



Miami-Dade County Public Schools

Internal Audit Report Selected Schools/Centers

*The Financial Statements Were Fairly Stated
For All 39 Schools/Centers In This Report.*

*At Six Schools/Centers, The Execution Of
The Bookkeeping Function And The
Organization Of The Records, Controls Over
The Collection And Disbursement Of Funds,
Field Trips And Fundraisers,
Adherence To Title I Program Guidelines
And Staff Assignments, And Oversight Of
FTE Records And Procedures Need
Improvement.*

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

May 2017

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

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April 27, 2017

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 39 schools/centers currently reporting to the North Region Office, the Central Region Office, or the South Region Office within School Operations. The audit period of one of the 39 schools/centers is two fiscal years ended June 30, 2016, while the audit period of the remaining 38 schools/centers is a one fiscal year ended June 30, 2016. At six schools/centers, there was a change of Principal/Administrator 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 39 schools/centers. On a selected basis, we reviewed Title I Program procedures and Full-Time Equivalent (FTE) reporting and student records. Generally as part of audit follow-ups, we reviewed certain aspects of school site data security. The audits also included the results of property inventories at all schools/centers reported herein.

Audit results proved satisfactory at 33 of the 39 schools/centers reported herein, and property inventory results for most schools/centers were also satisfactory. Notwithstanding the individual school findings included in this report, the financial statements of all 39 schools/centers reported herein were fairly stated. At six schools/centers, our audits identified weaknesses in the execution of the bookkeeping function and the supporting documentation, improper controls over the collection and disbursement of funds, lapses in compliance with certain Title I Program guidelines, and discrepancies with FTE records and procedures.

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

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EXECUTIVE SUMMARY

The Office of Management and Compliance Audits has completed the audits of 39 schools/centers. These include six that report to the North Region Office; 27 that report to the Central Region Office; and six that report to the South Region Office. For one of the schools/centers reported herein, the scope of the audit was two fiscal years ended June 30, 2016. For the remaining 38 schools/centers, the scope of the audit was one fiscal year ended June 30, 2016. At six schools/centers, there was a change of Principal since the prior audit.

The audits disclosed that 33 of the 39 schools/centers reported herein maintained their records in good order and in accordance with prescribed policies and procedures. The six schools/centers with audit findings and the affected areas are as follows:

Work Loc. No.	Name Of School/Center <i>Principal's Tenure</i>	Region Office	Change Of Principal Since Prior Audit	Prior Audit Findings At School/Center	Current Audit Total Findings Per School/Center	Finding Per Category				
						Internal Funds			Title I	FTE
						Bookkeeping/ Financial Management	Disbursements	Field Trips/ Fund-raisers		
4881	1. Scott Lake Elementary <i>Same Principal as in prior audit-no change.</i>	North	No	No	1	1				
6591	2. North Dade Middle <i>Change of Principal in June 2016. Finding under former Principal.</i>	North	Yes	No	1				1	
3181	3. Melrose Elementary <i>Current and prior audit finding under same Principal (different areas).</i>	Central	No	Yes	1					1
2041	4. Benjamin Franklin K-8 Center <i>Change of Principal in June 2016. Finding under current Principal.</i>	Central	Yes	No	1	1				
6391	5. Madison Middle <i>Change of Principal in June 2016. Internal Funds-related findings (3) under former Principal; FTE finding (1) under current Principal.</i>	Central	Yes	No	4	1	1	1		1
7161	6. Maritime & Science Technology (MAST) Academy <i>Same Principal as in prior audit-no change.</i>	Central	No	No	1					1
	TOTAL	6			9	3	1	1	1	3

As depicted in the table above, we noted certain deficiencies in the execution of the bookkeeping function and the organization of the internal funds records, improper controls over the collection and disbursement of funds and over field trips/fundraisers, non-compliance with certain Title I Program guidelines and staff assignments, and discrepancies with FTE records and procedures. The table also illustrates whether a change of Principal since the prior audit occurred, the tenure of the administration under which the finding was assessed, and whether findings were recurrent/consecutive. More specific details regarding prior/current findings, names of Principals and timeframes of their administrative assignments are provided on pages 20-27 of this report.

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 20-23. Responses are included following the recommendations in the *Findings and Recommendations* section of this report (Pages 34-73); and in the *Appendix Section* in memorandum format (Pages 83-103).

Notwithstanding the conditions and findings reported herein, at all 39 schools/centers included in this report, the financial statements present fairly, in all material respects, the changes in fund balances arising from the financial transactions of the schools/centers during the 2014-2015 and 2015-2016 fiscal years up to the MSAF End Date (depending on the school audited, as noted in the Accounting System Conversion Schedule on pages 28-29), on the cash basis of accounting; and from the eSAS System Available Conversion Date (depending on the school audited, as noted in the Accounting System Conversion Schedule on pages 28-29) up to June 30, 2016, on the full accrual basis of accounting.

As of June 30, 2015, for one¹ school/center reported herein, total receipts and disbursements amounted to \$312,397.10 and \$(348,815.13), respectively; while total cash and investments amounted to \$115,007.10 (Page 10).

As of June 30, 2016, for all 39 schools/centers reported herein, total combined receipts and disbursements amounted to \$6,168,227.93 and \$(6,098,845.65), respectively; while total combined Fund Balance amounted to \$1,369,353.35 (Pages 11-14).

Notwithstanding the conditions and findings reported herein, as of June 30, 2016, the internal control structure at all 39 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. With respect to the items tested, the schools/centers were in general compliance with the policies and procedures in the Manual of Internal Fund Accounting, except for those instances of non-compliance identified and reported at the individual schools/centers.

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.

¹ This report includes one school/center with two-year audits (2014-2015 and 2015-2016) and 38 schools/centers with one-year audit (2015-2016).

INTERNAL FUNDS

Implementation Of New Accounting System At K-12 Centers

In March 2016, the District migrated the bookkeeping of the internal funds of all K-12 centers from a legacy bookkeeping system (referred to as the MSAF system) to a web-based full accrual accounting system. The new system is named the *Electronic Student Accounting System* by the District (otherwise referred to as the eSAS system)².

The deployment to the new system was accomplished in tiers, where K-12 schools/centers were segregated into four different groups (the first being the pilot group followed by three cohorts). Each group migrated into the new bookkeeping system according to the following schedule under the direction and guidance of various district departments (i.e., Accounting, Treasury Management, Information Technology Services (ITS)), and with technical assistance from the software vendor. Regarding the 39 schools/centers in this report, the summarized group configuration and overall deployment schedule was as follows:

Group Designation	MSAF (Legacy) System End Date	eSAS System Available For Conversion	No. Of Schools/Centers In This Report
Pilot	9/29/2015	10/1/2015	2
Cohort 1	11/24/2015	12/1/2015	6
Cohort 2	1/27/2016	2/1/2016	17
Cohort 3	2/24/2016	3/1/2016	14
Total Schools/Centers			39

Consequently, the schools in this report converted from the cash basis system of accounting to the new full-accrual system on different dates, and these dates are reflected in the Opinion to the financial statements during the year of conversion (2015-2016). Please, refer to Accounting System Conversion Schedule on pages 28-29 for dates specific to each school/center reported herein.

² Please, refer to *Background Section* on pages 77-78 for additional details.

Internal Funds-Summary Of Audit Results And Financial Statements' Opinion

Internal funds records and procedures were reviewed at all 39 schools/centers. At 36 of the 39 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 Scott Lake Elementary, *the Principal contacted our office upon discovery that certain collections could not be traced to the bank account*. Between May 2016 and September 2016, the former Treasurer consistently altered the checking account's bank statement information to conceal two deposits that were recorded in the accounting system but could not be traced to the bank. We concluded that these monies were not misappropriated, but the result of accounting errors and deposit delays. The Treasurer retired from the school system before the start of the audit. In addition, several sponsors collected monies from students in relation to several school-sponsored field trips and student activities; however, the collections were not deposited in the internal funds of the school. Instead they were turned over to the school-allied organization, who in turn issued a check to the school to deposit in the internal funds of the school as "donations" (Pages 34-40).
- At Benjamin Franklin K-8 Center, *there was a change of Principal at the end of June 2016. Issues cited in this report happened under the tenure of the current Principal*. Upon our initial visit to the school in November 2016, we found that the internal funds records for the 2015-2016 fiscal year were very disorganized and the documentation was not filed according to district guidelines. We extended our review to 2016-2017 and found similar disorganization and incomplete deposit records. In addition, several current-year invoices were pending payment. The current Principal acknowledged that the transition between Treasurers (which happened in September 2016) and the Treasurer's office being relocated to another room was the reason for the disorganization (Pages 50-53).
- At Madison Middle, *there was a change of Principal in June 2016. Most internal fund issues cited in the report happened under the tenure of the former Principal*. Review of the 2015-2016 financial records disclosed discrepancies with the recordkeeping of transactions, the oversight of account balances, the bank account reconciliation process, and with deposit documentation. In addition, the supporting documentation for several of the 2015-2016 disbursements on file was incomplete and the school did not always follow the proper procedures for making disbursements. Furthermore, the school conducted several activities for Eighth-Grade students, and our review of the associated financial activity and supporting documentation disclosed that procedures for the accounting of these activities were not properly observed (Pages 54-64).

PROPERTY

The results of physical inventories of property items with an individual cost of \$1,000 or more are reported for all 39 schools/centers reported herein. At these 39 schools/centers, Property Audits staff inventoried approximately 8,150 equipment items with a total approximate cost of \$20.1 million. Of the 39 inventories, 35 proved satisfactory.

Results for four schools/centers disclosed that nine (9) equipment items with a total depreciated value of approximately \$1,200 and a total acquisition cost of approximately \$24,000 could not be located (refer to Property Schedule on Pages 30-32). At Comstock Elementary (the school that reported the most significant losses), we found that two items that were fully depreciated but with an aggregate cost of approximately \$15,000 could not be accounted for (Page 30). These consisted of an old server and a router that were acquired by the school between 1999 and 2003. Before our audit visit, on December 26, 2016 (during the Winter Recess), vandals broke into the school and damaged classrooms, furniture and equipment. It appears that the two equipment items in question were housed in an electrical room and the school was not aware of their misplacement.

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 12 items with a total depreciated value of approximately \$3,700 and a total acquisition cost of approximately \$20,000 were reported missing at five (5) of the 39 schools/centers. Items consisted of computers, a pressure washer, a golf cart and a food warmer (Page 33).

TITLE I PROGRAM EXPENDITURES AND PROCEDURES

A review of Title I Program expenditures and procedures corresponding to the 2015-2016 fiscal year was conducted at six schools/centers. Of the six, North Dade Middle disclosed material non-compliance regarding the job assignments of two staff members whose salaries were paid with Title I Program funds. In July 2016, the Principal of North Dade Middle was assigned to Benjamin Franklin K-8 Center as Principal. Soon after in August 2016, the two staff members identified in the Title I Program finding of North Dade Middle were hired at Benjamin Franklin K-8 Center.

Given the Title I Program-related discrepancies at North Dade Middle, the movement of the same personnel to Benjamin Franklin K-8 Center, and because the K-8 Center also receives Title I Program funding, we reviewed the K-8 Center's Title I Program expenditures and procedures for the portion of the current year 2016-2017 that were available at the time of the audit visit. The objective of this review was to determine if conditions like those found at North Dade Middle were also present at Benjamin Franklin K-8 Center. Our review at Benjamin Franklin K-8 Center did not identify any material non-compliance related to Title I Program expenditures and procedures that required reporting.

The following table summarizes the seven schools/centers reviewed:

Schools/Centers	Region	Audit Period	Total Expenditures
North Dade Middle	North	2015-2016	\$ 711,144
Hialeah-Miami Lakes Senior	North	2015-2016	732,621
Citrus Grove Elementary	Central	2015-2016	253,442
Jesse J. McCrary, Jr. Elementary	Central	2015-2016	542,717
E. W. F. Stirrup Elementary	Central	2015-2016	369,952
Citrus Grove Middle	Central	2015-2016	630,246
Benjamin Franklin K-8 Center	Central	2016-2017 up to January 2017 (July 1, 2016 to January 31, 2017)	267,299
TOTAL			\$ 3,507,421

At these seven schools/centers, aggregate expenditures incurred under various Title I programs amounted to approximately \$3.5 million. As previously noted, six of the seven schools/centers reviewed were compliant with Title I Program documentation and procedures.

- At North Dade Middle, school staff shared concerns regarding two former school staff members (one teacher and one part-time paraprofessional) who worked at the school during 2015-2016 and whose salaries were paid with Title I Program funds. Based on our inquiries, interviews, review of job descriptions, payroll records, and ancillary documentation, we substantiated the allegation that the staff members performed duties that did not comply with Title I Program policy. The teacher in question performed various duties (including administrative) that were not in alignment with the duties and responsibilities of the job. Similarly, the part-time paraprofessional performed clerical duties that were not directly related to classroom instruction; therefore, not allowed under *Article XVII-Paraprofessional/Associate Educator/School Support Personnel* of the contract between Miami-Dade County Public Schools and the *United Teachers of Dade (UTD)* (Pages 41-45).

FULL-TIME-EQUIVALENT (FTE) FUNDING

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

Schools/Centers	Region	Survey Period (SP)	FTE Funding
Henry M. Flagler Elementary	Central	2016-2017 SP 2	\$ 2,022,479
Melrose Elementary	Central	2016-2017 SP 2	1,276,400
Madison Middle	Central	2016-2017 SP 2	1,244,412
Rockway Middle	Central	2016-2017 SP 2	2,620,399
Maritime & Science Technology (MAST) Academy	Central	2016-2017 SP 2	3,517,937
Total FTE Funding			\$ 10,681,627

The total FTE funding amounted to approximately \$10.7 million for the five schools/centers combined. FTE records reviewed corresponded to the 2016-2017 fiscal year Survey Period 2 (October 2016), as noted in the table above.

Our FTE reviews disclosed that two of the five schools/centers were generally compliant with District policy. At the following three schools/centers we found:

- At Melrose Elementary, Madison Middle and MAST Academy, there were instances where the *English for Speakers of Other Languages (ESOL)* folder documentation was not properly completed or incomplete, and certain FTE-related timelines were not observed. At Madison Middle, the discrepancies also involved Special Education (SPED) student folders. Based on our samples, the non-compliant instances represented a potential funding disallowance to the District of approximately \$21,000 for all three schools/centers combined.

At all three schools/centers, the most prevalent ESOL-related issue involved students enrolled in the ESOL program for more than six semesters; however, a committee had not met to assess the student's progress. At both secondary schools, a printout of the student's academic schedule was not filed in the student folder. Regarding SPED students, at Madison Middle, there were instances where the Individual Educational Plan (IEP) corresponding to Exceptional Student Education students did not have the required signatures.

A new Principal was appointed to Madison Middle after June 2016; consequently, the FTE issues cited in this report happened during his tenure. The other two schools/centers with FTE-related findings did not undergo similar change of administration (Pages 46-49, 65-70 and 71-73 for each respective school).

DATA SECURITY

We reviewed the report titled “*Authorized Applications for Employees by Locations Report*” at North Dade Middle for a portion of the 2015-2016 fiscal year and current 2016-2017 fiscal year up to January 2017.

School/Center	Region
North Dade Middle	North

This review was corollary to the audit of Title I Program procedures and staff assignments paid with Title I Program funds corresponding to this school. Our review disclosed that the school generally complied with the review of the report and with the requirements for granting staff’s access to system applications. Some issues regarding staff members’ access to certain system applications were discussed with the current school administration for their information and follow-up.

AUDIT OPINION

The following tables summarize total cash receipts and disbursements, and financial position of cash and investments as of June 30, 2015; as well as total receipts, disbursements and Fund Balance as of June 30, 2016 for those schools/centers included herein, depending on the year(s) audited for each individual school/center³. It also provides the audit opinion regarding the schools/centers’ financial statements:

³ This report includes a total of 39 schools/centers, of which one underwent a two-year audit ended June 30, 2016, and 38 underwent a one-year audit ended June 30, 2016.

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

The Condensed Annual Financial Report and Total Cash and Investments as of June 30, 2015 for one (1) of the 39 schools/centers is as follows:

Work Loc. No.	Schools/Centers	Beginning Balance	Total Receipts	Total Disbursements	End Balance	Checking	Investments		Total Cash and Investments
							Money Market Pool Fund	Other Investments	
<u>North Region Office School/Center</u>									
7391	Miami Lakes Educational Center (Senior High School)	\$ 151,425.13	\$ 312,397.10	\$ (348,815.13)	\$ 115,007.10	\$ 11,387.80	\$ 103,619.30	\$ -	\$ 115,007.10
TOTALS		\$ 151,425.13	\$ 312,397.10	\$ (348,815.13)	\$ 115,007.10	\$ 11,387.80	\$ 103,619.30	\$ -	\$ 115,007.10

**CONDENSED ANNUAL FINANCIAL REPORTS
AND FUND BALANCE AS OF JUNE 30, 2016**

The Condensed Annual Financial Reports and Fund Balance as of June 30, 2016 for the 39 schools/centers reported herein are as follows:

Work Loc. No.	Schools/Centers	Annual Financial Report			Fund Balance						
		Beginning Balance	Total Receipts	Total Disbursements	End Balance	Checking	Money Market Pool Fund	Other Investments	Accounts Receivable	Accounts Payable	Total Fund Balance
<u>North Region Office Schools/Centers</u>											
3241	Miami Gardens Elementary	\$ 3,929.20	\$ 10,785.08	\$ (9,695.86)	\$ 5,018.42	\$ 3,834.64	\$ 1,183.78	\$ -	\$ -	\$ -	\$ 5,018.42
4881	Scott Lake Elementary	16,058.11	25,015.35	(26,225.83)	14,847.63	7,478.36	7,369.27	-	-	-	14,847.63
3581	Myrtle Grove K-8 Center	17,969.47	35,040.84	(35,325.50)	17,684.81	11,271.68	6,413.13	-	-	-	17,684.81
6591	North Dade Middle	15,257.00	46,037.18	(43,288.60)	18,005.58	5,491.17	12,514.41	-	-	-	18,005.58
7131	Hialeah-Miami Lakes Senior	162,364.09	386,403.87	(374,889.51)	173,878.45	24,889.64	148,988.81	-	-	-	173,878.45
7391	Miami Lakes Educational Center (Senior High School)	115,007.10	367,918.56	(340,355.11)	142,570.55	12,985.59	129,584.96	-	-	-	142,570.55
<u>Central Region Office Schools/Centers</u>											
0801	Citrus Grove Elementary	17,774.28	94,327.14	(93,229.56)	18,871.86	18,051.51	820.35	-	-	-	18,871.86
0881	Comstock Elementary	25,193.40	18,903.01	(18,243.20)	25,853.21	14,122.18	11,731.03	-	-	-	25,853.21

**CONDENSED ANNUAL FINANCIAL REPORTS
AND FUND BALANCE AS OF JUNE 30, 2016**

Work Loc. No.	Schools/Centers	Annual Financial Report				Fund Balance					
		Beginning Balance	Total Receipts	Total Disbursements	End Balance	Checking	Money Market Pool Fund	Other Investments	Accounts Receivable	Accounts Payable	Total Fund Balance
1881	Henry M. Flagler Elementary	18,418.01	283,919.24	(282,975.27)	19,361.98	16,612.33	2,749.65	-	-	-	19,361.98
3061	Ludlum Elementary	17,815.62	171,820.33	(175,160.34)	14,475.61	3,749.47	10,726.14	-	-	-	14,475.61
3021	Jesse J. McCrary, Jr. Elementary	7,534.93	20,113.90	(19,489.09)	8,159.74	6,916.30	1,243.44	-	-	-	8,159.74
3181	Melrose Elementary	15,165.87	21,996.98	(21,155.80)	16,007.05	7,342.37	8,664.68	-	-	-	16,007.05
3301	Miami Park Elementary	12,128.05	19,656.76	(20,804.67)	10,980.14	3,191.48	7,788.66	-	-	-	10,980.14
5001	Shenandoah Elementary	17,107.05	39,183.72	(44,049.86)	12,240.91	2,710.12	9,530.79	-	-	-	12,240.91
5381	E. W. F. Stirrup Elementary	38,788.35	357,109.06	(355,867.35)	40,030.06	17,670.90	22,359.16	-	-	-	40,030.06
5401	Sunset Elementary	42,018.67	775,493.26	(778,680.91)	38,831.02	23,464.28	15,366.74	-	-	-	38,831.02
5561	Frances S. Tucker Elementary	7,424.41	25,029.96	(23,766.69)	8,687.68	6,779.72	1,907.96	-	-	-	8,687.68
5931	Phillis Wheatley Elementary	9,903.51	10,498.83	(13,267.64)	7,134.70	3,034.38	4,100.32	-	-	-	7,134.70
1441	Paul Laurence Dunbar K-8 Center	11,400.55	8,912.40	(7,079.15)	13,233.80	5,796.76	7,437.04	-	-	-	13,233.80
2041	Benjamin Franklin K-8 Center	12,086.77	32,270.51	(32,681.11)	11,676.17	7,123.81	4,552.36	-	-	-	11,676.17

**CONDENSED ANNUAL FINANCIAL REPORTS
AND FUND BALANCE AS OF JUNE 30, 2016**

Work Loc. No.	Schools/Centers	Annual Financial Report				Fund Balance					
		Beginning Balance	Total Receipts	Total Disbursements	End Balance	Checking	Money Market Pool Fund	Other Investments	Accounts Receivable	Accounts Payable	Total Fund Balance
2741	Key Biscayne K-8 Center	21,121.00	349,553.21	(346,796.35)	23,877.86	17,718.89	6,158.97	-	-	-	23,877.86
0071	Eugenia B. Thomas K-8 Center	24,604.72	702,874.84	(702,105.11)	25,374.45	7,474.10	17,900.35	-	-	-	25,374.45
6091	Citrus Grove Middle	24,452.10	43,404.76	(34,365.87)	33,490.99	15,031.88	18,459.11	-	-	-	33,490.99
6391	Madison Middle	17,490.80	22,665.35	(28,351.63)	11,804.52	7,287.80	4,516.72	-	-	-	11,804.52
6411	Horace Mann Middle	22,629.42	51,000.37	(48,978.47)	24,651.32	13,284.26	11,367.06	-	-	-	24,651.32
6821	Rockway Middle	54,608.17	143,402.47	(152,868.34)	45,142.30	4,078.10	41,064.20	-	-	-	45,142.30
6841	Shenandoah Middle	31,554.45	54,870.45	(50,610.65)	35,814.25	12,007.17	23,807.08	-	-	-	35,814.25
7081	Design and Architecture Senior	65,855.27	201,268.78	(194,155.92)	72,968.13	31,996.74	40,971.39	-	-	-	72,968.13
7571	International Studies Preparatory Academy	31,921.31	106,960.26	(103,427.43)	35,454.14	16,338.93	19,115.21	-	-	-	35,454.14
7581	iPrep Academy PK-12	40,483.59	604,791.57	(576,892.47)	68,382.69	50,109.31	18,273.38	-	-	-	68,382.69
7161	Maritime & Science Technology (MAST) Academy	104,484.57	466,321.01	(474,172.01)	96,633.57	37,401.79	59,231.78	-	-	-	96,633.57

CONDENSED ANNUAL FINANCIAL REPORTS AND FUND BALANCE AS OF JUNE 30, 2016

Work Loc. No.	Schools/Centers	Annual Financial Report			Fund Balance						
		Beginning Balance	Total Receipts	Total Disbursements	End Balance	Checking	Money Market Pool Fund	Other Investments	Accounts Receivable	Accounts Payable	Total Fund Balance
7901	New World School Of The Arts Senior	42,903.10	179,992.97	(176,296.43)	46,599.64	16,048.34	30,551.30	-	-	-	46,599.64
7055	Young Women's Preparatory Academy	79,410.25	164,754.82	(148,540.80)	95,624.27	15,200.54	80,423.73	-	-	-	95,624.27
<u>South Region Office Schools/Centers</u>											
2001	Florida City Elementary	14,686.45	20,187.95	(20,331.07)	14,543.33	5,969.51	8,573.82	-	-	-	14,543.33
0311	Goulds Elementary	11,810.92	13,423.24	(11,982.42)	13,251.74	5,511.29	7,740.45	-	-	-	13,251.74
5981	Dr. Edward L. Whigham Elementary	16,983.38	32,088.51	(31,867.31)	17,204.58	6,815.36	10,389.22	-	-	-	17,204.58
0073	Mandarin Lakes K-8 Academy	11,319.41	44,992.71	(43,662.26)	12,649.86	4,523.81	8,126.05	-	-	-	12,649.86
5671	Vineland K-8 Center	72,747.32	163,543.20	(185,119.64)	51,170.88	31,920.21	19,250.67	-	-	-	51,170.88
6761	Redland Middle	27,560.40	51,695.48	(52,090.42)	27,165.46	5,810.00	12,845.44	8,490.02	20.00	-	27,165.46
TOTALS		\$1,299,971.07	\$ 6,168,227.93	\$(6,098,845.65)	\$1,369,353.35	\$507,044.72	\$ 853,798.61	\$ 8,490.02	\$ 20.00	\$ -	\$1,369,353.35

AUDIT OPINION

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

Notwithstanding the conditions and findings reported herein, at all 39 schools/centers included in this report, the financial statements present fairly, in all material respects, the changes in fund balances arising from the financial transactions of the schools/centers during the 2014-2015 and 2015-2016 fiscal years up to the MSAF End Date (depending on the school audited, as noted in the Accounting System Conversion Schedule on pages 28-29), on the cash basis of accounting; and from the eSAS System Available Conversion Date (depending on the school audited, as noted in the Accounting System Conversion Schedule on pages 28-29) up to June 30, 2016, on the full accrual basis of accounting.

As of June 30, 2015, for one school/center reported herein, total receipts and disbursements amounted to \$312,397.10 and \$(348,815.13), respectively; while total cash and investments amounted to \$115,007.10 (Page 10).

As of June 30, 2016, for all 39 schools/centers reported herein, total combined receipts and disbursements amounted to \$6,168,227.93 and \$(6,098,845.65), respectively; while total combined Fund Balance amounted to \$1,369,353.35 (Pages 11-14).

Notwithstanding the conditions and findings reported herein, as of June 30, 2016, the internal control structure at all 39 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. With respect to the items tested, the schools/centers were in general compliance with the policies and procedures in the Manual of Internal Fund Accounting, except for those instances of non-compliance identified and reported at the individual schools/centers.

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

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

INTERNAL CONTROLS RATING

The internal control ratings for the six 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>North Region Office Schools/Centers</u>							
Scott Lake Elementary		✓			✓		Likely to impact.
North Dade Middle		✓			✓		Likely to impact.
<u>Central Region Office Schools/Centers</u>							
Melrose Elementary		✓			✓		Likely to impact.
Benjamin Franklin K-8 Center		✓			✓		Likely to impact.
Madison Middle		✓			✓		Likely to impact.
Maritime & Science Technology (MAST) Academy		✓			✓		Likely to impact.

INTERNAL CONTROLS RATING

The internal control ratings for the 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>North Region Office Schools/Centers</u>							
Miami Gardens Elementary	✓			✓			Not Likely to impact.
Myrtle Grove K-8 Center	✓			✓			Not Likely to impact.
Hialeah-Miami Lakes Senior	✓			✓			Not Likely to impact.
Miami Lakes Educational Center (Senior High School)	✓			✓			Not Likely to impact.
<u>Central Region Office Schools/Centers</u>							
Citrus Grove Elementary	✓			✓			Not Likely to impact.
Comstock Elementary	✓			✓			Not Likely to impact.
Henry M. Flagler Elementary	✓			✓			Not Likely to impact.
Ludlam Elementary	✓			✓			Not Likely to impact.
Jesse J. McCrary, Jr. Elementary	✓			✓			Not Likely to impact.
Miami Park Elementary	✓			✓			Not Likely to impact.
Shenandoah 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	
E. W. F. Stirrup Elementary	✓			✓			Not Likely to impact.
Sunset Elementary	✓			✓			Not Likely to impact.
Frances S. Tucker Elementary	✓			✓			Not Likely to impact.
Phillis Wheatley Elementary	✓			✓			Not Likely to impact.
Paul Laurence Dunbar K-8 Center	✓			✓			Not Likely to impact.
Key Biscayne K-8 Center	✓			✓			Not Likely to impact.
Eugenia B. Thomas K-8 Center	✓			✓			Not Likely to impact.
Citrus Grove Middle	✓			✓			Not Likely to impact.
Horace Mann Middle	✓			✓			Not Likely to impact.
Rockway Middle	✓			✓			Not Likely to impact.
Shenandoah Middle	✓			✓			Not Likely to impact.
Design and Architecture Senior	✓			✓			Not Likely to impact.
International Studies Preparatory Academy	✓			✓			Not Likely to impact.
iPrep Academy PK-12	✓			✓			Not Likely to impact.
New World School Of The Arts Senior	✓			✓			Not Likely to impact.
Young Women's Preparatory Academy	✓			✓			Not Likely to impact.

INTERNAL CONTROLS RATING

SCHOOLS/CENTERS	PROCESS & IT CONTROLS			POLICY & PROCEDURES COMPLIANCE			EFFECT
	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	SATISFACTORY	NEEDS IMPROVEMENT	INADEQUATE	
<u>South Region Office Schools/Centers</u>							
Florida City Elementary	✓			✓			Not Likely to impact.
Goulds Elementary	✓			✓			Not Likely to impact.
Dr. Edward L. Whigham Elementary	✓			✓			Not Likely to impact.
Mandarin Lakes K-8 Academy	✓			✓			Not Likely to impact.
Vineland K-8 Center	✓			✓			Not Likely to impact.
Redland Middle	✓			✓			Not Likely to impact.

SUMMARY SCHEDULE OF AUDIT FINDINGS CURRENT AND PRIOR AUDIT PERIODS

Summary of findings of the six 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)/ <i>FTE Survey</i>	Total Per Center	Area Of Findings	Total Per Center	Area Of Findings
<u>North Region Office Schools/Centers</u>						
4881	Scott Lake Elementary ^(a)	2015-2016	1	• Bookkeeping/Financial Management	None	
6591	North Dade Middle ^(b)	2015-2016	1	• Title I Program	None	
<u>Central Region Office Schools/Centers</u>						
3181	Melrose Elementary ^(c)	2015-2016 <i>2016-17 SP2</i>	1	• FTE-ESOL	1	• Disbursements
2041	Benjamin Franklin K-8 Center ^(d)	2015-2016 ^(g)	1	• Bookkeeping/Financial Management	None	
6391	Madison Middle ^(e)	2015-2016 <i>2016-17 SP2</i>	4	• Financial Management • Disbursements • Field Trips/Fundraisers • FTE-ESOL and SPED	None	
7161	Maritime & Science Technology (MAST) Academy ^(f)	2015-2016 <i>2016-17 SP2</i>	1	• FTE-ESOL	None	
TOTAL			9		1	

Notes:

(a) No change in school administration since prior audit. Principal discovered the matter of deposits unaccounted for and reported it to our office.

(b) Change of Principal in June 2016. Current finding happened under tenure of former school administration.

(c) No change in school administration since prior audit. Prior and current audit findings happened under same school administration. Findings in different areas.

(d) Change of Principal in June 2016. Current finding happened under tenure of current school administration.

(e) Change of Principal in June 2016. Current finding regarding FTE under current school administration (1 finding); remaining findings (3 findings) under former school administration.

(f) No change in school administration since prior audit.

(g) Title I expenditures/procedures reviewed for July 1, 2016-January 31, 2017 as follow-up to Title I Program findings at current Principal's former school.

SUMMARY SCHEDULE OF AUDIT FINDINGS CURRENT AND PRIOR AUDIT PERIODS

Summary of findings of the 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)/ <i>FTE Survey</i>	Total Per Center	Area Of Findings	Total Per Center	Area Of Findings
<u>North Region Office Schools/Centers</u>						
3241	Miami Gardens Elementary	2015-2016	None		None	
3581	Myrtle Grove K-8 Center	2015-2016	None		None	
7131	Hialeah-Miami Lakes Senior	2015-2016	None		None	
7391	Miami Lakes Educational Center (Senior High School)	2014-2015 & 2015-2016	None		None	
<u>Central Region Office Schools/Centers</u>						
0801	Citrus Grove Elementary	2015-2016	None		1	• Receipts
0881	Comstock Elementary	2015-2016	None		None	
1881	Henry M. Flagler Elementary	2015-2016 <i>2016-17 SP2</i>	None		None	
3061	Ludlam Elementary	2015-2016	None		None	
3021	Jesse J. McCrary, Jr. Elementary	2015-2016	None		None	
3301	Miami Park Elementary	2015-2016	None		None	
5001	Shenandoah Elementary	2015-2016	None		None	
5381	E. W. F. Stirrup Elementary	2015-2016	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)/ <i>FTE Survey</i>	Total Per Center	Area Of Findings	Total Per Center	Area Of Findings
5401	Sunset Elementary	2015-2016	None		None	
5561	Frances S. Tucker Elementary	2015-2016	None		None	
5931	Phillis Wheatley Elementary	2015-2016	None		None	
1441	Paul Laurence Dunbar K-8 Center	2015-2016	None		None	
2741	Key Biscayne K-8 Center	2015-2016	None		None	
0071	Eugenia B. Thomas K-8 Center	2015-2016	None		None	
6091	Citrus Grove Middle	2015-2016	None		1	• FTE-ESOL and SPED
6411	Horace Mann Middle	2015-2016	None		None	
6821	Rockway Middle	2015-2016 <i>2016-17 SP2</i>	None		None	
6841	Shenandoah Middle	2015-2016	None		None	
7081	Design and Architecture Senior	2015-2016	None		None	
7571	International Studies Preparatory Academy	2015-2016	None		None	
7581	iPrep Academy PK-12	2015-2016	None		None	
7901	New World School Of The Arts Senior	2015-2016	None		None	
7055	Young Women's Preparatory Academy	2015-2016	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)/ <i>FTE Survey</i>	Total Per Center	Area Of Findings	Total Per Center	Area Of Findings
<u>South Region Office Schools/Centers</u>						
2001	Florida City Elementary	2015-2016	None		None	
0311	Goulds Elementary	2015-2016	None		None	
5981	Dr. Edward L. Whigham Elementary	2015-2016	None		None	
0073	Mandarin Lakes K-8 Academy	2015-2016	None		None	
5671	Vineland K-8 Center	2015-2016	None		None	
6761	Redland Middle	2015-2016	None		None	
TOTAL			None		2	

LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Listed below are the names of the former and current principals/administrators, as applicable for the six 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 responsible for the audit exception(s):**

Work Loc. No.	Schools/Centers	Current Principal(s)/Administrator(s)	Former Principal(s)/Administrator(s)
<u>North Region Office Schools/Centers</u>			
4881	Scott Lake Elementary	Ms. Lakesha M. Wilson-Rochelle	N/A = No Change of Principal Since Prior Audit.
6591	North Dade Middle ^(a)	Ms. Kharim Armand	Dr. Fabrice Laguerre (Through June 2016; presently Principal at Benjamin Franklin K-8 Center).
<u>Central Region Office Schools/Centers</u>			
3181	Melrose Elementary	Mr. Sergio A. Muñoz	N/A = No Change of Principal Since Prior Audit.
2041	Benjamin Franklin K-8 Center ^{(a)(b)}	Dr. Fabrice Laguerre	Ms. Mary A. Gil-Alonso (Through November 2015; on leave) Dr. Philippe J. Napoleon (Through April 2016; presently Principal at Madison Middle School effective July 7, 2016) Ms. Mary A. Gil-Alonso (Return from leave through June 2016; presently Principal at Kendale Elementary School).
6391	Madison Middle ^{(a)(c)}	Dr. Philippe J. Napoleon	Mr. Uwezo B. Frazier (Through June 2016; presently Principal at William H. Turner Technical Arts High School and Adult Education Center).
7161	Maritime & Science Technology (MAST) Academy	Ms. Josephine Otero	N/A = No Change of Principal Since Prior Audit.

Notes:

(a) Change of Principal at this school since prior audit (6 schools/centers).

(b) The audit exception (finding) is under the current Principal's tenure since it relates to the condition of the 2015-2016 FY records as they were filed/maintained/stored; and the condition of the current records 2016-2017 FY. Refer to finding on pages 50-53 for specific details.

(c) The three internal funds findings correspond to the 2015-2016 FY under the former Principal's tenure; the FTE audit finding corresponds to the 2016-2017 Survey Period 2 (October 2016) under the current Principal's tenure.

LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Listed below are the names of the former and current principals/administrators, as applicable for the 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>North Region Office Schools/Centers</u>			
3241	Miami Gardens Elementary	Ms. Kathleen John-Louissaint	N/A = No Change of Principal Since Prior Audit.
3581	Myrtle Grove K-8 Center	Dr. Apryle L. Kirnes	N/A = No Change of Principal Since Prior Audit.
7131	Hialeah-Miami Lakes Senior ^(a)	Ms. Lisa B. Garcia	Mr. Eric Acosta (Through July 2016; presently Administrative Director, Central Region Office).
7391	Miami Lakes Educational Center (Senior High School) ^(a)	Ms. Lourdes Diaz	Mr. James V. Parker (Through October 2015; retired).
<u>Central Region Office Schools/Centers</u>			
0801	Citrus Grove Elementary	Ms. Sharon Johnson	N/A = No Change of Principal Since Prior Audit.
0881	Comstock Elementary	Ms. Adrian M. Rogers	N/A = No Change of Principal Since Prior Audit.
1881	Henry M. Flagler Elementary	Ms. Zulema C. Lamazares	N/A = No Change of Principal Since Prior Audit.
3061	Ludlam Elementary	Dr. Georgette C. Menocal	N/A = No Change of Principal Since Prior Audit.
3021	Jesse J. McCrary, Jr. Elementary	Ms. Maria E. Calvet-Cuba	N/A = No Change of Principal Since Prior Audit.
3301	Miami Park Elementary	Ms. Atunya R. Walker	N/A = No Change of Principal Since Prior Audit.
5001	Shenandoah Elementary ^(a)	Ms. Michelle L. Coto	Ms. Gloria I. Garcia (Through February 2017; retired).
5381	E. W. F. Stirrup Elementary	Dr. Maria E. Hernandez	N/A = No Change of Principal Since Prior Audit.

Note:

(a) Change of Principal at this school/center since prior audit (6 schools/centers).

LIST OF SCHOOL PRINCIPALS/ADMINISTRATORS

Work Loc. No.	Schools/Centers	Current Principal(s)/Administrator(s)	Former Principal(s)/Administrator(s)
5401	Sunset Elementary	Dr. Marlene Leyte-Vidal	N/A = No Change of Principal Since Prior Audit.
5561	Frances S. Tucker Elementary	Ms. Annette DeGoti	N/A = No Change of Principal Since Prior Audit.
5931	Phillis Wheatley Elementary	Ms. Cathy M. Williams	N/A = No Change of Principal Since Prior Audit.
1441	Paul Laurence Dunbar K-8 Center	Ms. Ann M. Lewis	N/A = No Change of Principal Since Prior Audit.
2741	Key Biscayne K-8 Center	Ms. Silvia P. Tarafa	N/A = No Change of Principal Since Prior Audit.
0071	Eugenia B. Thomas K-8 Center	Ms. Debbie F. Saumell	N/A = No Change of Principal Since Prior Audit.
6091	Citrus Grove Middle	Dr. Cory R. Rodriguez	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.
6821	Rockway Middle	Ms. Melanie E. Megias	N/A = No Change of Principal Since Prior Audit.
6841	Shenandoah Middle	Ms. Bianca M. Calzadilla	N/A = No Change of Principal Since Prior Audit.
7081	Design and Architecture Senior	Ms. Ana C. Alvarez-Armon	Dr. Stacey H. Mancuso (Through January 2016; retired). Ms. Ana C. Alvarez-Armon
7571	International Studies Preparatory Academy	Mr. Alejandro Perez	N/A = No Change of Principal Since Prior Audit.
7581	iPrep Academy PK-12	Mr. Alberto M. Carvalho	N/A = No Change of Principal Since Prior Audit.
7901	New World School Of The Arts Senior	Ms. Evonne S. Alvarez	N/A = No Change of Principal Since Prior Audit.
7055	Young Women's Preparatory Academy	Ms. Concepcion I. Martinez	N/A = No Change of Principal Since Prior Audit.

Note:

(a) Change of Principal at this school/center since prior audit (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>			
2001	Florida City Elementary	Ms. Rachelle A. Surrancy	N/A = No Change of Principal Since Prior Audit.
0311	Goulds Elementary	Mr. Alonza Pendergrass, III	N/A = No Change of Principal Since Prior Audit.
5981	Dr. Edward L. Whigham Elementary	Ms. Cynara Suarez	N/A = No Change of Principal Since Prior Audit.
0073	Mandarin Lakes K-8 Academy	Dr. Cadian Collman-Perez	N/A = No Change of Principal Since Prior Audit.
5671	Vineland K-8 Center	Ms. Catherine T. Krtausch	N/A = No Change of Principal Since Prior Audit.
6761	Redland Middle	Mr. Gregory A. Beckford	Mr. Charles E. Hankerson (Through September 2015; presently vocational teacher at Miami Lakes Technical College). Mr. Gregory A. Beckford

Note:

(a) Change of Principal at this school/center since prior audit (6 schools/centers).

ACCOUNTING SYSTEM CONVERSION SCHEDULE

Not all the schools/centers within the same group migrated to the new system on the same date. Although the system was available on the dates noted below for each of the pilot group/cohort groups, schools/centers were directed not to input any information until they attended the “Go Live” meeting scheduled at ITS, where Treasurers were given guidance on how to migrate to the new system and initialize the financial information in the new system. The table below summarizes the information for the 39 schools/centers reported herein:

Work Loc. No.	Schools/Centers	Group Designation	MSAF End Date	eSAS Available Conversion Date	“Go Live” Session Scheduled Date
<u>North Region Office Schools/Centers</u>					
3241	Miami Gardens Elementary	Cohort 3	2/24/2016	3/1/2016	3/2/2016
4881	Scott Lake Elementary	Cohort 3	2/24/2016	3/1/2016	3/3/2016
3581	Myrtle Grove K-8 Center	Cohort 2	1/27/2016	2/1/2016	2/4/2016
6591	North Dade Middle	Cohort 2	1/27/2016	2/1/2016	2/5/2016
7131	Hialeah-Miami Lakes Senior	Cohort 2	1/27/2016	2/1/2016	2/5/2016
7391	Miami Lakes Educational Center (Sr. High School)	Cohort 3	2/24/2016	3/1/2016	3/3/2016
<u>Central Region Office Schools/Centers</u>					
0801	Citrus Grove Elementary	Cohort 2	1/27/2016	2/1/2016	2/3/2016
0881	Comstock Elementary	Cohort 2	1/27/2016	2/1/2016	2/3/2016
1881	Henry M. Flagler Elementary	Cohort 2	1/27/2016	2/1/2016	2/4/2016
3061	Ludlam Elementary	Cohort 3	2/24/2016	3/1/2016	3/2/2016
3021	Jesse J. McCrary, Jr. Elementary	Cohort 3	2/24/2016	3/1/2016	3/2/2016
3181	Melrose Elementary	Cohort 3	2/24/2016	3/1/2016	3/2/2016
3301	Miami Park Elementary	Cohort 3	2/24/2016	3/1/2016	3/2/2016
5001	Shenandoah Elementary	Cohort 3	2/24/2016	3/1/2016	3/3/2016
5381	E. W. F. Stirrup Elementary	Cohort 3	2/24/2016	3/1/2016	3/3/2016
5401	Sunset Elementary	Cohort 3	2/24/2016	3/1/2016	3/3/2016
5561	Frances S. Tucker Elementary	Cohort 3	2/24/2016	3/1/2016	3/3/2016
5931	Phillis Wheatley Elementary	Cohort 3	2/24/2016	3/1/2016	3/3/2016

ACCOUNTING SYSTEM CONVERSION SCHEDULE

Work Loc. No.	Schools/Centers	Group Designation	MSAF End Date	eSAS Available Conversion Date	"Go Live" Session Scheduled Date
1441	Paul Laurence Dunbar K-8 Center	Pilot	9/29/2015	10/1/2015	10/5/2015
2041	Benjamin Franklin K-8 Center	Cohort 1	11/24/2015	12/1/2015	12/3/2015
2741	Key Biscayne K-8 Center	Pilot	9/29/2015	10/1/2015	10/5/2015
0071	Eugenia B. Thomas K-8 Center	Cohort 2	1/27/2016	2/1/2016	2/3/2016
6091	Citrus Grove Middle	Cohort 2	1/27/2016	2/1/2016	2/5/2016
6391	Madison Middle	Cohort 2	1/27/2016	2/1/2016	2/5/2016
6411	Horace Mann Middle	Cohort 2	1/27/2016	2/1/2016	2/5/2016
6821	Rockway Middle	Cohort 1	11/24/2015	12/1/2015	12/3/2015
6841	Shenandoah Middle	Cohort 2	1/27/2016	2/1/2016	2/5/2016
7081	Design and Architecture Senior	Cohort 2	1/27/2016	2/1/2016	2/5/2016
7571	International Studies Preparatory Academy	Cohort 1	11/24/2015	12/1/2015	12/3/2015
7581	iPrep Academy PK-12	Cohort 3	2/24/2016	3/1/2016	3/3/2016
7161	Maritime & Science Technology (MAST) Academy	Cohort 1	11/24/2015	12/1/2015	12/2/2015
7901	New World School Of The Arts Senior	Cohort 1	11/24/2015	12/1/2015	12/3/2015
7055	Young Women's Preparatory Academy	Cohort 1	11/24/2015	12/1/2015	12/3/2015
<u>South Region Office Schools/Centers</u>					
2001	Florida City Elementary	Cohort 2	1/27/2016	2/1/2016	2/4/2016
0311	Goulds Elementary	Cohort 2	1/27/2016	2/1/2016	2/3/2016
5981	Dr. Edward L. Whigham Elementary	Cohort 3	2/24/2016	3/1/2016	3/3/2016
0073	Mandarin Lakes K-8 Academy	Cohort 2	1/27/2016	2/1/2016	2/3/2016
5671	Vineland K-8 Center	Cohort 2	1/27/2016	2/1/2016	2/4/2016
6761	Redland Middle	Cohort 2	1/27/2016	2/1/2016	2/5/2016
TOTAL		39 schools/centers			

PROPERTY SCHEDULE

The results of the property inventories of the 39 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>North Region Office Schools/Centers</u>								
3241	Miami Gardens Elementary	73	\$ 152,363	\$ -	\$ -	\$ -	\$ -	\$ -
4881	Scott Lake Elementary	195	351,379	-	-	-	-	-
3581	Myrtle Grove K-8 Center	133	288,606	2	3,537	1,223	1	1,129
6591	North Dade Middle	222	755,660	-	-	-	2	3,014
7131	Hialeah-Miami Lakes Senior	599	1,843,186	-	-	-	-	-
7391	Miami Lakes Educational Center (Sr. High School)	440	1,385,586	-	-	-	-	-
<u>Central Region Office Schools/Centers</u>								
0801	Citrus Grove Elementary	158	344,392	-	-	-	-	-
0881	Comstock Elementary	192	380,043	2	15,035	-	-	-
1881	Henry M. Flagler Elementary	142	305,529	-	-	-	-	-
3061	Ludlam Elementary	91	222,350	-	-	-	-	-
3021	Jesse J. McCrary, Jr. Elementary	103	247,898	1	1,331	-	-	-
3181	Melrose Elementary	123	284,329	-	-	-	-	-
3301	Miami Park Elementary	178	389,202	-	-	-	-	-
5001	Shenandoah Elementary	199	438,909	-	-	-	-	-

PROPERTY SCHEDULE

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		
5381	E. W. F. Stirrup Elementary	146	304,305	-	-	-	-	-
5401	Sunset Elementary	173	337,864	-	-	-	-	-
5561	Frances S. Tucker Elementary	149	350,453	-	-	-	-	-
5931	Phillis Wheatley Elementary	151	369,832	-	-	-	-	-
1441	Paul Laurence Dunbar K-8 Center	160	347,027	-	-	-	1	1,679
2041	Benjamin Franklin K-8 Center	196	387,123	-	-	-	-	-
2741	Key Biscayne K-8 Center	329	631,238	-	-	-	-	-
0071	Eugenia B. Thomas K-8 Center	262	561,732	-	-	-	-	-
6091	Citrus Grove Middle	330	754,118	-	-	-	-	-
6391	Madison Middle	162	435,462	4	4,084	-	-	-
6411	Horace Mann Middle	347	810,089	-	-	-	-	-
6821	Rockway Middle	273	653,068	-	-	-	-	-
6841	Shenandoah Middle	297	636,848	-	-	-	-	-
7081	Design and Architecture Senior	286	693,548	-	-	-	-	-
7571	International Studies Preparatory Academy	123	358,940	-	-	-	-	-
7581	iPrep Academy PK-12	91	204,681	-	-	-	-	-
7161	Maritime & Science Technology (MAST) Academy	423	1,324,947	-	-	-	-	-

PROPERTY SCHEDULE

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		
7901	New World School Of The Arts Senior	146	390,842	-	-	-	-	-
7055	Young Women's Preparatory Academy	211	414,208	-	-	-	-	-
<u>South Region Office Schools/Centers</u>								
2001	Florida City Elementary	137	306,193	-	-	-	-	-
0311	Goulds Elementary	134	371,400	-	-	-	-	-
5981	Dr. Edward L. Whigham Elementary	128	316,056	-	-	-	-	-
0073	Mandarin Lakes K-8 Academy	195	650,739	-	-	-	-	-
5671	Vineland K-8 Center	172	450,600	-	-	-	-	-
6761	Redland Middle	285	634,439	-	-	-	3	3,574
		8,154	\$ 20,085,184	9	\$ 23,987	\$ 1,223	7	\$ 9,396

PROPERTY SCHEDULE

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	CATEGORY (AT COST)		Total Depreciated Value
					Computers	Other ^(a)	
<u>North Region Office School/Center</u>							
7391	Miami Lakes Educational Center (Senior High School)	1	1	\$ 1,415	\$ -	\$ 1,415	\$ 1,067
<u>Central Region Office Schools/Centers</u>							
0881	Comstock Elementary	1	2	2,062	2,062	-	-
6411	Horace Mann Middle	1	5	7,052	7,052	-	-
6841	Shenandoah Middle	2	2	6,265	-	6,265	138
7081	Design and Architecture Senior	1	2	2,825	2,825	-	2,468
TOTAL		6	12	\$ 19,619	\$ 11,939	\$ 7,680	\$ 3,673

Note:

(a) "Other" Equipment consisted of a pressure washer at Miami Lakes Educational Center; and a golf cart and a food warmer at Shenandoah Middle School.

FINDINGS AND RECOMMENDATIONS

1. Altered Financial Records Of The School Resulted In Discrepancies And Process Over Student Collections Was Non-Compliant With Internal Fund Policy *Scott Lake Elementary School*

On December 14, 2016, the Principal contacted our office after the Business Manager from the Internal Funds Accounting Division notified her on that particular day that a deposit for \$135 posted to the accounting system could not be traced to the bank account. At the time of this discovery, the Treasurer was on a leave of absence since mid-November 2016. Consequently, the Business Manager was attending to the school records in order to perform monthly reconciliations that were pending since October 2016.

Our review of the financial records for the 2015-2016 and 2016-2017 fiscal years up to November 30, 2016, disclosed that between May 2016 and September 2016 the former Treasurer had consistently altered the internal funds checking account's bank statements to conceal two separate deposits totaling \$490 that were recorded in the accounting system but could not be traced to the bank around the time they were recorded. Ultimately, our review determined that these monies were not misappropriated, but the result of an apparent accounting error/time lapse in the deposit of funds that the former Treasurer attempted to disguise by altering information in the bank statement documents (instead of disclosing the incidents to the Principal and making the necessary posting corrections in the accounting system). The former Treasurer retired in December 20, 2016, prior to the conclusion of our review of the records, but after discovery of the initial discrepancy.

Aside from the deposit discrepancies noted above, our review disclosed that during 2015-2016 and 2016-2017 up to the time of our audit visit in November 2016, school staff collected funds from the students for several school-sponsored field trips and student activities; however, the collections were not receipted using official receipts, and sponsors did not deposit the collections in the internal funds of the school as required. Instead, the sponsors deposited the collections with the school-allied organization, who in turn issued a check to the school for some of these collections to deposit in the internal funds of the school as "donations".

According to the school administration, in 2016-2017 the school-allied organization was assisting the school with the collections because of the Treasurer's continued absenteeism from the work place. A review of the former Treasurer's attendance records disclosed frequent leave absences from work after the Spring Recess in March 2016 that extended throughout the rest of the school year; and that re-surfaced in September 2016 up to the time of her leave of absence/retirement in November-December 2016.

Details of our findings follow:

Incidents With Deposits Totaling \$490 Which Led to the Fabrication of Bogus Bank Statement Information

- 1.1. According to the deposit documentation, the school had received two separate checks representing monies donated to the school. In one of these instances, a check for \$355 from a child care provider was *posted in the accounting system as a deposit on July 29, 2016, before it was actually deposited in the bank on September 7, 2016.* This time lapse between the posting of the transaction and the actual deposit resulted in bank statements corresponding to July 2016 and August 2016 being altered to make them appear as if the funds had been deposited in the bank prior to September. In the other instance, on April 4, 2016, the former Treasurer may have somehow anticipated in the accounting system the posting of a \$135 donation from the school-allied organization. It appears that, based on our conversations with members of the school-allied organization and documentation provided by the organization, *they never issued a check to the school. Instead, on April 28, 2016, the school-allied organization issued a check for \$135 to a vendor to directly pay for the services rendered.* Similarly, the bank statements starting with the month of May 2016 until the time of discovery in October 2016 were consistently altered in order to agree with the deposit transactions posted in the accounting system.

*Pursuant to best business practices, in order to ensure that the bank statement on file is the original unaltered official document received by the school administration; and to prevent the possibility that fraudulent alterations/modifications/omissions to the original document after it has been received at the school may go undetected, our office **has recommended and continues to recommend** all school administrators to be the first to receive the envelope containing the bank statement unopened for review or to personally download it from the bank's website (digital copy); and to *initial/sign the statement to indicate its authenticity and initial administrative review. This original/signed document should be the one to attach to the monthly reconciliations for audit purposes and be filed with school records.**

- 1.2. In both instances of deposit discrepancies, we noted that photocopies of bank statements for the five-month period covering May 2016 up to September 2016 were the documents used by the former Treasurer to support the monthly reconciliation of funds filed at the school. A comparison of the photocopies (altered) bank statements to the original monthly bank statements requested from the bank easily disclosed the alterations and the bogus information.

School Employees Making Collections On Behalf Of The School-Allied Organization Not Allowed Under Guidelines

In regards to money collection efforts at the school sites, 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 addition, Section IV, Chapter 12 of the Manual in reference to school-allied organizations states that school employees cannot handle money or fundraising merchandise for a school-allied organization chartered at the school at which they are employed. In addition, the collection of money for student field trips must be organized and conducted through the school.*

During 2015-2016, the school reported total receipts and total disbursements of approximately \$25,000 and \$26,000, respectively. A comparison of these totals and similar totals reported for the prior year disclosed a decrease during the audit year of close to \$19,000 and \$16,000, respectively. Consequently, this change required that we review account activity and make inquiries with staff and school administration as to the reasons for this fluctuation. We found that:

- 1.3. During the 2015-2016 and 2016-2017 fiscal years up to the time of our audit visit in January 2017, the school conducted several field trips and student activities of material nature. Upon review of financial records and interviews with staff and administration we confirmed that school staff had collected funds for these activities and instead of depositing the collections in the internal funds of the school, had turned the collections over to the school-allied organization who acted as the fiscal agent for the school.

We reviewed two field trips and the Fifth-Grade Year-End activities that took place during the 2015-2016 fiscal year; and extended our review to one out-of-state field trip that happened during the 2016-2017 fiscal year. Based on field trip packet information and inquiries with administration and staff, we determined that the associated potential revenues from these fieldtrips and activities amounted to approximately \$21,500 for 2015-2016 activities and \$15,000 for the 2016-2017

out-of-state field trip; however, of these totals, approximately \$2,700 and \$12,900, respectively, were traced to the internal funds records. In both instances, the source of these collections was identified as “donations” made by the school-allied organization.

According to the school administration, regarding the student collections, two school employees who were the sponsors of these activities and who were also members of the school-allied organization collected from the students and deposited the collections in the school-allied organization’s checking account instead of in the internal funds of the school. Official teacher receipts were not issued for any of the collections. Also according to the school administration, for one of the activities, the sponsor purchased a receipt book from a store, used it to receipt the student collections, and turned the collections over to the school-allied organization, *who in turn gave them to the school in the form of “donated” funds.*

- 1.4. We also noted that the supporting field trip request packets were disorganized, disclosed discrepancies in amounts charged to students and a few could not be located.

RECOMMENDATIONS

- 1.1. **The school administration should ensure that the bank reconciliation packages on file at the school are supported by original bank statement documents signed by the Principal. This is to ensure that the documents were initially received and reviewed by the Principal prior to turning over to the Treasurer for reconciliation purposes.**
- 1.2. **Periodically, the school administration should review the recordkeeping of the internal funds to ensure that transactions are posted to the system with fidelity and collections are deposited in a timely manner.**
- 1.3. **The process for receipting and depositing collections should be discussed with staff for understanding and awareness of the requirements. In particular, official receipts must be issued for individual collections of \$15 or more.**

- 1.4. **The 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. Specifically, student collections made by school employees must be deposited in the internal funds of the school; and all school-sponsored field trips must be properly accounted for in the internal funds of the school.**

- 1.5. **Going forward, all field trip packets should be filed at the school in an organized manner; and any changes to the amounts collected should be documented to ensure transparency and accountability as to totals projected based on student participation and collected by the school. In addition, student rosters documenting participation should be maintained.**

Person(s) Responsible: **Principal, Assistant Principal, Treasurer, Elementary School Assistant (back up to Treasurer) and Grade Level Chairpersons**

Management Response:

The Principal has reviewed the guidelines as stated in the *Manual of Internal Fund Accounting* with the Assistant Principal, new Treasurer and staff to ensure their understanding and responsibilities pertaining to internal fund policy including bank reconciliations and the collecting, receipting and depositing of funds.

As a result of various circumstances, the school's treasurer abruptly retired in December 2016. Moving forward the Principal established new procedures and reviewed them with the new treasurer to ensure that the bank statement documents are first received and reviewed by the Principal before turning over to the Treasurer for reconciliation. Also, this will ensure that the bank reconciliation packages on file are supported by the original bank statement documents signed by the Principal. The Principal will initial and date the top of the statement in blue ink as well as initial the beginning statement balance on a monthly basis.

The Principal will meet with the new Treasurer monthly to review the Year to Date Transactions by Internal Fund. In addition, prior to signing the Monthly Financial Report, the Principal will verify that the original bank statement is a part of the report. The school's Elementary Assistant will serve as the Treasurer's back up. The Principal registered the new Treasurer for SAP training of which she attended in March. Also, the Principal will ensure that the new Treasurer meets with the Business Manager on an as needed basis.

The Principal is meeting twice a month with the Assistant Principal and Treasurer to review the internal funds recordkeeping and ensure transactions are posted accurately and collections are deposited in a timely manner. The Principal has met with staff to review the proper procedures for receipting and depositing collections and in particular, reaffirmed to staff that official receipts must be issued for individual collections of \$15.00 or more. The Collections and Deposit Log is reviewed and signed by the Principal or Assistant Principal when monies are deposited into the school safe.

The Principal and Assistant Principal reviewed guidelines with Grade Level Chairpersons and staff to ensure an understanding of their roles and responsibilities regarding the process for completing field trip packets. The Principal emphasized that student collections made by staff must be deposited in the school's internal funds and that all school sponsored field trips must be accurately accounted for in the school's internal funds. Also, the Principal and Treasurer met with the PTA Board to review procedures for field trip collections per the *Manual of Internal Fund Accounting*.

Furthermore, the Principal strengthened the field trip filing system and is reviewing it bi-weekly for accuracy. Approved field trip forms by fiscal year are kept in the file and any changes to the amount collected will be noted on the field trip packet by the school sponsor and signed off by the Principal or Assistant Principal. The Principal reviewed procedures with staff to ensure that any changes to the amounts collected will be documented to ensure transparency and accountability as to the totals projected based on student participation and collected by the school. Also, the Principal instructed staff to maintain student rosters documenting participation. Lastly, the Principal will continue to seek assistance from the District Business Manager for clarification and guidance when deemed necessary.

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

Management Response:

The North Region Office Financial Human Capital Director and the Principal established a plan for the Principal to implement to ensure that bank reconciliation packages and documents are received and reviewed by the Principal prior to turning over to the newly hired Treasurer. Additionally, a plan was established to strengthen the school's internal fund policies to ensure compliance. The Principal will thoroughly review the *Manual of Internal Fund Accounting* with the Assistant Principal and Treasurer.

The Principal was instructed to continue to schedule (with the new Treasurer) Internal Funds training sessions with the Business Manager and attend District trainings to in turn strengthen the organization over financial records and field trip procedures including the collection and depositing of funds.

The Principal was instructed to meet weekly with the new Treasurer to strengthen the organization of the school's financial records. She will review all records for accuracy, resolve discrepancies in a timely manner and seek additional assistance if needed.

The North Region Office Financial Human Capital Director assigned the Treasurer a mentor Treasurer to serve as an immediate liaison to answer questions or concerns she may have regarding her bookkeeping responsibilities.

Furthermore, the Principal has been instructed to attend School Operations' Money Does Matter Support Program sessions for the 2017-2018 school year. Lastly, the North Region Office Financial Human Capital 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:

School Operations has reviewed the audit findings cited in the 2015-2016 fiscal year and 2016-2017 FTE Survey 2 audit reports of the following schools reporting to the North and Central Region Office: Scott Lake Elementary School, North Dade Middle School, Benjamin Franklin K8 Center, Melrose Elementary School, Madison Middle School and MAST Academy. The following preventive actions will be taken through School Operations:

- Monthly, the Districts School Operations Administrative Director will meet with the Region Office Financial/Business Operations Director to review, discuss and identify strategies to implement at effected schools to ensure that adequate controls over bookkeeping functions, student collections/school allied organization collections and disbursements with Internal Funds, Title I Program staff assignments and compliance with SPED documentation and ESOL guidelines are adhered at the school sites
- Continue to work collaboratively with the Region Offices to facilitate and coordinate Fiscal Review Teams of Principals that will conduct on site reviews to further support schools with fiscal and organizational practices;
- Coordinate and provide information to school site administrators and staff on best business practices, including related financial areas of concern through the Money DOES Matter Support Program and the Money DOES Matter Support Program Publication.

School Operations will continue to work with principals to promote efficient fiscal practices.

**2. Personnel Assignments
Paid With Title I Program
Funds Not Compliant
With Title I Program
Policy
North Dade Middle School**

At this school, there was a change of Principal in early July 2016. The issues that follow happened under the tenure of the former Principal.

During our recent audit visit of the Title I Program for the period of 2015-2016, several school staff members approached us with concerns regarding two former school staff members (one teacher and one paraprofessional) who worked at the school during the audit period⁴ and whose salaries were paid with Title I Program funds. School staff alleged that the two staff members in question may have performed duties that did not fully comply with Title I Program policy. Based on our review, we concluded that the allegation was *substantiated*. Details follow:

- 2.1. Regarding the teacher in question, between August 2015 and May 2016, this individual held the position of Teacher Center for Special Instruction⁵. Within ETO schools, this instructional staff member is the Positive Behavior Support (PBS) Coach⁶.

We confirmed with district administrators overseeing Magnet Programs and providing training for PBS Coaches that, during 2015-2016, the teacher in question performed the duties of the school's Lead Teacher for the Magnet Program⁷ and not the duties of the school's PBS Coach. In addition, we confirmed with the former Principal that this teacher acted as his Administrative Assistant, and during the year, actively participated in elementary school recruitment to increase student enrollment. We interviewed the teacher regarding

⁴ Both staff members worked at this school until the end of the 2015-2016 school year. For 2016-2017, they are both working at the school where the former Principal was assigned in July 2016.

⁵ This position was funded with Title I Part A ETO Priority Focus School Supplement funds. These funds are earmarked for ETO schools.

⁶ Position within Education Transformation Office (ETO) schools is budgeted with Title I Part A ETO Priority Focus Program funds. According to the administration from the Division of Academic Support, this position is used within ETO schools to provide additional support to the most fragile students; and its objectives are to assist the school reducing or eliminating disruptive student behavior that impede instruction, conduct behavioral interventions of students at individual, group and classroom levels, and provide guidance and support to parents.

⁷ This school offers an International Baccalaureate (IB) Middle Years Programme (MYP) (Magnet Program). During the Title I Program audit, we identified corollary issues related to job assignments paid with Magnet funds. We did not pursue these issues since they fall outside the scope of this audit; however, they were discussed with appropriate District and Region administrations for their information and possible follow-up.

her involvement with discipline and student behavior. According to her, the job assignments included *handling some student discipline duties at a level similar to the level exercised by any other instructional staff member of the school (not at the level expected of a PBS Coach)*.

During our interviews, both the teacher and the former Principal stated their unawareness that the position in 2015-2016 was funded at any point in time with Title I Program funds.

- 2.2. Regarding the paraprofessional in question, we found that this individual was hired in September 2014 as a Part-Time General Paraprofessional⁸. Initially, the individual was assigned to maintain the library book inventory and perform clerical tasks corresponding to a library setting. Subsequently, the employee was assigned to the Main Office where she answered phones, assisted with referrals, made photocopies, handled student tardiness and provided any additional services as needed in the Main Office. We confirmed with the employee that she was never supervised by a teacher or assigned to work with students.

As stated in Article XVII-Paraprofessional/Associate Educator/School Support Personnel of the contract between Miami-Dade County Public Schools and the United Teachers of Dade (UTD), the School Allocation Plan published by the District's Office of Budget Management, and the Title I Administration Handbook published by the Department of Title I Administration, *a Paraprofessional shall not perform office duties which are not directly related to classroom instruction.*

In this case, the paraprofessional's duties and responsibilities as they were carried out represented a breach of the UTD contract. This breach was further compounded because the position was funded with Title I Program funds and as such a violation of Title I Program policy.

- 2.3. Review of Title I Program records disclosed that the 2015-2016 Automated *Time and Effort Certification Reports for Federally-Funded Positions*⁹ certified by the school administration as to the fidelity of the use of grant funds listed the PBS Coach and the Hourly Paraprofessional as employees fully compensated under the Title I Program. Similarly, the *School Assurance of Accountability and Compliance document* (which certifies that the school administration complied

⁸ Paraprofessional I-General, Job Code 4260. The employee was paid from the Title I Part A Schoolwide Program.

⁹ The federal government requires time and effort certification to be completed when individuals are compensated from a federally-funded program or project. It also requires that institutions develop a process to determine or confirm how individuals paid with federal funds expend effort during a specified time period. Failure to adequately document employees' time and effort related to federal funds could result in audit findings, questioned costs consisting of salaries, wages, and related benefits, or potential repayment of disallowed costs.

with all Title I Federal, State and District guidelines) was certified in the system by the school administration.

- 2.4. While reviewing the duties of additional paraprofessional personnel as follow-up to our findings, we identified another instance where a Part-Time General Paraprofessional staff member was similarly working in the Main Office; however, in this case, the position was funded from the General Fund. During our inquiries with the current school administration and interview of the employee, we confirmed that the employee had always been assigned to work in the Main Office performing duties as assigned, mostly clerical, and was never assigned to a classroom or supervised by a teacher. Her assignment commenced when hired by the former school administration during the 2015-2016 fiscal year. Upon change of school administration in 2016-2017, the employee's duties remained the same.

We discussed this matter with the current school administration for her information and determination as to corrective action.

RECOMMENDATIONS:

- 2.1. **Going forward, the current school administration should ensure that staff is assigned to perform duties in alignment with their job description. In the case of paraprofessional and similar staff, the job guidelines should be discussed with the employee and observed.**
- 2.2. **The school administrator should be reminded to adhere to the Title I Program guidelines; and should be encouraged to contact the Title I Administration Office for guidance/advice when unclear as to utilization of staff paid with Title I funds or potential use(s) of Title I funds.**
- 2.3. **At the school site level, discuss Title I Program procedures with school administration and staff at least once a year, or whenever changes to the schedule occur, whichever comes first, to ensure understanding and awareness of the requirements and restrictions.**

Person(s) Responsible: Principal and Assistant Principal

Management Response:

The newly assigned Principal has reviewed the guidelines as stated in the *Title I Administration Handbook* with the Assistant Principal and staff and reviewed assignments of staff to ensure alignment of job description with duties and responsibilities. Additionally, the Principal met with the Assistant Principal and

paraprofessionals and similar staff to discuss job guidelines and ensure they are observed. Discrepancies have been corrected to ensure that staff assignments are aligned with appropriate job description and responsibilities.

The Principal will review the Position Control List for accuracy on a regular basis and regularly observe staff to ensure assignments align with performed duties. The Principal will contact the Title I Administration Office in the event that further clarification/guidance is needed regarding staff assignments that are paid with Title I grant funds.

The Principal has reviewed and discussed Title I Program procedures with school administration and staff and will continue to do so moving forward twice a year or whenever changes to a schedule occur, whichever comes first, to ensure understanding and awareness of the requirements and restrictions. Furthermore, the Principal will attend Title I Program Policy workshops regarding compliance for additional understanding of staff assignments.

Person(s) Responsible:

North Region Office Administration

Management Response:

The North Region Office Financial Human Capital Director and the Principal established a plan for the Principal to implement and monitor with the Assistant Principal to ensure that staff is assigned to perform duties that are aligned to their job description. The Principal will thoroughly review the *Title I Administration Handbook* with the Assistant Principal. The Principal was instructed to realign Title I staff job duties and responsibilities in accordance with the assignment guidelines outlined in the Title I Administration handbook.

The Principal was instructed to schedule and attend Title I Program trainings and to contact the Title I Administration Office for additional assistance to in turn strengthen the utilization of the Title I grant funds.

The Principal was instructed to review the Position Control List regularly and to observe employees on a regular basis to ensure they are performing their programmatically assigned responsibilities. Also, she was instructed to meet weekly with the Assistant Principal to discuss job assignments to ensure awareness of the requirements and restrictions. The Principal will review all records for accuracy, resolve discrepancies in a timely manner and seek guidance if needed.

Furthermore, the Principal has been instructed to attend School Operations' Money Does Matter Support Program sessions for the 2017-2018 school year. Lastly, the North Region Office Financial Human Capital 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 40 of this report and page 103 in the report's *Appendix Section* for School Operations administration's comprehensive response addressing the recommendations to the school findings of North Dade Middle School.

**3. School Non-Compliant With Full-Time Equivalent (FTE) Records And Procedures Resulted In Potential FTE-ESOL Funding Disallowances
*Melrose Elementary School***

Our review of a sample of FTE records corresponding to one of the FTE survey periods corresponding to the 2016-2017 (current) school year disclosed several discrepancies in the ESOL records reviewed. Based on our sample, the non-compliant issues could have generated a potential funding disallowance to the District totaling approximately \$2,900. Details are as follows:

For the 2016-2017 school year, guidelines and procedures for maintaining student information for *English Learners (EL)*, also known as *English for Speakers of Other Languages (ESOL)*, were provided through the 2016-2017 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 Learners/Limited English Proficiency (EL/LEP) Student Plan for students attending elementary school [FM-4649] must be appropriately initiated and/or updated in a timely manner and maintained in the student's cumulative folder. For each school year, a Web-based EL/LEP Plan (WLEP) must be completed for all EL students. In addition, the *Home Language Survey* [FM-5196] must be properly completed and filed in the ESOL Program Record Folder.

For all students with three academic years or more in ESOL, an EL Committee must be convened to re-evaluate the student's progress towards English language proficiency.

The EL Committee must convene no earlier than 30 school days prior to the third anniversary of the student's *Date Entered United States School (DEUSS)*¹⁰ and no later than the anniversary date, unless the student's anniversary date falls within the first two weeks of any school year. Accordingly, the *EL Committee may convene no later than October 1*. Any student considered for extension of ESOL services will be assessed on at least one department-approved assessment instrument. Evidence of that assessment must be maintained in the student's file. If the EL Committee recommends a student to exit the ESOL program, pertinent information must be entered in DSIS in a timely manner.

¹⁰ The *Date Entered United States School (DEUSS)* refers to the first time the student enters a school in the United States. DEUSS is obtained from the parents; consequently, *school personnel must make every effort to obtain any previous schooling information for the student from a U.S. school*. The date is necessary to calculate whether a student has attended a U.S. school for three (3) full academic years.

During the October 2016 FTE Survey¹¹ records, the school reported 197 students enrolled in the ESOL program. A review of a sample of 20 EL student folders disclosed discrepancies in 11 of the 20 student folders sampled (55%). For most of the folders sampled, the ESOL documents were not filed in the students' LEP folder at the time of the audit visit. Review of the records provided disclosed that:

- 3.1. In ten 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. These students had a DEUSS (Date Entered U.S. School) date that would have required a current assessment for the LEP Committee meeting; however, the students were not assessed to determine if they should continue enrollment in ESOL. Upon our inquiries, school staff acknowledged that "no LEP meetings were convened for any ESOL students with six ESOL semesters or more". Furthermore, for one of the ten students, the cumulative folder was not located at the school. The student attended another school during the previous year; however, although school staff requested the folder, it was never received from the folder's previous custodian.
- 3.2. In six instances, the individual EL/LEP Student Plan [FM-4649] was not properly completed. Specifically, two were not signed and dated by the teacher, three did not have the *ESOL Level and Program Update* Information or the *Program Participation Section* completed; and in the other instance, only the first page of the Plan was available in the file.
- 3.3. In one instance, a *Home Language Survey* [FM-5196] was not completed.
- 3.4. In one instance, a student's test results were not evident on the EL/LEP plan.

RECOMMENDATIONS

- 3.1. **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, appropriate 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. All records should be filed in the LEP folders by the time of the FTE Survey.**

¹¹ FTE Survey in October is otherwise referred to as FTE Survey Period 2.

3.2. 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. Particular attention should be paid to the student's DEUSS date to ensure compliance with ESOL anniversary requirements.

Person(s) Responsible:

**Principal, Assistant Principal,
ESOL/SPED Administrative Designee,
and Registrar**

Management Response:

The Principal met with the Assistant Principals, Administrative Designees and Registrar to review audit findings and the 2016-2017 Opening of School Year Information and Reminders as it pertains to ESOL, the Division of Bilingual Education and World Languages memoranda and the District Plan for Services to English Language learners.

The Principal, Assistant Principals, ESOL/SPED Administrative Designee and Registrar met to review ESOL Program Record Folders to ensure that the information is accurate and that all pertinent forms are completed and timely filed in the folders. Any anomalies were corrected.

The Principal and administration will randomly review ESOL Program Record Folders twice a month to ensure that all information is accurate and filed properly. In those instances, where students are enrolled over six semesters in the ESOL program, and in order of priority utilizing the student's DEUSS date to ensure compliance with ESOL anniversary requirements, the administrative team and/or designee will schedule timely ESOL Committee meetings. Any discrepancies will be corrected immediately. The Principal will request assistance from the District ESOL Office and will ensure the ESOL Teacher attends FTE training in this area.

Person(s) Responsible:

Central Region Office Administration

Management Response:

The Financial/Business Director instructed the Principal to develop a plan for reviewing the records of English Language Learners (ELL) to ensure that the records are maintained in accordance with the respective program guidelines.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages to assist in strengthening these procedures.

The Principal and/or Registrar will attend all available training/professional developments to enhance their knowledge of this program.

As a result of these audit findings, the following support activities will be implemented for all schools 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 2017-2018 Money DOES Matter Support Program.

Person(s) Responsible:

School Operations Administration

Management Response:

Refer to page 40 of this report and page 103 in the report's *Appendix Section* for School Operations administration's comprehensive response addressing the recommendations to the school findings of Melrose Elementary School.

**4. Ineffective Controls
Over The Bookkeeping
Function Resulted In
Inadequate Financial
Records Of The School
And Late Payments
*Benjamin Franklin K-8 Center***

At this school there have been two changes of Principals since the prior audit. The current Principal was appointed to this school on July 7, 2016. In addition, the Treasurer who handled the bookkeeping and filing of the internal funds for the 2015-2016 school year left to work at another school in September 2016; and a new Treasurer was hired in October 2016. Both Treasurers had no prior bookkeeping experience. The issues noted below happened under the current school administration.

Upon our initial visit to the school in November 2016, we found that the internal funds records for the 2015-2016 fiscal year were very disorganized and the documentation was not filed according to district guidelines. We found that records were stored in no particular order in boxes, in shelves and in filing cabinets between two offices. In an effort to complete the assignment, audit staff provided guidance to the current school administration and the current Treasurer as to how to organize the records for the audit; and afforded the school additional time to accomplish this task.

Given the disorganization of the 2015-2016 financial records, we extended our review to the current year 2016-2017. For the current school year, the records were similarly disorganized and deposit packages were incomplete. In addition, there were a number of invoices that appeared not to have been paid. Some of these invoices were discovered by the current Principal inside a box left by the former Treasurer, where folders labeled "outstanding invoices" contained the invoices in question. We determined that several of these invoices had not been paid.

According to the current Principal, the transition between Treasurers (which happened in September 2016) and the Treasurer's office being relocated to another room caused a number of records to be misfiled during the process and stored in two locations.

Details of our findings are as follows:

Recordkeeping Issues And Filing of Records/Reports

Section II, Chapters 2 and 3 of the *Manual of Internal Fund Accounting* establish the receipting and depositing procedures over Internal Funds, and delineate the documentation that must be prepared to support the internal funds deposits. Documentation should include at a minimum, a properly completed *Recap of*

Collections [FM-1004] form. This form should indicate date, account structure, names of students/revenue source description and amounts collected, and must be signed. In addition to a *Recap of Collections* form, individual collections of \$15 or more must also be supported by official school board forms/receipts.

- 4.1. For the current fiscal year 2016-2017, the majority of the student collections deposited in the bank (in early October 2016) involved the sale of school pictures (approximately \$2,700). We noted that the majority of the deposits' supporting documentation was not included with the deposit package (the individual school picture receipts were not attached to the corresponding deposit packages and Recaps of Collections were not completed). We verified, however, that total sales posted in the School Pictures account and deposited agreed with total sales reflected in the photographer's invoice.

Past Due Invoices, Incomplete Disbursement Documentation And Unallowable Expenditures

Pursuant to Section II, Chapters 4 and 5 of the *Manual of Internal Fund Accounting*, payments to vendors must be made within thirty (30) days of satisfactory receipt of goods/services unless special arrangements have been made with the vendor. Deferred payment agreements must be in writing and retained. In addition, disbursements must have proper documentation in the form of an original invoice or equivalent documentation provided by the vendor, and must include the signature of the employee responsible for receiving the goods/services to acknowledge receipt of goods and indicate that the invoice is ready for payment.

- 4.2. We determined that ten invoices from four vendors totaling approximately \$1,400 were past due. Invoices were dated between May 2016 and October 2016, and charges corresponded to the rental and cleaning of dust mops and mats, the repair/service of custodial equipment, pest control services, and student-related activities. We verified that all invoices were paid as of January 2017.
- 4.3. The invoices reviewed during the audit were not signed to acknowledge the receipt of goods/services.

RECOMMENDATIONS

- 4.1. **The school Treasurer would benefit from additional training in Internal Funds to improve bookkeeping procedures, the preparation of deposit packages and the filing of records.**

- 4.2. School staff and administration should review receipting/depositing procedures for understanding and awareness of the requirements. This includes the basic procedures for documenting the collections and for preparing and documenting the deposit packages.
- 4.3. School staff and administration should review disbursement documentation procedures to ensure that original invoices are obtained; and invoices are signed to indicate that goods/services have been received and payment is in order.
- 4.4. The current school administration should direct staff to submit all invoices to the Treasurer for timely payment; and should direct the treasurer to make all vendor payments in a timely manner.
- 4.5. Periodically, the current school administration should review the internal funds documentation to ensure that the documentation is maintained according to the guidelines. Any non-compliance noted during these periodic reviews should be addressed immediately.

Person(s) Responsible: Principal, Assistant Principal, Treasurer

Management Response:

The Principal met with the new Treasurer to review the *Manual of Internal Fund Accounting*, Section II, Chapter 2 – Collection of Money; Chapter 3 – Deposit Procedures; Chapter 4 - Internal Fund Purchases; Chapter 5 Expenditures/Disbursements; and Section V, Chapter 1 Monthly and Fiscal year-end and Closing Procedures. The Principal established system of controls and protocols for completing collections and deposits. The individual making deposits will stay with the Treasurer until the deposit is confirmed and all paperwork is in order. The administration will review deposit packages to ensure the proper paperwork is included and protocols have been followed. The Principal will request assistance from the Business Manager from the Office of the Controller’s Internal Funds Accounting Division to train the new Treasurer monthly. Furthermore, the Principal and Treasurer will be paired by the Financial/Business Region Director with another K-8 in the region that will act as a mentor for the school.

The disbursement process will consist of three monitors which includes the Treasurer, Assistant Principal and Principal, respectively. When a check request is presented to the Principal it will include all supporting documents to ensure that all the proper procedures and protocols have been followed. The Principal will conduct random reviews of these documents twice a month to ensure these protocols are resulting in accurate record keeping.

The Principal addressed the staff on procedures for submitting invoices to the Treasurer for timely payment and instructed the Treasurer to make all vendor payments in a timely manner. The Assistant Principal will conduct monthly reviews of these procedures to ensure that vendors are paid in a timely manner. These procedures will be reviewed with the staff at the start of the school year as well.

The Principal and Assistant Principal will conduct a monthly review of the internal funds documentation to ensure that the documentation is maintained per the guidelines. Any discrepancies noted will be addressed immediately.

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

Management Response:

The Financial/Business Director instructed the Principal to meet with staff to review the District's guidelines, specifically how it relates to maintaining the internal funds. The Treasurer, Assistant Principal and Principal will review the monthly reconciliation as well as conduct periodic reviews of internal fund documents to ensure accuracy. The Principal has been instructed to solicit assistance of the staff from the Office of the Controller's Internal Funds Accounting Division to assist the Treasurer. Lastly, the Principal and the new Treasurer have been paired with a Region K-8 Center to serve as colleague to colleague mentorship for the 2017-2018 school year.

As a result of these audit findings, the following support activities will be implemented for all schools 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 2017-2018 Money DOES Matter Support Program.

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

Management Response:

Refer to page 40 of this report and page 103 in the report's *Appendix Section* for School Operations administration's comprehensive response addressing the recommendations to the school findings of Benjamin Franklin K-8 Center.

**5. Bookkeeping Function
Not Properly Monitored
*Madison Middle School***

This school has relatively limited financial activity. For the 2015-2016 fiscal year, receipts and disbursements amounted to less than \$30,000 during the fiscal year. Nevertheless, our review of the financial records for the audit period disclosed discrepancies with the recordkeeping of transactions, the oversight of account balances, the bank account reconciliation process, and with deposit documentation.

In 2015-2016, there was a new Treasurer at the school who had very limited bookkeeping experience and who ultimately retired from her position and the school system at the end of the fiscal year. For the 2016-2017 fiscal year, there is a new Principal and a new Treasurer, both with limited experience in the internal funds of the school. Most of the findings included in this section happened under the tenure of the former Principal.

Recordkeeping Discrepancies and Overnight Deposits

- 5.1. In 2015-2016, collections totaling approximately \$770 were posted to the accounts and identified as “deposits in transit” in the bank reconciliations; however, we could not trace these monies to the bank. The supporting documentation was incomplete, monies were not timely posted or deposited, and some of the transactions were questionable since they may have been posted in the accounting system just to cover discrepancies and reconcile with the bank (otherwise known as a “plug”). In addition, other transactions were attributed to posting errors. Given all these bookkeeping discrepancies, we were unable to determine whether a misappropriation occurred.
- 5.2. The school’s recordkeeping migrated to the new accounting system on February 1, 2016. We noted that the January 2016 bank reconciliation (last reconciliation prepared under the legacy system before the changeover) listed numerous adjusting entries for transactions pending posting, some of which were carried over since September 2015.

Weekly Briefing No. 5164 Policies and Procedures on the Safeguarding Funds at Schools implemented utilization of the Collections/Deposits Log [FM-7249]. Consistent use of this form is required to ensure that the school administration is fully aware of any collections held at the school overnight or over the weekend pending deposit. According to the *Weekly Briefing* procedures, schools must log the deposit and sign the form by two designated individuals at the time the funds are placed in the secure area, and when funds are removed from the safe area for deposit. However,

- 5.3. From a sample of eight deposit packages, half of which corresponded to the audit period and the rest to the current year disclosed five instances (most from 2015-2016) where collections were left overnight at the school; however, the Collection/Deposit Log was not available. It appears that its use was not implemented at the school during the audit period and the current year. Based on our review of the limited financial activity that ensued during the current year up to the time of our visit in February 2017, it appears that most current-year collections are being deposited in the bank on the same day as collected.

Deficit Account Balances

Pursuant to Section III, Chapters 1 and 8 of the *Manual of Internal Fund Accounting*, schools must not end the fiscal year with a negative balance in a Trust Account or in the Athletic Program.

- 5.4. At June 30, 2016, several accounts from the Athletic and Trust Programs closed the year with deficit balances totaling approximately \$(1,400) in the aggregate. These included Athletics-Game Officials \$(260), Trust-District Athletics \$(609), Trust-Field Trips 1 \$(299), Trust-United Way \$(171) and Trust-Technology Repair \$(65).

Checks Outstanding In The Reconciliation Not Timely Cleared

Section II, Chapter 5 of the *Manual* delineates the guidelines for processing checks that remain outstanding in the bank reconciliations for three months or more. Pursuant to these guidelines, the school must contact the payees of school checks outstanding for three months or more. In those instances where the payee does not respond and the check remains outstanding for six months, the school must void the check and transfer the amount to the Trust Fund – Unclaimed Stale Dated Checks account until such time a payment for stale-dated checks is submitted to the State of Florida.

- 5.5. The June 2016 bank reconciliation listed three checks totaling approximately \$700, issued between May and June 2016 that were outstanding in excess of six months and the appropriate stale-dated procedures were not exercised timely. As of the audit visit, the checks have not been voided and the payee communication was not documented or included in the file.

RECOMMENDATIONS

- 5.1. Periodically, the new school administration should review the internal fund records to ensure that the new Treasurer is keeping up with the recordkeeping requirements and with the timeliness of posting/depositing of collections.
- 5.2. To prevent deficit balances in the individual accounts, the new school administration should ensure that the account has sufficient funds before approving any expenditures and before signing any checks.
- 5.3. The new school administration should direct the Treasurer to follow state-dated procedures in those instances where outstanding checks are lingering in the reconciliation for more than two-three months.
- 5.4. The new school administration should implement utilization of the Collection/Deposit Log to account for any collections held overnight.

Person(s) Responsible:

**Principal, Assistant Principal,
and Treasurer**

Management Response:

The Principal and the Assistant Principal will review the internal fund records to ensure that the Treasurer is maintaining accurate recordkeeping and posting/depositing collections in a timely manner. The Principal reviewed Section II, Chapter 2 – Collection of Money, Chapter 5 – Expenditures/Disbursement in the Manual of Internal Fund Accounting; as well as, the use of the Collections/Deposits Log [FM-7249] with the Assistant Principal and Treasurer to ensure an awareness of procedures. The log will be used to document any money which may be held overnight or over the weekend and ensure that funds are placed in a secure area by two designated individuals at the time of deposit and removal.

Additionally, the administration and Treasurer will conduct a meeting with all club sponsors and staff that will be handling money to review record keeping procedures and require collections of money be turned in no later than 2:30 p.m. daily. This procedure meeting with staff will take place at the start of each school year. The Treasurer will continue to make daily deposits at the bank and immediately notify the Principal if there is a day the deposit could not be made.

The Principal will meet with the Assistant Principal and Treasurer to review the guidelines and procedures in the *Manual of Internal Funds and Accounting*, with emphasis on Section III, Chapters 1-Athletics Program and 8-General Program as well

as Section II Chapter 5- Expenditures/Disbursement to ensure compliance with all policies and guidelines.

The Administration will conduct random reviews of the Internal Funds records twice a month to ensure compliance. Any discrepancies will be corrected immediately. The Principal will continue to meet weekly with the Assistant Principal and Treasurer to review the budget availability report and monitor the monthly reconciliation reports to ensure that outstanding checks are cleared in a timely manner. The Principal will review account balances prior to approving purchase orders to ensure sufficient funds are available and will review available balances prior to approving any expenditures or signing any checks. In addition, all check request will be submitted to the Principal with all supporting documents and account summary prior to the check being signed.

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

Management Response:

The Financial/Business Director instructed the Principal to meet with staff to review the district guidelines, specifically how it relates to maintaining the internal funds. The Treasurer, Assistant Principal and Principal will review the monthly reconciliation as well as conduct periodic reviews of internal fund documents to ensure accuracy. In addition, the Principal will solicit assistance of the staff from the Office of the Controller's Internal Funds Accounting Division to assist the Treasurer.

As a result of these audit findings, the following support activities will be implemented for all schools 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 2017-2018 Money DOES Matter Support Program.

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

Management Response:

Refer to page 40 of this report and page 103 in the report's *Appendix Section* for School Operations administration's comprehensive response addressing the recommendations to the school findings of Madison Middle School.

**6. Unsatisfactory Controls
Over Disbursements
Madison Middle School**

Our review of disbursements for the 2015-2016 fiscal year disclosed that the supporting documentation for several of the disbursements on file was incomplete and the school did not always follow the proper procedures for making disbursements. Most of the findings included in this section happened under the tenure of the former Principal¹². Details follow:

According to procedures in Section II, Chapters 4 and 5 of the *Manual of Internal Fund Accounting*, the invoice supporting the disbursement must be itemized and signed to indicate that goods/services have been received and payment is in order. Regarding the timing for issuing of payments to vendors, procedures also require that any arrangements with the vendors to remit payment past 30 days of the receipt of goods/services be included in the records as evidence/support. Accordingly, it is the responsibility of the school administration to review all supporting documentation prior to signing the check thereby authorizing the payment.

Our review of a sample of disbursements made during the 2015-2016 and the 2016-2017 fiscal years up to February 2017 disclosed the following discrepancies:

- 6.1. The disbursements corresponding to the Eighth-Grade breakfast, dinner/dance and picnic were supported with a contract for services provided and similar documentation; however, a formal itemized invoice from the vendors was not on file. In two other instances, a payment supposedly covering expenditures for transportation to several athletic events totaling \$850 and for an out-of-state trip totaling \$1,850 was not supported at all.
- 6.2. Four vendor invoices totaling approximately \$220 were paid twice since one of the duplicate payments was supported with a statement of account (in lieu of invoices). The duplicate payment was applied against other invoices, according to a statement received from the vendor. There was no documentation on file for the four credited invoices.
- 6.3. The school still owes a transportation vendor \$480 for transportation services provided during the Eighth-Grade Breakfast activity in May 2016. In addition, for the current year, invoices totaling approximately \$1,400 for the rental and cleaning of dust mops, mats and related custodial items (dated between August 2016 and February 2017) have not been paid. We discussed this matter with the current Principal for resolution.

¹² As noted in the school's first finding on page 54, there was a change of Principal at this school after 2015-2016.

Non-Compliance with Instructional Materials and Supplies (Fund 9) Account

Regarding internal fund purchases charged to Fund 9 revenue, Section III, Chapter 9 of the *Manual of Internal Fund Accounting* establishes the guidelines and restrictions over the use of Fund 9 revenue. Replenishment must be processed during the fiscal year when 25% of the threshold limit has been expended by the school. In addition, the *Manual* includes a list of expenditures that are not allowed to be made with Fund 9 revenue. Specifically, *it does not allow for purchases representing personal gifts/incentives for faculty/staff.*

- 6.4. At the closing of the 2015-2016 fiscal year, expenditures posted to the Fund 9 account totaling approximately \$7,900 could not be reported to the District because the school did not have sufficient funds in their District's discretionary account to cover the replenishment. This total exceeded 50% of the Fund 9 establishment amount of \$15,000.

The school was able to submit a reimbursement after the closing of the fiscal year in February 2017; *therefore, exhausting some of the funds budgeted for 2016-2017.*

- 6.5. Charges to the Fund 9 account included an expenditure totaling \$975 for the purchase of 50 personalized golf umbrellas and pocket notebooks supposedly distributed to faculty/staff as gifts/incentives. This expenditure should be charged to a hospitality-related account. Other charges involved two separate disbursements totaling approximately \$1,500 for plaques and awards that were purchased from the same vendor in May 2016 and that were invoiced consecutively for less than \$1,000 each. This suggests a split to circumvent the need for vendor quotations.
- 6.6. Fund 9 expenditures noted above included a transfer of \$2,999 to the Educational Excellence School Advisory Council (EESAC) account, of which approximately \$2,670 remained unspent by the school as of June 30, 2016¹³. According to the minutes from the EESAC Committee, the funds were intended for student incentives and awards. As of March 1, 2017, the funds had not been returned to the district.

¹³ In order to give schools the opportunity to access EESAC funds for purchases of small items not allowed under Fund 9, P-Card or on-line purchasing guidelines, at the beginning of the school year, schools are allowed to transfer up to \$2,999 to be used by the school for food purchases, incentives. The drawdown is effected through the Fund 9 mechanism, whereby funds are transferred from the Fund to the Trust-EESAC account within Internal Funds. By the close of the fiscal year, after all purchases are paid, leftover funds must be returned to the EESAC account in the District. Instructions are provided to the schools via Weekly Briefings. Refer to Weekly Briefings No. 16559 (October 2014), No. 18319 (October 2015), and No. 20232 (October 2016).

RECOMMENDATIONS

- 6.1. The new school administration should discuss the disbursement documentation requirements with appropriate staff to ensure that: 1) invoices are obtained and signed to indicate acknowledgement of receipt of goods/services; 2) payments are made within 30 days of receiving the goods/services; 3) written vendor quotations, including one from a certified minority are obtained and filed; and the lowest selected.
- 6.2. The new school administration should discuss the Fund-9 guidelines for disbursements that are allowable/not allowable according to the guidelines.
- 6.3. The new school administration should discuss the EESAC procedures and should return the unspent funds to the District.
- 6.4. Going forward, the new school administration should review the disbursements periodically to ensure compliance; and should monitor the timelines for making payments to ensure that vendors are paid in a timely manner.

Person(s) Responsible:

**Principal, Assistant Principal,
and Treasurer**

Management Response:

The Principal with the assistance of the Assistant Principal will oversee the Internal Funds program as it relates to Fund 9, EESAC Funds, Payments and Disbursement as well as making sure vendors are paid in a timely manner. The Principal will meet with the Assistant Principal and Treasurer to review guidelines and procedures of the *Manual of Internal Fund Accounting*, Section II, Chapters 4-Internal Funds Purchases and 5- Expenditures/Disbursements to ensure that invoices supporting disbursements are itemized and signed.

The Principal, Assistant Principal, and Treasurer will meet to review all supporting documents prior to signing checks and to ensure they comply with guidelines stipulated in the *Manual of Internal Fund Accounting*, Section III, Chapter 9-Instructional Materials and Educational Support (Fund 9) Programs over the use of Fund 9 revenue.

The Principal, Assistant Principal, and Treasurer will ensure that the remaining EESAC funds in the internal funds account at the end of the fiscal year will be transferred back to the District EESAC Budget Structure as per district policies and procedures.

Person(s) Responsible:

Central Region Office Administration

Management Response:

The Financial/Business Operations Director instructed the Principal to develop a procedure that will be followed that denotes the proper steps in the disbursement process. The procedures will have the administrator overseeing the internal funds part of the checks and balances to ensure bid requirements are followed and to ensure all the proper documentation is provided when purchasing from internal funds and Fund 9.

Person(s) Responsible:

School Operations Administration

Management Response:

Refer to page 40 of this report and page 103 in the report's *Appendix Section* for School Operations administration's comprehensive response addressing the recommendations to the school findings of Madison Middle School.

**7. Procedures To
Account For Field
Trips And
Fundraisers
Not Always
Observed
*Madison Middle School***

During the 2015-2016 fiscal year, the school conducted several Year-End activities for Eighth-Grade students. Activities included a picnic, a field trip out-of-county, a breakfast and a dinner/dance for which student collections were received and payments were made. Our review of the associated financial activity and documents on file disclosed that procedures for accounting for these activities were not properly observed. All findings included in this section happened under the tenure of the former Principal¹⁴.

According to Section IV, Chapters 1 and 2 of the *Manual of Internal Fund Accounting* field trips and fund-raising activities should be accounted for in separate accounts or account sub-ledgers for clear accountability. In the case of field trips, the field trip packet documenting details of the trip such as admission fee per student, source of collections, dates, number of participants, list of participants and approvals must be part of the documentation supporting the activity. However, our review disclosed that:

- 7.1. Student collections totaling approximately \$7,200 from the various activities were comingled in one Classes and Clubs account and sometimes within one receipt posted to the system. Additional collections corresponding to some of these activities were posted in two other accounts and this required reviewing ancillary documentation for all revenues collected to verify the source of the revenues.
- 7.2. We were unable to determine that potential revenues were realized because records were incomplete and individual collections comingled. Although totals collected were sufficient to cover the associated expenditures, the school did not have on file any ancillary documentation such as spreadsheets identifying student payments for each activity. Therefore, it could not be determined that all participating students paid the full amount.
- 7.3. The field trip packet for the Eighth-Grade out-of-county field trip was not available for audit.

¹⁴ As noted in the school's first finding on page 54, there was a change of Principal at this school after 2015-2016.

RECOMMENDATIONS

- 7.1. The new school administration should review the procedures with sponsors and affected staff in Section IV, Chapters 1 and 2 of the *Manual of Internal Fund Accounting* to ensure awareness and understanding of the requirements for conducting field trips and fundraising activities. This should include use of accounting structures to segregate financial activity from each activity.
- 7.2. The new school administration should strengthen the overall monitoring/review of the individual field trip/fundraising activity to ensure that collections are not comingled in the same account.
- 7.3. The new school administration should ensure that field trip packets are filed with the records for all field trips and any ancillary documentation prepared by the sponsors for maintaining accountability of student payments.

Person(s) Responsible:

**Principal, Assistant Principal,
Activities Director and Treasurer**

Management Response:

The Principal will meet with the Assistant Principal, Treasurer, Activities Director, club sponsors and any staff member involved with collecting funds or sponsoring field trips to review Section IV, Chapters 1-Field Trips and 2-Fundraising Activities of the Manual of Internal Fund Accounting.

The Activities Director will review all supporting field trip documents and fundraising activities and submit them to the Assistant Principal who will review them prior to being submitted to the Treasurer to review and forward to the Principal. After these reviews, the complete packet and supporting documents will be forwarded to the Principal for final approval. The Principal issued a notice to sponsors and staff informing them that monies for fieldtrip and activities were not to be collected until written approval was obtained by the Principal.

The Treasurer will ensure that club sponsors maintain accurate records, collect and file all field trip documents after each trip, and ensure that funds collected are deposited in sub or separate accounts. If a staff member fails to comply, the Treasurer will seek the assistance of the Assistance Principal who will follow up with the staff member. The Principal will use the monthly reconciliation reports to verify that listed transactions are accurate prior to approval. The Administration will conduct random reviews of the field

trip procedures twice a month to ensure compliance. Any discrepancies will be corrected immediately.

Person(s) Responsible:

Central Region Office Administration

Management Response:

The Financial/Business Operations Director instructed the Principal to develop and establish a procedure that will be followed that denotes the proper steps in sponsoring field trips and fundraisers. The procedures will have the administrator and activities director overseeing the process and providing a checks and balances to ensure compliance in all policies and procedures.

Person(s) Responsible:

School Operations Administration

Management Response:

Refer to page 40 of this report and page 103 in the report's *Appendix Section* for School Operations administration's comprehensive response addressing the recommendations to the school findings of Madison Middle School.

**8. School Non-Compliant With Full-Time Equivalent (FTE) Records And Procedures Resulted In Potential FTE Funding Disallowances
*Madison Middle School***

Our review of a sample of FTE records in 2016-2017 found discrepancies in the areas of ESOL and Exceptional Student Education (ESE). Based on our samples, the non-compliant issues identified in these areas could have generated a combined funding disallowance to the District totaling approximately \$14,700.

A new Principal was assigned to this school in July 2016. The FTE conditions noted in this section happened during his current tenure.

Details are as follows:

Results of Review of ESOL Records

For the 2016-2017 school year, guidelines and procedures for maintaining student information for English Learners (EL), *also known as English for Speakers of Other Languages* (ESOL), were provided through the 2016-2017 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 Learners/Limited English Proficiency (EL/LEP) Student Plan for students attending middle school [FM-4650] must be appropriately initiated and/or updated in a timely manner and maintained in the student's cumulative folder. In addition, parents/guardians must be notified each school year of their child's participation or any programmatic change in the ESOL Program. For each school year, a Web-based EL/LEP Plan (WLEP) and a *Notice to Parents/Guardians* of EL Students attending middle school [FM-6577] must be completed for all EL students. In addition, the *Home Language Survey* [FM-5196] must be properly completed and filed in the ESOL Program Record Folder.

For all students with three academic years or more in ESOL, an EL Committee must be convened to re-evaluate the student's progress towards English language proficiency. The EL Committee must convene no earlier than 30 school days prior to the third anniversary of the student's *Date Entered United States School (DEUSS)*¹⁵ and no later than the anniversary date, unless the student's anniversary date falls within the first two weeks of any school year. Then, the *EL Committee may convene no later than October 1*. Any student considered for extension of ESOL services will be assessed on at least one department-approved assessment instrument. Evidence of that assessment must be maintained in the student's file. If the EL Committee recommends a student to exit the ESOL program, pertinent information must be entered in DSIS in a timely manner.

In addition, 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 October 2016 FTE Survey¹⁶ the school reported 47 students enrolled in the ESOL program. This is a very small program. However, a review of a sample of ten EL student folders disclosed discrepancies in **all** the student folders sampled (100%). For most of the students sampled, the ESOL documents were not filed in the students' LEP folder at the time of the visit. Based on our samples, the following lapses in compliance with established procedures could have generated a funding disallowance to the District of approximately \$3,700. We found that:

- 8.1. In nine instances, the individual EL/LEP Student Plans [FM-4650] was not completed. For the remaining student folder sampled, the EL/LEP Student Plan was dated January 2017, which was subsequent to the October 2016 FTE Survey Period.
- 8.2. In nine instances, the *Notice to Parents/Guardians of Limited English Proficient (LEP) Students* [FM-6577] was not evident in the folder. For the remaining student folder sampled, the *Notice* was dated January 2017, subsequent to the October 2016 FTE Survey period.
- 8.3. In all ten instances, the student's academic schedule was printed *subsequent to the October 2016 FTE Survey period*.

¹⁵ The *Date Entered United States School (DEUSS)* refers to the first time the student *enters a school in the United States*. DEUSS is obtained from the parents; consequently, *school personnel must make every effort to obtain any previous schooling information for the student from a U.S. school*. The date is necessary to calculate whether a student has attended a U.S. school for three (3) full academic years.

¹⁶ FTE Survey in October is otherwise referred to as FTE Survey Period 2.

- 8.4. In two 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. Both students had a DEUSS (Date Entered U.S. School) date that would have required a current assessment for the LEP Committee meeting; however, the students were not assessed to determine if they should continue enrollment in ESOL.
- 8.5. In one instance, a student was recommended to exit the ESOL program; however, the *exit date* was not entered in the District's Integrated Student Information System (DSIS).
- 8.6. In one instance, the *Home Language Survey* [FM-5196] was not properly completed. Specifically, the survey was not dated.

Results Of Review Of SPED Records

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 student's *Individual Education Plan* (IEP). The Division of Special Education establishes the procedures for completing the Individual Educational Plans (IEP) Plans. According to the guidelines, an IEP must be completed and is required for each exceptional education student *prior* to the provision of Special Education and related services. The form includes the plan's initiation/duration rates (timeline) which must be current by the time that the corresponding FTE survey period arrives. The Plan must be finalized in the Miami-Dade County Public Schools' Exceptional Student Education Electronic Management System (ESE-EMS)¹⁷ in a timely manner.

For the February 2017 FTE Survey, the school reported 75 Special Education (SPED) and Gifted students. Our review of a sample of ten Special Education (SPED) records (of which six were Exceptional Student Education (ESE) and four were Gifted Student folders) disclosed non-compliance with District policy in six of the ten student folders sampled (60%). According to our calculations, the findings stated above could have potentially generated a funding disallowance to the District of approximately \$11,000. We found that:

¹⁷ A Web-based system that integrates the students' services with the Matrix, adheres to the state's and federal guidelines and the District's security standards, and integrates with existing systems and procedures.

- 8.7. In four of six instances, the Individual Educational Plan (IEP) corresponding to Exceptional Student Education students did not have the required signatures. We also noted that three IEP conferences were incorrectly labeled as “Interim” and “Annual” at the same time. Two of these exceptional student education students were reported for funding at the 254 Support Level 4 during this survey period (second highest funding level, 255 Support Level 5 being the highest).
- 8.8. In two instances, the Educational Plan (EP) for Gifted students did not have required signatures.

RECOMMENDATIONS

- 8.1. **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, appropriate 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. All records should be filed in the LEP folders by the time of the FTE Survey.**
- 8.2. **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. Particular attention should be paid to the student’s DEUSS date to ensure compliance with ESOL anniversary requirements.**
- 8.3. **To reduce the probability of potential losses in funding and other non-compliance issues regarding SPED and Gifted criteria, the Principal or administrative designee should monitor the SPED and Gifted area and student folders on a regular basis to ensure that IEP and EP conferences are properly and accurately documented in the student cumulative folders and in ESE-EMS; and all necessary records are properly completed, signed and filed. Particular attention should be given to documentation corresponding to students funded at levels 254 Support Level 4 and 255 Support Level 5.**

Person(s) Responsible:

**Principal, Assistant Principal,
Registrar and ESOL/ESE Staff**

Management Response:

The Principal met with the English Language Learners (ELL) Department Head and Assistant Principal assigned to oversee the ESOL program to review the 2016-2017 Opening of School Year Information and Reminders as it pertains to ELL, the Division of Bilingual Education and World Languages memoranda, and the District Plan for Services to English Language Learners.

ESOL program folders will be reviewed by the Registrar and ELL Department Head and filed appropriately as per district policies and procedures. They will also monitor students time in the program and DEUSS date to ensure compliance with Committee Meetings and exit requirements. The Principal and Assistant Principal will conduct random reviews of these records twice a month to ensure accuracy. Any discrepancies will be corrected immediately.

The Principal also held a meeting with the ESE Department and the Assistant Principal to review the guidelines and procedures as they pertain to ESE with emphasis on the *Matrix of Services*. All staff members involved with completing Individual Education Plans will review the policies and procedures required in the completion of these meetings and paperwork.

The LEA representative will meet monthly with the ESE Department to ensure completion of the Matrix of Services for Annual IEPs and Interim IEPs. In addition, the Data Input Sheet will be provided to the Registrar to input in DSIS and the documents will be filed in the SPED folders. As a follow-up, the Assistant Principal and the LEA will verify that SPED ACCELIFY correlates with DSIS.

The Principal, Assistant Principal, and LEA will conduct mini reviews of ESE folders to ensure proper documents are on file and updated, these will occur twice a month. In addition, the Registrar, ESE Department Chair, and Assistant Principal will review the incoming cumulative records of ESE students to ensure that all required documents are in the cumulative folders, completed, signed and filed properly. Any anomalies will be reported to the Principal and to the sending school for follow up.

Person(s) Responsible:

Central Region Office Administration

Management Response:

The Financial/Business Director instructed the Principal to develop a plan for reviewing the records of English Language Learners (ELL) and Exceptional Student Education (ESE) to ensure that the records are maintained in accordance with the respective program guidelines.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages and the Office of Exceptional Student Education to assist in strengthening these procedures. The Principal and Registrar will attend all District's training/professional developments to enhance their knowledge of these programs.

Person(s) Responsible:

School Operations Administration

Management Response:

Refer to page 40 of this report and page 103 in the report's *Appendix Section* for School Operations administration's comprehensive response addressing the recommendations to the school findings of Madison Middle School.

**9. School Non-Compliant With Full-Time Equivalent (FTE) Records And Procedures Resulted In Potential FTE-ESOL Funding Disallowances
*Maritime & Science Technology (MAST) Academy***

Our review of a sample of FTE records in 2016-2017 disclosed discrepancies in the ESOL area. Based on the sample selected, the discrepancies could have generated potential funding disallowances to the District of approximately \$3,400, as detailed in the findings that follow.

Results Of Review Of ESOL Records

For the 2016-2017 school year, guidelines and procedures for maintaining student information for *English Learners (EL)*, also known as *English for Speakers of Other Languages (ESOL)*, were provided through the 2016-2017 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*.

For all students with three academic years or more in ESOL, an EL Committee must be convened to re-evaluate the student's progress towards English language proficiency. The EL Committee must convene no earlier than 30 school days prior to the third anniversary of the student's *Date Entered United States School (DEUSS)*¹⁸ and no later than the anniversary date, unless the student's anniversary date falls within the first two weeks of any school year. Then, the *EL Committee may convene no later than October 1*.

In addition, according to the guidelines, all secondary EL students must have a copy of the academic schedule for the current school year which **must be** included in the folder and must be dated prior to the corresponding FTE survey period.

During the October 2016 FTE Survey¹⁹ records, the school reported 35 students enrolled in the ESOL program, which constitutes a very small program. A review of a

¹⁸ The *Date Entered United States School (DEUSS)* refers to the first time the student *enters a school in the United States*. DEUSS is obtained from the parents; consequently, *school personnel must make every effort to obtain any previous schooling information for the student from a U.S. school*. The date is necessary to calculate whether a student has attended a U.S. school for three (3) full academic years.

¹⁹ FTE Survey in October is otherwise referred to as FTE Survey Period 2.

sample of ten EL student folders disclosed discrepancies in **all** ten student folders sampled (100%). Specifically:

- 9.1. In all ten instances, a printout of the student's' academic schedule was not filed in the student folder.
- 9.2. Our sample included three students that were enrolled in the ESOL program for more than six semesters. In all three instances, the LEP folder did not have any evidence that a committee had convened to assess the student's progress.

Upon our inquiries with the ESOL chairperson regarding the reason for the conditions noted above, she admitted that she was not aware of these requirements.

RECOMMENDATIONS

- 9.1. **The school administration should contact the appropriate District departments to inquire about additional training opportunities for staff involved with ESOL Program records.**
- 9.2. **Going forward, appropriate staff and administration should review ESOL Program Record Folders to make certain that all pertinent forms are completed and timely filed in the folders. All records should be filed in the student folders by the time of the FTE Survey.**
- 9.3. **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. Particular attention should be paid to the student's DEUSS date to ensure compliance with ESOL anniversary requirements.**

Person(s) Responsible: Principal, Assistant Principal, ESOL Teacher

Management Response:

The Principal requested assistance from the District ESOL Office and will ensure the ESOL Teacher attends FTE training in this area.

The Principal met with the Assistant Principal and ESOL Teacher to review the 2016-2017 Opening of School Year Information and Reminders as it pertains to ESOL, the Division of Bilingual Education and World Languages memoranda and the District Plan for Services to English Language learners. The Assistant Principal will review the ESOL

Program Record Folders to ensure compliance with District guidelines, and in those instances where students are enrolled in ESOL six semester or more, meetings will be scheduled to ensure LEP meetings are scheduled in a timely manner.

ESOL student schedules will be printed before October 1st of each year and placed in student ESOL folders. Finally, the Administration will conduct random reviews of ESOL cumulative records twice a month to ensure compliance. Any discrepancies will be corrected immediately.

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

Management Response:

The Financial/Business Director instructed the Principal to develop a plan for reviewing the records of English Language Learners (ELL) to ensure that the records are maintained in accordance with the respective program guidelines.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages to assist in strengthening these procedures. The Principal and Registrar will attend all available district training/professional developments to enhance their knowledge of these programs.

As a result of these audit findings, the following support activities will be implemented for all schools 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 2017-2018 Money DOES Matter Support Program.

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

Management Response:

Refer to page 40 of this report and page 103 in the report's *Appendix Section* for School Operations administration's comprehensive response addressing the recommendations to the school findings of Maritime & Science Technology (MAST) Academy.

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, 2015 and/or June 30, 2016, 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*;
- 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;
- provide assurances regarding compliance *certain information technology controls*;
- 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 Policy, 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, 2014 through June 30, 2015 and/or July 1, 2015 through June 30, 2016 (depending on whether the audit scope was one or two-year audit at the individual school/center being audited), information technology controls included current periods in 2016-2017, except in those cases where additional periods in 2015-2016 may have been selected for an extended review. The scope of the Title I Program audit was the 2015-2016 fiscal year for financial reporting purposes, except in those cases where current periods in 2016-2017 may have been selected for an extended review. FTE audits covered the 2016-2017 fiscal year Survey Period 2 (October).

Our procedures were as follows:

- reviewed written School Board policies and procedures;
- 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 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, 2015 and June 30, 2016 was 0.64%.

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, 2015 and June 30, 2016, the MDCPS-Money Market Pool Fund's interest rate was 0.64%.

New Accounting Software To Account For The Internal Funds Of Schools/Centers

In 2013, Miami-Dade County Public Schools needed to upgrade the centralized accounting system applicable for the bookkeeping of the internal funds of the schools and centers districtwide. According to Information Technology Services (ITS), the existing internal funds' centralized accounting system software platform was outdated and difficult to sustain going forward. In addition, the District aimed at an accounting solution that would be capable of accepting credit card payments as well as on-line payments at all schools to mirror current advances in marketing technology and reduce the volume of cash handled at the sites.

After complying with the district-mandated processes for seeking vendor proposals, selecting and engaging a vendor, testing the product, training staff and creating the support infrastructure, the solution was the implementation of *Microsoft Dynamics GP*, an accounting (ERP) software package, which the District deployed on a full-scale for the internal funds of all 21 adult and community education centers/technical colleges effective at the beginning of April 2015. The District named it the *Electronic Student Accounting System* (otherwise referred to as the eSAS system). Unlike the legacy bookkeeping software where the financial activity was reflected on the cash basis of accounting, this new system records the financial transactions under the full accrual basis of accounting.

Regarding K-12 schools/centers, the migration from the old to the new system happened in stages between September 2015 and early March 2016 due to the large number of schools/centers involved (335). As of early March 2016, the District had migrated the bookkeeping of the internal funds of all K-12 centers from the legacy system to the new eSAS accounting system. The deployment was accomplished by establishing a system whereby schools were segregated into four different groups (the first being the pilot group followed by three cohort groups). Each group migrated to the new bookkeeping system according to an agreed upon schedule between the district and the software vendor. The end-dates and start-dates of this exercise are noted in the following table:

Group Designation	MSAF (Legacy) System End Date	eSAS System Available For Conversion	No. Of Schools/Centers
Pilot	9/29/2015	10/1/2015	18
Cohort 1	11/24/2015	12/1/2015	60
Cohort 2	1/27/2016	2/1/2016	149
Cohort 3	2/24/2016	3/1/2016	108
Total Schools/Centers			335

Not all the schools/centers within the same group migrated to the new system on the same date. Although the system was available on the dates noted above for each of the pilot group/cohort groups, schools/centers were directed not to input any information until they attended the “Go Live” meeting scheduled at ITS, where Treasurers were given guidance on how to migrate to the new system and initialize the financial information in the new system. “Go Live” meetings were scheduled following the day available for conversion and throughout the next few days to accommodate all the schools/centers within the group. For purposes of our opinion, we will use the “eSAS System Available For Conversion” date for the schools/centers in each group/cohort.

The conversion to the new automated system presented many challenges. These included familiarization with the bookkeeping of the funds on a web-based full-accrual system, sorting through discrepancies with the reports and understanding/resolving technical issues with the system in general. As a result, several reporting tasks and reconciliations associated with the bookkeeping of the internal funds were not always completed by the schools/centers in a timely manner. *We took these matters into consideration when performing and reporting the results of our audits.*

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.

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 Region Offices within School Operations, under the overall direction of the Department of Title I Administration.

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.

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 two-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 2016-2017 fiscal year, months selected by the FDOE for these surveys are as follows:

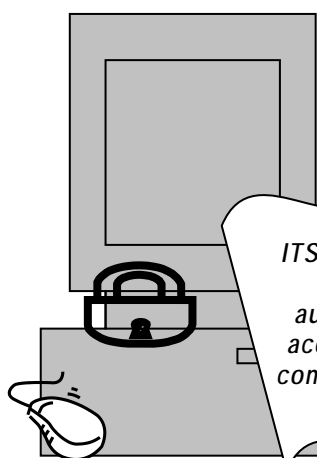
Survey Period No.	Time Period of Survey
1	July (Summer School only)
2	October
3	February
4	June (Summer School only)

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.

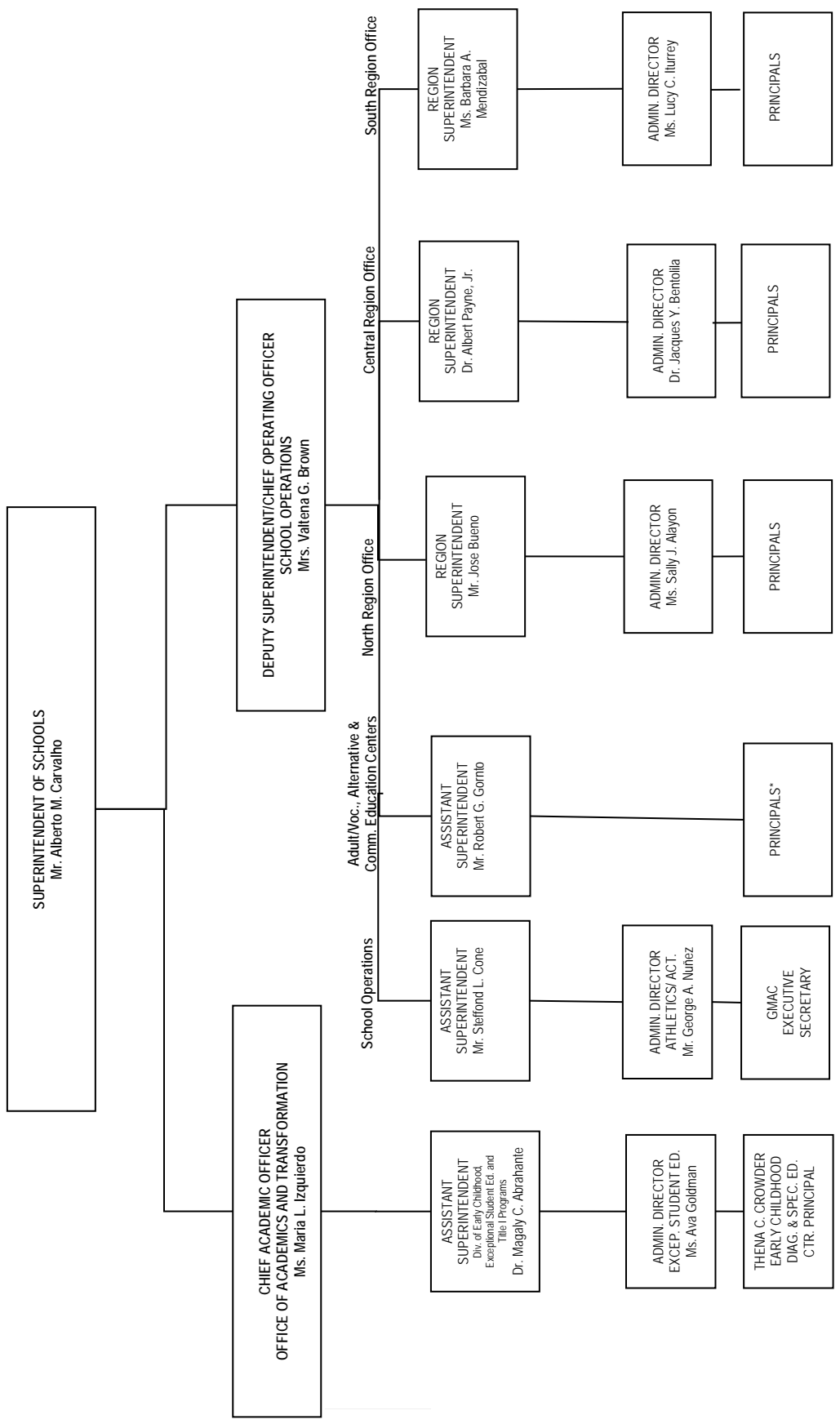
DATA SECURITY MANAGEMENT REPORT



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)




*Includes Systemwide Business and Industry Services Center.

***APPENDIX
MANAGEMENT'S RESPONSES***

MEMORANDUM

March 27, 2017

TO: Mr. Jose Bueno, Region Superintendent
North Region office

FROM: Lakesha Wilson-Rochelle, Principal
Scott Lake Elementary School 

SUBJECT: ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF SCOTT LAKE ELEMENTARY SCHOOL FOR FISCAL YEAR JULY 1, 2015 – JUNE 30, 2016

The following is a response to the findings of the Audit Report for Scott Lake Elementary School for fiscal year July 1, 2015 – June 30, 2016.

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. **Altered Financial Records of the School Resulted in Discrepancies and Process Over Student Collections was Non-Compliant with Internal Fund Policy**

RECOMMENDATIONS

- 1.1 The school administration should ensure that the bank reconciliation packages on file at the school are supported by original bank statement documents signed by the Principal. This is to ensure that the documents were initially received and reviewed by the Principal prior to turning over to the Treasurer for reconciliation purposes.
- 1.2 Periodically, the school administration should review the recordkeeping of the internal funds to ensure that transactions are posted to the system with fidelity and collections are deposited in a timely manner.
- 1.3 The process for receipting and depositing collections should be discussed with staff for understanding and awareness of the requirements. In particular, official receipts must be issued for individual collections of \$15.00 or more.
- 1.4 The 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. Specifically, student collections made by school employees must be deposited in the internal funds to the school and all school-sponsored field trips must be properly accounted for in the internal funds of the school.
- 1.5 Going forward, all field trip packets should be filed at the school in an

organized manner; and any changes to the amounts collected should be documented to ensure transparency and accountability as to totals projected based on student participation and collected by the school. In addition, student rosters documenting participation should be maintained.

RESPONSIBLE PERSON(S): Principal, Assistant Principal, Treasurer, Elementary School Assistant (back up to Treasurer) and Grade Level Chairpersons

MANAGEMENT RESPONSE:

The Principal has reviewed the guidelines as stated in the *Manual of Internal Fund Accounting* with the Assistant Principal, new Treasurer and staff to ensure their understanding and responsibilities pertaining to internal fund policy including bank reconciliations and the collecting, receipting and depositing of funds.

As a result of various circumstances, the school's treasurer abruptly retired in December 2016. Moving forward the Principal established new procedures and reviewed them with the new treasurer to ensure that the bank statement documents are first received and reviewed by the Principal before turning over to the Treasurer for reconciliation. Also, this will ensure that the bank reconciliation packages on file are supported by the original bank statement documents signed by the Principal. The Principal will initial and date the top of the statement in blue ink as well as initial the beginning statement balance on a monthly basis.

The Principal will meet with the new Treasurer monthly to review the Year to Date Transactions by Internal Fund. In addition, prior to signing the Monthly Financial Report, the Principal will verify that the original bank statement is a part of the report. The school's Elementary Assistant will serve as the Treasurer's back up. The Principal registered the new Treasurer for SAP training of which she attended in March. Also, the Principal will ensure that the new Treasurer meets with the Business Manager on an as needed basis.

The Principal is meeting twice a month with the Assistant Principal and Treasurer to review the internal funds recordkeeping and ensure transactions are posted accurately and collections are deposited in a timely manner. The Principal has met with staff to review the proper procedures for receipting and depositing collections and in particular, reaffirmed to staff that official receipts must be issued for individual collections of \$15.00 or more. The Collections and Deposit Log is reviewed and signed by the Principal or Assistant Principal when monies are deposited into the school safe.

The Principal and Assistant Principal reviewed guidelines with Grade Level Chairpersons and staff to ensure an understanding of their roles and responsibilities regarding the process for completing field trip packets. The Principal emphasized that student collections made by staff must be deposited in the school's internal funds and that all school sponsored field trips must be accurately accounted for in the school's internal funds. Also, the Principal and Treasurer met with the PTA Board to review procedures for field trip collections per the *Manual of Internal Fund Accounting*.

Furthermore, the Principal strengthened the field trip filing system and is reviewing it bi-weekly for accuracy. Approved field trip forms by fiscal year are kept in the file and any changes to the


amount collected will be noted on the field trip packet by the school sponsor and signed off by the Principal or Assistant Principal. The Principal reviewed procedures with staff to ensure that any changes to the amounts collected will be documented to ensure transparency and accountability as to the totals projected based on student participation and collected by the school. Also, the Principal instructed staff to maintain student rosters documenting participation. Lastly, the Principal will continue to seek assistance from the District Business Manager for clarification and guidance when deemed necessary.

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

MEMORANDUM

March 30, 2017

TO: Mr. Jose Bueno, Region Superintendent
North Region Office

FROM: Kharim Armand, Principal 
North Dade Middle School

SUBJECT: ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF
NORTH DADE MIDDLE SCHOOL FOR FISCAL YEAR JULY 1, 2015 –
JUNE 30, 2016

The following is a response to the findings of the Audit Report for North Dade Middle School for the fiscal year July 1, 2015 – June 30, 2016.

The audit findings were carefully reviewed by the newly assigned 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.

FINDING

1. **Personnel Assignments Paid with Title I Program Funds Not Compliant with the Title 1 Program Policy**

RECOMMENDATIONS

- 1.1. **Going forward, the school administration should ensure that staff is assigned to perform duties in alignment with their job description. In the case of paraprofessional and similar staff, the job guidelines should be discussed with the employee and observed.**
- 1.2. **The school administrator should be reminded to adhere to the Title I Program guidelines; and should be encouraged to contact the Title I Administration office for guidance/advice when unclear as to utilization of staff paid with Title I funds or potential use(s) of Title I funds.**
- 1.3. **At the school site level, discuss Title I Program procedures with school administration and staff at least once a year, or whenever changes to the schedule occur, whichever comes first, to ensure understanding and awareness of the requirements and restrictions.**

RESPONSIBLE PERSON(S): Principal and Assistant Principal

MANAGEMENT RESPONSE:

The newly assigned Principal has reviewed the guidelines as stated in the *Title I Administration Handbook* with the Assistant Principal and staff and reviewed assignments of staff to ensure alignment of job description with duties and responsibilities. Additionally, the Principal met with the Assistant Principal and paraprofessionals and similar staff to discuss job guidelines and ensure they are observed. Discrepancies have been corrected to ensure that staff assignments are aligned with appropriate job description and responsibilities.

The Principal will review the Position Control List for accuracy on a regular basis and regularly observe staff to ensure assignments align with performed duties. The Principal will contact the Title I Administration Office in the event that further clarification/guidance is needed regarding staff assignments that are paid with Title I grant funds.

The Principal has reviewed and discussed Title I Program procedures with school administration and staff and will continue to do so moving forward twice a year or whenever changes to a schedule occur, whichever comes first, to ensure understanding and awareness of the requirements and restrictions. Furthermore, the Principal will attend Title I Program Policy workshops regarding compliance for additional understanding of staff assignments.

cc: Sally J. Alayon
Cynthia Gracia

MEMORANDUM

April 17, 2017

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

FROM: Sergio A. Muñoz, Principal
Melrose Elementary School

**SUBJECT: ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF
MELROSE ELEMENTARY SCHOOL FOR 2015-2016 FISCAL YEAR
AND 2016-2017 FTE SURVEY PERIOD 2**

This memorandum serves as a response to the relevant findings in the internal audit for Melrose Elementary for the 2015-2016 fiscal year and 2016-2017 FTE survey period 2.

RECOMMENDATIONS:

1.1 To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, appropriate 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. All records should be filed in the LEP folders by the time of the FTE Survey.

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 administration to ensure that upcoming meetings are identified with sufficient time to schedule them in a timely manner and before the FTE week. Particular attention should be paid to the student's DEUSS date to ensure compliance with ESOL anniversary requirements.

RESPONSIBLE PERSON(S): Principal, Assistant Principals, ESOL/SPED Administrative Designee, and Registrar.

MANAGEMENT RESPONSE:

The Principal met with the Assistant Principals, Administrative Designees and Registrar to review audit findings and the 2016-2017 Opening of School Year Information and Reminders as it pertains to ESOL, the Division of Bilingual Education and World Languages memoranda and the District Plan for Services to English Language learners. The Principal, Assistant Principals, ESOL/SPED Administrative Designee and Registrar met to review ESOL Program Record Folders to ensure that the information is accurate

and that all pertinent forms are completed and timely filed in the folders. Any anomalies were corrected.

The Principal and administration will randomly review ESOL Program Record Folders twice a month to ensure that all information is accurate and filed properly. In those instances, where students are enrolled over six semesters in the ESOL program, and in order of priority utilizing the student's DEUSS date to ensure compliance with ESOL anniversary requirements, the administrative team and/or designee will schedule timely ESOL Committee meetings. Any discrepancies will be corrected immediately. The Principal will request assistance from the District ESOL Office and will ensure the ESOL Teacher attends FTE training in this area.


CC: Dr. Jacques Y. Bentolila

Ms. Cynthia Gracia

MEMORANDUM

April 17, 2017

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

FROM: Dr. Fabrice Laguerre, Principal 
Benjamin Franklin K-8 Center

**SUBJECT: ADMINISTRATIVE RESPONSE TO SCHOOL AUDIT REPORT OF
BENJAMIN FRANKLIN K-8 CENTER FOR YEAR 2015-2016**

The following is in response to findings in the school audit report of Benjamin Franklin K-8 Center. A management plan has been developed to address the recommendations listed below.

RECOMMENDATIONS

- 1.1 The School Treasurer would benefit from additional training in Internal Funds to improve bookkeeping procedures, the preparation of deposit packages and the filing of records.
- 1.2 School staff and administration should review receipting/depositing procedures for understanding and awareness of the requirements. This includes the basic procedures for documenting the collections and for preparing and documenting the deposit packages.
- 1.3 School staff and administration should review disbursement documentation procedures to ensure that original invoices are obtained; and invoices are signed to indicate that goods/services have been received and payment is in order.
- 1.4 The current school administration should direct staff to submit all invoices to the Treasurer for timely payment; and should direct the treasurer to make all vendor payments in a timely manner.
- 1.5 Periodically, the current school administration should review the internal funds documentation to ensure that the documentation is maintained according to the guidelines. Any non-compliance noted during these periodic reviews should be addressed immediately.

Person(s) Responsible: Principal, Assistant Principal, Treasurer

Management Response:

The Principal met with the new Treasurer to review the *Manual of Internal Fund Accounting*, Section II, Chapter 2 – Collection of Money; Chapter 3 – Deposit Procedures; Chapter 4 – Internal Fund Purchases; Chapter 5 Expenditures/Disbursements; and Section V, Chapter 1 Monthly and Fiscal year-end and Closing Procedures. The Principal established system of controls and protocols for completing collections and deposits. The individual making deposits will stay with the Treasurer until the deposit is confirmed and all paperwork is in order. The administration will review deposit packages to ensure the proper paperwork is included and protocols have been followed. The Principal will request assistance from the Business Manager from the Office of the Controller's Internal Funds Accounting Division to train the new Treasurer monthly. Furthermore, the Principal and Treasurer will be paired by the Financial/Business Region Director with another K-8 in the region that will act as a mentor for the school.

The disbursement process will consist of three monitors which includes the Treasurer, Assistant Principal and Principal, respectively. When a check request is presented to the Principal it will include all supporting documents to ensure that all the proper procedures and protocols have been followed. The Principal will conduct random reviews of these documents twice a month to ensure these protocols are resulting in accurate record keeping.

The Principal addressed the staff on procedures for submitting invoices to the Treasurer for timely payment and instructed the Treasurer to make all vendor payments in a timely manner. The Assistant Principal will conduct monthly reviews of these procedures to ensure that vendors are paid in a timely manner. These procedures will be reviewed with the staff at the start of the school year as well.

The Principal and Assistant Principal will conduct a monthly review of the internal funds documentation to ensure that the documentation is maintained per the guidelines. Any discrepancies noted will be addressed immediately.

cc Dr. Jacques Y. Bentolila
Dr. Janice Cruse-Sanchez

MEMORANDUM

April 17, 2017
2016-2017/PJN/M#031

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

FROM: Dr. Philippe Napoleon, Principal *RJ*
Madison Middle School

SUBJECT: **ADMINISTRATIVE RESPONSE TO INTERNAL AUDIT REPORT OF
MADISON MIDDLE SCHOOL FOR 2015-2016 FISCAL YEAR AND
2016-2017 FTE SURVEY PERIOD 2**

The following is a response to relevant findings for the period of 2015-2016 Fiscal Year and 2016-2017 FTE Survey Period 2 in the school audit report of Madison Middle School. As a result, the Principal has established corrective and preventive measures in order to prevent future occurrences:

RECOMMENDATION

- 1.1 Periodically, the new school administration should review the internal fund records to ensure that the Treasurer is keeping up with the recordkeeping requirements and with the timeliness of posting/depositing of collections.
- 1.2 To prevent deficit balances in the individual accounts, the new school administration should ensure that the account has sufficient funds before approving any expenditures and before signing any checks.
- 1.3 The new school administration should direct the Treasurer to follow stale-dated procedures in those instances where outstanding checks are lingering in the reconciliation for more than two-three months.
- 1.4 The new school administration should implement utilization of the Collection/Deposit Log to account for any collections held overnight.

Person(s) Responsible: Principal, Assistant Principal,
and Treasurer

Management Response:

The Principal and the Assistant Principal will review the internal fund records to ensure that the Treasurer is maintaining accurate recordkeeping and posting/depositing collections in a timely manner. The Principal reviewed Section II, Chapter 2 – Collection of Money, Chapter 5 – Expenditures/Disbursement in the Manual of Internal Fund Accounting; as well as, the use of the Collections/Deposits Log [FM-7249] with the

Assistant Principal and Treasurer to ensure an awareness of procedures. The log will be used to document any money which may be held overnight or over the weekend and ensure that funds are placed in a secure area by two designated individuals at the time of deposit and removal.

Additionally, the administration and Treasurer will conduct a meeting with all club sponsors and staff that will be handling money to review record keeping procedures and require collections of money be turned in no later than 2:30 p.m. daily. This procedure meeting with staff will take place at the start of each school year. The Treasurer will continue to make daily deposits at the bank and immediately notify the Principal if there is a day the deposit could not be made.

The Principal will meet with the Assistant Principal and Treasurer to review the guidelines and procedures in the *Manual of Internal Funds and Accounting*, with emphasis on Section III, Chapters 1-Athletics Program and 8-General Program as well as Section II Chapter 5- Expenditures/Disbursement to ensure compliance with all policies and guidelines.

The Administration will conduct random reviews of the Internal Funds records twice a month to ensure compliance. Any discrepancies will be corrected immediately. The Principal will continue to meet weekly with the Assistant Principal and Treasurer to review the budget availability report and monitor the monthly reconciliation reports to ensure that outstanding checks are cleared in a timely manner. The Principal will review account balances prior to approving purchase orders to ensure sufficient funds are available and will review available balances prior to approving any expenditures or signing any checks. In addition, all check request will be submitted to the Principal with all supporting documents and account summary prior to the check being signed.

RECOMMENDATIONS

- 2.1 The new school administration should discuss the disbursement documentation requirements with appropriate staff to ensure that: 1) invoices are obtained and signed to indicate acknowledgement of receipt goods/services; 2) payments are made within 30 days of receiving the goods/services; 3) written vendor quotations, including one from a certified minority are obtained and filed; and the lowest selected.**
- 2.2 The school administration should discuss the Fund-9 guidelines for disbursements that are allowable/not allowable according to the guidelines.**
- 2.3 The new school administration should discuss the EESAC procedures and should return the unspent funds to the District.**
- 2.4 Going forward, the new school administration should review the disbursements periodically to ensure compliance; and should monitor the timelines for making payments to ensure that vendors are paid in a timely manner.**

Person(s) Responsible:

**Principal, Assistant Principal,
and Treasurer**

Management Response:

The Principal with the assistance of the Assistant Principal will oversee the Internal Funds program as it relates to Fund 9, EESAC Funds, Payments and Disbursement as well as making sure vendors are paid in a timely manner. The Principal will meet with the Assistant Principal and Treasurer to review guidelines and procedures of the *Manual of Internal Fund Accounting*, Section II, Chapters 4-Internal Funds Purchases and 5-Expenditures/Disbursements to ensure that invoices supporting disbursements are itemized and signed.

The Principal, Assistant Principal, and Treasurer will meet to review all supporting documents prior to signing checks and to ensure they comply with guidelines stipulated in the *Manual of Internal Fund Accounting*, Section III, Chapter 9-Instructional Materials and Educational Support (Fund 9) Programs over the use of Fund 9 revenue.

The Principal, Assistant Principal, and Treasurer will ensure that the remaining EESAC funds in the internal funds account at the end of the fiscal year will be transferred back to the District EESAC Budget Structure as per district policies and procedures.

RECOMMENDATIONS

- 3.1 The new school administration should review the procedures with sponsors and affected staff in Section IV, Chapters 1 and 2 of the *Manual of Internal Fund Accounting* to ensure awareness and understanding of the requirements for conducting field trips and fundraising activities. This should include use of accounting structures to segregate financial activity from each activity.
- 3.2 The new school administration should strengthen the overall monitoring review of the individual field trip/fundraising activity to ensure that collections are not comingled in the same account,
- 3.3 The new school administration should ensure that field trip packets are filed with the records for all field trips and any ancillary documentation prepared by the sponsors for maintaining accountability of student payments.

Person(s) Responsible:

**Principal, Assistant Principal,
Activities Director and Treasurer**

Management Response:

The Principal will meet with the Assistant Principal, Treasurer, Activities Director, club sponsors and any staff member involved with collecting funds or sponsoring field trips to review Section IV, Chapters 1-Field Trips and 2-Fundraising Activities of the *Manual of Internal Fund Accounting*.

The Activities Director will review all supporting field trip documents and fundraising activities and submit them to the Assistant Principal who will review them prior to being

submitted to the Treasurer to review and forward to the Principal. After these reviews, the complete packet and supporting documents will be forwarded to the Principal for final approval. The Principal issued a notice to sponsors and staff informing them that monies for fieldtrip and activities were not to be collected until written approval was obtained by the Principal.

The Treasurer will ensure that club sponsors maintain accurate records, collect and file all field trip documents after each trip, and ensure that funds collected are deposited in sub or separate accounts. If a staff member fails to comply, the Treasurer will seek the assistance of the Assistance Principal who will follow up with the staff member. The Principal will use the monthly reconciliation reports to verify that listed transactions are accurate prior to approval. The Administration will conduct random reviews of the field trip procedures twice a month to ensure compliance. Any discrepancies will be corrected immediately.

RECOMMENDATIONS

- 4.1 **To reduce the probability of potential losses in funding and other non-compliance issues regarding ESOL criteria, appropriate 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. All records should be filed in the LEP folders by the time of the FTE Survey.**
- 4.2 **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.**
- 4.3 **To reduce the probability of potential losses in funding and other non-compliance issues regarding SPED and Gifted criteria, the Principal or administrative designee should monitor the SPED and Gifted area and student folders on a regular basis to ensure that IEP and EP conferences are properly and accurately documented in the student cumulative folders and in ESE-EMS; and all necessary records are properly completed, signed and filed. Particular attention should be made to documentation corresponding to students funded at levels 254 Support Level 4 and 255 Support Level 5.**

Person(s) Responsible: **Principal, Assistant Principal,
Registrar and ESOL/ESE Staff**

Management Response:

The Principal met with the English Language Learners (ELL) Department Head and Assistant Principal assigned to oversee the ESOL program to review the 2016-2017 Opening of School Year Information and Reminders as it pertains to ELL, the Division of Bilingual Education and World Languages memoranda, and the District Plan for Services to English Language Learners.

ESOL program folders will be reviewed by the Registrar and ELL Department Head and filed appropriately as per district policies and procedures. They will also monitor students time in the program and DEUSS date to ensure compliance with Committee Meetings and exit requirements. The Principal and Assistant Principal will conduct random reviews of these records twice a month to ensure accuracy. Any discrepancies will be corrected immediately.

The Principal also held a meeting with the ESE Department and the Assistant Principal to review the guidelines and procedures as they pertain to ESE with emphasis on the *Matrix of Services*. All staff members involved with completing Individual Education Plans will review the policies and procedures required in the completion of these meetings and paperwork.

The LEA representative will meet monthly with the ESE Department to ensure completion of the Matrix of Services for Annual IEPs and Interim IEPs. In addition, the Data Input Sheet will be provided to the Registrar to input in DSIS and the documents will be filed in the SPED folders. As a follow-up, the Assistant Principal and the LEA will verify that SPED ACCELIFY correlates with DSIS.


The Principal, Assistant Principal, and LEA will conduct mini reviews of ESE folders to ensure proper documents are on file and updated, these will occur twice a month. In addition, the Registrar, ESE Department Chair, and Assistant Principal will review the incoming cumulative records of ESE students to ensure that all required documents are in the cumulative folders, completed, signed and filed properly. Any anomalies will be reported to the Principal and to the sending school for follow up.

cc: Dr. Jacques Bentolila

MEMORANDUM

April 17, 2017

TO: Dr. Albert Payne, Region Superintendent
Central Region

FROM: Josephine Otero, Principal
MAST Academy 

SUBJECT: ADMINISTRATIVE RESPONSE OF INTERNAL AUDIT REPORT OF MARITIME & SCIENCE TECHNOLOGY ACADEMY FOR 2015-2016 FISCAL YEAR AND 2016-2017 FTE SURVEY PERIOD 2

This memorandum is in response to audit findings for school non-compliance with FTE records and procedures resulting in potential FTE. The following recommendations are made:

- 1.1 The school administration should contact the appropriate District departments to inquire about additional training opportunities for staff involved with ESOL Program records.
- 1.2 Going forward, appropriate, staff and administration should review ESOL Program Record Folders to make certain that all pertinent forms are completed and timely filed in the folders. All records should be file in the student folders by the time of the FTE Survey.
- 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. Particular attention should be paid to the student's DEUSS date to ensure compliance with ESOL anniversary requirements.

Person(s) Responsible: Principal, Assistant Principal, ESOL Teacher

Management Response:

The Principal requested assistance from the District ESOL Office and will ensure the ESOL Teacher attends FTE training in this area.

The Principal met with the Assistant Principal and ESOL Teacher to review the 2016-2017 Opening of School Year Information and Reminders as it pertains to ESOL, the Division of Bilingual Education and World Languages memoranda and the District Plan for Services to English Language learners. The Assistant Principal will review the ESOL Program Record Folders to ensure compliance with District guidelines, and in those instances where students are enrolled in ESOL six semester or more, meetings will be scheduled to ensure LEP meetings are scheduled in a timely manner.

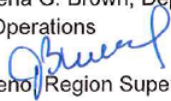
ESOL student schedules will be printed before October 1st of each year and placed in student ESOL folders. Finally, the Administration will conduct random reviews of ESOL cumulative records twice a month to ensure compliance. Any discrepancies will be corrected immediately.

cc: Dr. Jacques Bentolila

MEMORANDUM

March 30, 2017
JB# 148/2016-2017
(305) 572-2800

TO: Ms. Valtena G. Brown, Deputy Superintendent/Chief Operating Officer
School Operations

FROM:  Jose Bueno, 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 2015-2016 fiscal years for Robert Scott Lake Elementary and North Dade Middle. The North Region Office has reviewed the exceptions cited. The following support activities will be implemented at the Region level.

Scott Lake Elementary

1. **Altered Financial Records of the School Resulted in Discrepancies and Process Over Student Collections was Non-Compliant with Internal Fund Policy**

The North Region Office Financial Human Capital Director and the Principal established a plan for the Principal to implement to ensure that bank reconciliation packages and documents are received and reviewed by the Principal prior to turning over to the newly hired Treasurer. Additionally, a plan was established to strengthen the school's internal fund policies to ensure compliance. The Principal will thoroughly review the *Manual of Internal Fund Accounting* with the Assistant Principal and Treasurer.

The Principal was instructed to continue to schedule (with the new Treasurer) Internal Funds training sessions with the Business Manager and attend District trainings to in turn strengthen the organization over financial records and field trip procedures including the collection and depositing of funds.

The Principal was instructed to meet weekly with the new Treasurer to strengthen the organization of the school's financial records. She will review all records for accuracy, resolve discrepancies in a timely manner and seek additional assistance if needed.

The North Region Office Financial Human Capital Director assigned the Treasurer a mentor Treasurer to serve as an immediate liaison to answer questions or concerns she may have regarding her bookkeeping responsibilities.

Furthermore, the Principal has been instructed to attend School Operations' Money Does Matter Support Program sessions for the 2017-2018 school year. Lastly, the North Region Office Financial Human Capital Director will ensure that the "In-House

Review Teams" within each feeder pattern assist the school to provide additional support in this area.

North Dade Middle

1. Personnel Assignments Paid with Title I Program Funds Not Compliant with the Title 1 Program Policy.

The North Region Office Financial Human Capital Director and the Principal established a plan for the Principal to implement and monitor with the Assistant Principal to ensure that staff is assigned to perform duties that are aligned to their job description. The Principal will thoroughly review the *Title I Administration Handbook* with the Assistant Principal. The Principal was instructed to realign Title I staff job duties and responsibilities in accordance with the assignment guidelines outlined in the Title I Administration handbook.

The Principal was instructed to schedule and attend Title I Program trainings and to contact the Title I Administration Office for additional assistance to in turn strengthen the utilization of the Title I grant funds.

The Principal was instructed to review the Position Control List regularly and to observe employees on a regular basis to ensure they are performing their programmatically assigned responsibilities. Also, she was instructed to meet weekly with the Assistant Principal to discuss job assignments to ensure awareness of the requirements and restrictions. The Principal will review all records for accuracy, resolve discrepancies in a timely manner and seek guidance if needed.

Furthermore, the Principal has been instructed to attend School Operations' Money Does Matter Support Program sessions for the 2017-2018 school year. Lastly, the North Region Office Financial Human Capital Director will ensure that the "In-House Review Teams" within each feeder pattern assist the school to provide additional support in this area.

Should you need additional information, please contact me at (305) 572-2800.

JB/SA/IM

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

MEMORANDUM

April 17, 2017
AP/#067/2016-17

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
MELROSE ELEMENTARY, BENJAMIN FRANKLIN K-8, MADISON MIDDLE
AND MAST ACADEMY**

Please find attached the responses to the audit findings for Melrose Elementary, Benjamin Franklin K-8, Madison Middle and MAST Academy. The Central Region Office has reviewed the exceptions cited. The following support activities will be implemented at the Region level.

Melrose Elementary

1. School Non-Compliant with Full-Time Equivalent (FTE) Records and Procedures Resulted in Potential FTE Funding Disallowances

The Financial/Business Director instructed the Principal to develop a plan for reviewing the records of English Language Learners (ELL) to ensure that the records are maintained in accordance with the respective program guidelines.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages to assist in strengthening these procedures. The Principal and/or Registrar will attend all available training/professional developments to enhance their knowledge of this program.

Benjamin Franklin K-8

1. Inadequate Controls Over the Bookkeeping Function Resulted in Inadequate Financial Records of the School and Late Payments

The Financial/Business Director instructed the Principal to meet with staff to review the District's guidelines, specifically how it relates to maintaining the internal funds. The Treasurer, Assistant Principal and Principal will review the monthly reconciliation as well as conduct periodic reviews of internal fund documents to ensure accuracy. The Principal has been instructed to solicit assistance of the staff from the Office of the Controller's Internal Funds Accounting Division to assist the Treasurer. Lastly, the Principal and the new Treasurer have been paired with a Region K-8 Center to serve as colleague to colleague mentorship for the 2017-2018 school year.

Madison Middle

1. Bookkeeping Function Not Properly Monitored

The Financial/Business Director instructed the Principal to meet with staff to review the district guidelines, specifically how it relates to maintaining the internal funds. The Treasurer, Assistant

Principal and Principal will review the monthly reconciliation as well as conduct periodic reviews of internal fund documents to ensure accuracy. In addition, the Principal will solicit assistance of the staff from the Office of the Controller's Internal Funds Accounting Division to assist the Treasurer.

2. Inadequate Controls Over Disbursements

The Financial/Business Operations Director instructed the Principal to develop a procedure that will be followed that denotes the proper steps in the disbursement process. The procedures will have the administrator overseeing the internal funds part of the checks and balances to ensure bid requirements are followed and to ensure all the proper documentation is provided when purchasing from internal funds and Fund 9.

3. Procedures to Account for Field Trips and Fundraisers Not Always Observed

The Financial/Business Operations Director instructed the Principal to develop and establish a procedure that will be followed that denotes the proper steps in sponsoring field trips and fundraisers. The procedures will have the administrator and activities director overseeing the process and providing a checks and balances to ensure compliance in all policies and procedures.

4. School Non-Compliance with Full-Time Equivalent (FTE) Records and Procedures Resulted in Potential FTE Funding Disallowances

The Financial/Business Director instructed the Principal to develop a plan for reviewing the records of English Language Learners (ELL) and Exceptional Student Education (ESE) to ensure that the records are maintained in accordance with the respective program guidelines.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages and the Office of Exceptional Student Education to assist in strengthening these procedures. The Principal and Registrar will attend all District's training/professional developments to enhance their knowledge of these programs.

MAST Academy

1. School Non-Compliant with Full-Time Equivalent (FTE) Records and Procedures Resulted in Potential FTE Funding Disallowances

The Financial/Business Director instructed the Principal to develop a plan for reviewing the records of English Language Learners (ELL) to ensure that the records are maintained in accordance with the respective program guidelines.

The Financial/Business Operations Director will solicit assistance from the Office of Bilingual Education and World Languages to assist in strengthening these procedures. The Principal and Registrar will attend all available district training/professional developments to enhance their knowledge of these programs.

As a result of these audit findings, the following support activities will be implemented for all schools 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 2017-2018 Money DOES Matter Support Program.

If there are any additional questions, please contact me. Thank you for your assistance and cooperation.


AP/JB/rad

cc: Dr. Jacques Bentolila
Ms. Cynthia Gracia

MEMORANDUM

April 20, 2017

TO: Jose Montes de Oca, Chief Auditor
Office of Management and Compliance Audits

FROM: Valtena G. Brown, Deputy Superintendent/Chief Operating Officer 
School Operations

SUBJECT: **SCHOOL OPERATIONS RESPONSE TO SCHOOL AUDITS OF SELECTED SCHOOLS
IN NORTH AND CENTRAL REGION OFFICES**

School Operations has reviewed the audit findings cited in the 2015-2016 fiscal year and 2016-2017 FTE Survey 2 audit reports of the following schools reporting to the North and Central Region Office: Scott Lake Elementary School, North Dade Middle School, Benjamin Franklin K8 Center, Melrose Elementary School, Madison Middle School and MAST Academy. The following preventive actions will be taken through School Operations:

- Monthly, the Districts School Operations Administrative Director will meet with the Region Office Financial/Business Operations Director to review, discuss and identify strategies to implement at effected schools to ensure that adequate controls over bookkeeping functions, student collections/school allied organization collections and disbursements with Internal Funds, Title I Program staff assignments and compliance with SPED documentation and ESOL guidelines are adhered at the school sites
- Continue to work collaboratively with the Region Offices to facilitate and coordinate Fiscal Review Teams of Principals that will conduct on site reviews to further support schools with fiscal and organizational practices;
- Coordinate and provide information to school site administrators and staff on best business practices, including related financial areas of concern through the Money DOES Matter Support Program and the Money DOES Matter Support Program Publication.

School Operations will continue to work with principals to promote efficient fiscal practices. If you have any questions, please contact me at 305 995-2938.

VGB:cg
M118

cc: Region Superintendent
Ms. Cynthia Gracia
Region Director

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
MAY 2017***

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