314.59	305,371.84	304,019.95	14,666.48	4,556.38	10,110.10	-	14,666.48
5831	Henry S. West Laboratory School	10,007.71	27,994.18	29,796.10	8,205.79	7,173.25	1,032.54	-	8,205.79

**CONDENSED ANNUAL FINANCIAL REPORTS  
AND TOTAL CASH AND INVESTMENTS AS OF JUNE 30, 2015**

Work Loc. No.	Schools/Centers	Beginning Balance	Receipts	Disbursements	End Balance	Cash	Investments		Total Cash and Investments
							Money Market Pool Fund	Other	
1681	Lillie C. Evans K-8 Center	8,358.77	21,721.28	21,095.82	8,984.23	1,570.01	7,414.22	-	8,984.23
2041	Benjamin Franklin K-8 Center	10,906.22	25,988.57	24,808.02	12,086.77	7,568.49	4,518.28	-	12,086.77
6411	Horace Mann Middle	25,765.96	43,660.92	46,797.46	22,629.42	6,349.87	16,279.55	-	22,629.42
6881	South Miami Middle	56,509.66	517,895.84	519,487.07	54,918.43	18,832.57	36,085.86	-	54,918.43
7071	Coral Gables Senior	318,930.06	1,046,018.99	1,094,425.54	270,523.51	21,066.63	249,456.88	-	270,523.51
7601	William H. Turner Technical Arts Senior	99,971.51	409,070.45	395,023.71	114,018.25	66,116.99	47,901.26	-	114,018.25
<b>North Region Office Schools/Centers</b>									
0341	Arch Creek Elementary	14,154.02	16,870.82	20,305.22	10,719.62	3,965.18	6,754.44	-	10,719.62
4801	Gertrude K. Edelman/Sabal Palm Elementary	19,050.45	20,133.71	24,422.92	14,761.24	1,119.77	13,641.47	-	14,761.24

**CONDENSED ANNUAL FINANCIAL REPORTS  
AND TOTAL CASH AND INVESTMENTS AS OF JUNE 30, 2015**

Work Loc. No.	Schools/Centers	Beginning Balance	Receipts	Disbursements	End Balance	Cash	Investments		Total Cash and Investments
							Money Market Pool Fund	Other	
2281	Greynolds Park Elementary	25,931.30	147,770.70	146,444.26	27,257.74	14,451.25	12,806.49	-	27,257.74
3661	Natural Bridge Elementary	9,564.90	35,734.32	34,282.03	11,017.19	9,129.68	1,887.51	-	11,017.19
3701	Norland Elementary	12,277.09	55,512.14	54,945.32	12,843.91	9,164.31	3,679.60	-	12,843.91
3741	North Beach Elementary	40,264.76	561,646.42	565,477.88	36,433.30	21,939.11	14,494.19	-	36,433.30
3981	North Twin Lakes Elementary	19,148.23	159,110.37	160,588.88	17,669.72	12,346.77	5,322.95	-	17,669.72
4001	Norwood Elementary	24,741.95	38,301.81	42,314.83	20,728.93	6,302.36	14,426.57	-	20,728.93
4261	Palm Springs Elementary	21,453.28	40,925.61	44,662.79	17,716.10	13,521.51	4,194.59	-	17,716.10
5021	Ben Sheppard Elementary	22,386.70	324,815.31	334,732.73	12,469.28	6,341.24	6,128.04	-	12,469.28
5711	Mae M. Walters Elementary	21,091.56	24,696.98	29,797.90	15,990.64	2,481.95	13,508.69	-	15,990.64

**CONDENSED ANNUAL FINANCIAL REPORTS  
AND TOTAL CASH AND INVESTMENTS AS OF JUNE 30, 2015**

Work Loc. No.	Schools/Centers	Beginning Balance	Receipts	Disbursements	End Balance	Cash	Investments		Total Cash and Investments
							Money Market Pool Fund	Other	
0091	Bob Graham Education Center	29,131.27	616,117.95	615,740.15	29,509.07	20,325.92	9,183.15	-	29,509.07
3821	North County K-8 Center	15,563.39	23,467.29	27,149.10	11,881.58	8,907.95	2,973.63	-	11,881.58
5141	Hubert O. Sibley K-8 Academy	14,091.13	36,594.75	37,950.04	12,735.84	4,328.66	8,407.18	-	12,735.84
6231	Hialeah Middle	42,176.87	75,702.36	80,291.97	37,587.26	20,418.76	17,168.50	-	37,587.26
6301	John F. Kennedy Middle	37,109.67	130,540.72	136,623.77	31,026.62	8,586.32	22,440.30	-	31,026.62
6351	Lake Stevens Middle	27,237.72	63,988.58	66,583.74	24,642.56	14,542.27	10,100.29	-	24,642.56
6571	Norland Middle	41,455.62	169,148.73	165,802.90	44,801.45	20,985.82	23,815.63	-	44,801.45
7751	Barbara Goleman Senior	188,109.83	559,521.75	549,947.69	197,683.89	18,471.87	179,212.02	-	197,683.89
7131	Hialeah-Miami Lakes Senior	190,450.30	362,476.57	390,562.78	162,364.09	29,558.18	132,805.91	-	162,364.09
7291	Jose Marti MAST 6-12 Academy	47,139.41	191,541.71	190,753.26	47,927.86	25,349.14	22,578.72	-	47,927.86

**CONDENSED ANNUAL FINANCIAL REPORTS  
AND TOTAL CASH AND INVESTMENTS AS OF JUNE 30, 2015**

Work Loc. No.	Schools/Centers	Beginning Balance	Receipts	Disbursements	End Balance	Cash	Investments		Total Cash and Investments
							Money Market Pool Fund	Other	
7201	Miami Beach Senior	222,838.99	505,064.20	534,081.00	193,822.19	25,418.71	168,403.48	-	193,822.19
<u>South Region Office Schools/Centers</u>									
0161	Avocado Elementary	11,435.37	67,166.43	64,512.42	14,089.38	5,775.10	8,314.28	-	14,089.38
0125	Norma Butler Bossard Elementary	27,451.47	536,434.37	536,201.69	27,684.15	11,814.72	15,869.43	-	27,684.15
2151	Jack D. Gordon Elementary	24,669.57	503,562.23	503,311.05	24,920.75	7,085.45	17,835.30	-	24,920.75
3261	Miami Heights Elementary	44,931.26	113,162.48	114,681.92	43,411.82	4,125.42	39,286.40	-	43,411.82
3541	Robert Russa Moton Elementary	13,683.25	17,209.42	16,929.85	13,962.82	5,542.02	8,420.80	-	13,962.82
4091	Olympia Heights Elementary	11,229.54	28,593.54	29,405.83	10,417.25	8,731.28	1,685.97	-	10,417.25
5281	South Miami Heights Elementary	16,275.18	23,291.89	22,027.63	17,539.44	11,151.96	6,387.48	-	17,539.44

**CONDENSED ANNUAL FINANCIAL REPORTS  
AND TOTAL CASH AND INVESTMENTS AS OF JUNE 30, 2015**

Work Loc. No.	Schools/Centers	Beginning Balance	Receipts	Disbursements	End Balance	Cash	Investments		Total Cash and Investments
							Money Market Pool Fund	Other	
5981	Dr. Edward L. Whigham Elementary	15,778.88	30,990.74	29,786.24	16,983.38	6,671.94	10,311.44	-	16,983.38
0661	Caribbean K-8 Center	11,632.12	9,597.41	9,814.46	11,415.07	4,737.85	6,677.22	-	11,415.07
4391	Irving & Beatrice Peskoe K-8 Center	15,939.39	24,304.79	29,003.28	11,240.90	6,262.74	4,978.16	-	11,240.90
7121	John A. Ferguson Senior	450,116.76	1,475,909.21	1,514,547.12	411,478.85	26,180.15	385,298.70	-	411,478.85
7151	Homestead Senior	79,107.07	339,655.57	345,794.67	72,967.97	486.21	72,481.76	-	72,967.97
7731	Miami Southridge Senior	113,515.71	399,572.81	428,918.57	84,169.95	9,754.05	74,415.90	-	84,169.95
<b>TOTALS</b>		<b>\$2,520,149.21</b>	<b>\$10,241,187.96</b>	<b>\$10,443,680.85</b>	<b>\$2,317,656.32</b>	<b>\$562,377.82</b>	<b>\$ 1,755,278.50</b>	<b>\$ -</b>	<b>\$ 2,317,656.32</b>



**CONDENSED ANNUAL FINANCIAL REPORTS  
AND TOTAL CASH AND INVESTMENTS AS OF JUNE 30, 2014 AND/OR JUNE 30, 2015**

**AUDIT OPINION**

**Audit Opinion on Financial Statements and Overall Assessment of Internal Controls Over Financial Reporting**

Notwithstanding the conditions and findings reported herein, at 47 of the 48 schools/centers reported herein, the financial statements present fairly, in all material respects, the changes in fund balances arising from the cash transactions of the schools/centers during the 2013-2014 and/or 2014-2015 fiscal year(s), on the cash basis of accounting, depending on the school audited. At Arcola Lake Elementary, due to the conditions cited in the report, which include the large monetary discrepancies during the 2013-2014 and 2014-2015 fiscal years, as disclosed in the findings that follow, the financial statements of the internal funds of the school do not fairly present the results of its operations, on the cash basis of accounting.

As of June 30, 2014, for seven of the 48 schools/centers reported herein, total combined receipts and disbursements amounted to \$2,220,700.59 and \$2,167,854.30, respectively; while total combined cash and investments amounted to \$553,967.20 (Page 12). As of June 30, 2015, for all 48 schools/centers reported herein, total combined receipts and disbursements amounted to \$10,241,187.96 and \$10,443,680.85, respectively; while total combined cash and investments amounted to \$2,317,656.32 (Pages 13-18).

Notwithstanding the conditions and findings reported herein, as of June 30, 2015, the internal control structure at 47 of the 48 schools/centers generally functioned as designed by the District and implemented by the school administration, except for those conditions reported at the individual schools/centers. At Arcola Lake Elementary, our assessment of the controls in place to promote compliance with the Manual of Internal Fund Accounting indicated that the internal control structure at the school was not functioning as designed by the school administration. With respect to the items tested, the school was not in compliance with the policies and procedures in the Manual of Internal Fund Accounting.

When conditions came to our attention that were deemed non-reportable, because they were immaterial or inconsequential, they were, nevertheless, discussed with management for their information and follow-up.



Maria T. Gonzalez, Certified Public Accountant  
Assistant Chief Auditor, School Audits Division  
Office of Management and Compliance Audits

## INTERNAL CONTROLS RATING

The internal controls rating of the 15 schools/centers reported herein **with audit exceptions** are depicted as follows:

SCHOOLS/CENTERS	PROCESS & IT CONTROLS			POLICY & PROCEDURES COMPLIANCE			EFFECT
	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	
<u>Central Region Office Schools/Centers</u>							
Arcola Lake Elementary			✓			✓	Impacted Operations.
South Hialeah Elementary			✓			✓	Impacted Operations.
<u>North Region Office Schools/Centers</u>							
Hialeah Middle		✓			✓		Likely to impact.
Lake Stevens Middle		✓			✓		Likely to impact.
Miami Beach Senior		✓			✓		Likely to impact.
Norland Elementary		✓			✓		Likely to impact.
Norland Middle		✓			✓		Likely to impact.
<u>South Region Office Schools/Centers</u>							
Miami Heights Elementary		✓			✓		Likely to impact.
Olympia Heights Elementary		✓			✓		Likely to impact.
South Miami Heights Elementary		✓			✓		Likely to impact.

## INTERNAL CONTROLS RATING

SCHOOLS/CENTERS	PROCESS & IT CONTROLS			POLICY & PROCEDURES COMPLIANCE			EFFECT
	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	
Robert Russa Moton Elementary		✓			✓		Likely to impact.
Caribbean K-8 Center		✓			✓		Likely to impact.
Jack D. Gordon Elementary		✓			✓		Likely to impact.
Irving & Beatrice Peskoe K-8 Center		✓			✓		Likely to impact.
Homestead Senior		✓			✓		Likely to impact.

## INTERNAL CONTROLS RATING

The internal control ratings for the remaining 33 schools/centers reported herein **without audit exceptions** are depicted as follows:

SCHOOLS/CENTERS	PROCESS & IT CONTROLS			POLICY & PROCEDURES COMPLIANCE			EFFECT
	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	
<u>Central Region Office Schools/Centers</u>							
Banyan Elementary	✓			✓			Not Likely to impact.
Broadmoor Elementary	✓			✓			Not Likely to impact.
Flagami Elementary	✓			✓			Not Likely to impact.
Lorah Park Elementary	✓			✓			Not Likely to impact.
Henry S. West Laboratory School	✓			✓			Not Likely to impact.
Lillie C. Evans K-8 Center	✓			✓			Not Likely to impact.
Benjamin Franklin K-8 Center	✓			✓			Not Likely to impact.
Horace Mann Middle	✓			✓			Not Likely to impact.
South Miami Middle	✓			✓			Not Likely to impact.
Coral Gables Senior	✓			✓			Not Likely to impact.

## INTERNAL CONTROLS RATING

SCHOOLS/CENTERS	PROCESS & IT CONTROLS			POLICY & PROCEDURES COMPLIANCE			EFFECT
	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	
William H. Turner Technical Arts Senior	✓			✓			Not Likely to impact.
<u>North Region Office Schools/Centers</u>							
Arch Creek Elementary	✓			✓			Not Likely to impact.
Gertrude K. Edelman/ Sabal Palm Elementary	✓			✓			Not Likely to impact.
Greynolds Park Elementary	✓			✓			Not Likely to impact.
Natural Bridge Elementary	✓			✓			Not Likely to impact.
North Beach Elementary	✓			✓			Not Likely to impact.
North Twin Lakes Elementary	✓			✓			Not Likely to impact.
Norwood Elementary	✓			✓			Not Likely to impact.
Palm Springs Elementary	✓			✓			Not Likely to impact.
Ben Sheppard Elementary	✓			✓			Not Likely to impact.

## INTERNAL CONTROLS RATING

SCHOOLS/CENTERS	PROCESS & IT CONTROLS			POLICY & PROCEDURES COMPLIANCE			EFFECT
	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	
Mae M. Walters Elementary	✓			✓			Not Likely to impact.
Bob Graham Education Center	✓			✓			Not Likely to impact.
North County K-8 Center	✓			✓			Not Likely to impact.
Hubert O. Sibley K-8 Academy	✓			✓			Not Likely to impact.
John F. Kennedy Middle	✓			✓			Not Likely to impact.
Barbara Goleman Senior	✓			✓			Not Likely to impact.
Hialeah-Miami Lakes Senior	✓			✓			Not Likely to impact.
Jose Marti MAST 6-12 Academy	✓			✓			Not Likely to impact.
<u>South Region Office Schools/Centers</u>							
Avocado Elementary	✓			✓			Not Likely to impact.
Norma Butler Bossard Elementary	✓			✓			Not Likely to impact.

## INTERNAL CONTROLS RATING

SCHOOLS/CENTERS	PROCESS & IT CONTROLS			POLICY & PROCEDURES COMPLIANCE			EFFECT
	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	
Dr. Edward L. Whigham Elementary	✓			✓			Not Likely to impact.
John A. Ferguson Senior	✓			✓			Not Likely to impact.
Miami Southridge Senior	✓			✓			Not Likely to impact.

## SUMMARY SCHEDULE OF AUDIT FINDINGS CURRENT AND PRIOR AUDIT PERIODS

Summary of findings of the 15 schools/centers reported herein **with audit exceptions** are as follows:

WORK LOC. NO.	SCHOOLS/CENTERS	AUDIT PERIOD	CURRENT AUDIT PERIOD FINDINGS		PRIOR AUDIT PERIOD FINDINGS	
		Fiscal Year(s)	Total Per School/Center	Area Of Findings	Total Per School/Center	Area Of Findings
<u>Central Region Office Schools/Centers</u>						
0101	Arcola Lake Elementary <sup>(a)</sup>	2013-2014 2014-2015	3	<ul style="list-style-type: none"> <li>▪ Funds Misappropriation</li> <li>▪ Prenumbered Forms</li> <li>▪ Summer Camp</li> </ul>	3	<ul style="list-style-type: none"> <li>▪ Grants</li> <li>▪ Disbursements</li> <li>▪ Prenumbered Forms</li> </ul>
5201	South Hialeah Elementary <sup>(b)</sup>	2013-2014 2014-2015	1	<ul style="list-style-type: none"> <li>▪ Fundraising</li> </ul>	None	
<u>North Region Office Schools/Centers</u>						
6231	Hialeah Middle <sup>(c)</sup>	2014-2015 2015-2016 SP 3	1	<ul style="list-style-type: none"> <li>▪ FTE-ESOL/ELL</li> </ul>	1	<ul style="list-style-type: none"> <li>▪ FTE-ESOL/ELL</li> </ul>
6351	Lake Stevens Middle <sup>(c)</sup>	2014-2015 Current FY Payrolls	1	<ul style="list-style-type: none"> <li>▪ Payroll-Time and Attendance</li> </ul>	None	
7201	Miami Beach Senior	2014-2015 2015-2016 SP 3	1	<ul style="list-style-type: none"> <li>▪ FTE-ESOL/ELL and OJT</li> </ul>	None	
3701	Norland Elementary	2014-2015	1	<ul style="list-style-type: none"> <li>▪ Hourly Payroll/Title I</li> </ul>	None	
6571	Norland Middle <sup>(a)</sup>	2014-2015	1	<ul style="list-style-type: none"> <li>▪ Hourly Payroll/Title I</li> </ul>	1	<ul style="list-style-type: none"> <li>▪ Disposal of Equipment</li> </ul>

Notes:

- (a) Same Principal During Current and Prior Audit Periods.
- (b) Change of Principal at this school/center. Finding under former Principal.
- (c) Change of Principal at this school/center. Finding under current Principal.



**SUMMARY SCHEDULE OF AUDIT FINDINGS  
CURRENT AND PRIOR AUDIT PERIODS**

WORK LOC. NO.	SCHOOLS/CENTERS	AUDIT PERIOD	CURRENT AUDIT PERIOD FINDINGS		PRIOR AUDIT PERIOD FINDINGS	
		Fiscal Year(s)	Total Per School/Center	Area Of Findings	Total Per School/Center	Area Of Findings
<u>South Region Office Schools/Centers</u>						
3261	Miami Heights Elementary	2014-2015	1	▪ Hourly Payroll/Title I	None	
4091	Olympia Heights Elementary	2014-2015	1	▪ Hourly Payroll/Title I	None	
5281	South Miami Heights Elementary	2014-2015	1	▪ Hourly Payroll/Title I	None	
3541	Robert Russa Moton Elementary	2014-2015	1	▪ Hourly Payroll	None	
0661	Caribbean K-8 Center	2013-2014 2014-2015 2014-2015 SP 3	2	▪ Hourly Payroll/Title I ▪ FTE-SPED	None	
2151	Jack D. Gordon Elementary <sup>(c)</sup>	2014-2015 2015-2016 SP 2	1	▪ FTE-ESOL/ELL	None	
4391	Irving & Beatrice Peskoe K-8 Center	2013-2014 2014-2015 Current FY Payrolls	1	▪ Payroll-Time & Attendance	None	
7151	Homestead Senior	2013-2014 2014-2015 2014-2015 SP 3 Current FY PCard	2	▪ Disbursements (Internal Funds/PCard) ▪ FTE-ESOL/ELL, Gifted Teacher Certification, OJT	None	
TOTAL			19		5	

Note:

(c) Change of Principal at this school/center. Finding under current Principal.

## SUMMARY SCHEDULE OF AUDIT FINDINGS CURRENT AND PRIOR AUDIT PERIODS

Summary of findings of the remaining 33 schools/centers reported herein **without audit exceptions** are as follows:

WORK LOC. NO.	SCHOOLS/CENTERS	AUDIT PERIOD	CURRENT AUDIT PERIOD FINDINGS		PRIOR AUDIT PERIOD FINDINGS	
		Fiscal Year(s)	Total Per School/Center	Area Of Findings	Total Per School/Center	Area Of Findings
<u>Central Region Office Schools/Centers</u>						
0201	Banyan Elementary	2014-2015	None		None	
0521	Broadmoor Elementary	2014-2015	None		None	
1841	Flagami Elementary	2014-2015	None		None	
3041	Lorah Park Elementary	2014-2015	None		None	
5831	Henry S. West Laboratory School	2014-2015	None		None	
1681	Lillie C. Evans K-8 Center	2014-2015	None		None	
2041	Benjamin Franklin K-8 Center	2014-2015	None		None	
6411	Horace Mann Middle	2014-2015	None		None	
6881	South Miami Middle	2014-2015	None		None	
7071	Coral Gables Senior	2013-2014 2014-2015	None		None	

**SUMMARY SCHEDULE OF AUDIT FINDINGS  
CURRENT AND PRIOR AUDIT PERIODS**

WORK LOC. NO.	SCHOOLS/CENTERS	AUDIT PERIOD	CURRENT AUDIT PERIOD FINDINGS		PRIOR AUDIT PERIOD FINDINGS	
		Fiscal Year(s)	Total Per School/Center	Area Of Findings	Total Per School/Center	Area Of Findings
7601	William H. Turner Technical Arts Senior	2013-2014 2014-2015	None		1	▪ Property
<u>North Region Office Schools/Centers</u>						
0341	Arch Creek Elementary	2014-2015	None		None	
4801	Gertrude K. Edelman/Sabal Palm Elementary	2014-2015	None		2	▪ Before/After Care Program ▪ School-Allied Organization
2281	Greynolds Park Elementary	2014-2015	None		None	
3661	Natural Bridge Elementary	2014-2015	None		1	▪ Bookkeeping
3741	North Beach Elementary	2014-2015	None		None	
3981	North Twin Lakes Elementary	2014-2015	None		None	
4001	Norwood Elementary	2014-2015	None		1	▪ FTE- ESOL/ELL
4261	Palm Springs Elementary	2014-2015	None		1	▪ Data Security
5021	Ben Sheppard Elementary	2014-2015	None		None	

**SUMMARY SCHEDULE OF AUDIT FINDINGS  
CURRENT AND PRIOR AUDIT PERIODS**

WORK LOC. NO.	SCHOOLS/CENTERS	AUDIT PERIOD	CURRENT AUDIT PERIOD FINDINGS		PRIOR AUDIT PERIOD FINDINGS	
		Fiscal Year(s)	Total Per School/Center	Area Of Findings	Total Per School/Center	Area Of Findings
5711	Mae M. Walters Elementary	2014-2015	None		None	
0091	Bob Graham Education Center	2014-2015	None		None	
3821	North County K-8 Center	2014-2015	None		None	
5141	Hubert O. Sibley K-8 Academy	2014-2015	None		None	
6301	John F. Kennedy Middle	2014-2015	None		None	
7751	Barbara Goleman Senior	2014-2015	None		None	
7131	Hialeah-Miami Lakes Senior	2014-2015	None		None	
7291	Jose Marti MAST 6-12 Academy	2014-2015	None		None	
<u>South Region Office Schools/Centers</u>						
0161	Avocado Elementary	2014-2015	None		None	
0125	Norma Butler Bossard Elementary	2014-2015	None		None	

**SUMMARY SCHEDULE OF AUDIT FINDINGS  
CURRENT AND PRIOR AUDIT PERIODS**

WORK LOC. NO.	SCHOOLS/CENTERS	AUDIT PERIOD	CURRENT AUDIT PERIOD FINDINGS		PRIOR AUDIT PERIOD FINDINGS	
		Fiscal Year(s)	Total Per School/Center	Area Of Findings	Total Per School/Center	Area Of Findings
5981	Dr. Edward L. Whigham Elementary	2014-2015	None		None	
7121	John A. Ferguson Senior	2014-2015	None		1	<ul style="list-style-type: none"> <li>▪ Disbursements (Internal Funds and PCard)</li> </ul>
7731	Miami Southridge Senior	2014-2015	None		1	<ul style="list-style-type: none"> <li>▪ Athletics</li> </ul>
TOTAL			None		8	

## LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Listed below are the names of the former and current principals/administrators, as applicable for the 15 schools/centers **with audit exceptions**. **The highlighted table cell represents the principal(s)/administrator(s) in charge of the school/center during the audit period and/or when audit exception(s) happened.**

Work Loc. No.	Schools/Centers	Current Principal(s)/Administrator(s)	Former Principal(s)/Administrator(s)
<u>Central Region Office Schools/Centers</u>			
0101	Arcola Lake Elementary	Dr. Cynthia L. Hannah	N/A = No Change of Principal Since Prior Audit.
5201	South Hialeah Elementary <sup>(a)(b)</sup>	Ms. Denise Vigoa	Ms. Haydee Villanueva (Through June 2015; presently on alternate assignment).
<u>North Region Office Schools/Centers</u>			
6231	Hialeah Middle <sup>(a)</sup>	Mr. Nelson L. Gonzalez	Ms. Lourdes Diaz (Through October 2015; presently Principal at Miami Lakes Ed. Center and Technical College).
6351	Lake Stevens Middle <sup>(a)</sup>	Mr. Jorge M. Bulnes	Dr. Mark Soffian (Through January 2016; retired).
7201	Miami Beach Senior	Mr. John J. Donohue	N/A = No Change of Principal Since Prior Audit.
3701	Norland Elementary <sup>(b)</sup>	Dr. Adam L. Kosnitzky	N/A = No Change of Principal Since Prior Audit.
6571	Norland Middle	Mr. Ronald G. Redmon	N/A = No Change of Principal Since Prior Audit.

Notes:

(a) Change of Principal at this school/center since prior audit (8 schools/centers).

(b) Principal of record at the time of the audit. Change of Principal subsequent to audit, pursuant to approval of School Board Agenda SP-1 on July 6, 2016 (6 schools/centers).

## LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Work Loc. No.	Schools/Centers	Current Principal(s)/Administrator(s)	Former Principal(s)/Administrator(s)
<u>South Region Office Schools/Centers</u>			
3261	Miami Heights Elementary <sup>(b)</sup>	Mr. Jorge A. Rivas	N/A = No Change of Principal Since Prior Audit.
4091	Olympia Heights Elementary	Ms. Francisca C. Nobregas	N/A = No Change of Principal Since Prior Audit.
5281	South Miami Heights Elementary	Ms. Suzet M. Hernandez	N/A = No Change of Principal Since Prior Audit.
3541	Robert Russa Moton Elementary	Mr. Eric L. Wright	N/A = No Change of Principal Since Prior Audit.
0661	Caribbean K-8 Center	Dr. Alina M. Diaz-Blanco	N/A = No Change of Principal Since Prior Audit.
2151	Jack D. Gordon Elementary <sup>(a)</sup>	Ms. Maileen A. Ferrer	Mr. Caleb Lopez (Through June 2015; retired).
4391	Irving & Beatrice Peskoe K-8 Center	Ms. Madelyn Sierra-Hernandez	N/A = No Change of Principal Since Prior Audit.
7151	Homestead Senior	Mr. Guillermo A. Muñoz	N/A = No Change of Principal Since Prior Audit.

Notes:

(a) Change of Principal at this school/center since prior audit (8 schools/centers).

(b) Principal of record at the time of the audit. Change of Principal subsequent to audit, pursuant to approval of School Board Agenda SP-1 on July 6, 2016 (6 schools/centers).

## LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Listed below are the names of the former and current principals/administrators, as applicable for the remaining 33 schools/centers **without audit exceptions**. **The highlighted table cell represents the principal(s)/administrator(s) in charge of the school/center during the audit period:**

Work Loc. No.	Schools/Centers	Current Principal(s)/Administrator(s)	Former Principal(s)/Administrator(s)
<u>Central Region Office Schools/Centers</u>			
0201	Banyan Elementary	Ms. Cheri A. Davis	N/A = No Change of Principal Since Prior Audit.
0521	Broadmoor Elementary	Dr. Omar Riaz	N/A = No Change of Principal Since Prior Audit.
1841	Flagami Elementary <sup>(b)</sup>	Ms. Aileen Vega	N/A = No Change of Principal Since Prior Audit.
3041	Lorah Park Elementary	Ms. Maria L. LaCavalla	N/A = No Change of Principal Since Prior Audit.
5831	Henry S. West Laboratory School	Ms. Barbara R. Soto Pujadas	N/A = No Change of Principal Since Prior Audit.
1681	Lillie C. Evans K-8 Center	Dr. Isolyn T. Hillhouse	N/A = No Change of Principal Since Prior Audit.
2041	Benjamin Franklin K-8 Center <sup>(b)</sup>	Ms. Mary A. Gil-Alonso	N/A = No Change of Principal Since Prior Audit.
6411	Horace Mann Middle	Mr. Leon P. Maycock	N/A = No Change of Principal Since Prior Audit.
6881	South Miami Middle	Mr. Juan C. Boue	N/A = No Change of Principal Since Prior Audit.
7071	Coral Gables Senior	Mr. Adolfo L. Costa	N/A = No Change of Principal Since Prior Audit.

Notes:

- (a) Change of Principal at this school/center since prior audit (8 schools/centers).
- (b) Principal of record at the time of the audit. Change of Principal subsequent to audit, pursuant to approval of School Board Agenda SP-1 on July 6, 2016 (6 schools/centers).



## LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Work Loc. No.	Schools/Centers	Current Principal(s)/Administrator(s)	Former Principal(s)/Administrator(s)
7601	William H. Turner Technical Arts Senior <sup>(b)</sup>	Ms. LaVette S. Hunter	N/A = No Change of Principal Since Prior Audit.
<u>North Region Office Schools/Centers</u>			
0341	Arch Creek Elementary	Dr. Marie A. Bazile	N/A = No Change of Principal Since Prior Audit.
4801	Gertrude K. Edelman/Sabal Palm Elementary	Ms. Alicia M. Costa-Devito	N/A = No Change of Principal Since Prior Audit.
2281	Greynolds Park Elementary	Mr. Jorge Mazon	N/A = No Change of Principal Since Prior Audit.
3661	Natural Bridge Elementary	Mr. Frank V. MacBride, Jr.	N/A = No Change of Principal Since Prior Audit.
3741	North Beach Elementary	Dr. Alice F. Quarles	N/A = No Change of Principal Since Prior Audit.
3981	North Twin Lakes Elementary <sup>(c)</sup>	Ms. Richelle T. Lumpkin	N/A = No Change of Principal Since Prior Audit.
4001	Norwood Elementary	Dr. Kevin N. Williams	N/A = No Change of Principal Since Prior Audit.
4261	Palm Springs Elementary	Ms. Roxana D. Herrera	N/A = No Change of Principal Since Prior Audit.
5021	Ben Sheppard Elementary	Dr. Eduardo J. Tagle	N/A = No Change of Principal Since Prior Audit.

Notes:

- (a) Change of Principal at this school/center since prior audit (8 schools/centers).
- (b) Principal of record at the time of the audit. Change of Principal subsequent to audit, pursuant to approval of School Board Agenda SP-1 on July 6, 2016 (6 schools/centers).
- (c) Principal of record at the time of the audit. Change of Principal subsequent to audit, pursuant to approval of School Board Agenda D-21 on June 22, 2016 (1 school/center).

## LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Work Loc. No.	Schools/Centers	Current Principal(s)/Administrator(s)	Former Principal(s)/Administrator(s)
5711	Mae M. Walters Elementary <sup>(a)</sup>	Mr. Milko O. Brito	Ms. Yolanda L. Valls (Through April 2015; retired).
0091	Bob Graham Education Center	Ms. Yecenia M. Martinez-Lopez	N/A = No Change of Principal Since Prior Audit.
3821	North County K-8 Center	Ms. Melissa M. Mesa	N/A = No Change of Principal Since Prior Audit.
5141	Hubert O. Sibley K-8 Academy	Mr. Michael J. Charlot	N/A = No Change of Principal Since Prior Audit.
6301	John F. Kennedy Middle	Ms. Mary Parton	N/A = No Change of Principal Since Prior Audit.
7751	Barbara Goleman Senior	Mr. Joaquin P. Hernandez	N/A = No Change of Principal Since Prior Audit.
7131	Hialeah-Miami Lakes Senior	Mr. Eric Acosta	N/A = No Change of Principal Since Prior Audit.
7291	Jose Marti MAST 6-12 Academy	Mr. Jose Enriquez, Jr.	N/A = No Change of Principal Since Prior Audit.
<u>South Region Office Schools/Centers</u>			
0161	Avocado Elementary	Ms. Jacqua J. Little	N/A = No Change of Principal Since Prior Audit.
0125	Norma Butler Bossard Elementary <sup>(a)</sup>	Ms. Concepcion C. Santana	Ms. Eileen W. Medina (Through June 2015; retired).
5981	Dr. Edward L. Whigham Elementary	Ms. Cynara Suarez	N/A = No Change of Principal Since Prior Audit.

Note:

(a) Change of Principal at this school/center since prior audit (8 schools/centers).

## LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Work Loc. No.	Schools/Centers	Current Principal(s)/Administrator(s)	Former Principal(s)/Administrator(s)
7121	John A. Ferguson Senior <sup>(a)</sup>	Mr. Rafael A. Villalobos	Dr. Lisa R. Robertson (Through June 2015; retired).
7731	Miami Southridge Senior <sup>(a)</sup>	Mr. Humberto J. Miret	Ms. Bianca M. Calzadilla (Through June 2015; presently Principal at Shenandoah Middle School).

Note:

(a) Change of Principal at this school/center since prior audit (8 schools/centers).

## PROPERTY SCHEDULES

The results of the property inventories of the 148 schools/centers reported herein are as follows:

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
<u>Central Region Office Schools/Centers</u>								
0101	Arcola Lake Elementary <sup>(a)</sup>	96	\$ 198,772	-	\$ -	\$ -	-	\$ -
0201	Banyan Elementary <sup>(a)</sup>	139	312,697	-	-	-	-	-
0521	Broadmoor Elementary <sup>(a)</sup>	70	184,736	-	-	-	-	-
0841	Coconut Grove Elementary <sup>(b)</sup>	97	228,299	-	-	-	-	-
1801	Fairlawn Elementary <sup>(b)</sup>	106	266,744	-	-	-	-	-
1841	Flagami Elementary <sup>(a)</sup>	128	304,861	-	-	-	-	-
2331	Charles R. Hadley Elementary <sup>(b)</sup>	186	420,611	-	-	-	-	-
2361	Hialeah Elementary <sup>(b)</sup>	125	294,836	-	-	-	-	-
2661	Kensington Park Elementary <sup>(b)</sup>	207	553,687	-	-	-	-	-
3041	Lorah Park Elementary <sup>(a)</sup>	92	207,261	-	-	-	-	-
3051	Toussaint L'Ouverture Elementary <sup>(c)</sup>	-	-	-	-	-	-	-
3431	Phyllis Ruth Miller Elementary <sup>(c)</sup>	-	-	-	-	-	-	-
4501	Poinciana Park Elementary <sup>(c)</sup>	-	-	-	-	-	-	-

Notes:

- (a) School audit results included in this report (46 schools/centers).
- (b) Property audit completed by year-end. School audit to be performed in 2016-2017 (102 schools/centers).
- (c) Property audit not performed this year. To be performed in 2016-2017 (14 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
4491	Henry E. S. Reeves Elementary <sup>(b)</sup>	96	297,756	-	-	-	-	-
4681	Riverside Elementary <sup>(c)</sup>	-	-	-	-	-	-	-
5041	Silver Bluff Elementary <sup>(b)</sup>	137	361,298	-	-	-	-	-
5201	South Hialeah Elementary <sup>(a)</sup>	270	535,924	-	-	-	-	-
5431	Sweetwater Elementary <sup>(b)</sup>	281	575,521	-	-	-	-	-
5831	Henry S. West Laboratory School <sup>(a)</sup>	139	241,465	-	-	-	-	-
1681	Lillie C. Evans K-8 Center <sup>(d)</sup>	-	-	-	-	-	-	-
2041	Benjamin Franklin K-8 Center <sup>(d)</sup>	-	-	-	-	-	-	-
5861	Dr. Henry W. Mack/West Little River K-8 Center <sup>(b)</sup>	201	402,590	-	-	-	-	-
5101	John I. Smith K-8 Center <sup>(c)</sup>	-	-	-	-	-	-	-
6031	Brownsville Middle <sup>(c)</sup>	-	-	-	-	-	-	-
6361	Jose De Diego Middle <sup>(b)</sup>	239	732,046	-	-	-	-	-
6011	Geogia Jones-Ayers Middle <sup>(b)</sup>	231	690,727	-	-	-	2	2,404
6411	Horace Mann Middle <sup>(a)</sup>	361	837,965	-	-	-	-	-
6881	South Miami Middle <sup>(a)</sup>	326	782,616	-	-	-	-	-

Notes:

- (a) School audit and property audit results included in this report (46 schools/centers).
- (b) Property audit completed by year-end. School audit to be performed in 2016-2017 (102 schools/centers).
- (c) Property audit not performed this year. To be performed in 2016-2017 (14 schools/centers).
- (d) School audit results included in this report. Property audit results pending. To be completed in 2016-2017 (2 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
7071	Coral Gables Senior <sup>(a)</sup>	517	1,454,942	-	-	-	-	-
7411	Miami Northwestern Senior <sup>(b)</sup>	640	2,572,242	-	-	-	-	-
7601	William H. Turner Technical Arts Senior <sup>(a)</sup>	811	2,624,299	-	-	-	-	-
7056	Young Men's Preparatory Academy <sup>(b)</sup>	171	643,494	-	-	-	-	-
<b>North Region Office Schools/Centers</b>								
0341	Arch Creek Elementary <sup>(a)</sup>	93	326,973	1	1,372	-	-	-
0681	Carol City Elementary <sup>(b)</sup>	184	356,123	1	1,342	-	1	2,799
4801	Gertrude K. Edelman/Sabal Palm Elementary <sup>(a)</sup>	140	314,094	-	-	-	-	-
2281	Greynolds Park Elementary <sup>(a)</sup>	226	494,691	-	-	-	-	-
3781	Barbara Hawkins Elementary <sup>(b)</sup>	76	232,855	-	-	-	-	-
3661	Natural Bridge Elementary <sup>(a)</sup>	196	407,719	-	-	-	-	-
3701	Norland Elementary <sup>(a)</sup>	366	596,512	-	-	-	-	-
3741	North Beach Elementary <sup>(a)</sup>	118	372,899	-	-	-	-	-
3981	North Twin Lakes Elementary <sup>(a)</sup>	149	337,935	-	-	-	-	-
4001	Norwood Elementary <sup>(a)</sup>	152	322,105	-	-	-	-	-

Notes:

- (a) School audit and property audit results included in this report (46 schools/centers).
- (b) Property audit completed by year-end. School audit to be performed in 2016-2017 (102 schools/centers).
- (c) Property audit not performed this year. To be performed in 2016-2017 (14 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
4261	Palm Springs Elementary <sup>(a)</sup>	293	638,267	-	-	-	-	-
5021	Ben Sheppard Elementary <sup>(a)</sup>	222	477,519	-	-	-	-	-
5481	Treasure Island Elementary <sup>(b)</sup>	137	278,660	-	-	-	-	-
5711	Mae M. Walters Elementary <sup>(a)</sup>	174	319,027	2	2,716	-	2	2,641
5991	Charles David Wyche, Jr. Elementary <sup>(b)</sup>	162	321,549	-	-	-	-	-
0091	Bob Graham Education Center <sup>(a)</sup>	331	738,655	-	-	-	-	-
3421	Marcos A. Milam K-8 Center <sup>(b)</sup>	295	624,352	-	-	-	-	-
3821	North County K-8 Center <sup>(a)</sup>	141	239,342	-	-	-	-	-
5141	Hubert O. Sibley K-8 Academy <sup>(a)</sup>	151	347,143	-	-	-	-	-
6231	Hialeah Middle <sup>(a)</sup>	352	840,082	-	-	-	-	-
6241	Highland Oaks Middle <sup>(b)</sup>	231	566,166	-	-	-	-	-
6301	John F. Kennedy Middle <sup>(a)</sup>	632	1,066,341	-	-	-	-	-
6351	Lake Stevens Middle <sup>(a)</sup>	313	680,047	-	-	-	-	-
6571	Norland Middle <sup>(a)</sup>	317	798,106	-	-	-	-	-
7011	American Senior <sup>(b)</sup>	460	1,329,632	4	7,246	388	4	7,413

Notes:

- (a) School audit and property audit results included in this report (46 schools/centers).
- (b) Property audit completed by year-end. School audit to be performed in 2016-2017 (102 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
7751	Barbara Goleman Senior <sup>(a)</sup>	922	2,286,136	-	-	-	-	-
7111	Hialeah Senior <sup>(b)</sup>	1,172	3,127,695	-	-	-	2	2,390
7131	Hialeah-Miami Lakes Senior <sup>(a)</sup>	622	1,859,517	-	-	-	-	-
7291	Jose Marti MAST 6-12 Academy <sup>(a)</sup>	405	1,018,103	-	-	-	-	-
7201	Miami Beach Senior <sup>(a)</sup>	610	1,872,953	-	-	-	-	-
7391	Miami Lakes Educational Center <sup>(b)</sup>	441	1,381,299	-	-	-	-	-
7048	Alonzo & Tracy Mourning Senior High Biscayne Bay Campus <sup>(b)</sup>	358	1,318,764	-	-	-	-	-
7049	Westland Hialeah Senior <sup>(b)</sup>	376	1,321,515	-	-	-	-	-
7541	North Miami Beach Senior <sup>(b)</sup>	547	1,375,188	-	-	-	-	-
8151	Robert Renick Educational Center <sup>(b)</sup>	139	376,866	-	-	-	-	-
<b><u>South Region Office School/sCenters</u></b>								
4651	Ethel F. Beckford/Richmond Primary Learning Center <sup>(b)</sup>	48	160,208	-	-	-	-	-
0161	Avocado Elementary <sup>(a)</sup>	230	453,063	-	-	-	-	-
0251	Ethel Koger Beckham Elementary <sup>(b)</sup>	104	231,840	-	-	-	-	-
0261	Bel-Aire Elementary <sup>(b)</sup>	108	258,591	-	-	-	-	-
0271	Bent Tree Elementary <sup>(b)</sup>	188	397,879	-	-	-	-	-

Notes:

(a) School audit and property audit results included in this report (46 schools/centers).

(b) Property audit completed by year-end. School audit to be performed in 2016-2017 (102 schools/centers).



## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
0125	Norma Butler Bossard Elementary <sup>(a)</sup>	565	794,832	-	-	-	-	-
0671	Calusa Elementary <sup>(b)</sup>	113	313,759	-	-	-	-	-
0771	Dr. William A. Chapman Elementary <sup>(c)</sup>	-	-	-	-	-	-	-
0861	Colonial Drive Elementary <sup>(b)</sup>	110	276,357	-	-	-	-	-
1041	Coral Reef Elementary <sup>(b)</sup>	121	264,659	-	-	-	-	-
1241	Cutler Ridge Elementary <sup>(b)</sup>	363	661,042	-	-	-	-	-
1371	Marjory Stoneman Douglas Elementary <sup>(b)</sup>	127	349,628	-	-	-	-	-
1691	Christina M. Eve Elementary <sup>(b)</sup>	122	296,666	-	-	-	-	-
1811	Dante B. Fascell Elementary <sup>(b)</sup>	236	555,008	4	4,820	-	-	-
5061	Dr. Carlos J. Finlay Elementary <sup>(b)</sup>	133	417,646	-	-	-	-	-
2021	Gloria Floyd Elementary <sup>(b)</sup>	156	352,269	1	1,419	-	2	2,429
2151	Jack D. Gordon Elementary <sup>(a)</sup>	145	341,068	-	-	-	-	-
2261	Greenglade Elementary <sup>(b)</sup>	153	302,005	-	-	-	1	1,359
2341	Joe Hall Elementary <sup>(b)</sup>	96	245,490	-	-	-	-	-
2521	Oliver Hoover Elementary <sup>(b)</sup>	188	427,096	-	-	-	-	-

Notes:

- (a) School audit and property audit results included in this report (46 schools/centers).
- (b) Property audit completed by year-end. School audit to be performed in 2016-2017 (102 schools/centers).
- (c) Property audit not performed this year. To be performed in 2016-2017 (14 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
2541	Howard Drive Elementary <sup>(b)</sup>	177	298,212	-	-	-	-	-
2511	Zora Neale Hurston Elementary <sup>(b)</sup>	143	319,600	-	-	-	-	-
2641	Kendale Elementary <sup>(b)</sup>	128	244,204	1	1,154	137	-	-
2651	Kendale Lakes Elementary <sup>(b)</sup>	141	357,720	-	-	-	-	-
2891	William Lehman Elementary <sup>(b)</sup>	121	301,361	-	-	-	-	-
3111	Wesley Matthews Elementary <sup>(b)</sup>	139	295,006	-	-	-	-	-
3261	Miami Heights Elementary <sup>(a)</sup>	165	438,988	-	-	-	2	3,301
3541	Robert Russa Moton Elementary <sup>(a)</sup>	191	427,311	2	5,164	-	-	-
4091	Olympia Heights Elementary <sup>(a)</sup>	150	316,536	-	-	-	-	-
4221	Palmetto Elementary <sup>(b)</sup>	117	299,249	-	-	-	-	-
0831	Claude Pepper Elementary <sup>(b)</sup>	108	276,283	-	-	-	-	-
4441	Pine Lake Elementary <sup>(b)</sup>	138	355,244	-	-	-	-	-
4581	Redland Elementary <sup>(b)</sup>	110	262,126	-	-	-	-	-
4611	Redondo Elementary <sup>(b)</sup>	114	269,645	-	-	-	-	-
4741	Royal Green Elementary <sup>(b)</sup>	136	365,372	-	-	-	-	-

Notes:

- (a) School audit and property audit results included in this report (46 schools/centers).
- (b) Property audit completed by year-end. School audit to be performed in 2016-2017 (102 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
4761	Royal Palm Elementary <sup>(b)</sup>	168	395,768	-	-	-	-	-
2941	Laura C. Saunders Elementary <sup>(b)</sup>	210	447,746	-	-	-	-	-
5121	Snapper Creek Elementary <sup>(b)</sup>	117	262,793	-	-	-	-	-
5281	South Miami Heights Elementary <sup>(a)</sup>	138	290,289	-	-	-	-	-
5421	Sunset Park Elementary <sup>(b)</sup>	94	264,085	-	-	-	-	-
5521	Tropical Elementary <sup>(b)</sup>	195	424,833	-	-	-	-	-
5641	Village Green Elementary <sup>(b)</sup>	96	187,731	1	1,069	-	-	-
5981	Dr. Edward L. Whigham Elementary <sup>(a)</sup>	130	306,432	-	-	-	-	-
5951	Whispering Pines Elementary <sup>(b)</sup>	157	358,472	-	-	-	-	-
0041	Air Base K-8 Center For International Education <sup>(b)</sup>	131	318,777	-	-	-	-	-
0451	Bowman Ashe/Doolin K-8 Academy <sup>(b)</sup>	390	1,060,869	-	-	-	-	-
0441	Blue Lakes K-8 Center <sup>(b)</sup>	153	344,665	-	-	-	-	-
0651	Campbell Drive K-8 Center <sup>(b)</sup>	253	468,595	-	-	-	-	-
0661	Caribbean K-8 Center <sup>(a)</sup>	225	502,108	-	-	-	-	-
3621	Coconut Palm K-8 Center <sup>(b)</sup>	173	590,017	-	-	-	-	-

Notes:

- (a) School audit and property audit results included in this report (46 schools/centers).
- (b) Property audit completed by year-end. School audit to be performed in 2016-2017 (102 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
1281	Cypress K-8 Center <sup>(b)</sup>	120	269,762	-	-	-	-	-
1331	Devon Aire K-8 Center <sup>(b)</sup>	357	714,463	-	-	-	-	-
2701	Kenwood K-8 Center <sup>(b)</sup>	290	644,314	-	-	-	-	-
2881	Leewood K-8 Center <sup>(b)</sup>	201	535,502	-	-	-	-	-
3101	Frank Crawford Martin K-8 Center <sup>(b)</sup>	256	594,019	-	-	-	-	-
4391	Irving & Beatrice Peskoe K-8 Center <sup>(a)</sup>	135	284,977	-	-	-	-	-
5791	West Homestead K-8 Center <sup>(b)</sup>	176	366,923	-	-	-	2	2,152
5961	Winston Park K-8 Center <sup>(b)</sup>	175	429,973	-	-	-	-	-
6001	Herbert A. Ammons Middle <sup>(b)</sup>	331	698,868	-	-	-	-	-
6021	Arvida Middle <sup>(b)</sup>	244	583,833	-	-	-	-	-
6041	Paul W. Bell Middle <sup>(b)</sup>	320	680,115	-	-	-	-	-
6921	Lamar Louise Curry Middle <sup>(b)</sup>	413	957,388	-	-	-	-	-
6211	Glades Middle <sup>(b)</sup>	214	547,779	-	-	-	-	-
6221	Hammocks Middle <sup>(b)</sup>	416	871,569	-	-	-	-	-
6251	Homestead Middle <sup>(b)</sup>	401	854,042	5	7,710	385	-	-

Notes:

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## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
6441	Howard D. McMillan Middle <sup>(c)</sup>	-	-	-	-	-	-	-
6701	Palmetto Middle <sup>(b)</sup>	232	499,093	-	-	-	-	-
6781	Richmond Heights Middle <sup>(b)</sup>	327	876,860	-	-	-	-	-
6801	Riviera Middle <sup>(b)</sup>	468	1,002,465	-	-	-	5	7,622
5003	South Dade Middle <sup>(b)</sup>	331	802,245	-	-	-	-	-
6901	W. R. Thomas Middle <sup>(b)</sup>	309	724,501	-	-	-	-	-
7008	BioTech @ Richmond Heights 9-12 <sup>(b)</sup>	93	267,039	-	-	-	-	-
7051	G. Holmes Braddock Senior <sup>(b)</sup>	648	1,893,339	-	-	-	-	-
7021	Center For International Education: A Cambridge Associate <sup>(b)</sup>	174	448,935	-	-	-	-	-
6081	Cutler Bay Senior <sup>(b)</sup>	316	634,947	-	-	-	2	2,749
7121	John A. Ferguson Senior <sup>(a)</sup>	932	2,422,301	-	-	-	-	-
7151	Homestead Senior <sup>(a)</sup>	614	1,602,193	-	-	-	-	-
7171	MAST @ Homestead <sup>(b)</sup>	109	342,617	-	-	-	-	-
7351	Arthur & Polly Mays Conservatory Of The Arts 6-12 <sup>(b)</sup>	301	737,216	3	4,540	-	-	-
6052	Miami Arts Studio 6-12 @ Zelda Glazer <sup>(b)</sup>	179	676,290	-	-	-	-	-

Notes:

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- (c) Property audit not performed this year. To be performed in 2016-2017 (14 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
7731	Miami Southridge Senior <sup>(a)</sup>	754	1,695,298	-	-	-	-	-
7371	Robert Morgan Educational Center <sup>(b)</sup>	552	1,549,949	-	-	-	-	-
7041/7061/ 7091/7551	School For Advanced Studies (Wolfson, North, South, Homestead Campuses) <sup>(b)</sup>	33	67,394	-	-	-	-	-
7701	South Dade Senior <sup>(b)</sup>	902	2,870,225	-	-	-	-	-
7741	Southwest Miami Senior <sup>(b)</sup>	748	2,358,525	-	-	-	-	-
7029	TERRA Environmental Research Institute <sup>(b)</sup>	397	1,602,069	-	-	-	-	-
7781	Felix Varela Senior <sup>(b)</sup>	834	1,963,388	-	-	-	-	-
9732	Brucie Ball Educational Center <sup>(b)</sup>	101	220,749	-	-	-	-	-
0921	Neva King Cooper Educational Center <sup>(b)</sup>	73	206,476	-	-	-	-	-
8181	Ruth Owens Krusé Educational Center <sup>(b)</sup>	154	352,883	-	-	-	-	-
<b>Alternative Education Centers</b>								
8019	Academy For Community Education <sup>(c)</sup>	-	-	-	-	-	-	-
8131	Dorothy M. Wallace COPE Center <sup>(c)</sup>	-	-	-	-	-	-	-
8141	Juvenile Justice Center <sup>(c)</sup>	-	-	-	-	-	-	-
7631	Miami MacArthur South <sup>(b)</sup>	196	558,998	-	-	-	-	-

Notes:

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- (c) Property audit not performed this year. To be performed in 2016-2017 (14 schools/centers).

## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	CURRENT INVENTORY					PRIOR INVENTORY	
		Total Items	Dollar Value	Unlocated Items			No. Of Unloc. Items	Dollar Value
				No. Of Items	At Cost	At Deprec. Value		
<u>Specialized Education Center</u>								
2531	Thena C. Crowder Early Childhood Diagnostic & Special Education Center <sup>(c)</sup>	-	-	-	-	-	-	-
<u>Other Centers</u>								
8018	Systemwide Business Industry Services <sup>(c)</sup>	-	-	-	-	-	-	-
9723	Athletics and Activities (Greater Miami Athletic Conference) <sup>(c)</sup>	-	-	-	-	-	-	-
<b>TOTAL</b>		39,009	\$ 98,248,884	25	\$ 38,552	\$ 910	25	\$ 37,259

Note:

(c) Property audit not performed this year. To be performed in 2016-2017 (14 schools/centers).

## PROPERTY SCHEDULES

The following table is an analysis of Plant Security Reports. Those schools/centers reported herein that have not filed Plant Security Reports are excluded from this schedule:

Work Location No.	Schools/Centers	No. Of Plant Security Reports	Total Items	Total Amount At Cost	Computers	Audio Visual	Other <sup>(a)</sup>	Total Depreciated Value
<u>Central Region Office School/Center</u>								
7071	Coral Gables Senior	1	1	\$ 2,935	\$ 2,935	\$ -	\$ -	\$ 1,541
<u>North Region Office Schools/Centers</u>								
3741	North Beach Elementary	1	1	1,196	-	1,196	-	-
6301	John F. Kennedy Middle	2	5	8,454	3,936	-	4,518	-
6571	Norland Middle	1	1	1,419	1,419	-	-	-
7751	Barbara Goleman Senior	1	1	1,359	1,359	-	-	-
7201	Miami Beach Senior	1	4	10,853	-	1,196	9,657	1,897
<u>South Region Office Schools/Centers</u>								
0261	Bel-Aire Elementary	1	1	1,360	1,360	-	-	-
0861	Colonial Drive Elementary	1	2	2,784	-	-	2,784	1,501
2021	Gloria Floyd Elementary	1	1	1,398	-	-	1,398	-
2341	Joe Hall Elementary	1	1	1,129	1,129	-	-	-
2511	Zora Neale Hurston Elementary	1	1	1,869	-	1,869	-	-
6001	Herbert A. Ammons Middle	1	2	2,204	2,204	-	-	-

Note:

(a) "Other Equipment" includes a balance, a copy machine, football equipment, pressure washers, a sewing machine, and a tractor, among others.



## PROPERTY SCHEDULES

Work Location No.	Schools/Centers	No. Of Plant Security Reports	Total Items	Total Amount At Cost	Computers	Audio Visual	Other <sup>(a)</sup>	Total Depreciated Value
7121	John A. Ferguson Senior	1	1	3,885	-	-	3,885	978
7731	Miami Southridge Senior	1	2	2,445		1,150	1,295	-
7029	TERRA Environmental Research Institute	2	2	8,577	1,550	-	7,027	-
0921	Neva King Cooper Ed. Ctr.	1	1	1,910	-	1,910	-	-
<b>TOTAL</b>		<b>18</b>	<b>27</b>	<b>\$ 53,777</b>	<b>\$ 15,892</b>	<b>\$ 7,321</b>	<b>\$ 30,564</b>	<b>\$ 5,917</b>

Note:

(a) "Other Equipment" includes a balance, a copy machine, football equipment, pressure washers, a sewing machine, and a tractor, among others.

## FINDINGS AND RECOMMENDATIONS

### 1. **Inadequate Controls Over Collections Led To Questionable Monetary Shortages *Arcola Lake Elementary School***

During our audit of the internal funds of the school for the 2013-2014 and 2014-2015 fiscal years, we examined/analyzed several fundraising activities conducted during this two-year audit period. Our initial analysis pointed to an unfavorable difference between the fundraising proceeds that were posted and deposited in the internal funds of the school and what should have been generated and deposited according to our analysis of these activities.

We extended our review of these activities to include the current fiscal year up to December 2015 and determined that between October 2013 and December 2015, collections totaling approximately \$16,750 were unaccounted for. *Of this total, we determined that the former Treasurer was directly responsible for approximately \$8,370 of the loss.*

*The remaining loss, or approximately \$8,380, remains highly suspect and questionable as of the conclusion of this audit. This included approximately \$4,580 in collections documented by the activity sponsor with official receipts that could not be traced to any deposit; and \$3,800 whose whereabouts remain unknown. Regarding this portion of the loss, we found that the former Treasurer never issued a receipt to the activity sponsor to document when collections were turned in for deposit. In addition, we were told that some of the merchandise was given away as complimentary; however, we could not find any evidence pointing to the recipients of the complimentary merchandise and the school did not keep any such records.*

The above-noted monetary discrepancies came to light on December 9, 2015, when we visited the school to discuss our initial fundraising concerns with the former Treasurer and the sponsor of the activities. On that day, we *discovered that collections from two current fundraisers totaling approximately \$4,350, which the sponsor had previously remitted to the former Treasurer for deposit, were missing and could not be traced to an account posting or to the school's checking account.*

Immediately upon this discovery, we informed the Principal of our findings, and recommended that she report the incident to the Miami-Dade School Police and the Region Office. According to the incident report on December 9, 2015, a police officer escorted the former Treasurer out of the building. She has been placed in an alternate work assignment pending the conclusion of our audit/investigation. At the present time, the case has been turned over to the Miami-Dade School Police and the Attorney's Office for further consideration of criminal charges.

*A critical control over collections is the issuance of a receipt to document the exchange of monies between a treasurer and faculty members/activity sponsors. This control, as established in the Manual of Internal Fund Accounting, was neither implemented nor enforced at this school. From our interviews with several faculty members, we found that the former Treasurer did not issue any type of receipt (whether computer-generated or official receipt) to faculty members/activity sponsors when collections were turned in to her office for deposit. In addition, she did not provide them with any reports of account activity or account balances for their information. This environment provided the former Treasurer with absolute and ultimate control over the collections, and afforded ample opportunity to covertly misdirect use of the funds.*

Further review of the financial records disclosed a pattern where the former Treasurer diverted and charged some of the fundraising-related expenditures to other non-related accounts to conceal the shortages and prevent account deficits from surfacing. The expenditures fitting this pattern amounted to approximately \$3,700. In addition, one of the expenditures for \$4,245 disclosed what appears to be signature forgery<sup>3</sup>.

Details follow:

### *Discovery Of Monetary Discrepancies*

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<sup>3</sup> SPAR No. W-05463 generated during the 2014-2015 fiscal year reported an incident of document forgery at this school involving the former Treasurer. The police case investigator followed-up an allegation whereby the former Treasurer fabricated financial-related letters/documents/information, and had used the signature stamp of the former Principal of Arcola Lake Elementary, as well as the signature of a bank representative, to submit bogus financial information to a university in Virginia. According to the case information, the former Treasurer's son attended the university and the documents attempted to convey information regarding a bogus ACH payment sent to said university by a banking institution to cover overdue student tuition. The case investigator concluded that the former Treasurer had schemed to defraud a university in Virginia by producing fictitious documents using the signature (stamp) of the former Principal and the banking representative; however, the District had not ensued monetary losses. To date, no further action was taken regarding this particular incident. Nevertheless, it sets a precedent that the former Treasurer has had previous experience and knowledge of document forgery.

- 1.1. On December 9, 2015, audit staff visited the school to discuss fundraising concerns with the former Treasurer and with school staff/school administration involved in these fundraising activities. From our interviews, according to the former Treasurer, she was not aware of any discrepancies with the monies, and claimed that she had posted and deposited all collections that were turned over to her by the faculty/sponsor of these events. According to the sponsor (the school's P.E. Coach), she had recently inquired about the balance in the P.E. Club (fundraising) account; and according to cellular telephone phone text messages that she had expressly received from the former Treasurer, the account was holding approximately \$5,350 in cash proceeds from two of the current fundraising activities. However, a print-out of the account history and current account balance disclosed only \$998 in collected revenues; and it also reported an overall account deficit balance of approximately \$(800).

We shared the account balance information with the sponsor, who became visibly perturbed by the shortage of funds and had no explanation to give us, other than to convey to us that the former Treasurer never gave her a printed statement of the account activity or account balance. We similarly presented the account information to the former Treasurer, who in turn became somewhat defensive and would not provide any additional information. Although she acquiesced that the P.E. Coach had turned in the collections in question, she continued insisting that all the money was in the account. We requested her current paperwork from the bank and any recent deposit packages that would demonstrate where the funds were posted, when they were deposited, and any pending deposits; however, she claimed that she could not locate these documents.

We obtained the most current bank account information and confirmed with the bank that there were no deposits pending posting to the checking account; therefore, the discrepancies were not cleared. Immediately, we informed the Principal of our findings and Miami-Dade School Police later escorted the former Treasurer from the building.

Soon after the former Treasurer was removed from her office, the office's door lock was changed to maintain proper custody of the office's contents. Upon search and review of the office's records, audit staff and staff temporarily attending to the bookkeeping duties of the school identified a number of Recaps of Collections (several of which were hidden behind a cabinet file located inside the Treasurer's office) that related to the fundraisers, and that listed amounts collected; however, the cash was not found. *This discovery points to the fact that the sponsor had indeed turned in the collections and the paperwork to the former Treasurer for posting/deposit; however, the former Treasurer had opted to keep the funds for personal use instead of depositing in the bank.*

## *Background Of Activities And Analysis Of Monetary Shortfall In Fundraising Activities*

- 1.2. During the past two fiscal years and the current year, the school conducted various fundraising activities to pay for expenditures associated with a “Field Day” celebration. This school-wide celebration takes place once a year and is scheduled towards the end of May. During “Field Day”, the school engages a number of vendors to provide food, music and entertainment for school children and their families, school faculty and staff, and the community. In 2013-2014 and 2014-2015, the school collected and disbursed approximately \$20,000 and \$25,000 related this activity and the corresponding fundraisers, respectively.

Fundraisers handled by the P.E. Coach included the pre-sale of doughnut boxes to be sold before school and to the community; a community pre-sale of chocolates; a sale of “Field Day” T-shirts; and a sale of pizza, ice cream and juice after school. She also collected admission fees to a “Character Maze” during Halloween time; to a Fall Festival entertainment; and for several shows and dances. The sale of cakes for Mother’s Day was handled by the school Treasurer. In previous years, we were told this activity was handled by the school-allied organization.

Our review of fundraisers excluded those activities (such as shows and/or dances), where school records or information that would elicit a number of participants for our analysis was not available; or where some of the items sold were donated; and the donation was not documented. Aside from those activities where an invoice was part of the records (i.e., doughnuts, chocolates, T-shirts, cakes), we did include in our analysis collections documented in Recaps of Collections that were subsequently found in the former Treasurer’s office (without the associated cash) and that could not be traced to a deposit or to an account posting.

The following table summarizes our analysis of the various activities and total monetary discrepancies and how we arrived at our conclusions. The fundraisers were segregated according to fiscal year (the two-year audit period) and the current year (Columns A-D). The discrepancy noted in column D is further illustrated in the next group of columns to show the discrepancy according to collections traced to a receipt, not traced to any receipt and highly questionable (Columns E-G). The last three columns dissect the discrepancy according to the individual who handled the collections (H-J). The totals in columns D and G are the same. Columns E and F equal G; and columns H, I and J also add up to G. Specifically:

A	B	C	D=B-C	E	F	G=E+F G=H+I+J	H	I	J
Activities By Fiscal Year	Analysis Of Fundraiser			Breakdown of Discrepancies Traced/Not Traced To Deposits			Breakdown Of Discrepancies Identity Of Individual Responsible/Unable To Identify		
	Projected Revenues	Actual Collections Posted To Account	Total Discrepancies	Receipts Issued by Sponsor & Not Traced To Deposit— No Proof of Remittance	Fundraising Proceeds Not Received/Unable To Trace To Deposits	Total Discrepancies	Receipts Issued by Sponsor & Not Traced To Deposit— No Proof of Remittance	Collections Unaccounted For- Not Received Some C/Be Comps	Collections Unaccounted For-Can Be Attributed To Former Treasurer
<b>2013-2014 FISCAL YEAR</b>									
Doughnuts	\$ 10,738.00	\$ 6,790.00	\$ 3,948.00	\$ 2,611.00	\$ 1,337.00	\$ 3,948.00	\$ 2,611.00	\$ 1,337.00	\$ --
Mother's Day Cakes <sup>4</sup>	1,152.00	-	1,152.00	-	1,152.00	1,152.00			1,152.00
<b>TOTAL</b>	<b>\$ 11,890.00</b>	<b>\$ 6,790.00</b>	<b>\$ 5,100.00</b>	<b>\$ 2,611.00</b>	<b>\$ 2,489.00</b>	<b>\$ 5,100.00</b>	<b>\$ 2,611.00</b>	<b>\$ 1,337.00</b>	<b>\$ 1,152.00</b>
<b>2014-2015 FISCAL YEAR</b>									
Doughnuts	\$ 9,380.00	\$ 7,553.00	\$ 1,827.00	\$ 1,022.00	\$ 805.00	\$ 1,827.00	\$ 1,022.00	\$ 805.00	\$ -
Chocolates	6,660.00	5,483.73	1,176.27	949.00	227.27	1,176.27	949.00	227.27	-
Mother's Day Cakes	960.00	456.00	504.00	-	504.00	504.00	-	-	504.00
Field Day T-Shirts	6,362.00	5,387.00	975.00	-	975.00	975.00		975.00	
<b>TOTAL:</b>	<b>\$ 23,362.00</b>	<b>\$ 18,879.73</b>	<b>\$ 4,482.27</b>	<b>\$ 1,971.00</b>	<b>\$ 2,511.27</b>	<b>\$ 4,482.27</b>	<b>\$ 1,971.00</b>	<b>\$ 2,007.27</b>	<b>\$ 504.00</b>
<b>2015-2016 FISCAL YEAR</b>									
Fall Festival <sup>5</sup>	\$ 2,219.10	\$ 998.10	\$ 1,221.00	\$ 1,221.00	\$ -	\$ 1,221.00	\$ -	\$ -	\$ 1,221.00
Doughnuts <sup>6</sup>	4,200.00	-	4,200.00	3,743.00	457.00	4,200.00		457.00	3,743.00
Character Maze <sup>7</sup>	860.00	-	860.00	-	860.00	860.00		-	860.00
Book Fair <sup>8</sup>	966.49	860.97	105.52	-	105.52	105.52		-	105.52
<b>TOTAL:</b>	<b>8,245.59</b>	<b>1,859.07</b>	<b>6,386.52</b>	<b>4,964.00</b>	<b>1,422.52</b>	<b>6,386.52</b>		<b>457.00</b>	<b>5,929.52</b>
<b>Total Fundraising Discrepancies:</b>	<b>\$ 43,497.59</b>	<b>\$ 27,528.80</b>	<b>\$ 15,968.79</b>	<b>\$ 9,546.00</b>	<b>\$ 6,422.79</b>	<b>\$ 15,968.79</b>	<b>\$ 4,582.00</b>	<b>\$ 3,801.27</b>	<b>\$ 7,585.52</b>
<b>Other Recaps Not Traced To Deposits--Found In Former Treasurer's Office</b>									
No Dates	\$ -	\$ -	\$ 477.00	\$ -	\$ -	\$ 477.00	\$ -	\$ -	\$ 477.00
2013-2014	-	-	58.75	-	-	58.75	-	-	58.75
2014-2015	-	-	32.00	-	-	32.00	-	-	32.00
2015-2016	-	-	210.00	-	-	210.00	-	-	210.00
<b>Total Recaps Not Traced to Deposit</b>	<b>-</b>	<b>-</b>	<b>\$ 777.75</b>	<b>-</b>	<b>-</b>	<b>\$ 777.75</b>	<b>-</b>	<b>-</b>	<b>\$ 777.75</b>
<b>Total</b>	<b>\$ 43,497.59</b>	<b>\$ 27,528.80</b>	<b>\$ 16,746.54</b>	<b>\$ 9,546.00</b>	<b>\$ 6,422.79</b>	<b>\$ 16,746.54</b>	<b>\$ 4,582.00</b>	<b>\$ 3,801.27</b>	<b>\$ 8,363.27</b>
Questionable—Some Received By Sponsor And No Proof Of Remittance To Treasurer; Some May Be Complimentary (H+I)							\$ 8,383.27		
Attributed to Former Treasurer (J)							\$ 8,363.27		

Our conclusion regarding the parties responsible for the monetary losses is based on the results of our surprise visit during 2015-2016, when cellular telephone text messages were sent by the former Treasurer to the sponsor

<sup>4</sup> According to the Principal, the cake sale was exclusively conducted by the former Treasurer.

<sup>5</sup> According to cellular telephone text sent by former Treasurer, collections amounted to \$2,209. We calculated \$2,219 in official receipts issued by sponsor, of which only \$998.10 was deposited.

<sup>6</sup> According to cellular telephone text sent by former Treasurer and Recaps found in her office, amount of collections should be \$3,743. This matches total of official receipts issued by sponsor. There is still an unexplained discrepancy of \$457.

<sup>7</sup> Total "Projected" based on Recaps of Collections found in former Treasurer's office.

<sup>8</sup> Book Fair sales amounted to \$966.49 according to invoice. Former Treasurer only posted \$860.97 in account, and paid invoice by charging \$860.97 to Book Fair account and \$105.52 to Library account to prevent deficit.

regarding the collections from the Fall Festival and the doughnut sales; and the various Recaps of Collections that were discovered in the former Treasurer's office corresponding to the Fall Festival, the doughnut sale, and the Character Maze corroborated those collections documented in official receipts issued by the sponsor that could not be traced to deposits; and that the sponsor could not provide a receipt as proof that they were turned over to the former Treasurer, because *the former Treasurer did not issue receipts when faculty/staff turned in collections for deposit*. In the case of the cake sale, according to the Principal, the former Treasurer handled the sale exclusively during both fiscal years and the shortage from that sale is directly attributed to her. Regarding the Book Fair, the fact that she knowingly diverted a portion of the expenditures because the account was short of funds makes her accountable for that shortage as well. Consequently, the total attributed to the former Treasurer was approximately \$8,360 (as depicted in Column J).

*We were unable to locate any Recaps from the doughnut and chocolate sales conducted in the two previous years (approximately \$4,580—as detailed in column H of the previous table); however, based on the 2015-2016 year findings, it is possible that these collections may have been similarly mishandled by the former Treasurer.*

*Some Of The Monetary Discrepancies Resulted for Items Allegedly Given Away As Complimentary; However, Complimentary Items Not Documented*

- 1.3. Based on our analysis of the fundraisers summarized in the table above, we identified monetary discrepancies totaling approximately \$3,800 (Column I) for which we do not have a definite conclusion as to their whereabouts. These losses corresponded to doughnut sales (approximately \$2,600 for the three years combined), chocolate sales (approximately \$230), as well as T-Shirt sales (approximately \$975) that *were not receipted by the sponsor and that remained unaccounted for*. According to the P.E. Coach, doughnuts and chocolates that could not be sold were given away to students, staff members and parents; and shirts leftover in inventory were given away to students who were new to the school or out of uniform. However, according to her, she was not aware that she needed to document items given away free of charge.

*Expenditures Diverted To Other Accounts To Cover The Monetary Shortages Included Signature Forgery*

- 1.4. *During the audit period, we identified expenditures totaling \$3,700 that were intentionally posted to other accounts to prevent account deficits.*

Specifically, during 2013-2014, one of the vendors contracted to attend to the Field Day celebration was paid \$4,245 for providing a rock wall, various carnival rides, popcorn and cotton candy machines during Field Day on May 23, 2014. We noted that part of the payment, *or \$2,848 was posted to accounts not associated with the Field Day and the fundraisers account (diverted). This was intentionally done to prevent a deficit in the fundraising account.* The accounts affected included the After School Care Program account (\$849) and the Instructional Materials and Supplies-Fund 9 account (two charges of \$999.50 each, just below \$1,000). During our search for evidence, we came across the initial check requisition where the disbursement was charged to the P. E. Club fundraising account in its entirety. However, the final check requisition that was prepared by the former Treasurer and that was filed with the records to support the payment as it was posted in the system (diverting funds to other accounts), it appeared that it was signed by the Principal and the sponsor; however, when we presented this document to the Principal, she stated that the signature of the administrator and the originator on the check requisition were not theirs and were forgeries.

In 2014-2015, we noted that the invoice for the cakes for \$780 was posted to the Instructional Materials and Supplies-Fund 9 account.

In 2015-2016, a Book Fair was held on October 23, 2015. The total amount of the invoice was \$966.49. We noted that part of the Book Fair payment (approximately \$105.52) was posted to another account not related to the Book Fair since the Book Fair account did not have sufficient funds to cover the expenditure in full. The Book Fair account only held \$860.97. According to the sponsor, she turned in the invoice and the receipt books to the Treasurer along with the collections. She had no record of a receipt.

At the time of our discovery in 2015-2016, the fundraising account had a deficit balance of approximately \$(800) because the former Treasurer *had to pay \$1,800 to the vendor of the doughnuts, (which was one of the fundraisers) and there were no other accounts with available funds.*

## **RECOMMENDATIONS**

- 1.1. Discuss receipting and depositing procedures with faculty and staff members for understanding and awareness of the requirements. Direct them to request a receipt from the Treasurer when turning collections over for deposit.**



- 1.2. Discuss the bookkeeping procedures with the new Treasurer to ensure understanding of the expectations of the job. Direct the new Treasurer to always issue receipts when receiving collections from staff.
- 1.3. Designate an administrator to review the financial activities on a periodic basis to ensure that collections are properly receipted, documented, and timely deposited; and direct the administrator to verify the collections in addition to the Treasurer.
- 1.4. Meet with the administrator on a regular basis and request that discrepancies be brought to your attention to ensure that corrective action is timely implemented.

**Person(s) Responsible:**

**Principal, Secretary/Treasurer,  
Media Specialist, Club Sponsors**

**Management Response:**

The Principal reviewed the procedures for receiving, recording and depositing all funds collected according to the steps described in the *Manual of Internal Accounting – Chapter 2 – Collection of Money* with both the part time treasurer and the full time treasurer upon their return for the beginning of the year. Furthermore, the Principal will review with faculty and staff the appropriate procedures for receipting and depositing to ensure understanding and awareness.

The Principal has reviewed detailed procedures for depositing funds with the treasurer. These procedures will be monitored by the administration and the Principal will conduct mini-reviews of deposits on a regular basis to ensure that all policies and procedures are being adhered to. Any discrepancies will be corrected immediately.

**Person(s) Responsible:**

**Central Region Office Administration**

**Management Response:**

The Central Region Office Financial/Business Operations Director instructed the Principal to meet with staff to review Section II, Chapter 2 of the *Manual of Internal Fund Accounting* to ensure compliance with the collection process, receipting and depositing of monies generated from Internal Fund.

Refer to page 71 of this report and page 182 in the report's Appendix Section for support activities implemented at the Region level.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

School Operations has reviewed the audit exceptions cited in the 2014-2015 and 2015-2016 fiscal year(s) audit reports of the following schools reporting to the North Region Office, Central Region Office and South Region Office: Lake Stevens Middle School, Norland Middle School, Hialeah Middle School, Miami Beach Senior High School, Norland Elementary School, Arcola Elementary School, South Hialeah Elementary School, Caribbean K-8 Center, Irving and Beatrice Peskoe K-8 Center, Miami Heights Elementary School, Olympia Heights Elementary School, R. R. Moton Elementary School, South Miami Heights Elementary School, Jack D. Gordon Elementary School and Homestead Senior High School. The following preventive actions will be taken through School Operations:

- School Operations has directed all schools to utilize district resources to the fullest extent possible without by-passing the established contracted service protocols.
- School Operations, in collaboration with the Region Office, will continue to provide support to the school by assigning a Fiscal Review Team to conduct financial reviews of Internal Funds, P-Card, Payroll, FTE, and Title I guidelines, periodically.
- School Operations will provide technical assistance in the areas of Internal Funds, P-Card, Payroll, FTE, and Title I guidelines through the district's Money DOES Matter Support Program for the 2016-2017 school year.

School Operations will continue to work with Principals to promote efficient and effective fiscal practices.

**2. Inadequate Controls  
Over Year-End  
Prenumbered  
Forms Inventory  
And Incomplete  
Internal Fund  
Documentation  
*Arcola Lake Elementary School***

*Similar conditions regarding errors in the preparation of the inventory of official serialized forms, and not attaching the computer generated receipts to the official receipt books were either cited or discussed during the prior audit and these conditions remained uncorrected during this audit.*

According to Section V, Chapter 1 and Section II, Chapter 2 of the *Manual of Internal Fund Accounting*, at the end of each fiscal year, the Treasurer must prepare the Inventory of Prenumbered Forms [FM-3564] to provide an accurate inventory of all official serialized forms used and purchased during the year, as well as those on hand by the end of the fiscal year. This inventory of official forms report is part of the internal funds documentation and subject to audit.

Our review of the Prenumbered Forms report inventory for the 2013-2014 and 2014-2015 fiscal years disclosed errors, omissions and discrepancies. Specifically:

- 2.1. The inventory report for both fiscal years contained errors and omissions. We noted that serialized forms on the inventory from previous years were not carried over to the current inventory; and new receipt books purchased from Stores & Mail Distribution<sup>9</sup> received during the corresponding fiscal year were not listed in the inventory. In addition, the official serialized forms were not listed in the inventory in proper sequential order.

The guidelines in Section II, Chapter 2 of the *Manual* specifically state that when an official receipt book is used, staff must staple the computer-generated receipt produced by the system to the copy of the last receipt in the book that corresponds to the collection submitted. We found that:

- 2.2. The former Treasurer was not attaching the computer-generated receipt produced by the system to the last green copy of the official receipt in the receipt book that corresponded to that collection for deposit.

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<sup>9</sup> Stores & Mail Distribution is the service center within M-DCPS that supplies the M-DCPS Serialized Forms used at the schools. Examples of such forms include Official Teacher's Receipt Books, Centralized Fee Receipts, Yearbook receipts and similar forms.

Section II, Chapter 3 of the *Manual of Internal Fund Accounting* provides the guidelines for documenting deposits generated from Internal Fund activities. Pursuant to the guidelines, a validated deposit slip or confirmation from the bank must be attached to the deposit package as proof that the deposit was submitted and recorded by the bank. However,

- 2.3. Our review of receipts from the 2013-2014 and 2014-2015 fiscal years disclosed that a validated bank deposit slip or bank deposit summary documentation was not attached to the majority of the deposit packages.

## **RECOMMENDATIONS**

***In addition to the recommendations from the previous finding related to the monetary shortfall and inadequate controls over receipting/depositing procedures and documentation, which are similarly applicable to the conditions cited herein, we further recommend the following:***

- 2.1. Ensure that a validated deposit slip is attached to the deposit package.**
- 2.2. The Treasurer (with oversight from the Principal) should review the inventory of prenumbered forms report prior to filing to ensure its accuracy.**
- 2.3. Regarding maintenance of the official receipt books and any attachments, discuss receipting and depositing procedures with activity sponsors for understanding and awareness of documentation requirements.**

**Person(s) Responsible:**

**Principal, Secretary/Treasurer,  
Media Specialist, Club Sponsors**

**Management Response:**

The Principal reviewed the procedures for filing validated deposit, receiving, recording and depositing all funds collected according to the steps described in the *Manual of Internal Accounting* – Chapter 3 – Section II – Collection of Money – (Preparation of Bank Deposit – F) with the part time treasurer, and will be reviewed with the treasurer upon her return.

In addition, Section V, Chapter 1 and Section II, Chapter 2 dealing with the preparation of the Inventory of Prenumbered Forms for the end of the year was reviewed with the treasurer and will be reviewed with the treasurer upon her return.

The Principal will conduct a meeting at the start of the year with club sponsors, Media Specialist and Treasurer to delineate and ensure an understanding of the correct documentation procedures. Account balances will be provided to all sponsors, and

Principal, each month to ensure that accurate records are being maintained. The Principal will review account balances to check for accuracy.

**Person(s) Responsible:** **Central Region Office Administration**

**Management Response:**

The Central Region Office Financial/Business Operations Director instructed the Principal to meet with staff to review Section II, Chapter 3 of the Manual of Internal Fund Accounting to ensure compliance with the policies and procedures with depositing funds. In addition, Section V, Chapter 1 and Section II, Chapter 2 of the Manual of Internal Fund Accounting to ensure compliance with the general policy involved in the preparation of the Inventory of Prenumbered Forms for the end of the year.

Refer to page 71 of this report and page 182 in the report's Appendix Section for support activities implemented at the Region level.

**Person(s) Responsible:** **School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Arcola Lake Elementary School.

**3. Departure  
From Fee Schedule  
Resulted In Monetary  
Losses; And  
Discrepancies  
In Summer  
Camp Program  
Recordkeeping  
And Supporting  
Documentation  
*Arcola Lake Elementary School***

The school managed a Principal-Operated Fee-Based After School Care Program in 2012-2013 and 2013-2014. *During the prior audit, we cited the school for discrepancies with the recordkeeping and documentation related to the After School Care Program; for inadequate controls over the process for receipting program collections; and for a departure from the fee payment schedule established for these programs.*

By the time of our audit report sign-off on May 2014, we were informed that the school administration had determined to turn the management of this program to an outside child care provider at the start of the 2014-2015 fiscal year. Nevertheless, the school opted to offer a Principal-Operated Summer Camp Program from June 9, 2014 to August 15, 2014. Summer Camp revenues posted to the school accounts for the June-August 2014 service period amounted to approximately \$1,200.

Our review of the program activities for the months of June-August 2014 continued to disclose similar recordkeeping and fee collection discrepancies as those cited in the prior audit report. We continued to find inadequate controls over the process for receipting program collections and a departure from the fee payment schedule established for these programs.

- 3.1. We found that participating students paid a reduced fee that departed from the fee schedule, and that apparently followed a rate customarily observed when students are under an approved subsidized child care program; however, the school did not receive any reimbursements from the subsidizing child care agency. Consequently, we calculated that the school missed opportunities to collect fees totaling approximately \$3,100 from participating students for services rendered under this program.
- 3.2. Regarding the overall condition of the records, we noted that several receipts omitted critical information such as the name of the individual who tendered the payment and the name of the student. In addition, several official receipts were “voided” in the official receipt books; however, the white and yellow copies were not attached to the receipt books to evidence that these were voided due to errors. We also noted that several student registration cards and all attendance

records corresponding to the Summer Program were not on file.

- 3.3. In addition to these discrepancies, we found two instances where cash collections were delayed for deposit. The delays ranged between a few days to over one month. *We also noted that the individual in charge of the Summer Camp collections and the former Treasurer are close family relatives.*

## **RECOMMENDATIONS**

**In the event that the school administration resumes a Principal-Operated Program in the future, we continue to recommend the following:**

- 3.1. Assign an administrator to oversee the program.**
- 3.2. Ensure that staff in charge of making collections understands and is aware of the proper receipting procedures.**
- 3.3. Enforce the schedule and fees delineated in the program budget.**
- 3.4. Direct the administrator overseeing the program to conduct periodic reviews of the cards to ensure that payments and related information are being posted on a regular basis.**
- 3.5. Discuss the requirements with staff to ensure that attendance rosters are properly completed.**

**Person(s) Responsible: Principal and After Care Staff (ACS)**

### **Management Response:**

As of school year 2014-2015, the school opted out of the Principal – Operated Fee Based Afterschool Program, and as of summer of 2015 the Principal no longer runs a Summer Camp Program. In the future if the principal resumes a Principal – Operated program the following will be ensured.

The Principal shall assign an administrator to oversee the program. The Principal shall train and review the proper procedures to collect, receipt and deposit funds to avoid losses. The fees and schedules shall be discussed with the staff collecting fees to avoid future audit exceptions and losses. The Principal and the ASC staff shall maintain the registration cards and all attendance records of students on file, and each student's payment information shall be kept up to date. The aftercare records will be reviewed monthly to check for accuracy and make any necessary corrections.

**Person(s) Responsible:**

**Central Region Office Administration**

**Management Response:**

Although the school no longer operates a Principal Operated Fee Based Afterschool Program or Summer Program, the Central Region Office Financial/Business Operations Director instructed the Principal to review the Community School Procedures Manual and Section II, Chapters 2 and 3 of the Manual of Internal Fund Accounting to ensure compliance with policies and procedures in the event the program reopens.

Refer to page 71 of this report and page 182 in the report's Appendix Section for support activities implemented at the Region level.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Arcola Lake Elementary School.



**4. School Non-Compliant With Bookkeeping Procedures Associated With School-Sponsored Fundraisers/Activities And Fundraisers/Activities Of The School Allied Organization  
*South Hialeah Elementary***

At the request of the Miami-Dade Office of Inspector General (OIG), we assisted that office with the audit of the internal funds of South Hialeah Elementary School for the 2013-2014 and 2014-2015 fiscal years. The OIG had received an anonymous complaint dated October 22, 2014, where it was alleged that several fundraising activities conducted at the school during these past years had generated cash sales from the students; however, the students were never provided receipts, and there was no recordkeeping to account for these collections. In addition, the anonymous complaint alleged that the former Principal committed payroll fraud by allowing certain employees to report hours worked when they were not present at the school. The complaint included a list of the activities and suspect gift card purchases.

In order to address the allegations, the scope of our internal audit encompassed the internal funds records for the 2013-2014 and 2014-2015 school years; with particular emphasis on the list of fundraisers and suspect purchases referred to in the complaint. In addition to the internal funds records provided by the school, the school-allied organization (Parent-Teacher Association-PTA) provided us with copies of their financial records for both the 2013-2014 and 2014-2015 school years to assist us with our audit. We also conducted interviews of staff members who were involved with these activities.

Our investigation disclosed that, under the tenure of the former Principal, the school failed to follow the proper internal funds' bookkeeping procedures and failed to establish a clear and distinct separation between the fundraising activities of the school-allied organization (PTA) and the school. Specifically, fundraising proceeds from snack sales, and admissions to dances and talent shows where students paid anywhere from \$1 to \$5 were not accounted for in the internal funds of the school or the PTA's records. Instead, collections were reportedly kept in a cash box at the school.

Although we were able to substantiate the occurrence of most fundraisers enumerated in the allegation, and the fact that cash collections from students were handled by certain school staff members *with apparent knowledge from the former Principal*, the lack of financial records documenting these activities and conflicting information regarding the party ultimately responsible for these fundraisers made it impossible to determine the amount of money collected, who had ultimate custody of the funds and how they were spent.

Copies of email correspondence from staff members obtained during the audit pointed to gift cards purchased with fundraising proceeds; however, we could not readily determine how many were purchased and/or who received them.

*As previously agreed upon by OMCA and OIG administrations, the part of the investigation involving the former Principal's alleged payroll fraud will be exclusively investigated by the OIG. OMCA's involvement in this part of the investigation was limited to provide information as requested by OIG investigators. We expect that a report for this part of the investigation, as well as for the rest of the investigation, will be forthcoming from the OIG.*

In reference to our review of payroll, the scope of our payroll audit was limited to *current* timelines. We reviewed time and attendance procedures *currently* implemented at the school to ensure compliance with the guidelines established in the *Payroll Processing Procedures Manual* for recording, reporting and maintaining payroll records.

We selected payrolls processed toward the end of the 2014-2015 fiscal year and the beginning of the 2015-2016 fiscal year under the tenure of the current school administration. Based on our review of these records, nothing came to our attention to indicate that the procedures for recording time and attendance and for maintaining the payroll records were not being observed. Minor discrepancies noted during our review of the current sign-in payroll procedures were discussed with the current school administration for their information and follow-up.

*Details of our findings are as follows:*

In reference to money collection efforts at the schools, Section II, Chapter 3 of the *Manual of Internal Fund Accounting* provides the guidelines for the handling, receipting and depositing of collections associated with school activities. These guidelines specifically require that *any monies collected at the school by staff members be deposited in the school's internal funds checking account and the associated financial transactions be duly recorded in the internal funds of the school.*

In the event that a school-allied organization such as a Parent-Teacher Association/Parent-Teacher-Student Association (PTA/PTSA) is involved in fundraising activities to assist the school, Section IV, Chapter 12 of the *Manual* requires that the accounting of these activities *be separate and distinct from the school both in fact and appearance.* In addition, the school Principal's written approval is required to authorize the school-allied organization to fundraise at the school.

4.1. Regarding the fundraisers, audit staff met with PTA board members, school volunteers, staff members and the former Principal<sup>10</sup> of the school (who served

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<sup>10</sup> Audit staff met with the former Principal during interview conducted by the OIG investigators.

during the 2013-2014 and 2014-2015 fiscal years) to obtain an understanding of what transpired during these months and reviewed financial records of the school and the PTA. *During the audit visit, the documentation on file and interviews indicated that, although these activities were conducted at the school, neither the school administration nor the PTA claimed responsibility for conducting these activities.*

- 4.2. *Our audit uncovered that the demarcation between a school-sponsored activity and a PTA-sponsored activity could not be readily determined, because of the level of involvement of school staff in all of the PTA activities. We could not find in the school records any written approval for the PTA to conduct any sale of snow cones, popcorn, cotton candy or dances and the PTA did not have such documents. To further address our concerns, the PTA provided us with a memorandum to confirm that these activities were non-PTA sponsored activities.*
- 4.3. *Regarding the monies that were collected for these activities, we were unable to determine how much money was raised from these fundraisers. As far as the snow cones and similar snack sales, staff estimated that sales would have generated cash sales between \$300-\$400. During the audit we located the snow cone and popcorn machines in a school closet. They appeared as if they had not been used for some time.*

In reference to the dances/talent shows, according to staff, the Mega dances and the SHE Factor Talent Show may have been attended by as many as 200-300 students and students may have been charged a \$5 admission. Regarding this admission fee, we found a flyer stating the \$5 admissions price. According to school staff, other similar dances took place at the school; however, we could not find any flyers or documents attesting to these events or the dates.

All staff members interviewed identified a former employee as the organizer of all these sales/dances/activities and the person who was seen counting/reconciling these cash collections while sitting with the cash box *in the former Principal's office*. The employee in question was hired on an hourly basis to assist with the Community School Program. According to staff members interviewed, he was the former Principal's eyes and ears, her loyal confidant, and even though his was not a managerial position, staff viewed him as her designee in the operational day-to-day affairs of the school.

- 4.4. We were able to retrieve an email sent by the former employee involved with the cash collections *to the former school Principal*. The purpose of the email was to provide the former Principal with a detailed reconciliation of the monies collected for two activities held during the 2013-2014 school year and the distribution of the funds.

OIG investigators and audit staff met with the former employee (who wrote the above-referenced email), who has been employed at another school location since June 2015. During the interview, this former employee confirmed that a cash box was maintained at the school site location to hold the cash collected from these activities. This former employee claims that he and another employee involved with the PTA handled the contents of the box on behalf of the PTA. Also according to this former employee, the cash was disbursed to staff to purchase materials and supplies for snow cones, popcorn and cotton candy sales, and as reimbursements to employees for various school-related purchases; as payments to outside individuals; and to purchase a cellular telephone, which we were unable to locate at the school.

According to the former employee, records were kept for all receipts and disbursements in a binder at the school; however, the binder could not be located. Consequently, conflicting information and the lack of financial records associated with these activities made it impossible to perform further analyses, or establish the amounts collected in both years.

## RECOMMENDATIONS

- 4.1. **The new school administration should discuss the appropriate guidelines with staff to ensure understanding and awareness of the roles and responsibilities of staff and the interaction that can take place in support of a school-allied organization such as the PTA. Specifically, PTA activities held at the school should be conducted in such a way that are clearly distinguished from school-sponsored student/club activities.**
- 4.2. **Going forward, any fundraisers must be properly accounted for. The school should not resume the practice of handling collections and not recording them in the books.**

**Person(s) Responsible:** Principal, Secretary/Treasurer, PTA Board

### **Management Response:**

The Principal met with the Assistant Principals and Secretary/Treasurer and reviewed *The Manual of Internal Accounting* Section II, Chapter 3 to ensure understanding of the guidelines for the handling, receipting and depositing of collections associated with school activities. In addition, Section IV, Chapter 12 of *The Manual of Internal Accounting* to review the policies and procedures involved when dealing with school-allied organizations. At the opening of school's faculty meeting these guidelines will be reviewed to ensure that the faculty/staff also understand the policies and procedures involved with internal funds.

The Principal met with the Parent-Teacher Association (PTA) and Secretary /Treasurer and reviewed the Booster Club Guidelines Manual. Specifically, they will review the policies and procedures involved with the handling of funds for school-allied organization fund raisers. In addition, the Principal reviewed the process required for requesting fund raisers and ensures the PTA is aware that fundraisers will be conducted in such a way that are clearly distinguished from school-sponsored student/club activities and with prior approval from the Principal.

The Principal will conduct monthly reviews of financial records to check for accuracy and ensure compliance with policies and procedures.

**Person(s) Responsible:** **Central Region Office Administration**

**Management Response:**

The Central Region Office Financial/Business Operations Director instructed the Principal to meet with staff to review Section II, Chapter 3 of the Manual of Internal Fund Accounting to ensure compliance with policies and procedures as they pertain to handling, receipting and depositing of collections associated with school activities. In addition, the Principal was instructed to meet with the Parent Teacher Association to review the Booster Club Guidelines Manual to ensure compliance with policies and procedures on conducting fundraisers by school-allied organizations.

As a result of these audit findings, the following support activities will be implemented for the two schools indicated above [Arcola Lake Elementary and South Hialeah Elementary] at the Region level:

- The affected Principals will be required to address specific fiscal management job targets on the Performance Planning and Assessment System Planning Form and provide progress points and evidence of progress to improve business and professional standards for effectiveness and efficiency.
- The Central Region Office Financial/Business Operations Administrative Director will direct the Principals to attend Money DOES Matter Support Program for the 2016-2017 school year.
- The Central Region Office Financial/Business Operations Administrative Director in collaboration with the appropriate district office will coordinate a support system for the Principal and designee to ensure that all after school records are properly maintained.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of South Hialeah Elementary School.

**5. School Non-Compliant With Full-Time Equivalent (FTE) ELL Student Records Resulted In Potential FTE Funding Disallowances**  
***Hialeah Middle School***

For the 2015-2016 school year, guidelines and procedures for maintaining student information for *English Language Learners (ELL)*, also known as *English for Speakers of Other Languages (ESOL)*, were provided through the 2015-2016 Opening of School Year Information and Reminders, the Division of Bilingual Education and World Languages memoranda, and the *District Plan For Services to English Language Learners*.

According to the guidelines, all sections of the Individual *English Language Learners/Limited English Proficiency ELL/LEP Student Plan* for secondary students [FM-4650] must be appropriately initiated and/or updated in a timely manner and maintained in the student's cumulative folder. A Web-based ELL/LEP Plan (WLEP) must be completed for *all* ELL students; and the *Home Language Survey* [FM-5196] and the *Notice To Parents/Guardians of ELL Students* [FM-6577] must be properly completed and filed in the ESOL Program Record Folder. In addition, the Florida Comprehensive English Language Learning Assessment (CELLA) test score report must be included in the LEP folder.

For secondary schools, a student schedule printed from the Integrated Student Information System (DSIS) database for the current school year must be included in the folder and must be dated *prior to the corresponding FTE survey period*.

In those instances where a student has been enrolled over six semesters in the ESOL program, the student folder must hold evidence that the LEP Committee convened annually to assess adequate progress, and include an evaluation of such assessment in writing.

All LEP Committee meetings should take place and documentary evidence must be completed and filed in a timely manner. Pursuant to State Rule 6A-6.09022 *Extension of Services in English for Speakers of Other Languages (ESOL) Program*, the ELL Committee's consideration as to whether a student is an *English Language Learner* or not must be similarly documented based on a minimum of two criteria or rationale, which is specified in this rule.

At this school, according to the February 2016 FTE Survey<sup>11</sup> records, a total of 139 students were enrolled in the ESOL program.

A review of a sample of 14 ELL student folders disclosed discrepancies in 12 of the 14 student folders sampled (approximately 86%). *Some of the conditions identified during this audit were similarly identified and cited during a previous FTE audit conducted at this school during the 2013-2014 fiscal year, under the tenure of the former school administration. Consequently, the repetitive conditions noted under the current school administration require immediate attention for corrective action. Details follow:*

- 5.1. In seven instances, a student was enrolled in the ESOL program for more than six semesters; however, the LEP folder did not show documentary evidence that a committee had met to assess the student's progress.
- 5.2. In six instances, students were not assessed and for another student evidence of the 2015 CELLA (Florida Comprehensive English Language Learning Assessment) was not on file.
- 5.3. In five instances, the *Notice To Parents/Guardians* was not evident in the student file.
- 5.4. In three instances, the individual *ELL/LEP Student Plan* was not evident in the file.
- 5.5. In two instances, the student's academic schedule was not evident in the files.

*Based on our samples, these oversights could have generated a funding disallowance to the District totaling approximately \$4,400.*

## **RECOMMENDATIONS**

- 5.1. **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, ESOL staff and administration should review ESOL Program Record Folders to make certain that the information is accurate and that all pertinent forms are completed and timely filed in the folders.**
- 5.2. **In order to ensure future compliance with District guidelines, in those instances where students are enrolled over six semesters in the ESOL program, improved efforts should be made by the school administration to ensure that upcoming meetings are identified with sufficient time to schedule them in a timely manner and before the FTE week.**

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<sup>11</sup> FTE Survey in February is otherwise referred to as FTE Survey Period 3.



**Person(s) Responsible:**

**Principal, Assistant Principal,  
School Registrar, ESOL Chair**

**Management Response:**

The Principal reviewed the Division of Bilingual Education and World Languages Memoranda and the *District Plan for Services to English Language Learners* with the Assistant Principal, ESOL Department Chairperson and the Registrar to ensure understanding and responsibilities pertaining to the maintenance of FTE-ELL Student Records. The overview process will be repeated on an annual basis as delineated through the Opening of School Year Information.

Additionally, the Principal has instructed the Assistant Principal to oversee that the completion of ESOL Program Self-Monitoring Forms and Checklists are conducted at the beginning of the school year, prior to FTE and at the close of each school year. The Principal will meet regularly with the Assistant Principal to ensure compliance and make corrections immediately if needed.

Furthermore, based on the abovementioned actions, the Principal has established controls by strengthening in-house procedures for monitoring the time students are enrolled in the ESOL program, annual CELLA assessment administration, as well as scheduling required LEP meetings. The Principal will meet regularly with staff to ensure that all completed documentation is in each student's cumulative folder to avoid future errors and ensure compliance.

The Principal will request assistance from the Division of Bilingual and World Languages on an as needed basis.

**Person(s) Responsible:**

**North Region Office Administration**

**Management Response:**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the Opening of School Year Information and Reminders, the Division of Bilingual Education and World Language memoranda, and the *District Plan for Services to English Language Learners* with the Assistant Principal, ESOL Chairperson and School Registrar to ensure a greater understanding and compliance.

The Principals have been instructed to designate an Assistant Principal to assist in overseeing the ESOL Program and to strengthen the organization of all documents and procedures. The Principal was further instructed to meet regularly with the Assistant Principal, the ESOL Chairperson and Registrar to review records and ensure compliance.

In addition, the Principals have been instructed to meet regularly with the Assistant Principal to review the ESOL folders and to ensure that LEP Committees meetings are scheduled for students enrolled over six semesters in order to best assess the students' progress.

The North Region Office Financial/Business Operations Director will ensure that the "In-House Review Teams" within each feeder pattern assist the effected schools to provide additional support in this area. Lastly, the Principals have been instructed to attend School Operations' Money Does Matter Support Program sessions for the 2016-2017 school year.

**Person(s) Responsible:** **School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Hialeah Middle School.

**6. Inadequate Recordkeeping,  
Documenting And Reporting  
Of Payroll  
*Lake Stevens Middle School***

The *Payroll Processing Procedures Manual* establishes the procedures for documenting, recording and reporting the payroll. According to the *Manual*, the Daily Payroll Attendance Sheet is one of the most important documents in the payroll process. Accordingly, its accuracy and completeness are of paramount importance to school site administration that would customarily rely on this document to certify that the payroll information being reported is correct.

According to payroll sign-in procedures, part-time and full-time employees must reflect their attendance in the attendance rosters by noting their initials or the time in/out, as applicable.

Regarding leave, full-time employees must complete leave cards to support the leave taken and reported; and the leave cards must be signed by the employee and an administrator. In the event of temporary duty leave, a leave card must be filed if a full-time teacher requires substitute coverage.

At this school, the Principal supervises and approves the payroll. *All payrolls reviewed were processed under the tenure of the current school administration.*

The review of the payroll sign-in procedures corresponding to the payroll in effect during our audit visit in March 2016 and our review of selected payrolls corresponding to pay periods during January 2016 and February 2016 disclosed discrepancies with the payroll reported and with the supporting documentation. Payroll reporting errors discovered during the audit that required payroll corrections were processed by the school at the request of the auditor. Details follow:

6.1. *Employees did not always indicate their presence or the time-in upon arrival on the Daily Payroll Attendance Sheets for one or more days.* On March 16, 2016, our observation of the Daily Payroll Attendance Sheets for the pay period in effect showed that 17 full-time employees (11 instructional and 6 non-instructional) had not indicated their presence one or more previous days on the Daily Payroll Attendance Sheets for a total of 23 working days. According to the school administration, the employees were present on those particular days.

In addition, on the day of our observation, *none of the non-instructional staff members had indicated the attendance on the Daily Payroll Attendance Sheets.* According to the Payroll Clerk, she realized that the Daily Payroll Attendance Sheet for non-instructional staff reflected the wrong dates and she had removed the sheets from the sign-in area. We did note that the attendance sheets listed dates that did not correspond to the current pay period; however had been used

until the day prior to our observation. We verified that the non-instructional staff members in question were in attendance.

Regarding part-time employees, on the day of our payroll observation, we noted that nine part-time employees did not indicate their time of arrival or departure for one or more days for a total of 18 instances. Most consisted of cafeteria staff.

We selected additional payrolls for review and noted that during the pay period prior to our audit visit, there were four instances where full-time employees (1 instructional and 3 non-instructional) had not indicated their presence one particular day on the Daily Payroll Attendance Sheets; however, the employees were reported present. Most instances corresponded to the last day of the pay period. We confirmed with the school administration that the employees in question were present and payroll corrections were not required.

- 6.2. *The attendance reported on the Final Rosters did not always agree with the attendance documented on the Daily Payroll Attendance Sheets and the leave cards.* We identified eight instances (6 instructional and 2 non-instructional) where the Final Payroll Roster did not agree with the supporting documentation (Daily Payroll Attendance Sheets and leave cards). In all eight instances, a payroll correction to record the appropriate type of leave taken by the employee (7 corrections), or to record leave taken that was not previously reported for the employee (1 correction) was made at our request.
- 6.3. *Leave cards were not always filed with the records to document/support the leave reported.* During the pay period prior to our visit, we identified seven instances where full-time employees (four instructional and 1 non-instructional) recorded leave on the Daily Payroll Attendance Sheets one or more days; however, the corresponding leave cards documenting/supporting the leave taken were not located in the school records.
- 6.4. *Leave cards were not filed with the payroll records in the proper order.* Regarding the two pay periods reviewed (that took place prior to our audit visit), we noted that the leave cards on file were not organized sequentially according to the employee number.

## **RECOMMENDATIONS**

- 6.1. **Review with staff the recording of attendance on the Daily Payroll Attendance Sheets, the proper documentation of payroll hours and completion of leave cards.**

- 6.2. Discuss with the Payroll Clerk the guidelines in the *Payroll Processing Procedures Manual* to ensure awareness and understanding of the procedures for recording, reporting and filing payroll records, including the leave cards.
- 6.3. Strengthen the overall review of payroll to ensure the accuracy, completeness and propriety of the payroll reported by assigning an administrator to oversee payroll.
- 6.4. Direct the administrator to periodically review the sign in sheets of full-time and part-time employees to ensure that employees are documenting their attendance (full-time) or signing in/out (part-time) in a timely manner.
- 6.5. Meet with the administrator before the final approving of payroll to ensure that records were reviewed and all discrepancies were resolved prior to final reporting.
- 6.6. Ensure that payroll corrections are done timely and documented in the payroll files.

**Person(s) Responsible:** Principal, Assistant Principal, Payroll Clerk

**Management Response:**

The Principal has completed a comprehensive review with faculty and staff on the importance of following attendance procedures when signing in and out. In addition, the review included the proper procedure to complete leave cards.

The Principal has reviewed the *Payroll Processing Procedures Manual* and *Payroll Highlights* with the Assistant Principal and Payroll Clerk to ensure awareness and understanding of the proper procedures for recording, reporting, and filing payroll records (inclusive of leave cards).

The Principal has assigned the Assistant Principal to oversee all items to ensure accuracy and completeness prior to the Principal's final review to help strengthen the overall payroll review process.

The Principal has instructed the Assistant Principal and Payroll Clerk to periodically review the sign-in sheets of full-time and part-time employees to ensure that employees are documenting their attendance (full-time) or signing in/out (part-time) in a timely fashion.

Before the final approval of payroll, the Assistant Principal and Principal will meet to ensure that records were reviewed and all discrepancies resolved prior to final

reporting. Additionally, all payroll corrections will be completed in a timely manner and documented in the payroll files during the meeting.

**Person(s) Responsible:**

**North Region Office Administration**

**Management Response:**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the *Payroll Processing Procedures Manual* and with the Assistant Principal and the Payroll Clerk to ensure a greater understanding of the proper procedures for recording, reporting and filing payroll records.

The Principal will review the proper procedures with the faculty and staff on the recording of the Daily Payroll Attendance Sheets, the documentation of hours and completion of leave cards.

The Principal has been instructed to assign the Assistant Principal to assist with the payroll review process and devise a plan to meet with the Payroll Clerk regularly to ensure that attendance is being recorded accurately and in a timely manner.

The North Region Office Financial/Business Operations Director will ensure that the “In-House Review Teams” within each feeder pattern assist the effected schools to provide additional support in this area. Lastly, the Principals have been instructed to attend School Operations’ Money Does Matter Support Program sessions for the 2016-2017 school year.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report’s Appendix Section for School Operations administration’s comprehensive response addressing the recommendations to the school findings of Lake Stevens Middle School.

**7. School Non-Compliant With Full-Time Equivalent (FTE) Student Records Resulted In Potential FTE Funding Disallowances  
*Miami Beach Senior High School***

Our review of a sample of FTE records in 2015-2016 found several discrepancies in the ESOL and *On-the-Job (OJT)* areas. Based on our samples, non-compliance issues identified in these areas could have generated a combined funding disallowance to the District totaling approximately \$17,500. Details are as follows:

*Result Of Review Of ESOL Records*

For the 2015-2016 school year, guidelines and procedures for maintaining student information for *English Language Learners (ELL)*, also known as *English for Speakers of Other Languages (ESOL)*, were provided through the 2015-2016 Opening of School Year Information and Reminders, the Division of Bilingual Education and World Languages memoranda and the *District Plan For Services to English Language Learners*.

According to the guidelines, all sections of the Individual *English Language Learners/Limited English Proficiency ELL/LEP Student Plan* for secondary students [FM-4650] must be appropriately initiated and/or updated in a timely manner and maintained in the student's cumulative folder. A Web-based ELL/LEP Plan (WLEP) must be completed for *all* ELL students. Also, copies of the *Notice to Parents/Guardians of Limited English Proficient (LEP) Students* [FM-6577] and *Home Language Survey* [FM-5196] must be properly completed and filed in the ESOL Program Record Folder. Also, the Florida Comprehensive English Language Learning Assessment (CELLA) test score report must be included in the LEP folder.

In those instances where a student has been enrolled over six semesters in the ESOL program, the student folder must hold evidence that the LEP Committee convened annually to assess adequate progress, and include an evaluation of such assessment in writing. All meetings should take place and documentary evidence must be filed in a timely manner. Pursuant to State Rule 6A-6.09022 *Extension of Services in English for Speakers of Other Languages (ESOL) Program*, the ELL Committee's consideration as to whether a student is an *English Language Learner* or not must be similarly documented based on a minimum of two criteria or rationale, which is specified in this rule.

For secondary schools, a student schedule printed from the Integrated Student Information System (DSIS) database for the current school year must be included in the folder and must be dated *prior to the corresponding FTE survey period*.

During the February 2016 FTE Survey<sup>12</sup> records, the school reported 278 students enrolled in the ESOL program. A review of a sample of 28 student folders disclosed the following discrepancies in all folders reviewed (100%).

Based on our samples, the errors could have generated a funding disallowance to the District totaling approximately \$6,700. Details are as follows:

- 7.1. In 25 instances, the *Notice to Parents/Guardians of Limited English Proficient (LEP) Students* [FM-6577] was not evident. In two other instances, the form was not properly completed. Specifically, the student's name and date was not indicated.
- 7.2. In 13 instances, the Individual ELL/LEP Student Plan [FM-4650] was not evident in the student files.
- 7.3. In eight instances, students were enrolled in the ESOL program for more than six semesters; however, the LEP folder did not show any documentary evidence that a committee had met to assess the student's progress.
- 7.4. In five instances, the student folder did not include copy the student's academic schedule.
- 7.5. In four instances, the 2015 CELLA (Florida Comprehensive English Language Learning Assessment) or the initial assessment results was not evident in the student file. Two of these students were assessed over ten days subsequent to the date of their registration in the school.

*Overall, the LEP folders were disorganized.*

#### *Result Of Review Of On-the-Job (OJT) Records*

All cooperative education students must be scheduled for one period of job related instruction and a minimum of one period of On-the-Job (OJT) training during the day.

Certain forms are required to document the student's job search and working efforts. Attendance for the OJT period(s) will be reported on the Job Training Attendance Records [FM-5248]; otherwise referred to as the student's Time Card. One of the requirements for completing this form is that it must be signed by the teacher, the student and job supervisor. Also, it is the teacher's responsibility to ensure the proper completion and submittal to the FTE designee at each school.

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<sup>12</sup> FTE Survey in February is otherwise referred to as FTE Survey Period 3.



Students enrolled in a cooperative education program must work a minimum average of 15 hours per week (within the grading period) with the majority of the employment during the school week. Students should not be placed in the OJT course unless they are employed.

A review of a sample of 30 OJT student records revealed the following discrepancies in 18 records (60%). Based on the errors/omissions noted in the OJT records, we calculated a potential funding disallowance of approximately \$10,800:

- 7.6. In eight instances, there was no evidence on file to demonstrate that the student was employed. According to the instructor's notes, the student did not submit a Time Card.
- 7.7. In five instances, the student's Time Card was not completed properly in that the student or the instructor did not sign the card.
- 7.8. In three instances, the student was not employed.
- 7.9. In two instances, the hours reported during FTE week were less than the required minimum of 15 hours per week.

## **RECOMMENDATIONS**

- 7.1. **The Principal or administrative designee should assess the ESOL area to ensure that appropriate staff is identified for completing the LEP Plans.**
- 7.2. **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, ESOL staff and administration should review ESOL Program Record Folders to make certain that the information is accurate and that all pertinent forms are completed and timely filed in the folders.**
- 7.3. **In order to ensure future compliance with District guidelines, in those instances where students are enrolled over six semesters in the ESOL program, improved efforts should be made by the school administration to ensure that upcoming meetings are identified with sufficient time to schedule them in a timely manner and before the FTE week.**
- 7.4. **To reduce the probability of potential losses in funding and other non-compliance issues regarding OJT criteria, the principal or administrative designee should discuss OJT procedures with staff overseeing the OJT Program and should ensure that all OJT-related forms are properly completed, signed and filed in the student's folder.**

**Person(s) Responsible:**

**Principal, Assistant Principal,  
ESOL and OJT Teachers,  
School Registrar**

**Management Response:**

The Principal has reviewed the Opening of School Year Information, the Division of Bilingual Education and World Languages Memoranda, and the *District Plan for Services to English Language Learners* with the Assistant Principal, newly assigned ESOL Department Chairperson, and School Registrar to ensure an understanding of the procedures and responsibilities regarding FTE-ELL Student Records.

The Principal has made numerous changes in the ESOL department, inclusive of a new ESOL Department Chair for the 2016-2017 school year. The Principal scheduled a training to be conducted by District Instructional Supervisor for ESOL for the Assistant Principal assigned to oversee the ESOL Program and the new Department Chair. In addition, the Principal has set up an ESOL office within the Main Office area to strengthen the organization of record keeping, LEP Committee meetings, and student testing.

The Principal has designated the Assistant Principal to assist in strengthening the procedures to ensure proper review of ESOL Program Record Folders and that all pertinent forms are accurately completed in a timely manner. The Assistant Principal will review compliance with the ESOL Department Chair and registrar, then meet with the Principal on a regular basis to provide updates to ensure records are organized according to district protocol.

The Principal has instructed the new Department Chair to convene the LEP committee annually for each student enrolled over six semesters in the ESOL program. Each month, the Principal will conduct an internal ESOL assessment to review District procedures and requirements and seek the assistance of the district ESOL Supervisor prior to FTE weeks to ensure compliance.

The Principal established new measures to strengthen the oversight of the OJT Program. The Principal will work with the Assistant Principal and OJT staff to review the procedures and required forms on a regular basis. The OJT teachers will be given a sample of an accurately completed packet including a checklist that will be required for each student. The checklist will include forms needed, student class schedules, attendance for OJT period(s), student time card (FM-5248), documentation of student's job search and working efforts. A record will be kept of student employment (an average of 15 hours per school week). If students do not meet the requirements, they will be removed from the OJT class(es).

The Principal has instructed the Assistant Principal to conduct a mini review of each OJT student's folder and report the findings to the OJT teachers for review and

corrections. If inaccuracies are noted, they will be presented to the Principal and rectified immediately.

**Person(s) Responsible:**

**North Region Office Administration**

**Management Response:**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the Opening of School Year Information and Reminders, the Division of Bilingual Education and World Language memoranda, and the *District Plan for Services to English Language Learners* with the Assistant Principal, ESOL Chairperson and School Registrar to ensure a greater understanding and compliance.

The Principals have been instructed to designate an Assistant Principal to assist in overseeing the ESOL Program and to strengthen the organization of all documents and procedures. The Principal was further instructed to meet regularly with the Assistant Principal, the ESOL Chairperson and Registrar to review records and ensure compliance.

In addition, the Principals have been instructed to meet regularly with the Assistant Principal to review the ESOL folders and to ensure that LEP Committees meetings are scheduled for students enrolled over six semesters in order to best assess the students' progress.

The Principal will thoroughly review the On-the-Job Training (OJT) criteria and procedures with the Assistant Principal and OJT staff to ensure a greater understanding and compliance in that area.

The Principal was instructed to designate an Assistant Principal to assist in overseeing the OJT Program and strengthen the procedures required to meet compliance to and ensure a reduction in the probability of funding losses.

The North Region Office Financial/Business Operations Director will ensure that the "In-House Review Teams" within each feeder pattern assist the effected schools to provide additional support in this area. Lastly, the Principals have been instructed to attend School Operations' Money Does Matter Support Program sessions for the 2016-2017 school year.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Miami Beach Senior High School.

**Summary of Payroll Findings 8-14: Questionable Hourly Payroll Practices At The Seven Schools/Centers Listed Below; And Improper Use Of Title I Program Funds At Six Of The Seven Schools/Centers Listed Below (Except For Robert Russa Moton Elementary):**

- 8. Norland Elementary School**
- 9. Norland Middle School**
- 10. Miami Heights Elementary School**
- 11. Olympia Heights Elementary School**
- 12. South Miami Heights Elementary School**
- 13. Robert Russa Moton Elementary School**
- 14. Caribbean K-8 Center**

Our office was initially contacted by M-DCPS School Police to follow-up on the results of one of their investigations, where a possible violation of payroll sign-in procedures was discovered. Specifically, M-DCPS Police, *with the assistance of our office's Investigative Audits Division*, conducted an initial investigation where it was alleged that a full-time teacher, who also had part-time teaching assignments at several school locations, had signed for hours on Daily Payroll Attendance Sheets at two schools at the same time. Although the investigation corroborated that times reported for this employee at several schools overlapped, as reflected on the Daily Payroll Attendance Sheets of the individual schools, it did not support that the employee had violated policy regarding payroll policy since two of the administrators interviewed<sup>13</sup> admitted to reporting hours on the Daily Payroll Attendance Sheets *on behalf of the employee to procure a service*.

During the investigation, it was discovered that the hourly “teaching assignments” were set up in the system to remunerate the employee for designing/maintaining the schools’ websites. According to the employee, *he did not indicate his attendance on the school rosters since the work was mostly performed off-site*. For those assignments initially discussed with him, the “agreement” (which could not be located in writing) consisted of charging the school a total of 100 hours at the rate established under the employee’s hourly-paid assignment (approximately \$29 per hour rate) for the design of the school’s website (close to \$3,000). Once the website was designed, the school would be charged a total of 50 hours annually to maintain the website and update its content (approximately \$1,500). According to the employee, there was no set payment schedule

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<sup>13</sup> M-DCPS Police interviewed the employee in question as well as administration from three of the seven schools ultimately reviewed by our office. One of the Principals officially reported the incident when staff from the District’s Payroll Department contacted that Principal’s school to request copies of the Daily Payroll Attendance Sheets, and subsequently discussed concerns regarding an apparent overlapping of hours. Initially, the Human Resources Department referred this matter to the District’s Payroll Department for follow-up because of the number of part-time assignments that were active in the system for the employee in question.

or dedicated number of hours per week for any individual school. The payment portion (representing a given number of hours) was left up to the administrator's discretion to report hours in the system through the payroll process for the monies that the employee was owed.

After the M-DCPS Police investigation concluded, this matter was referred to our School Audits Division for follow-up on the payroll discrepancies. For this follow-up assignment, we selected those schools that had reported hourly payroll for this individual during the 2014-2015 fiscal year under a *Title I Program* or a *grant payroll account*. Our selection encompassed a total of seven schools, where approximately 382 payroll hours totaling approximately \$11,120 were reported for this employee. A summary of the schools and the payroll charges were as follows:

W. L. No.	School/Center	Region	Time Period	Hourly Payroll's Funding Source	Total Hours	Gross Pay
3701	Norland Elementary	North	Jan. 2015 - Mar.2015	Title I Program	50.00	\$ 1,469.51
6571	Norland Middle	North	Jan. 2015 - Apr. 2015	Title I Program	8.00	235.12
3261	Miami Heights El.	South	Jan. 2015 - Mar.2015	Title I Program	100.00	2,811.00
4091	Olympia Heights El.	South	Sept. 2014 - Mar. 2015	Title I Program	55.00	1,616.45
5281	So. Miami Heights El.	South	Nov. 2014 - Feb. 2015	Title I Program	100.00	2,939.00
3541	Robert Russa Moton El.	South	Aug. 2014 - Apr. 2015	HeARTS & MINDS Grant	44.50	1,307.86
0661	Caribbean K-8 Center	South	Jan. 2015 - Mar.2015	Title I Program	24.00	738.64
<b>Total</b>					<b>381.50</b>	<b>\$ 11,117.58</b>

Based on our review of the records, inquiries and interviews of staff and administrators of the individual schools, we determined that there was a breach of hourly payroll sign-in procedure when schools reported hours on behalf of the employee for work not performed on-campus. Some of the principals involved admitted to reporting hours while the employee was not working on-campus to generate the payments through the payroll process. While other principals would not admit to us that this practice took place, we found evidence of overlapping hours involving the time when the employee allegedly "signed in" at the part-time location versus the time that he concluded his daily full-time or previous part-time assignment.

Regarding the use of Title I Program funds to cover expenditures related to the design and maintenance of website services, Title I Program guidelines do not allow for this type of expenditure. Regarding the use of grant funds, according to Grants Administration, the expenditures were allowed under the grant because the hiring of a part-time employee (instead of contracting a vendor) did not change the scope of the services provided.

At present, the employee claims that several schools still owed him monies for website services rendered. His claim for outstanding payment is currently under review by the School Board Attorney's Office.

***The seven findings that follow, including part of the summary above, were issued to each individual school.***

**8. Questionable Payroll Practices And Non-Compliance With Title I Program Guidelines  
*Norland Elementary School***

According to payroll records for the 2014-2015 fiscal year related to the employee in question, between January 2, 2015 and March 12, 2015, this school reported a total of 50 hours or approximately \$1,470 gross pay that was inappropriately charged to the *Title I* Program. According to school records, he was hired as a 10-month hourly teacher. Our follow-up review disclosed the following departure from established procedures:

- 8.1. *Employee's Physical Presence At The School To Update Website Remains Questionable.* Payroll procedures established in the District's *Payroll Processing Procedures Manual* require that part-time employees personally record the time-in upon arrival and the time-out upon departure. At this location, the Principal is the ultimate payroll approver. At this school, during our interviews, the Principal and staff stated that they were uncertain how the employee recorded the attendance on the rosters and whether the employee was physically at the school during the hours reported. However, they also stated that on occasion, they would see the employee on campus taking pictures.

We interviewed two other staff involved with the preparation of the payroll process. According to the payroll clerk, she recalled the employee coming into the building on occasion; however, does not recall when he signed in because she was not on campus when the employee arrived. The other staff member said that she had never met him to be able to identify him.

At this school, the employee's hourly schedule was from 3:20-3:30 pm up to no later than 5:30 pm. Based on the location of his main (full-time) assignment (approximately 30 miles south of this school) and the normal departure time from his full-time work location (3:50 pm), it would be physically impossible to arrive at this school at the starting time without some overlapping. In addition, during some of the working dates/times reported at this school, the employee was also reported working at Miami Heights Elementary School on a part-time basis (approximately 35 miles south of this school), mostly from 4:30 pm to 8:30 pm, and some of the scheduled times overlapped. Overall, from January 2015 to March 2015, we identified 30 instances where schedules overlapped a total of at least 23 hours. At Miami Heights Elementary, he was also hired to manage the website.

- 8.2. *Expenditure For Website Design Is Not Allowed Under Title I Program Guidelines.* According to *Section B-Expenditures and Budgets* of the *Title I Administration Handbook*, Title I Program funds awarded to a school are to be spent within the parameters of the Title I budget *and the fulfillment of the Title I program requirements*. Certain criteria must be observed to ensure compliance with the utilization of Title I Program funds. Specifically regarding payroll expenditures, the *Handbook* cautions that Title I hourly funds *can only be utilized for staff directly involved with instruction in the core areas or parental involvement*. It further states that all employees paid with Title I funds shall expend their time and effort servicing this federally funded program, as evidenced by the approval of the *Federal Time and Effort Certification* (formerly known as *Circular A-87*), and staff assignment schedules. As far as non-salary expenditures charged to Title I Programs, the *Handbook* provides lists of those expenditures that are allowed as well as those not allowed to be made with Title I Program funds. *Regarding the expenditure in question, website maintenance is included in the list of expenditures not allowed to be paid with Title I Program funds.*

Ultimately, the hiring of this individual as an hourly teacher represents an inappropriate method for procuring a service that cannot be paid with Title I Program funds.

At the present time, the website's management has reverted back to the school.

## **RECOMMENDATIONS**

- 8.1. **The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.**
- 8.2. **The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.**
- 8.3. **The school administration should be reminded to adhere to the guidelines imparted during the training sessions offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.**



**Person(s) Responsible:** Principal, Assistant Principal and Payroll Clerk

**Management Response:**

The Principal met with the Assistant Principal and Payroll Clerk to review the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* to ensure understanding and responsibilities regarding payroll procedures and use of Title I funds.

The Principal and Assistant Principal are appropriately monitoring all hourly employees to ensure they record the time-in upon arrival and time-out upon departure according to procedure.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend trainings and regularly consult with the Title I Administration Office on the use of funds and specific expenditures excluded by the Title I Program funding to ensure compliance moving forward.

**Person(s) Responsible:** North Region Office Administration

**Management Response:**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* with the Assistant Principal and the Secretary/Treasurer.

The Principal has been instructed to devise a plan to ensure that employees hired for hourly work from other locations record their hours according to procedure.

In addition, the Principal has been instructed to attend trainings and confer regularly with the Title I Administration Office to ensure a greater understanding of the utilization of Title I Program funds.

Furthermore, the Principal has been instructed to attend School Operations' Money Does Matter Support Program sessions. Lastly, the North Region Office Financial/Business Operations Director will ensure that the "In-House Review Teams" within each feeder pattern assist the school to provide additional support in this area.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Norland Elementary School.

**9. Hourly Teacher  
Assignment  
Non-Compliant  
With Payroll And  
Hiring Procedures,  
And Title I Program  
Guidelines  
*Norland Middle School***

At this school, payroll records for the 2014-2015 fiscal year related to the employee in question disclosed a total of 8 hours or approximately \$230 gross pay that was inappropriately charged to the *Title I* program. This employee was hired as a 10-month hourly teacher. The payroll hours were recorded in two consecutive pay periods starting on January 2, 2015 and ending on January 29, 2015. *During our interviews, the Principal stated that he had agreed to hire the employee and pay him between \$400 and \$500 to set up and maintain the website.*

- 9.1. *Proper Hiring and Payroll Sign-In Procedures Not Observed.* The District's *Payroll Processing Procedures Manual* requires that part-time employees personally record the time-in upon arrival and the time-out upon departure. In addition, every year, schools are reminded that personnel cannot report to work until the hiring process is complete. In addition, before the start of the school year, School Operations customarily sends a memorandum to the Principals reminding them that employees must be fully hired in the correct positions before allowing them to report to work.

For the 2014-2015 fiscal year, the part-time assignment's *official hire date was January 5, 2015.* According to the Principal, he had met with the employee at the school site on four separate occasions (on Sundays) to go over website details, and the Payroll Clerk *had reported the hours on behalf of the employee on the attendance rosters as directed by the Principal (two hours each Sunday).* Upon review of the times and dates, we noted that hours for this employee were first recorded on the attendance sheets on January 4, 2015, *thus preceding the employee's official hire date.* Also, according to the Principal, the employee had started working on the website during August/September 2014; however, there is no record of payment during that time.

The hourly assignment was terminated on April 24, 2015. According to the Principal, he terminated the assignment after the District's Payroll Department had contacted him to inquire about the hours and times reported for this hourly-paid employee.

9.2. *Expenditure For Website Design Is Not Allowed Under Title I Program Guidelines.* According to *Section B-Expenditures and Budgets* of the *Title I Administration Handbook*, Title I Program funds awarded to a school are to be spent within the parameters of the Title I budget *and the fulfillment of the Title I program requirements*. Certain criteria must be observed to ensure compliance with the utilization of Title I Program funds. Specifically regarding payroll expenditures, the *Handbook* cautions that Title I hourly funds *can only be utilized for staff directly involved with instruction in the core areas or parental involvement*. It further states that all employees paid with Title I funds shall expend their time and effort servicing this federally funded program, as evidenced by the approval of the *Federal Time and Effort Certification* (formerly known as *Circular A-87*), and staff assignment schedules. As far as non-salary expenditures charged to Title I Programs, the *Handbook* provides lists of those expenditures that are allowed as well as those not allowed to be made with Title I Program funds. *Regarding the expenditure in question, website maintenance is included in the list of expenditures not allowed to be paid with Title I Program funds.*

Ultimately, the hiring of this individual as an hourly teacher represents an inappropriate method for procuring a service that cannot be paid with Title I Program funds.

9.3. *Scope Of Work And Project Timelines Not Properly Documented/Delineated/Agreed Upon In Writing Gave Cause To Monetary Dispute.* According to correspondence received by the District, the employee claimed that the school owes him approximately 92 hours for this assignment. Other than the 8 hours reported on the Daily Payroll Attendance Sheets by this school, we were unable to determine whether additional hours were worked by this individual since nothing else was documented in any payroll record of the school, and the school did not have a contract or written agreement delineating the scope of work and completion timelines. His claim for outstanding payment is currently under review by the School Board Attorney's Office.

According to the Principal, and our verification of the website currently in operation, the employee is no longer involved with the school's website. Furthermore, the Principal claims that no monies are owed to this individual.

## RECOMMENDATIONS

9.1. **The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel and should not allow employees to report to work before officially hired in the system.**

- 9.2. The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.
- 9.3. The school administration should be reminded to adhere to the guidelines imparted during the training sessions offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.

**Person(s) Responsible:** Principal, Assistant Principal and Payroll Clerk

**Management Response:**

The Principal has reviewed the guidelines as stated in the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* with the Assistant Principal and Payroll Clerk to ensure their understanding and responsibilities regarding the sign-in/sign-out procedures of hourly personnel. The Principal will not authorize contracting professional services through the use of the part-time payroll.

The Principal will ensure that the part-time payroll is not utilized to contract professional services and will seek assistance from the Title I Administration Office as needed.

The Principal has assigned the Assistant Principal to work with the Payroll Clerk to strengthen controls to ensure that Title I Program guidelines are followed and adhered to. The Assistant Principal will meet weekly with the Payroll Clerk and immediately report any discrepancies to the Principal to rectify and discrepancies. The Principal will also contact the Title I Administration Office guidance/advice if needed regarding the use of Title I Program funds.

**Person(s) Responsible:** North Region Office Administration

**Management Response:**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* with the Assistant Principal and the Payroll Clerk.

The Principal has been instructed to assign an Assistant Principal to assist with reviewing the Payroll on a regular basis to ensure procedures are being followed. The Principal has also been instructed to devise a plan to ensure that hourly personnel do not report to work before being officially hired in the system.

The North Region Office Financial/Business Operations Director will ensure that the “In-House Review Teams” within each feeder pattern assist the effected schools to provide additional support in this area. Lastly, the Principals have been instructed to attend School Operations’ Money Does Matter Support Program sessions for the 2016-2017 school year.

**Person(s) Responsible:** **School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report’s Appendix Section for School Operations administration’s comprehensive response addressing the recommendations to the school findings of Norland Middle School.

**10. Questionable Payroll Practices And Non-Compliance With Title I Program Guidelines**  
***Miami Heights Elementary School***

According to payroll records for the 2014-2015 fiscal year related to the employee in question, between January 2, 2015 and February 12, 2015, this school reported a total of 100 hours or approximately \$2,800 gross pay that was inappropriately charged to the *Title I* Program. According to school records, he was hired as a 10-month hourly teacher. Our follow-up review disclosed the following departure from established procedures:

- 10.1. *Employee's Physical Presence At The School To Update Website Remains Questionable.* Payroll procedures established in the District's *Payroll Processing Procedures Manual* require that part-time employees personally record the time-in upon arrival and the time-out upon departure. At this location, the Principal is the ultimate payroll approver; however, the payroll undergoes several levels of review. These involve two clerical staff members and two alternating assistant principals in addition to the Principal.

During our interviews, the Principal stated that he was not at the school to witness the employee's arrival or when he signed on the rosters because the Principal would normally leave the campus before the employee arrived. According to the Principal, the agreement was that the employee would work from 4:30 pm to 8:30 pm for approximately two months. Also according to the Principal, he would communicate with the employee mostly via electronic mail. On occasion, the employee would meet with the Principal on campus to discuss the website. The Principal provided similar statements to the M-DCPS Police regarding the employee's attendance during their initial investigation.

We interviewed the other staff members and administrators involved with the preparation and review of payroll process. According to the administrators, they were aware that the employee was working on the website; however, neither staff members nor the administrators could attest as to the employee's presence since they would leave the campus before the employee arrived, or had never met him to be able to identify him.

At this school, the employee's hourly schedule was mostly from 4:30 pm to 8:30 pm. During some of the working dates/times reported at this school, the employee was also reported working at Norland Elementary School on a part-time basis (approximately 35 miles north of this school), mostly from 3:20-3:30 pm up to 5:30 pm, and some of the scheduled times overlapped. Overall, from January 2015 to February 2015, we identified 21 instances where the part-time

work schedules overlapped a total of at least 11 hours. At Norland Elementary School, he was also hired to manage the website.

- 10.2. *Expenditure For Website Design Is Not Allowed Under Title I Program Guidelines.* According to *Section B-Expenditures and Budgets* of the *Title I Administration Handbook*, Title I Program funds awarded to a school are to be spent within the parameters of the Title I budget *and the fulfillment of the Title I program requirements*. Certain criteria must be observed to ensure compliance with the utilization of Title I Program funds. Specifically regarding payroll expenditures, the *Handbook* cautions that Title I hourly funds *can only be utilized for staff directly involved with instruction in the core areas or parental involvement*. It further states that all employees paid with Title I funds shall expend their time and effort servicing this federally funded program, as evidenced by the approval of the *Federal Time and Effort Certification* (formerly known as *Circular A-87*), and staff assignment schedules. As far as non-salary expenditures charged to Title I Programs, the *Handbook* provides lists of those expenditures that are allowed as well as those not allowed to be made with Title I Program funds. *Regarding the expenditure in question, website maintenance is included in the list of expenditures not allowed to be paid with Title I Program funds.*

Ultimately, the hiring of this individual as an hourly teacher represents an inappropriate method for procuring a service that cannot be paid with Title I Program funds.

For the 2015-2016 school year, a school-allied organization engaged this employee as a vendor (since he owns a website design/website management company) and he continues to provide the website management services for \$1,300.

## RECOMMENDATIONS

- 10.1. **The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.**
- 10.2. **The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.**
- 10.3. **The school administration should be reminded to adhere to the guidelines imparted during the training sessions offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.**



**Person(s) Responsible:** Principal, Assistant Principal and Payroll Clerk

**Management Response:**

The Principal has assigned the Assistant Principal, the task of monitoring the Daily Payroll Sheet and ensuring all hourly employees are signing in on a daily basis with fidelity.

Prior to the Principal approving payroll, the Assistant Principal and the Payroll Clerk will review the entire payroll for accuracy and ensure time worked is documented accurately and with reliability.

All payroll sheets will be reviewed by an administrator and/or Payroll Clerk after the start of the regular work day and at various times throughout the day.

Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed.

Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*. Employees will sign receipt of procedures at the start date of hire for the school year.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend training to ensure compliance with all Title I Procedures. The Principal has reviewed the *Title I Administration Handbook* with the Assistant Principal to ensure that job performances are in alignment with job descriptions. The Principal will ensure that job guidelines will be properly documented.

Lastly, the Principal will attend the district's Money DOES Matter Support Program for the 2016 school year.

**Person(s) Responsible:** South Region Office Administration

**Management Response:**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic, approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

The Financial/Business Operations Administrative Director instructed the Principal to attend the Title I meeting and training when offered by the District and to thoroughly review the *Title I Handbook* and develop a plan to ensure compliance with the guidelines.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Miami Heights Elementary School.

**11. Non-Compliance With  
Payroll Practices And  
Title I Program  
Guidelines  
*Olympia Heights Elementary School***

According to payroll records, between September 4, 2014 and February 26, 2015, this school reported a total of 55 hours or approximately \$1,600 gross pay that was inappropriately charged to the Title I Program. According to school records, this employee was hired as a 10-month hourly teacher. Our follow-up review disclosed the following departures from established procedures:

- 11.1. *Payroll Procedures For Indicating Hourly Time And Attendance Were Not Observed.* The District's *Payroll Processing Procedures Manual* requires that part-time employees personally record the time-in upon arrival and the time-out upon departure. According to the school administration, the employee would call in the hours worked and staff would note the hours on the attendance rosters. Staff also indicated that at times the employee would come by the school to obtain information for the website; however, in many instances communication was conducted via telephone and email.

According to the Daily Payroll Attendance Sheets, with a few exceptions, this employee's starting time fluctuated between 4:00 pm and 4:05 pm. *On those days when he may have visited the school, he could not have arrived at 4:00 pm given that his full-time assignment (located approximately 7.5 miles from this school), ends at 3:50 pm.*

- 11.2. *Expenditure For Website Design Is Not Allowed Under Title I Program Guidelines.* According to *Section B-Expenditures and Budgets* of the *Title I Administration Handbook*, Title I Program funds awarded to a school are to be spent within the parameters of the Title I budget *and the fulfillment of the Title I program requirements*. Certain criteria must be observed to ensure compliance with the utilization of Title I Program funds. Specifically regarding payroll expenditures, the *Handbook* cautions that Title I hourly funds *can only be utilized for staff directly involved with instruction in the core areas or parental involvement*. It further states that all employees paid with Title I funds shall expend their time and effort servicing this federally funded program, as evidenced by the approval of the *Federal Time and Effort Certification* (formerly known as *Circular A-87*), and staff assignment schedules. As far as non-salary expenditures charged to Title I Programs, the *Handbook* provides lists of those expenditures that are allowed as well as those not allowed to be made with Title I Program funds. *Regarding the expenditure in question, website maintenance is included in the list of expenditures not allowed to be paid with Title I Program funds.*

Ultimately, the hiring of this individual as an hourly teacher represents an inappropriate method for procuring a service that cannot be paid with Title I Program funds. In addition, the hours as reported by the school represented a breach of payroll sign-in procedures.

11.3. *Scope Of Work And Project Timelines Not Properly Documented/Delineated/Agreed Upon In Writing Gave Cause To Monetary Dispute.* According to correspondence received by the District and by the school Principal, the employee claimed that the “agreement” was for 100 hours to redesign and maintain the website for one year. He also claims that the school owes him approximately 49 hours for this assignment and informed the school that the website would be removed due to the outstanding payment. Other than the 55 hours reported on the Daily Payroll Attendance Sheets by this school, we were unable to determine whether additional hours were worked by this individual since nothing else was documented in any payroll record of the school, and the school did not have a contract or written agreement delineating the scope of work and completion timelines. His claim for outstanding payment is currently under review by the School Board Attorney’s Office.

According to the Principal, although the website shows this employee’s company logo, the employee no longer updates the school’s website.

## **RECOMMENDATIONS**

- 11.1. **The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.**
- 11.2. **The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.**
- 11.3. **The school administration should be reminded to adhere to the guidelines imparted during the training sessions offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.**

**Person(s) Responsible:                      Principal, Assistant Principal and Payroll Clerk**

**Management Response:**

The Principal will monitor the Daily Payroll Sheet to ensure all hourly employees are signing in on a daily basis. The Assistant Principal and the Payroll Clerk will go over the entire payroll for accuracy and fidelity. The Principal will then approve the payroll.

All payroll sheets will be reviewed by an administrator and/or Payroll Clerk after the start of the regular work day and at various times throughout the day.

Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed.

Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*.

Hourly employees will sign receipt of procedures at the start date of hire for the school year. The Principal will attend training to ensure compliance with all Title I Procedures. The Principal has reviewed the *Title I Administration Handbook* with the Assistant Principal to ensure that job performances are in alignment with job descriptions. The Principal will ensure that job guidelines will be properly documented.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

Lastly, the Principal will register and attend the district's Money DOES Matter Support Program during the 2016 school year.

**Person(s) Responsible:**

**South Region Office Administration**

**Management Response:**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

The Financial/Business Operations Administrative Director instructed the Principal to attend the Title I meeting and training when offered by the District and to thoroughly review the *Title I Handbook* and develop a plan to ensure compliance with the guidelines.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Olympia Heights Elementary School.

**12. Non-Compliance With  
Payroll Practices And  
Title I Program  
Guidelines  
*South Miami Heights Elementary School***

According to payroll records for the 2014-2015 fiscal year related to the employee in question, between October 24, 2014 and January 29, 2015, this school reported a total of 100 hours or approximately \$2,900 gross pay that was inappropriately charged to the *Title I* Program. According to school records, he was hired as a 10-month hourly teacher. Our follow-up review disclosed the following departure from established procedures:

- 12.1. *Payroll Procedures For Indicating Time And Attendance Were Not Observed.* Payroll procedures established in the District's *Payroll Processing Procedures Manual* require that part-time employees personally record the time-in upon arrival and the time-out upon departure. At this location, the Principal is the payroll approver. According to the Daily Payroll Attendance Sheets, the employee was reported present at the school from 4:15 pm to 8:15 pm (4 hours) on 25 different occasions. Upon our inquiries, the Principal stated that she agreed to hire the employee on an hourly basis to create and maintain the website and they had discussed a total of 100 part-time hours to complete the assignment and a time schedule starting at approximately 4:30 pm. The Principal corroborated that the employee performed the work off-campus and that she communicated with him via telephone and electronic mail. Regarding the payroll sign-in procedures, she also corroborated that the school had recorded the time in/time out on the Daily Payroll Attendance Sheets on behalf of the employee.
- 12.2. *Expenditure For Website Design Is Not Allowed Under Title I Program Guidelines.* According to *Section B-Expenditures and Budgets* of the *Title I Administration Handbook*, Title I Program funds awarded to a school are to be spent within the parameters of the Title I budget *and the fulfillment of the Title I program requirements*. Certain criteria must be observed to ensure compliance with the utilization of Title I Program funds. Specifically regarding payroll expenditures, the *Handbook* cautions that Title I hourly funds *can only be utilized for staff directly involved with instruction in the core areas or parental involvement*. It further states that all employees paid with Title I funds shall expend their time and effort servicing this federally funded program, as evidenced by the approval of the *Federal Time and Effort Certification* (formerly known as *Circular A-87*), and staff assignment schedules. As far as non-salary expenditures charged to Title I Programs, the *Handbook* provides lists of those expenditures that are allowed as well as those not allowed to be made with Title I Program funds. *Regarding the expenditure in question, website maintenance is included in the list of expenditures not allowed to be paid with Title I Program funds.*

Ultimately, the hiring of this individual under the guise of an hourly teaching assignment not only represented an alternative but inappropriate method for procuring a service that otherwise could not be paid with Title I Program funds; but first and foremost represented a breach of payroll sign-in procedures.

For the 2015-2016 fiscal year, a school-allied organization engaged this employee as a vendor (since he owns a website design/website management company) and he continues to provide the website management service for \$1,200.

## **RECOMMENDATIONS**

- 12.1. The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.**
- 12.2. The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.**
- 12.3. The school administration should be reminded to adhere to the guidelines imparted during the training sessions offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.**

**Person(s) Responsible:** Principal, Assistant Principal and Payroll Clerk

### **Management Response:**

The Principal has reviewed the guidelines as stated in the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* with the Assistant Principal and Payroll Clerk to ensure their understanding and responsibilities regarding the sign-in/sign-out procedures of hourly personnel.

Additionally, the Principal will monitor the Daily Payroll Sheet to ensure all hourly employees are signing in/out on a daily basis and hours worked are being completed with fidelity. The Principal will review the payroll with the Payroll Clerk to ensure accuracy prior to approving the payroll.

Furthermore, Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed. Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*.



The Principal will establish and implement controls to ensure that Title I Program guidelines are followed and adhered to. These guidelines will be reviewed with the Assistant Principal and Payroll Clerk. As part of the controls to be implemented, the Assistant Principal will meet regularly with the Payroll Clerk to ensure that guidelines are followed and report any anomalies to the Principal immediately to correct discrepancies.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend training to ensure compliance with all Title I Procedures and attend the district's Money DOES Matter Support Program for the 2016 school year.

**Person(s) Responsible:** **South Region Office Administration**

**Management Response:**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

The Financial/Business Operations Administrative Director instructed the Principal to attend the Title I meeting and training when offered by the District and to thoroughly review the *Title I Handbook* and develop a plan to ensure compliance with the guidelines.

The Financial/Business Operations Administrative Director will meet with all Principals in the South Region to ensure that they understand that the use of part-time personnel to secure contracted services is not allowed.

**Person(s) Responsible:** **School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of South Miami Heights Elementary School.

**13. Questionable/  
Non-Compliant  
Payroll Practices  
*Robert Russa Moton Elementary School***

According to the employee's hourly payroll records for the 2014-2015 fiscal year, this school reported a total of 44.5 hours or approximately \$1,300 gross pay that was charged to the HeARTS & MINDS grant program. These charges were reported during two separate pay periods: one during August 2014 and another later in March 2015, where the school reported 34.5 hours and 10 hours, respectively. This employee was hired as a 12-month hourly teacher.

*HeARTS & MINDS Grant Project Background Included Upgrading of School's Website*

In 2010, Miami-Dade County Public Schools received a multi-year grant from the U.S. Department of Education through Arts in Education program funding to develop, document, evaluate, and disseminate an effective and replicable standards-based, arts-integration program that enhances instructional practice and improves student achievement. This project was implemented at this school in order to strengthen the academic achievement of students by integrating a standards-based, arts education program across the curriculum.

According to grant documents, part of the in-kind services reported by the District for this grant included a portion of the salary of an *in-house graphic designer (paid with non-federal funds) that would assist with the design/development* of a school website to provide accessibility to the project's lesson plans and associated learning material.

Subsequent to the initial design of the website, and according to the grant's Performance Report, the website that was initially developed for the school was too difficult for the teachers to upload the unit plans. To solve this problem, a vendor was to be contracted to upgrade the website so the uploading of the unit plans could be completed. Instead of contracting with a vendor, the school procured these services by hiring an hourly teacher that was paid under the grant<sup>14</sup>. This teacher worked full-time at another location and had similar part-time assignments at several locations.

*Hourly Payroll As Form Of Payment In Lieu Of A Formal Vendor Contract Delineating Scope Of Work Resulted In Questionable Liability For Services Provided*

*13.1. Employee's Physical Presence At The School To Update Website Was Questionable For Some Of The Hours Reported. The District's Payroll*

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<sup>14</sup> According to administration from Intergovernmental Affairs and Grants Administration, hourly payroll in lieu of contracted services will not require an amendment to the grant since the work performed is within the scope of the grant and the expenditures are allowable under the grant.

*Processing Procedures Manual* requires that part-time employees personally record the time-in upon arrival and the time-out upon departure. We reviewed the hours paid to the hourly teacher in 2014-2015. *According to the Principal, the employee was in attendance at the school during the days and times reported.*

Regarding the payroll reported in August 2014, in which hours were documented as worked between August 11 and August 14, we did not find conflicting information with the times reported and we did not find any evidence contradicting the employee's presence and reported attendance at the school during those days.

However, we found that the Daily Payroll Attendance Sheet supporting the hours reported in March 2015 had been faxed from the employee's main location to this school for hours supposedly worked from 4:00 pm to 6:00 pm during five consecutive days. Based on the location of his main (full-time) assignment (approximately 16 miles from this school) and the normal departure time from his full-time work location (3:50 pm), it would be physically impossible to arrive at this school at 4:00 pm. Therefore, the work could not have been performed at the school site at that starting time. We were told during our interviews that in order to design and update the website, the employee met with staff off-site on several occasions. In addition, there was email communication exchanged between the employee and school staff regarding the documentation required for uploading/designing the website.

- 13.2. *Scope Of Work And Project Timelines Not Properly Documented/Delineated/Agreed Upon In Writing Gave Cause To Monetary Dispute.* According to correspondence received by the District and by the school Principal, the employee claimed that the school owed him 55.5 hours from this website development assignment. Other than the 44.5 hours reported on the Daily Payroll Attendance Sheets by this school, we were unable to determine whether additional monies were due to this individual since nothing else was documented in any payroll record of the school, and the school did not have a contract or written agreement delineating the scope of work and completion timelines. The employee's claim for outstanding payment is currently under review by the School Board Attorney's Office.

According to the Principal, although the website shows this employee's company logo, the employee has been restricted from updating the website until further notice.

## RECOMMENDATIONS

- 13.1. The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.**

**13.2. The school administration should be discouraged from using the part-time payroll (as it was utilized at this school) to circumvent the contracting of professional services.**

**Person(s) Responsible: Principal, Assistant Principal and Payroll Clerk**

**Management Response:**

The Principal has reviewed the guidelines as stated in the *Payroll Processing Procedures Manual* with the Assistant Principal and Payroll Clerk to ensure their understanding and responsibilities regarding the sign-in/sign-out procedures of hourly personnel.

All payroll sheets will be reviewed by an administrator and/or Payroll Clerk after the start of the regular work day and at various times throughout the day to ensure fidelity in reporting hours worked.

The Principal will assign the Assistant Principal and the Payroll Clerk to review the entire payroll for accuracy. The Principal will meet with the Assistant Principal prior to approving the payroll and will once again review the payroll. The Principal will then approve the payroll.

Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed.

Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*. Hourly employees will sign receipt of procedures at the start date of hire for the school year.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend the district's Money DOES Matter Support Program for the 2016 school year.

All corrective measures will be implemented to ensure there are no future audit exceptions.

**Person(s) Responsible:**

**South Region Office Administration**

**Management Response:**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Robert Russa Moton Elementary School.

**14. Non-Compliance With  
Payroll Practices And  
Title I Program  
Guidelines  
*Caribbean K-8 Center***

According to payroll records for the 2014-2015 fiscal year related to the employee in question, this school reported a total of 24 hours or approximately \$730 gross pay that was inappropriately charged to the Title I Program. These charges were reported in five consecutive pay periods starting in January 2, 2015 and ending on March 12, 2015 on the Daily Payroll Attendance Sheets corresponding to the school's Saturday Academy payroll. Our follow-up review disclosed the following departure from established procedures:

- 14.1. *Payroll Procedures For Indicating Time And Attendance Were Not Observed.* Payroll procedures established in the District's *Payroll Processing Procedures Manual* require that part-time employees personally record the time-in upon arrival and the time-out upon departure. At this location, the Principal is the payroll approver. According to the Daily Payroll Attendance Sheets, the employee was reported present at the school from 8:30 am to 12:30 am (4 hours) on a Saturday on six different occasions. Upon our inquiries, the Principal stated that she agreed to hire the employee on an hourly basis to create and maintain the school's website, and communications with the employee were mostly done via electronic mail since the work was conducted off-site. Regarding the payroll sign-in procedures, she also stated that the school had recorded the time-in/time-out on the Daily Payroll Attendance Sheets on behalf of the employee. According to the Principal, the employee had discussed 60 hours to maintain the website; however, the school was not pleased with the results since the website's design was not unique but based on a standard website template. The Assistant Principal provided similar statements to the M-DCPS Police regarding the employee's attendance during their initial investigation<sup>15</sup>.

The hourly assignment was terminated on March 8, 2015. According to the Principal, once payroll issues related to this employee were brought to her attention in March 2015 (during the initial investigation), the school requested his services for three additional website updates, which according to the Principal were required since they contained critical information that the parents needed to access. After that, his services were no longer utilized.

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<sup>15</sup> One of the three schools involved in the initial M-DCPS investigation related to this employee.

14.2. *Expenditure For Website Design Is Not Allowed Under Title I Program Guidelines.* According to *Section B-Expenditures and Budgets* of the *Title I Administration Handbook*, Title I Program funds awarded to a school are to be spent within the parameters of the Title I budget *and the fulfillment of the Title I program requirements*. Certain criteria must be observed to ensure compliance with the utilization of Title I Program funds. Specifically regarding payroll expenditures, the *Handbook* cautions that Title I hourly funds *can only be utilized for staff directly involved with instruction in the core areas or parental involvement*. It further states that all employees paid with Title I funds shall expend their time and effort servicing this federally funded program, as evidenced by the approval of the *Federal Time and Effort Certification* (formerly known as *Circular A-87*), and staff assignment schedules. As far as non-salary expenditures charged to Title I Programs, the *Handbook* provides lists of those expenditures that are allowed as well as those not allowed to be made with Title I Program funds. *Regarding the expenditure in question, website maintenance is included in the list of expenditures not allowed to be paid with Title I Program funds.*

Ultimately, the hiring of this individual under the disguise of an hourly teaching assignment not only represented an alternative but inappropriate method for procuring a service that otherwise could not be procured with Title I Program funds; but first and foremost represented a breach of payroll sign-in procedures.

14.3. *Scope Of Work And Project Timelines Not Properly Documented/Delineated/Agreed Upon In Writing Gave Cause To Monetary Dispute.* According to correspondence received by the District and by the school Principal, the employee claimed that the “agreement” with the school was for 60 hours to maintain the website for one year. Consequently, he claims that the school owed him approximately 46 hours for this assignment. Other than the hours reported on the Daily Payroll Attendance Sheets, we were unable to determine whether additional hours were worked by this individual since nothing else was documented in any payroll records of the school, and the school did not have a contract or written agreement delineating the scope of work and completion timelines. According to the Principal, she estimated that no more than 1.5 hours were owed to this individual for work performed off-campus related to the website after March 2015. The employee’s claim for outstanding payment is currently under review by the School Board Attorney’s Office.

For the 2015-2016 school year, the management of the website reverted back to the school.

## RECOMMENDATIONS

- 14.1. The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.
- 14.2. The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.
- 14.3. The school administration should be reminded to adhere to the guidelines imparted during the training sessions offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.

**Person(s) Responsible:** Principal, Assistant Principal and Payroll Clerk

### **Management Response:**

The Principal has assigned the Assistant Principal, the task of monitoring the Daily Payroll Sheet and ensuring all hourly employees are signing in on a daily basis. Prior to the Principal approving payroll, the Assistant Principal and the Payroll Clerk will review the entire payroll for accuracy and fidelity of hours worked.

All payroll sheets will be reviewed by an administrator and/or Payroll Clerk after the start of the regular work day and at various times throughout the day.

Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed.

Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*. Employees will sign receipt of procedures at the start date of hire for the school year.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend training to ensure compliance with all Title I Procedures. The Principal has reviewed the *Title I Administration Handbook* with the Assistant Principal



to ensure that job performances are in alignment with job descriptions. The Principal will ensure that job guidelines will be properly documented.

**Person(s) Responsible:**

**South Region Office Administration**

**Management Response:**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

The Financial/Business Operations Administrative Director instructed the Principal to attend the Title I meeting and training when offered by the District and to thoroughly review the *Title I Handbook* and develop a plan to ensure compliance with the guidelines.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Caribbean K-8 Center.

**15. School Non-Compliant With Full-Time Equivalent FTE Records And Procedures (SPED) Resulted In FTE Funding Disallowances Caribbean K-8 Center**

The *Matrix of Services* form (referred to as a *Matrix*) is used to determine the cost factor for exceptional education students. The cost factor calculation in the *Matrix* is based on the decisions made by the Individual Education Plan Committee, which are documented on the *Individual Education Plan* (IEP).

Minutes scheduled must be exact and complete for every student in order for FTE to be reported accurately. Generally, the registrar or designated clerical staff is responsible for the data input of student schedules. During the February 2015 FTE Survey Period, this school reported 121 SPED students.

Our review of a sample of 12 Special Education (SPED) records, of which ten were Exceptional Education and two were Gifted student folders disclosed the following non-compliance with District policy in three of the ten Exceptional Education student folders sampled (30%). This resulted in FTE funding discrepancies of nearly \$20,000 based on this sample. We found that:

- 15.1. For three part-time Pre-Kindergarten students, data input errors in the school's Master Schedule of courses resulted in an overstatement in the number of service minutes or in the related services scheduled for these students. Consequently, the level of FTE funding reported for these students was overstated.

Due to the nature of the error, which affected funding issues, we extended our review to the previous survey in October 2014, and the same reporting errors were noted. Pursuant to our calculations, these errors generated a combined overstatement in the FTE funding reported totaling \$9,800 during each survey period.

An amendment to DECO (D.O.E. Edit Correction System) to reverse these errors would have been required. However, an amendment could not be submitted since by the time of discovery, the deadline for amendments corresponding to these survey periods had expired.

## RECOMMENDATION

15. To reduce the probability of potential losses in funding and other non-compliance issues regarding SPED criteria, the Principal or administrative designee should strengthen review over the inputting of Master Schedule course sequence records and assignment of therapy courses to prevent FTE funding errors.

**Person(s) Responsible:** Principal, Assistant Principal, SPED Staff and Registrar

### Management Response:

The Principal will meet with team members comprised of the Assistant Principal, SPED Chairperson and the Registrar during 2016-2017 Opening of School Faculty Meeting.

In order to avoid inputting errors in the future, the following system has been developed. The Registrar will set up the therapy courses on DSIS. A review of all PF9 screens (Course Records) related to therapy courses will be conducted by the Registrar, SPED Chairperson, Assistant Principal and Principal to ensure the correct number of minutes is inputted.

All corrective measures will be implemented to ensure there are no future audit exceptions. The Principal will attend the district's Money DOES Matter Support Program for the 2016-2017 school year.

**Person(s) Responsible:** South Region Office Administration

### Management Response:

The South Region Office Financial/Business Operations Director instructed the Principal to develop a plan to ensure that SPED records are reviewed and correctly input in the system.

The South Region Office Financial/Business Operations Director will solicit assistance from the SPED Department to conduct a mini-review for compliance in selected areas of SPED Program. Results from the District's mini-review will be submitted to the South Region Office Administrative Director. Discrepancies will be discussed with the Principal and corrections will be made accordingly.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Caribbean K-8 Center.

**16. School Non-Compliant With Full-Time Equivalent (FTE) Student Records Resulted In Potential FTE Funding Disallowances  
*Jack D. Gordon Elementary School***

For the 2015-2016 school year, guidelines and procedures for maintaining student information for *English Language Learners (ELL)*, also known as *English for Speakers of Other Languages (ESOL)*, were provided through the 2015-2016 Opening of School Year Information and Reminders, the Division of Bilingual Education and World Languages memoranda and the *District Plan For Services to English Language Learners*.

According to the guidelines, all sections of the Individual *English Language Learners/Limited English Proficiency ELL/LEP Student Plan [FM-4649]* must be appropriately initiated and/or updated in a timely manner and maintained in the student's cumulative folder. In addition, a Web-based ELL/LEP Plan (WLEP) must be completed for all ELL students and the *Notice to Parents/Guardians of Limited English Proficient (LEP) Students [FM-6576]* must be properly completed and filed in the ESOL Program Record Folder.

In those instances where a student has been enrolled over six semesters in the ESOL program, the student folder must hold evidence that the LEP Committee convened annually to assess adequate progress, and include an evaluation of such assessment in writing.

All LEP Committee meetings should take place and documentary evidence must be completed and filed in a timely manner. Pursuant to State Rule 6A-6.09022 *Extension of Services in English for Speakers of Other Languages (ESOL) Program*, the ELL Committee's consideration as to whether a student is an *English Language Learner* or not must be similarly documented based on a minimum of two criteria or rationale, which is specified in this rule.

At this school, according to the October 2015 FTE Survey<sup>16</sup> records, a total of 177 students were enrolled in the ESOL program.

A review of a sample of 18 ELL student folders disclosed the following discrepancies in 13 student folders sampled (approximately 72%). Based on our samples, the errors could have generated a funding disallowance to the District totaling approximately \$3,000. Details are as follows:

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<sup>16</sup> FTE Survey in October is otherwise referred to as FTE Survey Period 2.

- 16.1. In seven instances, a student was enrolled in the ESOL program for more than six semesters; however, the LEP folder did not show documentary evidence that a committee had met to assess the student's progress.
- 16.2. In five instances, the individual ELL/LEP Student Plan was not properly completed. Specifically, it was not signed or dated by the teacher. In another instance, the ELL/LEP plan was not evident in the student's file.
- 16.3. In five instances, the *Notice to Parents/Guardians* was not evident in the student file.

## RECOMMENDATIONS

- 16.1. **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, ESOL staff and administration should review ESOL Program Record Folders to make certain that the information is accurate and that all pertinent forms are completed and timely filed in the folders.**
- 16.2. **In order to ensure future compliance with District guidelines, in those instances where students are enrolled over six semesters in the ESOL program, improved efforts should be made by the school administration to ensure that upcoming meetings are identified with sufficient time to schedule them in a timely manner and before the FTE week.**

**Person(s) Responsible:** Principal, Assistant Principal, ELL Chairperson

### **Management Response:**

The newly assigned Principal met with the Assistant Principal and ELL Chairperson on December 4, 2015 and reviewed the guidelines and procedures for maintaining ELL information as provided by the Division of Bilingual Education and World Languages and also the District ELL Plan, which establishes procedures for the maintenance and safeguarding of ELL students' cumulative folders.

The Division of Bilingual Education and World Languages provided Professional Development for all staff members in the ELL department on December 8, 2015 at the request of the Principal. The procedures for the maintenance of student ELL records were reviewed by persons responsible, specifically focusing on documents required for ELL funding. The Principal directed the ELL Chairperson and other members of the ELL Department to participate in future Professional Development offered by the Division of Bilingual Education and World Languages.

The Principal instructed the ELL Chairperson to ensure that the following documents are properly completed and filed in each ELL student's LEP folder: Individual LEP Student Plan [FM-4649, signed by the teacher], the Notice to Parents/Guardians of English Language Learners (ELL) [FM-6576 and FM-6577, signed by the Principal], Home Language Survey [FM-5196], AMAO letter from the Superintendent, CELLA Test Results, and LEP Committee Meetings. The Principal will conduct periodic, random checks to ensure compliance.

The Principal instructed the Assistant Principal and the ELL Team to conduct mini-reviews on a quarterly basis to ensure that no discrepancies exist in ELL records utilizing the Division of Bilingual Education and World Languages Procedures Manual and the District ELL Plan. The Principal will review the results of the mini-reviews and discrepancies will be corrected without delay.

The Principal instructed the Assistant Principal and the ELL Chairperson to review the ESOL Program Monitoring Report for ELL students with six or more semesters. The Principal directed the ELL Chairperson to convene LEP Committee meetings for those students prior to the October and February FTE survey periods. The Principal directed the Assistant Principal to monitor that LEP Committee meetings are being held for students with six or more semesters in the ESOL Program in a timely manner, especially before the October and February FTE survey periods.

The Principal will attend the district's Money DOES Mater Support Program for the 2016-2017 school year.

**Person(s) Responsible:** **South Region Office Administration**

**Management Response:**

The South Region Office Financial/Business Operations Director instructed the Principal to attend the FTE training when offered by the District.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages to conduct a mini-review of the records to ensure compliance in selected areas of the ELL Program.

Results from the District's mini-review will be submitted to the South Region Office Administrative Director. Discrepancies will be discussed with the Principal and corrections will be made accordingly.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Jack D. Gordon Elementary School.



**17. Inadequate Recordkeeping,  
Documenting, And  
Reporting Of Payroll  
*Irving & Beatrice Peskoe K-8 Center***

The *Payroll Processing Procedures Manual* establishes the procedures for documenting, recording and reporting the payroll. According to the *Manual*, the Daily Payroll Attendance Sheet is one of the most important documents in the payroll process. Accordingly, its accuracy and completeness are of paramount importance to school site administration that would customarily rely on this document to certify that the payroll information being reported is correct.

Procedures require that part-time and full-time employees reflect their attendance in the attendance rosters by noting their initials or the time in/out, as applicable.

Part-time (hourly) employees must sign in by indicating the actual time they start and end their work day. Actual time, in and out, must be personally reported by the employee on the appropriate roster. Hours worked should be recorded on a daily basis to facilitate the preparation of the Payroll Attendance Roster.

An *anticipated* payroll takes place when the payroll must be reported in advance of the completion of the pay period one day or more days. This usually happens due to an upcoming holiday or recess period. In such cases, hours and days can only be reported in anticipation/ahead of the actual day/occurrence for full-time, permanent part-time<sup>17</sup> and full-time/probationary employees. *For hourly, temporary instructors, paraprofessional, cafeteria and special function substitutes, and overtime, only actual hours worked for the pay period up to the time that the payroll is being processed on the day/days prior to the completion of the pay period is to be reported.*

After the pay period ends, the school site must input and approve a payroll correction for the corresponding pay period in order to report *the remaining hours worked during the anticipated period after the payroll was reported, and/or to correct the anticipated time reported for any full-time, permanent part-time and full-time/probationary employees, if necessary.*

At this school, the Principal supervises and approves the payroll.

We physically observed payroll sign-in procedures during our visit in February 2016 and extended our review to a payroll previously processed in January 2016. Our review disclosed several discrepancies with sign-in procedures, the recording of leave and the processing of payroll corrections. Payroll errors discovered during the audit that

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<sup>17</sup> Employees under the American Federation of State, County and Municipal Employees (AFSCME) contract who are regularly schedule to work 30 or fewer hours per week either on a 10-month or 12-month basis (mainly cafeteria workers).

required correction were processed by the school at the request of the auditor. Our findings are summarized as follows:

Three consecutive days of observation of payroll sign-in procedures for the payroll in effect during our audit visit in February 2016 disclosed the following discrepancies:

- 17.1. In 30 instances, both full-time and part-time employees did not record their attendance on the Daily Payroll Attendance Sheets *upon arrival*; however, we noted that the employees recorded their attendance on the rosters later that day. This included 22 employees, of which 9 were full-time employees (4 instructional and 5 non-instructional), and the rest were part-time employees.
- 17.2. In 27 instances, both full-time and part-time employees who were at work on a particular day or who had worked the previous day did not indicate their presence on the Daily Attendance Sheets until day(s) later. This included 14 employees, of which 7 were full-time employees (3 instructional and 4 non-instructional), and the rest were part-time employees.
- 17.3. In 58 instances, 28 part-time employees indicated their attendance on the Daily Payroll Attendance Sheets *ahead of their scheduled time*. In addition, two full-time instructional employees recorded their attendance a day ahead of their work schedule.

We extended our review of payroll to a period in January 2016 that had been processed in the system. The following discrepancies were noted:

- 17.4. *Employees did not always indicate their presence on the Daily Payroll Attendance Sheets for one or more days.* A review of payroll attendance records for the pay period corresponding to January 1-14, 2016 disclosed that 14 full-time employees (6 instructional and 8 non-instructional) had not indicated their presence one or more days on the Daily Payroll Attendance Sheets for a total of 32 working days. According to the school administration, the employees were present in those particular days. For 13 of these employees, the occurrences happened during the last one-two days of the pay period. This payroll was processed in anticipation on January 13, 2016.

Regarding hourly payroll, we noted that three part-time employees were reported five hours each on a particular day when they did not indicate the time in and/or time out on the Daily Payroll Attendance Sheets. In two instances, this condition happened on the last day of the pay period.

- 17.5. *The type of leave taken was not consistently identified on the Daily Payroll Attendance Sheets. Specifically, we noted four instances (related to 2 instructional and 2 non-instructional full-time employees) where the employee took leave and the leave was identified on the Daily Payroll Attendance Sheets*

*by crossing-out the space provided on the attendance sheet for that particular day. In one instance, the space was left blank. Consequently, verification of the type of leave taken could only rely on the leave card on file. However, in one of these instances, the leave card was not on file. In one other instance, the employee was reported on leave two days and the type of leave was reflected on the Daily Payroll Attendance Sheets; however, the leave card was not on file.*

- 17.6. *Payroll hours were improperly anticipated for several hourly/part-time employees, instead of reporting the actual hours worked up to the established payroll deadline. This included 12 hourly-paid employees that were paid a total of 40 hours.*
- 17.7. *Payroll corrections to report the remaining hours (from the anticipated pay period) were not processed in the system until the auditor brought this matter to the attention of the school administration during the audit. These included corrections to pay one employee for approximately eight hours of overtime; and 19 hourly/part-time employees for approximately 62 hours worked during the last day(s) of the pay period.*

Other payroll discrepancies deemed immaterial were discussed with the school administration for their information and corrective action.

## **RECOMMENDATIONS**

- 17.1. **Review with staff the proper sign-in payroll procedures to ensure awareness, understanding and compliance with the procedures.**
- 17.2. **Discuss with the Payroll Clerk the guidelines in the *Payroll Processing Procedures Manual* to ensure awareness and understanding of the procedures for recording, reporting and filing payroll records, including the leave cards and payroll corrections.**
- 17.3. **Discuss with the Payroll Clerk the procedures for recording anticipated payroll hours; and mark the calendar to reflect those payrolls classified as “anticipated” to afford them additional attention/review.**
- 17.4. **Strengthen the overall review of payroll to ensure the accuracy, completeness and propriety of the payroll reported by assigning an administrator to oversee payroll.**
- 17.5. **Direct the administrator to periodically review the sign in sheets of full-time and part-time employees to ensure that employees are documenting their attendance (full-time) or signing in/out (part-time) in a timely manner.**
- 17.6. **Meet with the administrator before the final approving of payroll to ensure**

that records were reviewed and all discrepancies were resolved prior to final reporting.

**17.7. Ensure that payroll corrections are done timely and documented in the payroll files.**

**Person(s) Responsible:**

**Principal,  
Assistant Principal,  
and Payroll Clerk**

**Management Response:**

In review of the findings and recommendations reported, the current administration will take immediate action to enforce proper procedures and ensure compliance with the expectations of the District.

On March 15, 2016, the Principal met with the Payroll Clerk to discuss and review the *Payroll Processing Procedures Manual* to ensure awareness and understanding of the procedures for recording, reporting and filing payroll records, including leave cards and payroll corrections. In addition, the procedures for recording anticipated payroll hours to reflect those payrolls classified as “anticipated” were reviewed. The Payroll Clerk has established internal controls to ensure that the payroll is reviewed for signing in/out. This will ensure that employees are complying with the daily payroll procedures.

The *Payroll Processing Procedures Manual* will be reviewed with the Assistant Principal and Payroll Clerk to ensure awareness and understanding of the procedures for signing in/out for all hourly employees according to District and contractual guidelines.

Furthermore, the continued practice of reviewing the Daily Payroll Attendance Sheets in order to ensure the accuracy, completeness and propriety of the payroll reported was discussed with the Payroll Clerk and Assistant Principal.

All payroll sheets will be randomly reviewed by the Principal and/or Payroll Clerk after the start of the regular work day and at various times throughout the day. Employees will be notified immediately via written notification should a discrepancy in procedure be found.

The Assistant Principal has been assigned to review payroll on a daily basis and monitor the daily signing in/out of hourly employees’ payroll for fidelity in reporting hours worked. Any anomalies will be reported to the Principal and addressed with the affected employee, immediately.

In addition, the Assistant Principal will meet with the Principal prior to the final approval of payroll to ensure that records were reviewed and all discrepancies were resolved prior to final reporting.

The Principal will review the proper payroll procedures with hourly/part-time employees during the 2016 Opening of Schools meeting to ensure all hourly employees understand accurate payroll procedures.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

Lastly, the Principal will attend the district's Money DOES Matter Support Program for the 2016 school year.

**Person(s) Responsible:** **South Region Administration**

**Management Response:**

The South Region Office Financial/Business Operations Director instructed the Principal to thoroughly review the Payroll Processing Procedures Manual and develop a systematic approach for addressing staff who do not adhere to the guidelines for signing in and out, as required, on a daily basis. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Payroll Attendance Sheet. Furthermore, the plan must include a process for ensuring that payroll hours are not improperly anticipated and that payroll corrections are processed in a timely fashion.

The Financial/Business Operations Director will conduct periodic and unannounced site-reviews to ensure compliance with all the guidelines found in the Payroll Processing Procedures Manual to make sure that the daily and hourly payrolls are accurate and that all payroll corrections are documented appropriately.

**Person(s) Responsible:** **School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Irving & Beatrice Peskoe K-8 Center.

**18. Inadequate Controls  
Over Disbursements  
Led To Non-Compliance  
With Internal Funds  
And P-Card Policy  
*Homestead Senior High School***

Our sample of disbursements made with internal funds or the district-issued P-Card disclosed that the school had made purchases that were not in accordance with Internal Funds and P-Card guidelines. These included instances where disbursements were not paid in a timely manner, or where three written quotations were not obtained and/or certified minority requirements were not met in those instances where individual purchases totaled \$1,000 or more. In addition, we also noted instances where the documentation supporting the disbursement was not properly completed, as well as instances where purchasing restrictions/limitations related to a particular account within Internal Funds were not observed.

The scope of our internal funds covered disbursements made during the 2013-2014, 2014-2015 and 2015-2016 fiscal years up to September 2015. P-Card was reviewed for the period of September 2015 to December 2015. We also conducted a limited review of the Internal Funds-Athletic Program activities for the two-year audit period up to early May 2016. Details follow:

*Payments Not Made In A Timely Manner*

Section II, Chapter 4 of the *Manual of Internal Fund Accounting* establishes that payments should be made within 30 days of satisfactory receipt of goods/services, unless discrepancies result. Regarding the timing of issuing of payments to vendors, the *Manual* also requires that any arrangements with the vendors to make payment past 30 days of receipt of goods/services must be included in the records as support.

18.1. From our review of samples of disbursements paid with internal funds, we identified approximately 40 vendor invoices from nine vendors totaling approximately \$18,500 that were not paid in a timely manner. Invoice dates ranged between October 2013 and July 2015, while payments ranged between March 2015 and August 2015. The delays in payment ranged from approximately 10 days to over 2 years. Items procured included sportswear, diplomas, prom decorations, cheerleader uniform wear and custodial supplies. In addition, there were charges for student transportation, payments for copier repair/maintenance, for the rental of graduation regalia, and for armored car pick-up services.

*Requirement For Obtaining Three Written Vendor Quotations For Purchases Of \$1,000 Or More Not Observed*

Pursuant to School Board Policy 6610 *Internal Accounts*, for purchases of \$1,000 or more but less than \$50,000, at least three (3) written quotations must be solicited. One of these quotations **must** be from a certified minority enterprise. Similar requirements are stated in the *Purchasing Card Program Policies and Procedures Manual*:

- 18.2. From our review of internal funds and procurement (P-Card) charges, we noted 16 instances where purchases over \$1,000 posted to either internal funds or the school's P-Card did not have the required three written quotations and/or certified minority requirements were not met. Regarding P-Card charges, during the months of September 2015 and December 2015, we noted six separate credit card charges totaling approximately \$4,200 for the purchase of computer, camera equipment and accessories that were procured from the same vendor, *on the same day or one day apart*. This spending pattern indicates that the purchases in question may have been spaced/segregated this manner to preclude the need for requiring written quotations.

*Disbursement Documentation Procedures Not In Full Compliance*

According to Section II, Chapters 4 and 5 of the *Manual of Internal Fund Accounting*, and the *Purchasing Card Program Policies and Procedures Manual*, the invoice supporting the disbursement must be signed to indicate that goods/services have been received and payment is in order. Regarding the documentation supporting the disbursements and P-Card charges we also noted discrepancies with the documentation supporting the charges:

- 18.3. In 16 instances, the original invoice was not on file. These included internal funds and P-Card charges. We contacted the vendor to verify the purchase/charge and to obtain copies for the school records. Regarding P-Card charges, we also noted 16 other instances where the invoice/receipt supporting the credit card charge did not reflect acknowledgement of receipt of goods and/or services.

*Disbursements Charged To Athletic Program That Exceeded Available Funds Resulted In Ongoing Deficit Balance*

Pursuant to Section III, Chapter 1 of the *Manual of Internal Fund Accounting*, the Athletic Program balances must be monitored throughout the year to ensure that expenditures charged to the individual sport team and general accounts do not exceed the overall positive available balance. The guidelines also dictate that the school must not end the fiscal year with a negative overall balance in the Athletic Program.

General disbursement guidelines in Chapter 4 of the *Manual of Internal Fund Accounting* indicate that the Principal should not approve expenditures *unless funds are available to cover the expenditures*. Contrary to these guidelines, we found that:

- 18.4. At June 30, 2015, the school closed the year's Athletic Program with a deficit balance of (\$3,765). We extended our review of the athletic activity up to the time of our visit in late May 2016, and noted that the deficit balance continued and increased to approximately \$(9,200). We discussed this matter with the school administration for their information and corrective action.

*Restrictions Placed On The Use Of Instructional Materials And Supplies (Fund 9) Revenue For Certain Purchases Not Observed*

The Instructional Materials and Supplies Account (Fund 9) was established in the internal funds of the school to provide purchasing flexibility at the school site level. To obtain revenue for the Fund 9 account, schools are allowed to transfer specified amounts of their allocated tax dollar budget funds for materials and supplies purchases.

Regarding internal fund purchases charged to Fund 9 revenue, Section III, Chapter 9 of the *Manual of Internal Fund Accounting* provides the guidelines over Fund 9 purchases and restrictions placed on the use of Fund 9 revenue. Specifically, the *Manual* provides a list of those expenditures that are not allowed to be made using Fund 9 revenue. These include out-of-county transportation, maintenance agreements exceeding \$500 per year, and purchases of software of more than \$1,000. However, our review of the Fund 9 account activity disclosed that:

- 18.5. Nine disbursements totaling approximately \$11,000 charged to the Fund 9 account were not authorized purchases under the Fund 9 account guidelines. These consisted of payments for the lease/rental agreement of a copier, which exceeded the maximum of \$500 yearly allotment for this type of expense; for software purchases exceeding \$1,000; and for out-of-county field trips.

**RECOMMENDATIONS:**

- 18.1. The school administration should discuss the Internal Funds and Purchasing Card guidelines and requirements with faculty and staff for awareness and understanding of the requirements; and should strengthen review over disbursements.**
- 18.2. The school administration should discuss the disbursement documentation requirements with appropriate staff to ensure that invoices are obtained to document/support all purchases, and that invoices are signed to indicate acknowledgement of receipt of goods/services.**



- 18.3. Regarding the matter of the written quotations, the school administration should direct staff to solicit quotations, including one from a certified minority as required by the guidelines; and ensure that the lowest quotation is selected.
- 18.4. The school administration should discuss the guidelines/restrictions associated with the Fund 9 account with appropriate staff to ensure guidelines are observed when charging expenditures to the account.
- 18.5. Going forward, the school administration should implement a budget for the Athletic Program, strengthen the monitoring over Athletic Program expenditures to curtail overspending, and should consider conducting fundraising activities for the Athletic Program in order to eliminate the deficit.
- 18.6. The school administration should appoint an administrator to oversee Internal Funds and P-Card. The Principal should periodically meet with the administrator to receive updates regarding the associated financial activities, and discuss any issues that may require the Principal's attention for prompt resolution/administrative action.

**Person(s) Responsible:**

**Principal, Assistant Principal,  
Purchasing Clerk and Treasurer,  
Sponsors and Athletic Department Staff**

**Management Response:**

In order to ensure that purchasing procedures are adhered to as documented in the *Manual of Internal Fund Accounting* and the *Purchasing Card Program Policies and Procedures Manual*, the Principal will implement the following corrective actions and preventive strategies with regard to the to the school site procedures for purchasing and receipt of goods and materials.

On Thursday, August 11, 2016, the Principal will review with all person(s) responsible: Assistant Principal, Treasurer, and Purchasing Clerk, Sections II and III, Chapters 4, 5, and 9 of the *Manual of Internal Fund Accounting* and the *Purchasing Card Program Policies and Procedures Manual*, and School Board Policy 6610 *Internal Accounts*. The Principal will also review the guidelines and restrictions associated with the Fund 9. Special emphasis will be given to the process of P-Card usage, acknowledgement of receipt of goods or services, and solicitation of quotations, one of which must be from a certified minority enterprise.

On Friday, August 12, 2016, the Principal will meet with the Assistant Principal, Treasurer, Athletic Director, and the Activities Director to develop a budget that will curtail overspending and includes conducting fundraising activities as a method of

supporting the Athletic Program in the future. A special emphasis will be placed on the implementation of a budget that assists with the elimination of the Athletic Program's current deficit through these fundraising activities.

The Principal will meet with the faculty and staff during the Opening of School meeting on August 18, 2016, and discuss the specifics from the Manual of Internal Fund Accounting and the Purchasing Card Program Policies and Procedures Manual, and School Board Policy 6610 Internal Accounts. Special emphasis will be given to the acknowledgment of receipt of goods or services, and solicitation of quotations in which one must be from a certified minority enterprise.

The Principal will instruct the Purchasing Clerk to maintaining a log, including the date of purchase, the vendor's name, amount and the name of the staff the order belongs to (requester). The Purchasing Clerk and an identified backup person will be the only ones who will process incoming deliveries. The assigned assistant principal will then meet weekly to review the log with the Purchasing Clerk.

The Principal, Assistant Principal, Treasurer, and Purchasing Clerk will meet monthly to review the current status of purchases and disbursements through the internal fund account and P-Card in order to ensure compliance with District mandated policies and accurate record keeping. Any discrepancies will be corrected immediately and non-compliance will be addressed with the responsible person(s). This meeting will take place on the last business day of each month.

**Person(s) Responsible:**

**South Region Office Administration**

**Management Response:**

The South Region Office Financial/Business Operations Director instructed the Principal to thoroughly review Section II, Chapters 4 and 5 of the Manual of Internal Fund Accounting and develop a procedure for ensuring that payments are made in a timely manner and supported by the proper documentation for disbursements. Furthermore, the Principal was instructed to review the Purchasing Credit Card Program Policies & Procedures Manual and School Board Policy 6610 Internal Accounts and 6320 Purchasing with the Purchasing Clerk, Treasurer and Vice Principal to ensure that procedures are appropriately followed as related to credit card transactions and to ensure compliance with the District policy and procedures related to bids.

Furthermore, the Financial/Business Operations Director instructed the Principal to meet with Faculty and Staff at the Opening of School to ensure that they are aware of the proper purchasing procedures.

The Financial/Business Operations Director instructed the Principal to review Section III, Chapter 1 of the Manual of Internal Fund Accounting and develop a system for ensuring that expenditures in the Athletic Program do not exceed the overall available balance.

The Financial/Business Operations Director instructed the Principal to review Section III, Chapter 9 of the *Manual of Internal Fund Accounting* to ensure that expenditures that the guidelines for Fund 9 expenditures are adhered to at all times. The Principal was instructed to develop a systemic approach for ensuring that the guidelines are observed.

**Person(s) Responsible:** **School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Homestead Senior High School.

**19. School Non-Compliant With Full-Time Equivalent FTE Records And Procedures Resulted In Potential FTE Funding Disallowances  
*Homestead Senior High School***

Our review of a sample of FTE and Teacher Certification records in one of the FTE survey periods in 2014-2015 disclosed a number of discrepancies in the areas of ESOL, Gifted, Teacher Certification and On-The-Job Training.

Based on our samples, the non-compliance issues identified in some of these areas could have generated a combined funding disallowance to the District totaling approximately \$9,600. Details are as follows:

*Results Of Review Of ESOL Records*

For the 2014-2015 school year, guidelines and procedures for maintaining student information for *English Language Learners (ELL)*, also known as *English for Speakers of Other Languages (ESOL)*, were provided through the 2014-2015 Opening of School Year Information and Reminders, the Division of Bilingual Education and World Languages memoranda and the *District Plan For Services to English Language Learners*.

According to the guidelines, all sections of the Individual *English Language Learners/Limited English Proficiency ELL/LEP Student Plan [FM-4650]* must be appropriately initiated and/or updated in a timely manner and maintained in the student's cumulative folder. In addition, a Web-based ELL/LEP Plan (WLEP) must be completed for *all* ELL students and the *Home Language Survey [FM-5196]* and *Parent Notification Letter [FM-6577]* must be properly completed and filed in the ESOL Program Record Folder. Also, the Florida Comprehensive English Language Learning Assessment (CELLA) test score report must be included in the LEP folder.

In those instances where a student has been enrolled over six semesters in the ESOL program, the student folder must hold evidence that the LEP Committee convened annually to assess adequate progress, and include an evaluation of such assessment in writing.

All LEP Committee meetings should take place and documentary evidence must be completed and filed in a timely manner. Pursuant to State Rule 6A-6.09022 *Extension of Services in English for Speakers of Other Languages (ESOL) Program*, the ELL Committee's consideration as to whether a student is an *English Language Learner* or not must be similarly documented based on a minimum of two criteria or rationale, which is specified in this rule.

During the February 2015 FTE Survey records, the school reported 137 students enrolled in the ESOL program.

A review of a sample of 14 ELL student folders disclosed the following discrepancies in ten student folders (71%). Based on the samples, non-compliance issues identified in the ESOL area could have generated a funding disallowance to the District of approximately \$2,450. We found that:

- 19.1. In five instances, the student was enrolled in the ESOL program for more than six semesters; however, the LEP folder did not show documentary evidence that a LEP Committee had convened to consider the student's progress.
- 19.2. In three instances, the 2014 CELLA (Florida Comprehensive English Language Learning Assessment) Test Report results were not evident in the student folder. We also noted that one of these students was not assessed timely.
- 19.3. In two other instances, the ELL/LEP Student Plan [FM-4650] was not signed and dated.
- 19.4. In one instance, the *Notice to Parent/Guardians* was not evident in the student file.

#### *Results Of Review Of Gifted Records*

The Division of Advanced Academics established the procedures for completing Gifted Educational Plans (EP). The EP plan must be completed according to its duration timeline and in anticipation of the FTE survey week. It must also be finalized in SPED EMS in a timely basis. Although the discrepancies noted below would not have resulted in potential funding disallowances (because they would not have caused a change in the level of funding of the individual students), they nevertheless represent lapses in compliance with District policy.

The school reported 449 SPED students during the February 2015 FTE Survey Period.

Our review of a sample of 40 Special Education (SPED) records, of which 22 were Exceptional Education and 18 were Gifted student folders disclosed non-compliance with District policy in six of the 18 Gifted student folders sampled (15%). We found that:

- 19.5. In six instances, the Gifted student file did not contain an EP that was valid for the FTE reporting period.
- 19.6. In three instances, the *Notice of Meeting Form* [FM-4681] was not evident.
- 19.7. In one instance, the *Eligibility Data Element* was not evident in ISIS.

### *Results Of Review Of Teacher Certification Records*

Schools are responsible for ensuring that all teachers are certified in their assigned subject areas, and that teachers are assigned to teach in accordance with certification requirements.

The *Agreement for Teachers Accepting Out-of-Field Waiver Assignments* [FM-5784] is signed by a teacher to acknowledge that he/she is teaching in an out-of-field assignment and that he/she must take a minimum number of courses towards certification in that field. In the case of *Out-of-Field Waiver Assignments*, these waiver(s) are submitted to the District for approval before FTE Survey week. A copy of the waiver must be maintained in the school files. In addition, Out-of-Field notification letter to parents must be sent home before FTE survey period.

19.8. Our sample of ten teachers selected for a review of certification records disclosed three instances of non-compliance with District policy. In all three instances, teacher certification in the field of Reading could not be verified. Specifically, the *Agreement for Teachers Accepting Out-Of-Field Waiver Assignments* [FM-5784] was not on file at the school; and we could not locate the School Board approval to teach out-of-field for the teachers sampled.

Two of these three instances could have resulted in potential funding disallowances to the District of approximately \$5,650, because the level of funding corresponding to the students enrolled in the classes taught by these two teachers would have been affected.

### *Results of Review of On-The-Job (OJT) Records*

All cooperative education students must be scheduled for one period of job related instruction and a minimum of one period of On-the-Job (OJT) training during the day.

Certain forms are required to document the student's job search and working efforts. Attendance for the OJT period(s) will be reported on the *Job Training Attendance Records* [FM-5248]; otherwise referred to as the student's Time Card. Students enrolled in a cooperative education program must work a minimum average of 15 hours per week (within the grading period) with the majority of the employment during the school week. Students should not be placed in the OJT course unless they are employed.

Our sample of 20 On-the-Job Training (OJT) records disclosed the following discrepancies in the records of two students. Based on our samples, the non-compliance issues identified in this could have generated a funding disallowance to the District totaling approximately \$1,500:

19.9. In three instances, the student was not employed during the entire grading period or during FTE week. Nevertheless, the students continued to be enrolled in an

OJT course, which carried additional funding. In addition, the hours reported for another student were less than the required minimum of 15 hours per week.

## **RECOMMENDATIONS**

- 19.1. The Principal or administrative designee should assess the ESOL area to ensure that appropriate staff is identified for completing the LEP Plans.**
- 19.2. To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, ESOL staff and administration should review ESOL Program Record to make certain that the information is accurate and that all pertinent forms are completed and filed in the student folders.**
- 19.3. To reduce the probability of potential losses in funding and other non-compliance issues regarding Gifted criteria, the Principal or administrative designee should monitor the Gifted area and student folders on a regular basis to ensure that EP conferences are properly and accurately documented in the student cumulative folders and in SPED-EMS; and all necessary records are properly completed, signed and filed.**
- 19.4. To reduce the probability of potential losses in funding and other non-compliance issues regarding Teacher Certification requirements, the Principal or administrative designee should ensure that out-of-field waivers are maintained on file at the school site; and that teachers are assigned to teach in accordance with certification requirements. In addition, the Certification Department should be notified and school files should be updated with the most current certification information. Going forward, the school administration should strengthen monitoring over this area.**
- 19.5. To reduce the probability of potential losses in funding and other non-compliance issues regarding On-The-Job training requirements, the Principal or administrative designee should ensure that students placed in OJT courses are working the minimum average of 15 hours per week (within the grading period).**

**Person(s) Responsible: Principal, Assistant Principal, ESOL Chairperson, SPED Program Specialist Gifted Coordinator and OJT Teacher, Principal Secretary, Registrar**

**Management Response:**

The Principal will review the 2016-2017 Opening of Schools Guidelines and Procedures and the District's Plan for Services to English Language Learners (ELL) with the Assistant Principal, ESOL Chairperson, SPED Program Specialist, and OJT magnet teacher on Thursday, August 18, 2016.

The Principal will hold a compliance meeting on Friday, August 19, 2016, with all Administrative, Instructional, and Clerical Personnel responsible for ELL, SPED, Gifted, and OJT documentation, to ensure full compliance with ESOL, SPED, Gifted, and OJT guidelines established by the State of Florida, Department of Education, and the District.

The ELL, SPED Program Specialist, OJT teacher, and registrar will receive an attendance bulletin daily to monitor the entry of identified students and ensure the date on entry and participation documents are accurate. Reports available in the portal under the Limited English Proficient link, as well as, Possible LEP Error reports available in Control-D are reviewed and/or printed on a monthly basis to monitor the LEP students and their status.

The SPED Program Specialist and teachers of the gifted will monitor the gifted area and student folders on a regular basis to ensure that EP conferences are properly and accurately documented in the student cumulative folders and in SPED-EMS.

The Principal will continue to monitor the documentation of ELL and Gifted students. The Principal directed the team to continue to conduct mini self-reviews of randomly selected cumulative folders and records of ELL and Gifted students to assure compliance utilizing the Division of Bilingual Education, World Languages Procedures Manual and the Division of Exceptional Student Education.

The Principal will monitor the Out of Field monthly reports to ensure all teachers are in field. The Principal's Secretary will be directed to create a file where all Out of Field Waivers will be maintained. The Principal will direct the Registrar to conduct a self-check to ensure that all current teaching assignments in the master schedule corresponds with a certified teacher.

The Principal, Assistant Principal and OJT teacher will monitor students placed in OJT courses to ensure that students are working the minimum average of 15 hours per week. OJT guidelines will be reviewed on August 19, 2016 with pertinent staff and documentation will be monitored on a quarterly basis.

The Principal will attend the district's Money DOES Mater Support Program for the 2016-2017 school year.



**Person(s) Responsible:**

**South Region Office Administration**

**Management Response:**

The South Region Office Financial/Business Operations Director instructed the Principal to attend the FTE training when offered by the District.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages and the Division of Advanced Academics to conduct a mini-review of the records to ensure compliance in selected areas of the ELL Program and the Gifted Program.

Results from the District's mini-reviews will be submitted to the South Region Office Administrative Director. Discrepancies will be discussed with the Principal and corrections will be made accordingly.

The Financial/Business Operations Director instructed the Principal to develop a plan for ensuring that all teachers are certified in their assigned subject areas, and that teachers are assigned to teach in accordance with certification requirements.

The Financial/Business Operations Director instructed the Principal to develop a plan to ensure that students enrolled in the On-the-Job Training (OJT) course are employed.

**Person(s) Responsible:**

**School Operations Administration**

**Management Response:**

Refer to page 60 of this report and page 190 in the report's Appendix Section for School Operations administration's comprehensive response addressing the recommendations to the school findings of Homestead Senior High School.

## OBJECTIVES, SCOPE AND METHODOLOGY

The objectives of our audits were to:

- express an opinion on the internal fund financial statements of the schools/centers for the fiscal year(s) ended June 30, 2014 and/or June 30, 2015, on the cash basis of accounting, depending on the school/center audited;
- evaluate compliance by the schools/centers with the policies and procedures prescribed in the *Manual of Internal Fund Accounting*;
- provide assurances regarding compliance with *current payroll procedures*, as well as compliance with *current purchasing credit card program procedures*; and *certain information technology controls*;
- verify compliance by the schools/centers with the policies and procedures prescribed by the *Manual of Property Control Procedures*, and determine the adequacy of controls over the safeguarding of property items with an individual cost of \$1,000 or more;
- evaluate compliance with the policies and procedures set forth by the *No Child Left Behind Act of 2001, Title I Program*, and the *Title I Administration Handbook*; and
- ascertain compliance with State law, State Board of Education Rules, School Board Rules, manuals, directives and FTE reporting documentation procedures as they relate to student attendance, Special Education, English Language Learners, Cooperative Education and Teacher Certification.

While the scope of our audits generally covered operations during the period of July 1, 2013 through June 30, 2014 and/or July 1, 2014 through June 30, 2015 (depending on whether the audit scope was one or two-year audit at the individual school/center being audited), payroll, purchasing credit card transactions, and information technology controls included current periods. The scope of the Title I Program audit was the 2014-2015 fiscal year for financial reporting purposes. FTE audits covered the 2014-2015 or the 2015-2016 fiscal year Survey Period 2 (October) or Survey Period 3 (February), depending on the school audited.

Our procedures were as follows:

- reviewed written policies, procedures, and School Board Rules;
- interviewed school staff and performed analytical analysis of account balances;
- examined, on a sample basis, transactions, processes, supporting documentation and records;
- performed current physical inventories of property items with an individual cost of \$1,000 or more;
- follow-up on prior audit recommendations; and
- performed various other audit procedures as deemed necessary.

We conducted our audits in accordance with generally accepted government auditing standards (GAGAS) issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures herein. An audit also includes assessing the accounting principles used and significant estimates made by the administration, if any. We believe that our audits provide reasonable basis for our opinion. The results of the property audits reported herein were in all material respects similarly conducted in accordance with GAGAS, with the exception of the continuing professional education requirement not followed by our property auditors.

### **Internal Control Matters**

Our audits also included an assessment of applicable internal controls and compliance with the requirements of School Board rules and related policies and procedures that would satisfy our audit objectives. In accordance with GAGAS, we are required to disclose and communicate to management control deficiencies identified during our audits. Other matters found not significant within the context of the audit objectives were communicated orally and/or in writing to management.

## BACKGROUND

### INTERNAL FUNDS

Section 1011.07, Florida Statutes, and State Board of Education Rule 6A-1.087, require annual audits of internal funds.

Internal funds are monies collected and expended within a school which are used for financing activities not otherwise financed by the School Board. These monies are collected in connection with school athletic events, fund-raising activities, various student activities and class field trips, after school care and Community School programs, gifts and contributions made by the band or athletic booster clubs, civic organizations, parent-teacher organizations, commercial agencies and all other similar monies, properties or benefits.

Each school administers its internal funds separately through an operational checking account, following District guidelines as established in the *Manual of Internal Fund Accounting*.

Prior to spending internal funds, schools/centers invest their cash in designated depositories. Funds not used in the daily operations may be invested in the MDCPS-Money Market Pool Fund. The Fund's interest rate as of June 30, 2014 and June 30, 2015 was 0.62% and 0.64%, respectively.

Various fund-raising activities are conducted by independent, school-related organizations such as booster clubs, parent-teacher associations, etc. If these fund-raising activities are conducted entirely by these organizations and no board employee handles or keeps custody of the funds or merchandise, these activities are not recorded in the schools/centers' internal funds and consequently are not audited by us.

- ◆ Annual audits of internal funds are required by Section 1011.07, Florida Statutes, and State Board of Education Rule 6A-1.087
- ◆ Internal Funds are revenues generated from student activities at the school level which are not part of the school's budget process
- ◆ Each school administers its internal funds separately through an operational checking account, following District guidelines as established in the *Manual of Internal Fund Accounting*
- ◆ Banks for school funds must be approved by the School Board and certified by the State Treasurer
- ◆ Idle funds in the operational account may be invested to yield interest revenue in a savings account, certificate of deposit or in the MDCPS-Money Market Pool Fund
- ◆ At June 30, 2014 and June 30, 2015, the MDCPS-Money Market Pool Fund's interest rate was 0.62% and 0.64%, respectively.

## PAYROLL

All payroll transactions must be processed following the *Payroll Processing Procedures Manual*, which establishes the guidelines for the recordkeeping, reporting, and maintenance of payroll and payroll records.

At M-DCPS, the Systems Applications and Products in Data Processing (SAP) Time, Payroll and Benefits module replaced the mainframe Payroll Absence Reporting System previously used by the school system to process the payroll. The changeover to the SAP module became effective on October 28, 2011 and the first pay date under SAP Time, Payroll and Benefits was November 18, 2011. At present, although the 'behind-the-scenes' system processes are significantly different and updated, the payroll procedures for documenting employees' time and attendance at the school sites have not changed when compared to the former system.

**Each school/center processes its own biweekly payrolls.** Timekeeping personnel enter the employees' time and attendance data on a centralized information system. After the information is entered into the system, it is approved by the principal on-line. Subsequently, the payroll department reviews the information and processes the payroll.

The process for distributing payroll checks and checks advices at the sites changed in 2009 in an effort to eliminate paper checks and paper advices. Employees who received paper checks at the sites were requested to enroll in direct deposit for all payroll-related payments, and were directed to the Employee Portal located in the District's website to access their payroll information and print the payroll check advices. Although payroll check distribution at the sites has been greatly minimized, sites are still required to maintain controls over the distribution of payroll checks for those employees who have not signed for direct deposit at this time.

## PROPERTY

At M-DCPS, the management of property items must comply with the guidelines established in the *Manual of Property Control Procedures*. According to Chapter 274.02 of the Florida Statutes, a complete physical inventory of all property shall be taken annually, be compared with the property record, and discrepancies must be identified and reconciled. Furthermore, the Florida Department of Financial Services, Rule Chapter 69I-73 establishes that “all property with a value or cost of \$1,000 or more and a projected useful life of one year or more shall be recorded in the local government’s financial system as property for inventory purposes”.

Our office conducts yearly inventories at each school/center of all property items with an original cost of \$1,000 or more. These inventories are customarily scheduled and performed at the sites ***after the first day of school and before the end of the school year***. Consequently, the property inventories of schools/centers audited during the summer months of July and August are customarily conducted at a later date, unless staff is available at the sites and time permits. Inventories pending at year-end will be conducted and reported for the next fiscal year.

## PURCHASING CREDIT CARD (P-CARD) PROGRAM

At the schools, principals administer the purchasing credit card program, which must comply with the guidelines established in the *Purchasing Credit Card Program Policies & Procedures Manual*. The P-card program was designed to streamline the acquisition process by enabling employees at the school sites to make small dollar purchases (less than \$3,000 per individual transaction) for materials and supplies. The program is currently managed by the Accounts Payable Department.

- *The P-Card Program enables school sites to make small purchases of less than \$3,000 per individual transaction for materials and supplies*
- *It expedites the procurement process at the school sites.*

## FULL-TIME EQUIVALENT (FTE)

Miami-Dade County Public Schools receives a significant portion of its revenue from State funding through the Florida Education Finance Program (FEFP).

The funding provided by FEFP is based upon the number of individual students participating in particular educational programs. A numerical value is assigned to each student according to the student's hours and days of attendance in those programs. The individual student thus becomes equated to a numerical value known as an unweighted FTE. FEFP funds are primarily generated by multiplying the number of FTE students in each of the funded educational programs by a cost factor to obtain weighted FTEs.

**Section 1010.305, Florida Statutes** vests the Auditor General with the authority to periodically examine the records of school districts, determine compliance with State law and State Board of Education rules relating to the classification, assignment, and verification of full-time equivalent student enrollment and student transportation reported under FEFP. Generally, these audits are conducted every three years; but could be scheduled sooner.

Schools/centers are responsible for verifying student membership data submitted to the Florida Department of Education (FDOE) for funding purposes. This is accomplished through the FTE survey process. The results of these surveys are FTE reports which allow schools/centers to verify the data and make corrections as needed. Once this process is completed, the district transmits the information to the FDOE. During the 2014-2015 and 2015-2016 fiscal years, months selected by the FDOE for these surveys are as follows:

Survey Period No.	Time Period of Survey
1	July (Summer School only)
2	October
3	February
4	June (Summer School only)

Schools/centers are also responsible for maintaining an audit trail to ascertain compliance with State law, State Board of Education and School Board Policies as they relate to student attendance, Special Education, English Language Learners, Cooperative Education and Teacher Certification.

Incomplete/inaccurate student records which do not adequately support/justify funding levels may give rise to losses in funding. Similarly, teacher certification is closely linked

to FTE funding and must be monitored on an ongoing basis to prevent similar losses in funding to the District. Aside from the monetary losses, non-compliance issues are closely reviewed by the Auditor General and included in their reports.

As of the 2007-2008 fiscal year, FTE audits have been incorporated as part of the school audits routinely performed by the Office of Management and Compliance Audits. FTE audits are conducted at selected schools/centers based on audit criteria developed by this office.

## **TITLE I PROGRAM**

Schools/centers implementing Title I Programs are required to meet the requirements of the *No Child Left Behind Act of 2001*. Each year, an *Economic Survey* is conducted by the District to rank schools/centers from highest to lowest, based on the percentage of participating students from low income families, and to allocate Title I funds to those eligible schools/centers in rank order. The cut-off point for eligibility is based on the Title I allocation received from the State and other program components.



Schools/centers follow specific criteria for the use of Title I funds as delineated in the *Title I Administration Handbook*. Purchases of supplies and equipment are processed through regular district channels or via use of the P-Card Program, depending on the amount. Salary expenditures must comply with budgetary requirements and must be directly related to activities associated with the grant.

At the schools/centers, principals administer Title I programs with oversight from the Regional Centers, under the overall direction of Title I Administration Office.

To promote schoolwide compliance with Federal, State, and District regulations and guidelines, and ensure that appropriate evidence sources document compliance, the Office of Management and Compliance Audits incorporated the audit of this program into the school audits at selected schools/centers effective February 2007.



## **HeARTS & MINDS GRANT PROJECT**

In 2010, Miami-Dade County Public Schools received a multi-year grant from the U.S. Department of Education through Arts in Education program funding to develop, document, evaluate, and disseminate an effective and replicable standards-based, arts-integration program that enhances instructional practice and improves student achievement. This project was implemented at Robert Russa Moton Elementary School in order to strengthen the academic achievement of students by integrating a standards-based, arts education program across the curriculum. Grant funds expended at the school level were supervised at the District level by School Choice and Parental Options (Magnet Programs) with assistance from Intergovernmental Affairs and Grants Administration.

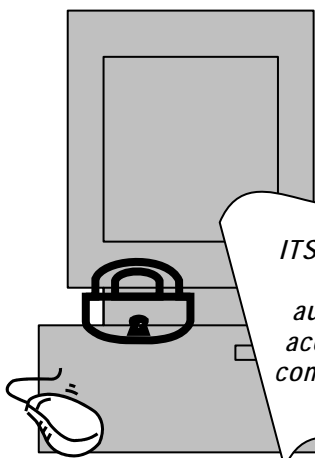
According to grant documents, part of the in-kind services reported by the District for this grant included a portion of the salary of an *in-house graphic designer (paid with non-federal funds) that would assist with the design/development* of a school website to provide accessibility to the project's lesson plans and associated learning material. An initial website was developed; however, it was difficult to operate by the teachers.

According to a Proposal for a No-Cost Extension related to the grant that was approved for an additional 12 months, during the past three and one-half years, prior to 2014-2015, Miami-Dade County Public Schools (M-DCPS) had implemented the *HeARTS and Minds* program at Robert Russa Moton Elementary School as prescribed in the original grant application. During this time, most of the performance measures had been addressed. However, there were several performance measures that needed to continue to be addressed through this program for one more school year after the original grant period of four years (which had expired on June 30, 2014). One of these performance measures involved the uploading of a number of grant-related unit lesson plans to the website; however, the original website was not easy to operate. To meet this performance measure, *the proposal included contracting a vendor to install a new website for the uploading of the lesson plans.*

According to administration from Intergovernmental Affairs and Grants Administration, the school could pay hourly to a school or district employee for the task of designing the website (instead of contracting a vendor) without the requirement for an amendment to the grant, since the work performed was within the scope of the grant.

For purposes of the audit at Robert Russa Moton Elementary School, the scope of the audit was limited to the 2014-2015 fiscal year.

## DATA SECURITY MANAGEMENT REPORT

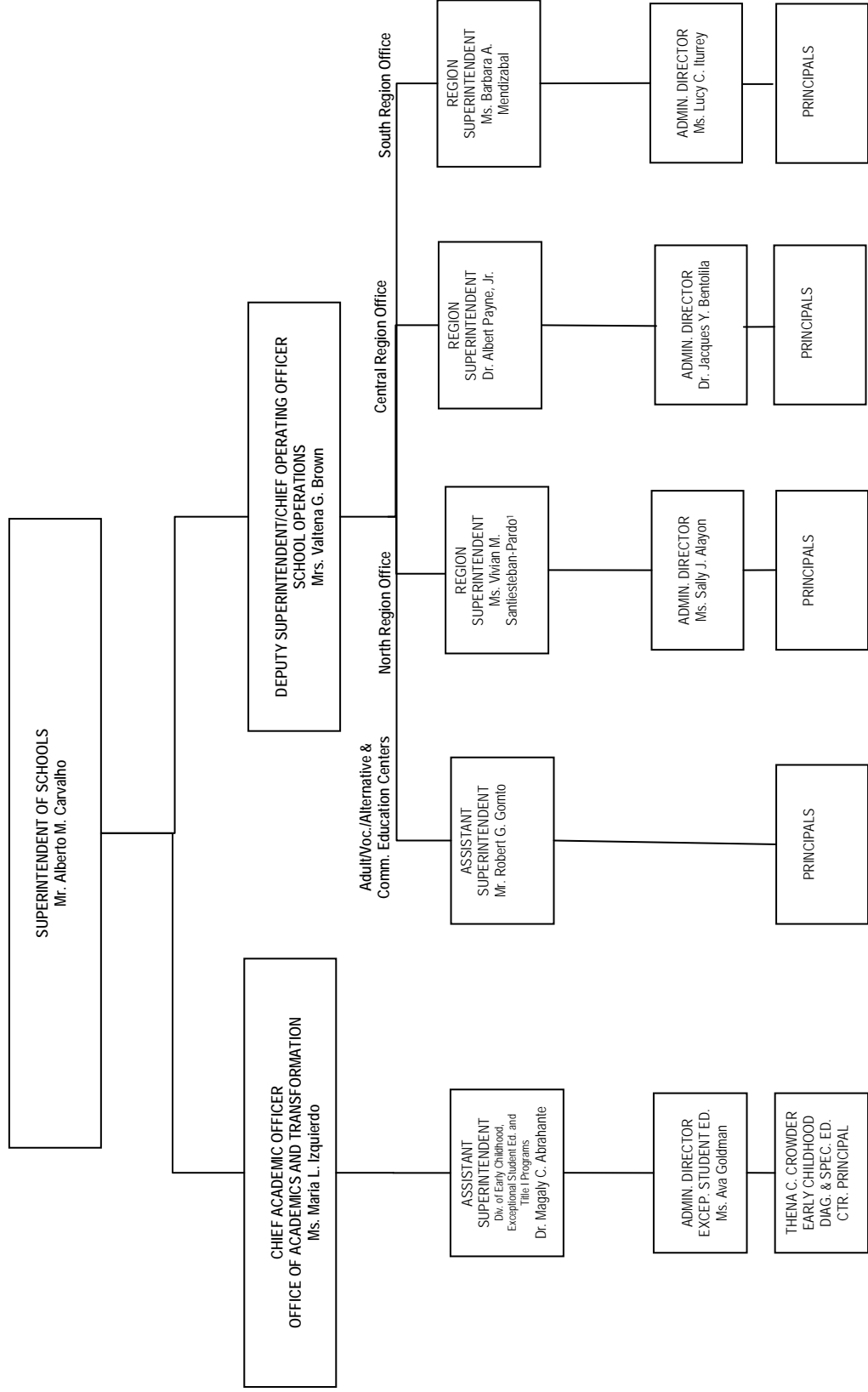


*ITS report reviewed to ensure that only authorized staff has access to designated computer applications.*

Principals are responsible for ensuring that network security standards and related security procedures are being observed at the school sites. Part of their responsibility includes ensuring that only authorized staff has access to designated applications. Information Technology Services (ITS) produces a monthly report for each location titled "Authorized Applications for Employees by Locations Report". Principals are responsible for reviewing this report to determine the appropriateness of applications approved for each employee, as to whether they are required for his or her assigned duties; and to ensure that access to the computer application that allows for changes to students' academic grades is limited to a specific

and restricted number of authorized personnel.

# ORGANIZATIONAL CHART (SCHOOLS/CENTERS)



Notes:  
 Effective June 15, 2015, ETO schools/centers are operationally realigned into the three existing geographic regions under School Operations (North, Central and South) based on feeder patterns; and to the Office of Academics and Transformation for educational support and wraparound services.  
 (1) Ms. Vivian Santiesteban-Pardo was the Region Superintendent, North Region Office, at the time that the audits were completed and discussed. As of the date of this publication, she was appointed Assistant Superintendent, Office of Labor Relations (pursuant to School Board Agenda SP-1 approved on July 6, 2016).




**APPENDIX  
MANAGEMENT'S RESPONSES**

**MEMORANDUM**

June 22, 2016

**TO:** Dr. Albert Payne, Region Superintendent  
Central Region Office

**FROM:** Cynthia L. Hamah, Principal   
Arcola Lake Elementary School

**SUBJECT:** ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF  
ARCOLA LAKE ELEMENTARY FOR THE 2013-2014 AND 2014-2015  
FISCAL YEARS

This memorandum serves as a response to the relevant findings in the internal audit for Arcola Lake Elementary for the 2013-2014 and 2014-2015 fiscal school years.

**RECOMMENDATIONS:**

- 1.1 Discuss receiving and depositing procedures with faculty and staff members for understanding and awareness of the requirements. Direct them to request a receipt from the Treasurer when turning collections over for deposit.
- 1.2 Discuss the bookkeeping procedures with the new Treasurer to ensure understanding of the expectations of the job. Direct the new Treasurer to always issue receipts when receiving collections from staff.
- 1.3 Designate an administrator to review the financial activities on a periodic basis to ensure that collections are properly receipted, documented, and timely deposited; and direct the administrator to verify the collections in addition to the Treasurer.
- 1.4 Meet with the administrator on a regular basis and request that discrepancies be brought to your attention to ensure that corrective actions is timely implemented.

**RESPONSIBLE PERSON(S):** Principal, Secretary/Treasurer, Media Specialist, Club Sponsors

**MANAGEMENT RESPONSE:**

The Principal reviewed the procedures for receiving, recording and depositing all funds collected according to the steps described in the *Manual of Internal Accounting* – Chapter 2 – Collection

of Money with both the part time treasurer and the full time treasurer upon their return for the beginning of the year. Furthermore, the Principal will review with faculty and staff the appropriate procedures for receipting and depositing to ensure understanding and awareness.

The Principal has reviewed detailed procedures for depositing funds with the treasurer. These procedures will be monitored by the administration and the Principal will conduct mini-reviews of deposits on a regular basis to ensure that all policies and procedures are being adhered to. Any discrepancies will be corrected immediately.

**RECOMMENDATIONS:**

- 2.1 **Ensure that a validated deposit slip is attached to the deposit package.**
- 2.2 **The Treasurer (with oversight from the Principal) should review the inventory of prenumbered forms report prior to filling to ensure its accuracy.**
- 2.3 **Regarding the maintenance of the official receipt books and any attachments, discuss receipting and depositing procedures with activity sponsors for understanding and awareness of documentation requirements.**

**RESPONSIBLE PERSON(S):** Principal, Secretary/Treasurer, Media Specialist, Club Sponsors

**MANAGEMENT RESPONSE:**

The Principal reviewed the procedures for filing validated deposit receiving, recording and depositing all funds collected according to the steps described in the *Manual of Internal Accounting* – Chapter 3 – Section II – Collection of Money – (Preparation of Bank Deposit – F) with the part time treasurer, and will be reviewed with the treasurer upon her return.

In addition, Section V, Chapter 1 and Section II, Chapter 2 dealing with the preparation of the Inventory of Prenumbered Forms for the end of the year was reviewed with the treasurer and will be reviewed with the treasurer upon her return.

The Principal will conduct a meeting at the start of the year with club sponsors, Media Specialist and Treasurer to delineate and ensure an understanding of the correct documentation procedures. Account balances will be provided to all sponsors, and Principal, each month to ensure that accurate records are being maintained. The Principal will review account balances to check for accuracy.

**RECOMMENDATIONS:**

**In the event that the school administration resumes a Principal-Operated Program in the future, we continue to recommend the following:**

- 3.1 Assign an administrator to oversee the program.**
- 3.2 Ensure that staff in charge of making collections understands and is aware of the proper receipting procedures.**
- 3.3 Enforce the schedule and fees delineated in the program budget.**
- 3.4 Direct the administrator overseeing the program to conduct periodic reviews of the cards to ensure that payments and related information are being posted on a regular basis.**
- 3.5 Discuss the requirements with staff to ensure that attendance rosters are properly completed.**

**RESPONSIBLE PERSON(S): Principal and After Care Staff (ACS)**

**MANAGEMENT RESPONSE:**

As of school year 2014-2015, the school opted out of the Principal – Operated Fee Based Afterschool Program, and as of summer of 2015 the Principal no longer runs a Summer Camp Program. In the future if the principal resumes a Principal – Operated program the following will be ensured.

The Principal shall assign an administrator to oversee the program. The Principal shall train and review the proper procedures to collect, receipt and deposit funds to avoid losses. The fees and schedules shall be discussed with the staff collecting fees to avoid future audit exceptions and losses. The Principal and the ASC staff shall maintain the registration cards and all attendance records of students on file, and each student’s payment information shall be kept up to date. The aftercare records will be reviewed monthly to check for accuracy and make any necessary corrections.

cc: Dr. Jacques Bentolila  
Ms. Cynthia Gracia



MEMORANDUM

June 22, 2016

**TO:** Dr. Albert Payne, Region Superintendent  
Central Region Office

**FROM:** Ms. Denise Vigoa, Principal *DV/1087*  
South Hialeah Elementary School

**SUBJECT: ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF  
SOUTH HIALEAH ELEMENTARY FOR THE 2013-2014 AND 2014-2015  
FISCAL YEARS**

This memorandum serves as a response to the relevant findings in the internal audit for South Hialeah Elementary for the 2013-2014 and 2014-2015 fiscal school years.

**RECOMMENDATIONS:**

- 1.1 The new school administration should discuss the appropriate guidelines with staff to ensure understanding and awareness of the roles and responsibilities of staff and the interaction that can take place in support of a school-allied organization such as the PTA. Specifically, PTA activities held at the school should be conducted in such a way that are clearly distinguished from school-sponsored student/club activities.
- 1.2 Going forward, any fundraisers must be properly accounted for. The school should not resume the practice of handling collections and not recording them in the books.

**RESPONSIBLE PERSON(S):** Principal, Secretary/Treasurer, PTA Board

**MANAGEMENT RESPONSE:**

The Principal met with the Assistant Principals and Secretary/Treasurer and reviewed *The Manual of Internal Accounting* Section II, Chapter 3 to ensure understanding of the guidelines for the handling, receipting and depositing of collections associated with school activities. In addition, Section IV, Chapter 12 of *The Manual of Internal Accounting* to review the policies and procedures involved when dealing with school-allied organizations. At the opening of school's faculty meeting these guidelines will be reviewed to ensure that the faculty/staff also understand the policies and procedures involved with internal funds.

The Principal met with the Parent-Teacher Association (PTA) and Secretary /Treasurer and reviewed the *Booster Club Guidelines Manual*. Specifically, they will review the policies and procedures involved with the handling of funds for school-allied organization fund raisers. In addition, the Principal reviewed the process required for requesting fund raisers and ensures the PTA is aware that fundraisers will be conducted in such a way that are clearly distinguished from school-sponsored student/club activities and with prior approval from the Principal.

The Principal will conduct monthly reviews of financial records to check for accuracy and ensure compliance with policies and procedures.

cc: Dr. Jacques Bentolila  
Ms. Cynthia Gracia

MEMORANDUM

June 16, 2016

TO: Ms. Vivian M. Santiesteban-Pardo, Region Superintendent  
North Region Office

FROM: Nelson Gonzalez, <sup>NS</sup>Principal  
Hialeah Middle School

SUBJECT: **ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF HIALEAH MIDDLE SCHOOL FOR FISCAL YEAR JULY 1, 2014 – JUNE 30, 2015 AND 2015-2016 FTE SURVEY PERIOD 3**

The following is a response to the findings of the Audit Report for Hialeah Middle School for the fiscal year July 1, 2014 – June 30, 2015 and 2015-2016 FTE Survey Period 3.

The audit findings were carefully reviewed by the Principal. As a result, the Principal implemented the following corrective measures in order to prevent the recurrence of similar conditions and ensure strict compliance is maintained with Board policies and procedures.

**FINDINGS:**

1. **School Non-Compliant With Full-Time Equivalent (FTE) ELL Student Records Resulted in Potential FTE Funding Disallowances**

**RECOMMENDATIONS:**

- 1.1 **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, ESOL staff and administration should review ESOL Program Record Folders to make certain that the information is accurate and that all pertinent forms are completed and timely filed in the folders.**
- 1.2 **In order to ensure future compliance with District guidelines, in those instances where students are enrolled over six semesters in the ESOL program, improved efforts should be made by the school administrator to ensure that upcoming meetings are identified with sufficient time to schedule them in a timely manner and before the FTE week.**

**Responsible Person(s):** Principal, Assistant Principal, School Registrar, ESOL Chair

**Management Response:**

The Principal reviewed the Division of Bilingual Education and World Languages Memoranda and the *District Plan for Services to English Language Learners* with the Assistant Principal, ESOL Department Chairperson and the Registrar to ensure understanding and responsibilities pertaining to the maintenance of FTE-ELL Student Records. The overview process will be repeated on an annual basis as delineated through the Opening of School Year Information.

Additionally, the Principal has instructed the Assistant Principal to oversee that the completion of ESOL Program Self-Monitoring Forms and Checklists are conducted at the beginning of the school year, prior to FTE and at the close of each school year. The Principal will meet regularly with the Assistant Principal to ensure compliance and make corrections immediately if needed.

Furthermore, based on the abovementioned actions, the Principal has established controls by strengthening in-house procedures for monitoring the time students are enrolled in the ESOL program, annual CELLA assessment administration, as well as scheduling required LEP meetings. The Principal will meet regularly with staff to ensure that all completed documentation is in each student's cumulative folder to avoid future errors and ensure compliance.


The Principal will request assistance from the Division of Bilingual and World Languages on an as needed basis.

cc: Ms. Sally J. Alayon  
Ms. Cynthia Gracia

**MEMORANDUM**

June 9, 2016

**TO:** Ms. Vivian M. Santiesteban-Pardo, Region Superintendent  
North Region Office

**FROM:** Jorge M. Bulnes, Principal   
Lake Stevens Middle School

**SUBJECT:** **ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF LAKE STEVENS MIDDLE SCHOOL FOR FISCAL YEAR JULY 1, 2014 – JUNE 30, 2015**

The following is a response to the findings of the Audit Report for Lake Stevens Middle School for the fiscal year July 1, 2014 – June 30, 2015.

The audit findings were carefully reviewed by the Principal. As a result, the Principal implemented the following corrective measures in order to prevent the recurrence of similar conditions and ensure strict compliance is maintained with Board policies and procedures.

**FINDINGS**

1. **Inadequate Recordkeeping, Documenting and Reporting of Payroll**

**RECOMMENDATIONS**

- 1.1. **Review with staff the recording of attendance on the Daily Payroll Attendance Sheets, the proper documentation of payroll hours and completion of leave cards.**
- 1.2. **Discuss with the Payroll Clerk the guidelines in the Payroll Processing Manual to ensure awareness and understanding of the procedures for recording, reporting and filing payroll records, including the leave cards.**
- 1.3. **Strengthen the overall review of payroll to ensure the accuracy, completeness and propriety of the payroll reported by assigning an administrator to oversee payroll.**
- 1.4. **Direct the administrator to periodically review the sign in sheet of full-time and part-time employees to ensure that employees are documenting their attendance (full-time) or signing in/out (part-time) in a timely manner.**
- 1.5. **Meet with the administrator before the final approving of payroll to ensure that records were reviewed and all discrepancies were resolved prior to final reporting.**
- 1.6. **Ensure that payroll corrections are done timely and documented in the payroll files.**

**Person(s) Responsible:** Principal, Assistant Principal, Payroll Clerk

**Management Response:**

The Principal has completed a comprehensive review with faculty and staff on the importance of following attendance procedures when signing in and out. In addition, the review included the proper procedure to complete leave cards.

The Principal has reviewed the *Payroll Processing Procedures Manual* and *Payroll Highlights* with the Assistant Principal and Payroll Clerk to ensure awareness and understanding of the proper procedures for recording, reporting, and filing payroll records (inclusive of leave cards).

The Principal has assigned the Assistant Principal to oversee all items to ensure accuracy and completeness prior to the Principal's final review to help strengthen the overall payroll review process.

The Principal has instructed the Assistant Principal and Payroll Clerk to periodically review the sign-in sheets of full-time and part-time employees to ensure that employees are documenting their attendance (full-time) or signing in/out (part-time) in a timely fashion.

Before the final approval of payroll, the Assistant Principal and Principal will meet to ensure that records were reviewed and all discrepancies resolved prior to final reporting. Additionally, all payroll corrections will be completed in a timely manner and documented in the payroll files during the meeting.

cc: Ms. Sally Alayon  
Ms. Cynthia Gracia

## MEMORANDUM

June 16, 2016

TO: Ms. Vivian Santiesteban-Pardo, North Region Superintendent  
North Region Office

FROM: John Donohue, Principal  
Miami Beach Senior High School

SUBJECT: **ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF MIAMI BEACH SENIOR HIGH SCHOOL FOR FISCAL YEAR JULY 1, 2014 - JUNE 30, 2015 AND 2015-2016 FTE SURVEY PERIOD 3**

The following is a response to the findings of the Audit Report for Miami Beach Senior High School for the fiscal year July 1, 2014 – June 30, 2015 and 2015-2016 FTE Survey Period 3.

The audit findings were carefully reviewed by the Principal. As a result, the Principal implemented the following corrective measures in order to prevent the recurrence of similar conditions and ensure strict compliance is maintained with Board policies and procedures.

### FINDINGS:

1. **School Non-Compliant With Full-Time Equivalent (FTE) Student Records Resulted in Potential FTE Funding Disallowances**

### RECOMMENDATIONS

- 1.1 **The Principal or administrative designee should assess the ESOL area to ensure that appropriate staff is identified for completing the LEP plans.**
- 1.2 **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, ESOL staff and administration should review ESOL Program Record Folders to make certain that the information is accurate and that all pertinent forms are completed and timely filled in the folders.**
- 1.3 **In order to ensure future compliance with District guidelines, in those instances where students are enrolled over six semesters in the ESOL program, improved efforts should be made by the school administration to ensure that upcoming meetings are identified with sufficient time to schedule them in a timely manner and before the FTE week.**
- 1.4 **To reduce the probability of potential losses in funding and other non-compliance issues regarding OJT criteria, the principal or administrative designee should discuss OJT procedures with staff overseeing the OJT**

**Program and should ensure that all OJT-related forms are properly completed, signed and filed in the student's folder.**

**Responsible Person(s): Principal, Assistant Principal, ESOL and OJT Teachers, School Registrar**

**Management Response:**

The Principal has reviewed the Opening of School Year Information, the Division of Bilingual Education and World Languages Memoranda, and the *District Plan for Services to English Language Learners* with the Assistant Principal, newly assigned ESOL Department Chairperson, and School Registrar to ensure an understanding of the procedures and responsibilities regarding FTE-ELL Student Records.

The Principal has made numerous changes in the ESOL department, inclusive of a new ESOL Department Chair for the 2016-2017 school year. The Principal scheduled a training to be conducted by District Instructional Supervisor for ESOL for the Assistant Principal assigned to oversee the ESOL Program and the new Department Chair. In addition, the Principal has set up an ESOL office within the Main Office area to strengthen the organization of record keeping, LEP Committee meetings, and student testing.

The Principal has designated the Assistant Principal to assist in strengthening the procedures to ensure proper review of ESOL Program Record Folders and that all pertinent forms are accurately completed in a timely manner. The Assistant Principal will review compliance with the ESOL Department Chair and registrar, then meet with the Principal on a regular basis to provide updates to ensure records are organized according to district protocol.

The Principal has instructed the new Department Chair to convene the LEP committee annually for each student enrolled over six semesters in the ESOL program. Each month, the Principal will conduct an internal ESOL assessment to review District procedures and requirements and seek the assistance of the district ESOL Supervisor prior to FTE weeks to ensure compliance.

The Principal established new measures to strengthen the oversight of the OJT Program. The Principal will work with the Assistant Principal and OJT staff to review the procedures and required forms on a regular basis. The OJT teachers will be given a sample of an accurately completed packet including a checklist that will be required for each student. The checklist will include forms needed, student class schedules, attendance for OJT period(s), student time card (FM-5248), documentation of student's job search and working efforts. A record will be kept of student employment (an average of 15 hours per school week). If students do not meet the requirements, they will be removed from the OJT class(es).

The Principal has instructed the Assistant Principal to conduct a mini review of each OJT student's folder and report the findings to the OJT teachers for review and corrections. If inaccuracies are noted, they will be presented to the Principal and rectified immediately.


cc: Ms. Sally J. Alayon  
Ms. Cynthia Gracia



**MEMORANDUM**

June 16, 2016

**TO:** Ms. Vivian M. Santiesteban-Pardo, Region Superintendent  
North Region Office

**FROM:** Dr. Adam Kosnitzky, Principal   
Norland Elementary School

**SUBJECT:** **ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF NORLAND  
ELEMENTARY FOR FISCAL YEAR JULY 1, 2014 - JUNE 30, 2015**

The following is a response to the findings of the Audit Report for Norland Elementary School for fiscal year July 1, 2014 – June 30, 2015.

The audit findings have been carefully reviewed by the Principal. As a result, the Principal has implemented the following corrective measures in order to prevent the recurrence of similar conditions and ensure strict compliance is maintained with Board policies and procedures.

**FINDING:**

- 1. Questionable Payroll Practices And Non-Compliance With Title I Program Guidelines**

**RECOMMENDATIONS:**

- 1.1 The school administration should adhere to the provisions in the Payroll Processing Procedures Manual Regarding payroll sign-in/sign-out procedures.**
- 1.2 The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.**
- 1.3 The school administration should be reminded to adhere to the guidelines imparted during the training sessions offered by Title 1 Administration Office as reflected in the Title 1 Administration Handbook regarding the utilization of Title 1 Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title 1 Program funds.**

**Responsible Persons:** Principal, Assistant Principal and Payroll Clerk

**Management Response:**

The Principal met with the Assistant Principal and Payroll Clerk to review the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* to ensure understanding and responsibilities regarding payroll procedures and use of Title I funds.

The Principal and Assistant Principal are appropriately monitoring all hourly employees to ensure they record the time-in upon arrival and time-out upon departure according to procedure.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.


The Principal will attend trainings and regularly consult with the Title I Administration Office on the use of funds and specific expenditures excluded by the Title I Program funding to ensure compliance moving forward.

cc: Ms. Sally J. Alayon  
Ms. Cynthia Gracia

**MEMORANDUM**

June 16, 2016

**TO:** Ms. Vivian M. Santiesteban-Pardo, Region Superintendent  
North Region office

**FROM:** Ronald Redmon, Principal   
Norland Middle School

**SUBJECT:** **ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF  
NORLAND MIDDLE SCHOOL FOR FISCAL YEAR JULY 1, 2014 – JUNE 30,  
2015**

The following is a response to the findings of the Audit Report for Norland Middle School for fiscal year July 1, 2014 – June 30, 2015.

The audit findings have been carefully reviewed by the Principal. As a result, the Principal has implemented the following corrective measures in order to prevent the recurrence of similar conditions and ensure strict compliance is maintained with Board policies and procedures.

**FINDINGS**

1. **Hourly Teacher Assignment Non-compliant With Payroll and Hiring Procedures, and Title I Program Guidelines.**

**RECOMMENDATIONS**

- 1.1 **The school administration should adhere to the provisions in the Payroll Processing Procedures Manual regarding payroll sign-in/sign-out procedures of hourly personnel and should not allow employees to report to work before officially hired in the system.**
- 1.2 **The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.**
- 1.3 **The school administration should be reminded to adhere to the guidelines imparted during the training sessions offered by Title I Administration Office as reflected in the Title I Administration Handbook regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.**

**RESPONSIBLE PERSON(S):** **Principal, Assistant Principal and Payroll Clerk**

**MANAGEMENT RESPONSE:**

The Principal has reviewed the guidelines as stated in the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* with the Assistant Principal and Payroll Clerk to ensure their understanding and responsibilities regarding the sign-in/sign-out procedures of hourly personnel. The Principal will not authorize contracting professional services through the use of the part-time payroll.

The Principal will ensure that the part-time payroll is not utilized to contract professional services and will seek assistance from the Title I Administration Office as needed.

The Principal has assigned the Assistant Principal to work with the Payroll Clerk to strengthen controls to ensure that Title I Program guidelines are followed and adhered to. The Assistant Principal will meet weekly with the Payroll Clerk and immediately report any discrepancies to the Principal to rectify and discrepancies. The Principal will also contact the Title I Administration Office guidance/advice if needed regarding the use of Title I Program funds.

cc: Ms. Sally J. Alayon  
Ms. Cynthia Gracia

**MEMORANDUM**

June 21, 2016

**TO:** Ms. Barbara A. Mendizabal, Region Superintendent  
South Region Office

**FROM:** Jorge A. Rivas, Principal *JR*  
Miami Heights Elementary School

**SUBJECT:** ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF MIAMI  
HEIGHTS ELEMENTARY SCHOOL FOR 2013-2014 AND 2014-2015

This memorandum serves as a response to the relevant findings in the internal audit for Miami Heights Elementary School for the 2013-2014 and 2014-2015 fiscal school years.

**RECOMMENDATIONS:**

- 1.1 The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.
- 1.2 The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.
- 1.3 The school administration should be reminded to adhere to the guidelines imparted during the training session offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.

**RESPONSIBLE PERSON(S):** Principal, Assistant Principal and Payroll Clerk

**MANAGEMENT RESPONSE:**

The Principal has assigned the Assistant Principal, the task of monitoring the Daily Payroll Sheet and ensuring all hourly employees are signing in on a daily basis with fidelity.

Prior to the Principal approving payroll, the Assistant Principal and the Payroll Clerk will review the entire payroll for accuracy and ensure time worked is documented accurately and with reliability.

All payroll sheets will be reviewed by an administrator and/or Payroll Clerk after the start of the regular work day and at various times throughout the day.

Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed.

Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*. Employees will sign receipt of procedures at the start date of hire for the school year.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend training to ensure compliance with all Title I Procedures. The Principal has reviewed the *Title I Administration Handbook* with the Assistant Principal to ensure that job performances are in alignment with job descriptions. The Principal will ensure that job guidelines will be properly documented.

Lastly, the Principal will attend the district's Money DOES Matter Support Program for the 2016 school year.

cc: Ms. Lucy C. Iturrey  
Cynthia Gracia

**MEMORANDUM**

June 21, 2016

**TO:** Ms. Barbara A. Mendizabal, Region Superintendent  
South Region Office

**FROM:** Frances Nobregas, Principal  
Olympia Heights Elementary School

**SUBJECT:** **ADMINISTRATIVE RESPONSE TO INTERNAL AUDIT REPORT OF OLYMPIA HEIGHTS  
ELEMENTARY SCHOOL – 4091**

This memorandum serves as a response to the audit findings for Olympia Heights Elementary School Audit Report for the 2014-2015 Fiscal Year. This administrator has taken corrective action to ascertain that moving forward; all Payroll Practices and Title I Program Guidelines are strictly adhered to.

**RECOMMENDATIONS:**

- 1.1 The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.
- 1.2 The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.
- 1.3 The school administration should be reminded to adhere to the guidelines imparted during the training session offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.

**Responsible Person(s):** Principal, Assistant Principal and Payroll Clerk

**Management Response:**

The Principal will monitor the Daily Payroll Sheet to ensure all hourly employees are signing in on a daily basis. The Assistant Principal and the Payroll Clerk will go over the entire payroll for accuracy and fidelity. The Principal will then approve the payroll.

All payroll sheets will be reviewed by an administrator and/or Payroll Clerk after the start of the regular work day and at various times throughout the day.

Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed.

Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*.

Hourly employees will sign receipt of procedures at the start date of hire for the school year. The Principal will attend training to ensure compliance with all Title I Procedures. The Principal has reviewed the *Title I Administration Handbook* with the Assistant Principal to ensure that job performances are in alignment with job descriptions. The Principal will ensure that job guidelines will be properly documented.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

Lastly, the Principal will register and attend the district's Money DOES Matter Support Program during the 2016 school year. If you have any further questions, please feel free to contact me at 305-221-7335.

cc: Ms. Cynthia Gracia  
Ms. Lucy C. Iturrey



**MEMORANDUM**

June 21, 2016

**TO:** Ms. Barbara A. Mendizabal, Region Superintendent  
South Regional Center

**FROM:** Suzet Hernandez, Principal *SH*  
South Miami Heights Elementary

**SUBJECT:** **ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF FOR SOUTH MIAMI HEIGHTS ELEMENTARY FOR 2014-2015**

This memorandum serves as a response to the relevant findings in the internal audit for South Miami Heights Elementary 2014-2015 fiscal school year.

**RECOMMENDATIONS:**

- 1.1 The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.
- 1.2 The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.
- 1.3 The school administration should be reminded to adhere to the guidelines imparted during the training session offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.

**RESPONSIBLE PERSON(S):** Principal, Assistant Principal and Payroll Clerk

**MANAGEMENT RESPONSE:**

The Principal has reviewed the guidelines as stated in the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* with the Assistant Principal and Payroll Clerk to ensure their understanding and responsibilities regarding the sign-in/sign-out procedures of hourly personnel.

Additionally, the Principal will monitor the Daily Payroll Sheet to ensure all hourly employees are signing in/out on a daily basis and hours worked are being completed with fidelity. The Principal will review the payroll with the Payroll Clerk to ensure accuracy prior to approving the payroll.

Furthermore, Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed. Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*.

The Principal will establish and implement controls to ensure that Title I Program guidelines are followed and adhered to. These guidelines will be reviewed with the Assistant Principal and Payroll Clerk. As part of the controls to be implemented, the Assistant Principal will meet regularly with the Payroll Clerk to ensure that guidelines are followed and report any anomalies to the Principal immediately to correct discrepancies.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend training to ensure compliance with all Title I Procedures and attend the district's Money DOES Matter Support Program for the 2016 school year.

If you have any further questions, please feel free to contact me at 305-238-6610.

cc: Ms. Cynthia Gracia  
Ms. Lucy C. Iturrey

MEMORANDUM

June 21, 2016

TO: Ms. Barbara A. Mendizábal, Region Superintendent  
South Region Office

FROM: Eric L. Wright, Principal  
Robert Russa Moton Elementary

SUBJECT: **ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF FOR ROBERT  
RUSSA MOTON ELEMENTARY FOR 2014-2015**

This memorandum serves as a response to the relevant findings in the internal audit for Robert Russa Moton Elementary 2014-2015 fiscal school year.

**RECOMMENDATIONS:**

- 1.1 **The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.**
- 1.2 **The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.**

**RESPONSIBLE PERSON(S):** Principal, Assistant Principal and Payroll Clerk

**MANAGEMENT RESPONSE:**

The Principal has reviewed the guidelines as stated in the *Payroll Processing Procedures Manual* with the Assistant Principal and Payroll Clerk to ensure their understanding and responsibilities regarding the sign-in/sign-out procedures of hourly personnel.

All payroll sheets will be reviewed by an administrator and/or Payroll Clerk after the start of the regular work day and at various times throughout the day to ensure fidelity in reporting hours worked.

The Principal will assign the Assistant Principal and the Payroll Clerk to review the entire payroll for accuracy. The Principal will meet with the Assistant Principal prior to approving the payroll and will once again review the payroll. The Principal will then approve the payroll.

Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed.

Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*. Hourly employees will sign receipt of procedures at the start date of hire for the school year.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend the district's Money DOES Matter Support Program for the 2016 school year.


All corrective measures will be implemented to ensure there are no future audit exceptions. If you have any further questions, please feel free to contact me at 305-235-3612.

cc: Ms. Cynthia Gracia  
Ms. Lucy C. Iturrey

**MEMORANDUM**

June 21, 2016

**TO:** Ms. Barbara A. Mendizabal, Region Superintendent  
South Regional Center

**FROM:** Dr. Alina M. Diaz-Blanco, Principal   
Caribbean K-8 Center

**SUBJECT:** ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF  
CARIBBEAN K-8 CENTER FOR 2013-2014 AND 2014-2015

This memorandum serves as a response to the relevant findings in the internal audit for Caribbean K-8 Center for the 2013-2014 and 2014-2015 fiscal school years.

**RECOMMENDATIONS:**

- 1.1 The school administration should adhere to the provisions in the *Payroll Processing Procedures Manual* regarding payroll sign-in/sign-out procedures of hourly personnel.
- 1.2 The school administration should be discouraged from using the part-time payroll (as it was utilized in this school) to circumvent the contracting of professional services.
- 1.3 The school administration should be reminded to adhere to the guidelines imparted during the training session offered by Title I Administration Office as reflected in the *Title I Administration Handbook* regarding the utilization of Title I Program funds; and should be encouraged to contact that office for guidance/advice regarding potential use(s) of Title I Program funds.

**RESPONSIBLE PERSON(S):** Principal, Assistant Principal and Payroll Clerk

**MANAGEMENT RESPONSE:**

The Principal has assigned the Assistant Principal, the task of monitoring the Daily Payroll Sheet and ensuring all hourly employees are signing in on a daily basis. Prior to the Principal approving payroll, the Assistant Principal and the Payroll Clerk will review the entire payroll for accuracy and fidelity of hours worked.

All payroll sheets will be reviewed by an administrator and/or Payroll Clerk after the start of the regular work day and at various times throughout the day.

Payroll procedures will be reviewed with all faculty and staff at the start of each school year and throughout the year as needed.

Additionally, part-time (hourly) employees will be issued a memorandum stating the payroll procedures for part time hourly employees as delineated in the *Payroll Processing Procedures Manual*. Employees will sign receipt of procedures at the start date of hire for the school year.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

The Principal will attend training to ensure compliance with all Title I Procedures. The Principal has reviewed the *Title I Administration Handbook* with the Assistant Principal to ensure that job performances are in alignment with job descriptions. The Principal will ensure that job guidelines will be properly documented.

**RECOMMENDATIONS:**

- 2.1 To reduce the probability of potential losses in funding and other non-compliance issues regarding SPED criteria, the Principal or administrative designee should strengthen review over the inputting of Master Schedule course sequence records and assignment of therapy courses to prevent FTE funding errors.**

**RESPONSIBLE PERSON(S):** Principal, Assistant Principal, SPED Staff and Registrar

**MANAGEMENT RESPONSE:**

The Principal will meet with team members comprised of the Assistant Principal, SPED Chairperson and the Registrar during 2016-2017 Opening of School Faculty Meeting.

In order to avoid inputting errors in the future, the following system has been developed. The Registrar will set up the therapy courses on DSIS. A review of all PF9 screens (Course Records) related to therapy courses will be conducted by the Registrar, SPED Chairperson, Assistant Principal and Principal to ensure the correct number of minutes is inputted.

All corrective measures will be implemented to ensure there are no future audit exceptions. The Principal will attend the district's Money DOES Matter Support Program for the 2016-2017 school year.


If you have any further questions, please feel free to contact me at 305-233-7131.

cc: Ms. Cynthia Gracia  
Ms. Lucy C. Iturrey

**MEMORANDUM**

June 21, 2016

**TO:** Ms. Barbara A. Mendizabal, Region Superintendent  
South Region Office

**FROM:** Ms. Maileen Ferrer, Principal   
Jack D. Gordon Elementary School

**SUBJECT:** **ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF JACK D. GORDON ELEMENTARY FOR 2014-2015**

The following is in response to relevant findings in the school audit of Jack D. Gordon Elementary School.

**Recommendations:**

- 1.1. **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, ESOL staff and administration should review ESOL Program Record Folders to make certain that the information is accurate and that all pertinent forms are completed and timely filed in the folders.**
  
- 1.2. **In order to ensure future compliance with District guidelines, in those instances where students are enrolled over six semesters in the EOSL program, improved efforts should be made by the school administration to ensure that upcoming meetings are identified with sufficient time to schedule them in a timely manner and before the FTE week.**

**Responsible Person(s):** Principal, Assistant Principal, ELL Chairperson

**Management Response:**

The newly assigned Principal met with the Assistant Principal and ELL Chairperson on December 4, 2015 and reviewed the guidelines and procedures for maintaining ELL information as provided by the Division of Bilingual Education and World Languages and also the District ELL Plan, which establishes procedures for the maintenance and safeguarding of ELL students' cumulative folders.

The Division of Bilingual Education and World Languages provided Professional Development for all staff members in the ELL department on December 8, 2015 at the request of the Principal. The procedures for the maintenance of student ELL records were reviewed by persons responsible, specifically focusing on documents required for ELL funding. The Principal directed the ELL Chairperson and other members of the ELL Department to participate in future Professional Development offered by the Division of Bilingual Education and World Languages.

The Principal instructed the ELL Chairperson to ensure that the following documents are properly completed and filed in each ELL student's LEP folder: Individual LEP Student Plan [FM-4649, signed by the teacher], the Notice to Parents/Guardians of English Language Learners (ELL) [FM-6576 and FM-6577, signed by the Principal], Home Language Survey [FM-5196], AMAO letter from the Superintendent, CELLA Test Results, and LEP Committee Meetings. The Principal will conduct periodic, random checks to ensure compliance.

The Principal instructed the Assistant Principal and the ELL Team to conduct mini-reviews on a quarterly basis to ensure that no discrepancies exist in ELL records utilizing the Division of Bilingual Education and World Languages Procedures Manual and the District ELL Plan. The Principal will review the results of the mini-reviews and discrepancies will be corrected without delay.

The Principal instructed the Assistant Principal and the ELL Chairperson to review the ESOL Program Monitoring Report for ELL students with six or more semesters. The Principal directed the ELL Chairperson to convene LEP Committee meetings for those students prior to the October and February FTE survey periods. The Principal directed the Assistant Principal to monitor that LEP Committee meetings are being held for students with six or more semesters in the ESOL Program in a timely manner, especially before the October and February FTE survey periods.

The Principal will attend the district's Money DOES Mater Support Program for the 2016-2017 school year.


Should any further corrective actions or additional strategies become necessary, please do not hesitate to contact me at your convenience.

cc: Ms. Lucy C. Iturrey  
Ms. Cynthia Gracia

**MEMORANDUM**

June 21, 2016

**TO:** Barbara A. Mendizabál, Region Superintendent  
South Region Office

**FROM:** Madelyn Sierra-Hernandez, Principal  
Irving and Beatrice Peskoe K-8 Center 

**SUBJECT:** ADMINISTRATIVE RESPONSE OF SCHOOL AUDIT REPORT OF IRVING AND  
BEATRICE PESKOE K-8 CENTER - 4391

This memorandum serves as a response to the relevant findings in the school audit report for Irving & Beatrice Peskoe K-8 Center. This administrator has taken corrective actions to ascertain that moving forward, all policies and procedures as outlined in the Payroll Processing Procedures Manual are strictly adhered to.

The following are the recommendations ascertained during the audit review of payroll for the 2015-2016 fiscal year:

**RECOMMENDATIONS**

- 1.1 Review with staff the proper sign-in payroll procedures to ensure awareness, understanding and compliance with the procedures.
- 1.2 Discuss with the Payroll Clerk the guidelines in the *Payroll Processing Procedures Manual* to ensure awareness and understanding of the procedures for recording, reporting and filing payroll records, including the leave cards and payroll corrections.
- 1.3 Discuss with the Payroll Clerk the procedures for recording, anticipated payroll hours; and mark the calendar to reflect those payrolls classified as "anticipated" to afford them additional attention/review.
- 1.4 Strengthen the overall review of payroll to ensure the accuracy, completeness and propriety of the payroll reported by assigning an administrator to oversee payroll.
- 1.5 Direct the administrator to periodically review the sign in sheets of full-time and part-time employees to ensure that employees are documenting their attendance (full-time) or signing in/out (part-time) in a timely manner.
- 1.6 Meet with the administrator before the final approving of payroll to ensure that records were reviewed and all discrepancies were resolved prior to final reporting.
- 1.7 Ensure that payroll corrections are done timely and documented in the payroll files.

**Responsible Person(s):** Principal, Assistant Principal, and Payroll Clerk

**Management Response:**

In review of the findings and recommendations reported, the current administration will take immediate action to enforce proper procedures and ensure compliance with the expectations of the District.

On March 15, 2016, the Principal met with the Payroll Clerk to discuss and review the *Payroll Processing Procedures Manual* to ensure awareness and understanding of the procedures for recording, reporting

and filing payroll records, including leave cards and payroll corrections. In addition, the procedures for recording anticipated payroll hours to reflect those payrolls classified as "anticipated" were reviewed. The Payroll Clerk has established internal controls to ensure that the payroll is reviewed for signing in/out. This will ensure that employees are complying with the daily payroll procedures.

The *Payroll Processing Procedures Manual* will be reviewed with the Assistant Principal and Payroll Clerk to ensure awareness and understanding of the procedures for signing in/out for all hourly employees according to District and contractual guidelines.

Furthermore, the continued practice of reviewing the Daily Payroll Attendance Sheets in order to ensure the accuracy, completeness and propriety of the payroll reported was discussed with the Payroll Clerk and Assistant Principal.

All payroll sheets will be randomly reviewed by the Principal and/or Payroll Clerk after the start of the regular work day and at various times throughout the day. Employees will be notified immediately via written notification should a discrepancy in procedure be found.

The Assistant Principal has been assigned to review payroll on a daily basis and monitor the daily signing in/out of hourly employees' payroll for fidelity in reporting hours worked. Any anomalies will be reported to the Principal and addressed with the affected employee, immediately.

In addition, the Assistant Principal will meet with the Principal prior to the final approval of payroll to ensure that records were reviewed and all discrepancies were resolved prior to final reporting.

The Principal will review the proper payroll procedures with hourly/part-time employees during the 2016 Opening of Schools meeting to ensure all hourly employees understand accurate payroll procedures.

The Principal is ensuring that the school utilizes district resources to the fullest extent possible and will not authorize contracting professional services through the use of the part-time payroll.

Lastly, the Principal will attend the district's Money DOES Matter Support Program for the 2016 school year.

For further information regarding this response, please contact, Madelyn Sierra-Hernandez, Principal of Irving and Beatrice Peskoe K-8 Center at 305-242-8348.

cc: Ms. Cynthia Gracia  
Ms. Lucy Iturrey



**MEMORANDUM**

June 29, 2016

**TO:** Ms. Barbara A. Mendizábal, Region Superintendent  
South Region Office

**FROM:** Guillermo Muñoz, Principal  
Homestead Senior High School



**SUBJECT: ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF  
HOMESTEAD SENIOR HIGH SCHOOL FOR THE 2013-2014 AND 2014-2015  
FISCAL YEARS-JULY1, 2013 THROUGH JUNE 30, 2015 AND 2014-2015 FTE  
SURVEY PERIOD 3**

The following is a response to the findings in the Audit Report for Homestead Senior High School for the period covering July 1, 2013 through June 30, 2015 and 2014-2015 FTE Survey Period 3.

**RECOMMENDATIONS**

- 1.1 The school administration should discuss the Internal Funds and Purchasing Card guidelines and requirements with faculty and staff for awareness and understanding of the requirements; and should strengthen review over disbursements.
- 1.2 The school administration should discuss the disbursement documentation requirements with appropriate staff to ensure that invoices are obtained to document/ support all purchases, and that invoices are signed to indicate acknowledgement of receipt of goods/ services.
- 1.3 Regarding the matter of the written quotations, the school administration should direct staff to solicit quotations, including once from a certified minority as required by the guidelines; and ensure that the lowest quotation is selected.
- 1.4 The school administration should discuss the guidelines/ restrictions associated with the Fund 9 account with appropriate staff to ensure guidelines are observed when charging expenditures to the account.
- 1.5 Going forward, the school administration should implement a budget for the Athletic Program, strengthen the monitoring over Athletic program expenditures to curtail overspending, and should consider conducting fundraising activities for the Athletic Program in order to eliminate the deficit.
- 1.6 The school administration should appoint an administrator to oversee Internal Funds and P-Card. The Principal should periodically meet with the administrator to receive updates regarding the associated financial activities, and discuss any issues that may require the Principal's attention for prompt resolution/ administrative action.

**Responsible Person(s):** Principal, Assistant Principal, Purchasing Clerk and Treasurer, Sponsors and Athletic Department Staff, ESOL/ Gifted and OJT Staff, South Region Office Administration, School Operations Administration

**Management Response:**

In order to ensure that purchasing procedures are adhered to as documented in the Manual of Internal Fund Accounting and the Purchasing Card Program Policies and Procedures Manual, the Principal will implement the following corrective actions and preventive strategies with regard to the to the school site procedures for purchasing and receipt of goods and materials.

On Thursday, August 11, 2016, the Principal will review with all person(s) responsible: Assistant Principal, Treasurer, and Purchasing Clerk, Sections II and III, Chapters 4, 5, and 9 of the Manual of Internal Fund Accounting and the Purchasing Card Program Policies and Procedures Manual, and School Board Policy 6610 *Internal Accounts*. The Principal will also review the guidelines and restrictions associated with the Fund 9. Special emphasis will be given to the process of P-Card usage, acknowledgement of receipt of goods or services, and solicitation of quotations, one of which must be from a certified minority enterprise.

On Friday, August 12, 2016, the Principal will meet with the Assistant Principal, Treasurer, Athletic Director, and the Activities Director to develop a budget that will curtail overspending and includes conducting fundraising activities as a method of supporting the Athletic Program in the future. A special emphasis will be placed on the implementation of a budget that assists with the elimination of the Athletic Program's current deficit through these fundraising activities.

The Principal will meet with the faculty and staff during the Opening of School meeting on August 18, 2016, and discuss the specifics from the Manual of Internal Fund Accounting and the Purchasing Card Program Policies and Procedures Manual, and School Board Policy 6610 *Internal Accounts*. Special emphasis will be given to the acknowledgment of receipt of goods or services, and solicitation of quotations in which one must be from a certified minority enterprise.

The Principal will instruct the Purchasing Clerk to maintaining a log, including the date of purchase, the vendor's name, amount and the name of the staff the order belongs to (requester). The Purchasing Clerk and an identified backup person will be the only ones who will process incoming deliveries. The assigned assistant principal will then meet weekly to review the log with the Purchasing Clerk.

The Principal, Assistant Principal, Treasurer, and Purchasing Clerk will meet monthly to review the current status of purchases and disbursements through the internal fund account and P-Card in order to ensure compliance with District mandated policies and accurate record keeping. Any discrepancies will be corrected immediately and non-compliance will be addressed with the responsible person(s). This meeting will take place on the last business day of each month.

**RECOMMENDATIONS**

- 2.1 The Principal or administrative designee should assess the ESOL area to ensure that appropriate staff is identified for completing the LEP Plans.**
- 2.2 To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, ESOL staff and administration should review ESOL**

**Program Record to make certain that the information is accurate and that all pertinent forms are completed and filed in the student folders.**

**2.3 To reduce the probability of potential losses in funding and other non-compliance issues regarding Gifted criteria, the Principal or administrative designee should monitor the Gifted area and student folders on a regular basis to ensure that EP conferences are properly and accurately documented in the student cumulative folders and in SPED-EMS; and all necessary records are properly completed, signed and filed.**

**2.4 To reduce the probability of potential losses in funding and other non-compliance issues regarding Teacher Certification requirements, the Principal or administrative designee should ensure that out-of-field waivers are maintained on file at the school site; and that teachers are assigned to teach in accordance with certification requirements. In addition, the Certification Department should be notified and school files should be updated with the most current certification information. Going forward, the school administration should strengthen monitoring over this area.**

**2.5 To reduce the probability of potential losses in funding and other non-compliance issues regarding On-The-Job training requirements, the Principal or administrative designee should ensure that students placed in OJT course are working the minimum average of 15 hours per week (within the grading period).**

**Responsible Person(s):** Principal, Assistant Principal, ESOL Chairperson, SPED Program Specialist, Gifted Coordinator and OJT Teacher, Principal Secretary, Registrar

**Management Response:**

The Principal will review the 2016-2017 Opening of Schools Guidelines and Procedures and the District's Plan for Services to English Language Learners (ELL) with the Assistant Principal, ESOL Chairperson, SPED Program Specialist, and OJT magnet teacher on Thursday, August 18, 2016.

The Principal will hold a compliance meeting on Friday, August 19, 2016, with all Administrative, Instructional, and Clerical Personnel responsible for ELL, SPED, Gifted, and OJT documentation, to ensure full compliance with ESOL, SPED, Gifted, and OJT guidelines established by the State of Florida, Department of Education, and the District.

The ELL, SPED Program Specialist, OJT teacher, and registrar will receive an attendance bulletin daily to monitor the entry of identified students and ensure the date on entry and participation documents are accurate. Reports available in the portal under the Limited English Proficient link, as well as, Possible LEP Error reports available in Control-D are reviewed and/or printed on a monthly basis to monitor the LEP students and their status.

The SPED Program Specialist and teachers of the gifted will monitor the gifted area and student folders on a regular basis to ensure that EP conferences are properly and accurately documented in the student cumulative folders and in SPED-EMS.

The Principal will continue to monitor the documentation of ELL and Gifted students. The Principal directed the team to continue to conduct mini self-reviews of randomly selected cumulative folders

and records of ELL and Gifted students to assure compliance utilizing the Division of Bilingual Education, World Languages Procedures Manual and the Division of Exceptional Student Education.

The Principal will monitor the Out of Field monthly reports to ensure all teachers are in field. The Principal's Secretary will be directed to create a file where all Out of Field Waivers will be maintained. The Principal will direct the Registrar to conduct a self-check to ensure that all current teaching assignments in the master schedule corresponds with a certified teacher.

The Principal, Assistant Principal and OJT teacher will monitor students placed in OJT courses to ensure that students are working the minimum average of 15 hours per week. OJT guidelines will be reviewed on August 19, 2016 with pertinent staff and documentation will be monitored on a quarterly basis.

The Principal will attend the district's Money DOES Mater Support Program for the 2016-2017 school year.

Should you require additional information, please do not hesitate to contact me at your convenience.

**cc:** Ms. Cynthia Gracia  
Ms. Lucy Iturrey  
Mr. Leonard Ruan

MEMORANDUM

June 28, 2015  
AP#157/2015-16

TO: Mrs. Valtena G. Brown, Deputy Superintendent/Chief Operating Officer  
School Operations

FROM: Albert Payne, Region Superintendent  
Central Region Office

SUBJECT: **CENTRAL REGION OFFICE RESPONSE TO INTERNAL REPORTS FOR  
ARCOLA LAKE ELEMENTARY AND SOUTH HIALEAH ELEMENTARY  
SCHOOLS**

Please find attached the responses to the audit findings for Arcola Lake Elementary and South Hialeah Elementary. The Central Region Office has reviewed the exceptions cited. The following support activities will be implemented at the Region level.

**Arcola Lake Elementary**

**1. Inadequate Controls Over Collections Let to Questionable Monetary Shortages**

The Central Region Office Financial/Business Operations Director instructed the Principal to meet with staff to review Section II, Chapter 2 of the *Manual of Internal Fund Accounting* to ensure compliance with the collection process, receipting and depositing of monies generated from Internal Fund.

**2. Inadequate Controls Over Year-End Prenumbered Forms Inventory and Incomplete Internal Fund Documentation**

The Central Region Office Financial/Business Operations Director instructed the Principal to meet with staff to review Section II, Chapter 3 of the *Manual of Internal Fund Accounting* to ensure compliance with the policies and procedures with depositing funds. In addition, Section V, Chapter 1 and Section II, Chapter 2 of the *Manual of Internal Fund Accounting* to ensure compliance with the general policy involved in the preparation of the Inventory of Prenumbered Forms for the end of the year.

**3. Departure From Fee Schedule Resulted in Monetary Losses; and Discrepancies in Summer Camp Program Recordkeeping and Supporting Documentation**

Although the school no longer operates a Principal Operated Fee Based Afterschool Program or Summer Program, the Central Region Office Financial/Business Operations Director instructed the Principal to review the *Community School Procedures Manual* and Section II, Chapters 2 and 3 of the *Manual of Internal Fund Accounting* to ensure compliance with policies and procedures in the event the program reopens.

**South Hialeah Elementary**

**1. School Non-Compliance with Bookkeeping Procedures Associated with School-Sponsored Fundraisers/Activities and Fundraisers/Activities of the School Allied Organization**

The Central Region Office Financial/Business Operations Director instructed the Principal to meet with staff to review Section II, Chapter 3 of the Manual of Internal Fund Accounting to ensure compliance with policies and procedures as they pertain to handling, receipting and depositing of collections associated with school activities. In addition, the Principal was instructed to meet with the Parent Teacher Association to review the Booster Club Guidelines Manual to ensure compliance with policies and procedures on conducting fundraisers by school-allied organizations.

As a result of these audit findings, the following support activities will be implemented for the two schools indicated above at the Region level:

- The affected Principals will be required to address specific fiscal management job targets on the Performance Planning and Assessment System Planning Form and provide progress points and evidence of progress to improve business and professional standards for effectiveness and efficiency.
- The Central Region Office Financial/Business Operations Administrative Director will direct the Principals to attend Money DOES Matter Support Program for the 2016-2017 school year.
- The Central Region Office Financial/Business Operations Administrative Director in collaboration with the appropriate district office will coordinate a support system for the Principal and designee to ensure that all after school records are properly maintained.

If there are any additional questions, please contact me. Thank you for your assistance and cooperation.

cc: Dr. Jacques Bentolila  
Ms. Cynthia Gracia

**MEMORANDUM**

June 27, 2016  
VSP#119/2015-2016  
(305) 572-2800

TO: Ms. Valtena G. Brown, Deputy Superintendent/Chief Operating Officer  
School Operations

FROM: Vivian M. Santiesteban-Pardo, Region Superintendent  
North Region Office

**SUBJECT: RESPONSES TO AUDIT REPORTS OF NORTH REGION OFFICE SCHOOLS**

Attached, please find the response to the audit findings for the 2014-2015 fiscal years and 2015-2016 FTE Survey Period 3 for Norland Elementary, Norland Middle, Lake Stevens Middle, Hialeah Middle and Miami Beach Senior High. The North Region Office has reviewed the exceptions cited. The following support activities will be implemented at the Region level.

**Norland Elementary**

**FINDING:**

**1. Questionable Payroll Practices And Non-Compliance With Title I Program Guidelines**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* with the Assistant Principal and the Secretary/Treasurer.

The Principal has been instructed to devise a plan to ensure that employees hired for hourly work from other locations record their hours according to procedure.

In addition, the Principal has been instructed to attend trainings and confer regularly with the Title I Administration Office to ensure a greater understanding of the utilization of Title I Program funds.

Furthermore, the Principal has been instructed to attend School Operations' Money Does Matter Support Program sessions. Lastly, the North Region Office Financial/Business Operations Director will ensure that the "In-House Review Teams" within each feeder pattern assist the school to provide additional support in this area.

**Norland Middle**

**FINDING:**

**1. Hourly Teacher Assignment Non-compliant With Payroll and Hiring Procedures, and Title I Program Guidelines.**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the *Payroll Processing Procedures Manual* and the *Title I Administration Handbook* with the Assistant Principal and the Payroll Clerk.

The Principal has been instructed to assign an Assistant Principal to assist with reviewing the Payroll on a regular basis to ensure procedures are being followed. The Principal has also been instructed to devise a plan to ensure that hourly personnel do not report to work before being officially hired in the system.

### **Lake Stevens Middle**

#### **FINDINGS**

##### **1. Inadequate Recordkeeping, Documenting and Reporting of Payroll**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the *Payroll Processing Procedures Manual* and with the Assistant Principal and the Payroll Clerk to ensure a greater understanding of the proper procedures for recording, reporting and filing payroll records.

The Principal will review the proper procedures with the faculty and staff on the recording of the Daily Payroll Attendance Sheets, the documentation of hours and completion of leave cards.

The Principal has been instructed to assign the Assistant Principal to assist with the payroll review process and devise a plan to meet with the Payroll Clerk regularly to ensure that attendance is being recorded accurately and in a timely manner.

### **Hialeah Middle and Miami Beach Senior High**

#### **FINDINGS:**

##### **1. School Non-Compliant With Full-Time Equivalent (FTE) ELL Student Records Resulted in Potential FTE Funding Disallowances**

The North Region Office Financial/Business Operations Director and the Principal established an organized plan for the Principal to implement and monitor with affected staff. The Principal will thoroughly review the Opening of School Year Information and Reminders, the Division of Bilingual Education and World Language memoranda, and the *District Plan for Services to English Language Learners* with the Assistant Principal, ESOL Chairperson and School Registrar to ensure a greater understanding and compliance.

The Principals have been instructed to designate an Assistant Principal to assist in overseeing the ESOL Program and to strengthen the organization of all documents and



ESOL Chairperson and School Registrar to ensure a greater understanding and compliance.

The Principals have been instructed to designate an Assistant Principal to assist in overseeing the ESOL Program and to strengthen the organization of all documents and procedures. The Principal was further instructed to meet regularly with the Assistant Principal, the ESOL Chairperson and Registrar to review records and ensure compliance.

In addition, the Principals have been instructed to meet regularly with the Assistant Principal to review the ESOL folders and to ensure that LEP Committees meetings are scheduled for students enrolled over six semesters in order to best assess the students' progress.

The Principal will thoroughly review the On-the-Job Training (OJT) criteria and procedures with the Assistant Principal and OJT staff to ensure a greater understanding and compliance in that area.

The Principal was instructed to designate an Assistant Principal to assist in overseeing the OJT Program and strengthen the procedures required to meet compliance to and ensure a reduction in the probability of funding losses.

The North Region Office Financial/Business Operations Director will ensure that the "In-House Review Teams" within each feeder pattern assist the effected schools to provide additional support in this area. Lastly, the Principals have been instructed to attend School Operations' Money Does Matter Support Program sessions for the 2016-2017 school year.

Should you need additional information, please contact me at (305) 572-2800.

VSP/SA

cc: Ms. Sally J. Alayon  
Ms. Cynthia Gracia

MEMORANDUM

June 29, 2016

TO: Mrs. Valtena G. Brown, Deputy Superintendent/Chief Operating Officer  
School Operations

FROM: Barbara A. Mendizábal, Region Superintendent  
South Region Office



**SUBJECT: RESPONSES TO AUDIT REPORTS OF SOUTH REGION OFFICE SCHOOLS**

Please find attached the responses to the audit findings for Homestead Senior High School, Caribbean K-8 Center, Irving and Beatrice Peskoe K-8 Center, Jack D. Gordon Elementary School, Miami Heights Elementary School, Robert Russa Moton Elementary School, Olympia Heights Elementary School, and South Miami Heights Elementary School. The South Region Office has reviewed the exceptions cited. The following support activities will be implemented at the Region level.

**Homestead Senior High School**

**1. Inadequate Controls Over Disbursements Led to Non-Compliance With Internal Funds And P-Card Policy**

The South Region Office Financial/Business Operations Director instructed the Principal to thoroughly review Section II, Chapters 4 and 5 of the *Manual of Internal Fund Accounting* and develop a procedure for ensuring that payments are made in a timely manner and supported by the proper documentation for disbursements. Furthermore, the Principal was instructed to review the *Purchasing Credit Card Program Policies & Procedures Manual* and School Board Policy 6610 *Internal Accounts* and 6320 *Purchasing* with the Purchasing Clerk, Treasurer and Vice Principal to ensure that procedures are appropriately followed as related to credit card transactions and to ensure compliance with the District policy and procedures related to bids.

Furthermore, the Financial/Business Operations Director instructed the Principal to meet with Faculty and Staff at the Opening of School to ensure that they are aware of the proper purchasing procedures.

The Financial/Business Operations Director instructed the Principal to review Section III, Chapter 1 of the *Manual of Internal Fund Accounting* and develop a system for ensuring that expenditures in the Athletic Program do not exceed the overall available balance.

The Financial/Business Operations Director instructed the Principal to review Section III, Chapter 9 of the *Manual of Internal Fund Accounting* to ensure that expenditures that the guidelines for Fund 9 expenditures are adhered to at all times. The Principal was instructed to develop a systemic approach for ensuring that the guidelines are observed.

**2. School Non-Compliant With Full-Time Equivalent FTE Records And Procedures Resulted in Potential FTE Funding Allowances**

The South Region Office Financial/Business Operations Director instructed the Principal to attend the FTE training when offered by the District.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages and the Division of Advanced Academics to conduct a mini-review of the records to ensure compliance in selected areas of the ELL Program and the Gifted Program.

Results from the District's mini-reviews will be submitted to the South Region Office Administrative Director. Discrepancies will be discussed with the Principal and corrections will be made accordingly.

The Financial/Business Operations Director instructed the Principal to develop a plan for ensuring that all teachers are certified in their assigned subject areas, and that teachers are assigned to teach in accordance with certification requirements.

The Financial/Business Operations Director instructed the Principal to develop a plan to ensure that students enrolled in the On-the-Job Training (OJT) course are employed.

### **Caribbean K-8 Center**

#### **1. Non-Compliance With Payroll Practices and Title I Program Guidelines**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

The Financial/Business Operations Administrative Director instructed the Principal to attend the Title I meeting and training when offered by the District and to thoroughly review the *Title I Handbook* and develop a plan to ensure compliance with the guidelines.

#### **2. School Non-Compliant With Full-Time Equivalent FTE Records And Procedures (SPED) Resulted in FTE Funding Disallowances**

The South Region Office Financial/Business Operations Director instructed the Principal to develop a plan to ensure that SPED records are reviewed and correctly input in the system.

The South Region Office Financial/Business Operations Director will solicit assistance from the SPED Department to conduct a mini-review for compliance in selected areas of SPED Program. Results from the District's mini-review will be submitted to the South Region Office Administrative Director. Discrepancies will be discussed with the Principal and corrections will be made accordingly.

### **Irving and Beatrice Peskoe K-8 Center**

#### **1. Inadequate Recordkeeping, Documenting, And Reporting of Payroll**

The South Region Office Financial/Business Operations Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systematic approach for addressing staff who do not adhere to the guidelines for signing in and out, as required, on a daily basis. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Payroll Attendance Sheet. Furthermore, the

plan must include a process for ensuring that payroll hours are not improperly anticipated and that payroll corrections are processed in a timely fashion.

The Financial/Business Operations Director will conduct periodic and unannounced site-reviews to ensure compliance with all the guidelines found in the *Payroll Processing Procedures Manual* to make sure that the daily and hourly payrolls are accurate and that all payroll corrections are documented appropriately.

#### **Jack D. Gordon Elementary School**

##### **1. School Non-Compliant With Full-Time Equivalent (FTE) Student Records Resulted in Potential FTE Funding Disallowances**

The South Region Office Financial/Business Operations Director instructed the Principal to attend the FTE training when offered by the District.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages to conduct a mini-review of the records to ensure compliance in selected areas of the ELL Program.

Results from the District's mini-review will be submitted to the South Region Office Administrative Director. Discrepancies will be discussed with the Principal and corrections will be made accordingly.

#### **Miami Heights Elementary School**

##### **1. Questionable Payroll Practices And Non-Compliance With Title I Program Guidelines**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic, approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

The Financial/Business Operations Administrative Director instructed the Principal to attend the Title I meeting and training when offered by the District and to thoroughly review the *Title I Handbook* and develop a plan to ensure compliance with the guidelines.

#### **Robert Russa Moton Elementary School**

##### **1. Questionable Non-Compliant Payroll Practices**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

**Olympia Heights Elementary School**

**1. Non-Compliance of Payroll Practices And Non-Compliance With Title I Program Guidelines**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

The Financial/Business Operations Administrative Director instructed the Principal to attend the Title I meeting and training when offered by the District and to thoroughly review the *Title I Handbook* and develop a plan to ensure compliance with the guidelines.

**South Miami Heights Elementary School**

**1. Non-Compliance With Payroll Practices And Title I Program Guidelines**

The Financial/Business Operations Administrative Director instructed the Principal to thoroughly review the *Payroll Processing Procedures Manual* and develop a systemic approach for properly maintaining payroll procedures. This will include a plan for reviewing the Payroll Sign-in Rosters and the monitoring of the hourly sign-in on the Daily Attendance Sheet.

The Financial/Business Operations Administrative Director instructed the Principal to attend the Title I meeting and training when offered by the District and to thoroughly review the *Title I Handbook* and develop a plan to ensure compliance with the guidelines.

The Financial/Business Operations Administrative Director will meet with all Principals in the South Region to ensure that they understand that the use of part-time personnel to secure contracted services is not allowed.

Should you need additional information, please contact me at (305) 252-3041.

BAM:LJ  
M#5

Attachments

cc: Ms. Cynthia Gracia  
Ms. Lucy Iturrey

**MEMORANDUM**

July 1, 2016

**TO:** Jose Montes de Oca, Chief Auditor  
Office of Management and Compliance Audits

**FROM:** Valtena G. Brown, Deputy Superintendent/Chief Operating Officer *VB/cg*  
School Operations

**SUBJECT: SCHOOL OPERATIONS RESPONSE TO SCHOOL AUDITS OF  
SELECTED SCHOOLS IN NORTH, CENTRAL AND SOUTH REGION  
OFFICES**

School Operations has reviewed the audit exceptions cited in the 2014-2015 and 2015-2016 fiscal year(s) audit reports of the following schools reporting to the North Region Office, Central Region Office and South Region Office: Lake Stevens Middle School, Norland Middle School, Hialeah Middle School, Miami Beach Senior High School, Norland Elementary School, Arcola Elementary School, South Hialeah Elementary School, Caribbean K-8 Center, Irving and Beatrice Peskoe K-8 Center, Miami Heights Elementary School, Olympia Heights Elementary School, R. R. Moton Elementary School, South Miami Heights Elementary School, Jack D. Gordon Elementary School and Homestead Senior High School. The following preventive actions will be taken through School Operations:

- School Operations has directed all schools to utilize district resources to the fullest extent possible without by-passing the established contracted service protocols.
- School Operations, in collaboration with the Region Office, will continue to provide support to the school by assigning a Fiscal Review Team to conduct financial reviews of Internal Funds, P-Card, Payroll, FTE, and Title I guidelines, periodically.
- School Operations will provide technical assistance in the areas of Internal Funds, P-Card, Payroll, FTE, and Title I guidelines through the district's Money DOES Matter Support Program for the 2016-2017 school year.

School Operations will continue to work with Principals to promote efficient and effective fiscal practices. If you have any questions, please contact me at 305 995-2938.

VGB:cg  
M001

cc: Region Superintendents  
Ms. Cynthia Gracia  
Region Directors

## Anti-Discrimination Policy

### Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - prohibits discrimination against employees or applicants because of genetic information.

**Boy Scouts of America Equal Access Act of 2002** – no public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

#### **In Addition:**

**School Board Policies 1362, 3362, 4362, and 5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

# MIAMI-DADE COUNTY PUBLIC SCHOOLS



## INTERNAL AUDIT REPORT SELECTED SCHOOLS/CENTERS JUNE 2016



**Office of Management and Compliance Audits**  
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