



THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

LUNG CHIU, CIG, CPA
INSPECTOR GENERAL

OFFICE OF INSPECTOR GENERAL
3318 FOREST HILL BLVD., C-306.
WEST PALM BEACH, FL 33406
(561) 434-7335 FAX: (561) 434-8652
www.palmbeachschools.org
Hotline: (855) 561-1010

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DONALD E. FENNOY II, Ed.D., SUPERINTENDENT

TO: Honorable Chair and Members of the School Board
Dr. Donald E. Fennoy, Superintendent
Chair and Members of the Audit Committee

FROM: ^{KLC} Lung Chiu, Inspector General

DATE: November 1, 2019

SUBJECT: OIG Final Report of Investigation – *19-0004-I Lake Shore Middle School*

Attached please find a copy of the Palm Beach County School District Office of Inspector General (OIG) Final Report of OIG Case 19-0004-I related to Lake Shore Middle School. On February 25, 2019, the Office of Inspector General (OIG) received a complaint regarding ineligible use of extra period supplements at Lake Shore Middle School. The complaint alleged that 1) Principal Carl Gibbons approved supplements for employees that were not eligible to receive extra period supplements and 2) Principal Carl Gibbons and Assistant Principal Jamilah Johnson misrepresented documentation regarding extra period supplements.

The OIG investigation concluded both allegations are **substantiated**.

In accordance with *School Board Policy 1.092 (8)(b)(iv)*, on August 23, 2019, the draft of this investigation was provided to Dr. Carl Gibbons and Ms. Jamilah Johnson for their discretionary responses. Written responses from Dr. Gibbons and Ms. Johnson were received by the OIG and included in the Final Report. The OIG appreciates the assistance of Dr. Gibbons and staff during the investigation.

The findings of this report were referred to the Office of Employee and Labor Relations for action deemed appropriate.

The report is finalized and will be posted on the Inspector General's website; https://www.palmbeachschools.org/about_us/reports_and_publications/inspector_general_reports.

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OIG FINAL REPORT OF INVESTIGATION
Ineligible Extra Period Supplements At Lake Shore Middle School

INTRODUCTION & SYPNOPSIS

On February 25, 2019, the Office of Inspector General (OIG) received a complaint referral from the Office of Labor and Relations regarding ineligible use of extra period supplements at Lake Shore Middle School. Specifically, it was alleged that Lake Shore Middle School:

1. Principal Carl Gibbons approved supplements for employees that were not eligible to receive extra period supplements.
2. Principal Carl Gibbons and Assistant Principal Jamilah Johnson misrepresented documentation regarding extra period supplements.

The OIG investigation concluded the allegations were substantiated. The investigative findings as to each allegation will be discussed in detail later in this report.

OIG JURISDICTIONAL AUTHORITY

School Board Policy 1.092 provides for the Inspector General to receive and consider complaints, and conduct, supervise, or coordinate such inquiries, investigations, or reviews, as the Inspector General deems appropriate.

BACKGROUND: INDIVIDUALS & ENTITIES COVERED IN THIS REPORT¹

Lake Shore Middle School

Lake Shore Middle School is located at 425 West Canal Street, N., Belle Glade, Florida 33430. The current student enrollment is 679 serving grades 6-8.

Dr. Carl Gibbons, Principal, Lake Shore Middle School

Dr. Gibbons has been the Principal at Lake Shore Middle School since September 2017. Dr. Gibbons has been employed with the District since 1993 as a teacher/dean (1993-2003), an assistant principal (2003-2017), and a principal (2017-present).

Leola Horton, Single School Culture Coordinator, Lake Shore Middle School

Ms. Horton became a Single School Culture Coordinator at Lake Shore Middle School in September 2016. As of August 2019, Ms. Horton is now the Single School Culture Coordinator at Boynton Beach Community High School.

¹ Information obtained from District website and Peoplesoft and Human Resources records.

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Jamilah Johnson, Assistant Principal, Lake Shore Middle School

Ms. Johnson became an Assistant Principal at Lake Shore Middle School in October 2017. Ms. Johnson has been employed with the District since 2006. As of August 2019, Ms. Johnson is an Assistant Principal at Indian Pines Elementary.

Magnolia Montilla, Single School Culture Coordinator, Lake Shore Middle School

Ms. Montilla has been a Single School Culture Coordinator at Lake Shore Middle School since September 2018.

Lorraine Moreland, School Counselor, Lake Shore Middle School

Ms. Moreland has been a School Counselor at Lake Shore Middle School since August 2006.

Cindy Pedraza, Reading Coach, Lake Shore Middle School

Ms. Pedraza has been a Reading Coach at Lake Shore Middle School since October 2018.

Samina Saleem, School Counselor, Lake Shore Middle School

Ms. Saleem has been a School Counselor at Lake Shore Middle School since August 2008.

Barbara Terembes, Assistant Superintendent, School Transformation

Ms. Terembes has been an Assistant Superintendent of School Transformation since July 2017.

Extra Period Supplements

The Palm Beach County School District follows the *Collective Bargaining Agreement between The School Board of Palm Beach County and The Palm Beach County Classroom Teachers Association* dated July 1, 2017 through June 30, 2020 (CTA Agreement), Appendix B – Supplements, regarding extra period supplements. The CTA Agreement denotes the following for extra period supplements:

- Employees in middle, high, vocational, alternative and/or special schools shall not be assigned to more than five (5) periods per day.
- An assignment of an employee in any such secondary school for a sixth period should be mutual agreement of the employee and the Principal.
- An employee assigned an additional period of work in middle; high, vocational, alternative and/or special school is entitled to an extra period supplement.
- Employees will earn \$25 per extra period taught per day. Assuming the period is less than one hour in duration.

RELEVANT GOVERNING AUTHORITIES

- Collective Bargaining Agreement between The School Board of Palm Beach County, Florida and The Palm Beach County Classroom Teachers Association, July 1, 2017 – June 30, 2020.

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- Collective Bargaining Agreement between The School Board of Palm Beach County, Florida and The Association of Educational Secretaries and Office Professionals, January 1, 2017 – December 31, 2019.
- School Board Policy 1.013, Responsibilities of School District Personnel and Staff.
- School Board Policy 3.02, Code of Ethics.
- Bulletin # P-14495-CLS/K12C, Guidelines for Club and Sports Supplements.

DOCUMENTS REVIEWED

- Lake Shore Middle School Master Schedule.
- Peoplesoft Payroll records related to supplements.
- Peoplesoft Employment Records.
- Applicable District emails.
- Florida Department of Education License and Certification Information.
- Documentation related to Lake Shore Middle School club and sports supplements distributed during Fiscal Years 2017/18 and 2018/19.

CASE INITIATION & INVESTIGATIVE METHODOLOGY

The investigation was initiated based on a referral from the Office of Labor and Relations alleging the misuse of extra period supplements at Lake Shore Middle School.

During the course of the investigation, the OIG interviewed the School Principal Dr. Gibbons, Assistant Principal Jamilah Johnson, and numerous employees at Lake Shore Middle School. The OIG reviewed documents, including but not limited to, Peoplesoft employee records, payroll records, District emails, school master schedule, applicable bargaining unit agreements, applicable District policies and bulletins.

This investigation was conducted in compliance with the *Quality Standards for Investigations, Principles and Standards for Offices of Inspector General*, promulgated by the Association of Inspectors General.

INVESTIGATIVE FINDINGS²

1. Principal Carl Gibbons approved supplements for employees that were not eligible for extra period supplements. Allegation Substantiated.

The OIG investigation concluded the allegation was substantiated. Dr. Gibbons approved for six employees to receive \$7,018.63 in extra period supplements that were not eligible.

The issue regarding questionable extra period supplement pay at Lake Shore Middle School was initially brought to the attention of Ms. Terembes by the Budget Department. As a result, the OIG interviewed Ms. Terembes. Ms. Terembes stated that after Dr. Gibbons was made aware of the procedures and guidelines regarding extra period supplements, she noticed that additional requests

² The OIG findings were determined using the standards that appear on the final page of this report.

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for employees to receive extra supplements pay were submitted. Subsequently, Ms. Terembes requested a meeting that took place February 13, 2019. The meeting included Ms. Terembes and Administrative Assistant Marili Torres, Principal Carl Gibbons, Regional Superintendent Angela Moore, Principal on Assignment Bonnie Fox, and Budget Director Heather Knust. During the meeting the use of extra period supplements was discussed. Dr. Gibbons was instructed to discontinue the extra period supplements practices and follow the approved District guidelines.

The OIG interviewed Dr. Gibbons who stated that during the February 13th meeting it was agreed that extra period supplement payments to the said employees would be verified to ensure they were dispersed correctly. Dr. Gibbons said the issue with the extra period supplements was a misunderstanding. Dr. Gibbons explained that he was unaware that extra period supplements could not be used for academic coaches. Dr. Gibbons stated his intention was not to be misleading, he thought it was allowed since academic coaches are in the same bargaining unit.

The OIG reviewed PeopleSoft records regarding extra period supplements and determined that at Lake Shore Middle the following ineligible employees were provided an extra period supplement during Fiscal Year 2018/19:

| Employee Name | Job Title | Bargaining Unit |
|--------------------------------|----------------------------|--|
| Hakimah Albritton ³ | Academic Success Tutor | Service Employees International/FL Public Services (SEIU/FPSU) |
| Leola Horton | School Culture Coordinator | Non-bargaining unit |
| Magnolia Montilla | School Culture Coordinator | Non-bargaining unit |
| Lorraine Moreland | School Counselor | Classroom Teachers Association (CTA) |
| Cindy Pedraza | Reading Coach | Classroom Teachers Association (CTA) |
| Samina Saleem | School Counselor | Classroom Teachers Association (CTA) |

Source: PeopleSoft

As indicated above, three of the employees are not part of the CTA bargaining unit. The remaining three are part of the CTA bargaining unit, but they either do not teach or teach no more than five periods per day.

With the exception of Ms. Albritton, the OIG interviewed the above employees. Below is a recap of the interview testimony provided:

Leola Horton: Ms. Horton stated her responsibilities include working with teachers, data analytics, and creating instructional plans to better facilitate student instruction. Ms. Horton stated she is currently teaching five periods, three times per week. Ms. Horton explained that sometime in January 2019, Assistant Principal Johnson asked her to facilitate instruction alongside Academic Tutor Bethany Wilson for 8th grade English Language Arts. Ms. Horton confirmed Ms. Wilson is the teacher of record for the classes in SIS.

³ PeopleSoft records reflect Ms. Albritton resigned from employment effective January 10, 2019.

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Magnolia Montilla: Ms. Montilla stated that although she is a Single School Culture Coordinator, she has been teaching six periods of 7th grade math since January 2019. Ms. Montilla noted that she volunteered to teach the classes when the previous teacher left until a replacement could be found. Ms. Montilla confirmed she is the teacher of record.

Lorraine Moreland: Ms. Moreland confirmed she is a counselor and does not teach classes. Ms. Moreland stated that she is also the school's Testing Coordinator. As a Testing Coordinator she manages the schools' testing, materials, validity and security. Ms. Moreland inquired with administration regarding receiving a supplement since she puts in a lot of work to complete the tasks of a Testing Coordinator. In early 2019, Ms. Moreland was notified by Assistant Principal Jamilah Johnson that she would be receiving an extra period supplement. Ms. Johnson let Ms. Moreland know that something would be added to the master schedule so that she would be able to receive the supplement.

Regarding Ms. Moreland's statement that she would be receiving an extra period supplement, the OIG interviewed Assistant Principal Jamilah Johnson. Ms. Johnson stated that Ms. Moreland received the supplement in relation to her taking on the responsibility of a Testing Coordinator and because they were going to ask her to work with students. Later in the interview, Ms. Johnson stated Ms. Moreland received the supplement because they were going to ask her to work with students and not because she was a Testing Coordinator. During Dr. Gibbon's interview he stated that he did not instruct Assistant Principal Johnson to tell Ms. Moreland she would be receiving a supplement in connection with her responsibilities of Testing Coordinator nor did he tell Ms. Moreland directly. Dr. Gibbons confirmed he did tell Ms. Moreland that he would research to see if there was some way for her to be compensated for the role, but nothing was promised to her.

Cindy Pedraza: Ms. Pedraza said she was hired as a Reading Coach. Ms. Pedraza confirmed that as part of her hiring she was offered an extra period supplement as an incentive to go work at the school. The incentive was offered to her by Assistant Principal Jamilah Johnson and Dr. Gibbons. Ms. Pedraza explained that she is supposed to be working with teachers and students, but due to the shortage of teachers at the school, she has been working with students since day one. Ms. Pedraza explained that after Diagnostic testing, she was placed in a classroom three times a week to teach full time.

Regarding Ms. Pedraza's statement that she was offered a supplement as an incentive, the OIG interviewed Ms. Johnson who explained that management had a meeting regarding the shortage of teachers. In the meeting, management discussed that offering extra period supplements may have been a good strategy to get teachers to work at the school. Ms. Johnson stated that the extra period supplements were a selling point. Ms. Johnson confirmed she contacted Cindy Pedraza regarding a job and let her know that if she taught classes she would be eligible for a supplement. Ms. Johnson noted she checked with Dr. Gibbons to ensure it was okay prior to calling Ms. Pedraza.

Samina Saleem: Ms. Saleem stated that her duties do not include teaching students and she is not part of the school's master schedule.

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PeopleSoft payroll records indicate the above employees, received a total of \$7,018.63 in extra period supplement pay during Fiscal Year 2018/19 through pay period ended June 14, 2019.

| Employee Name | Total Extra Period Supplement Amount |
|----------------------|---|
| Hakimah Albritton | \$942.90 |
| Leola Horton | \$1,166.69 |
| Magnolia Montilla | \$1,166.69 |
| Lorraine Moreland | \$2,000.04 |
| Cindy Pedraza | \$1,600.00 |
| Samina Saleem | \$142.31 |
| TOTAL | \$7,018.63 |

Source: PeopleSoft

With the exception of Ms. Albritton, Peoplesoft payroll records reflect the other five employees have repaid the total supplement payments disbursed. The OIG inquired with the Payroll Department regarding the status of Ms. Albritton. As of July 22, 2019, Ms. Albritton has not responded to the District’s attempt to recoup the ineligible payment.

District Bulletin MSP-584-C/K12C Reading Coach Qualifications/Responsibilities and Dates for FY09 Reading Coaches/Department Instructional Leaders Meetings includes an attachment reflecting the qualifications and performance responsibilities of a reading coach. The document states, in part, that the coach will “not be assigned a regular classroom teaching assignment, but work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers’ classrooms.” **(Exhibit 1)** The OIG interviewed Reading Coach Ms. Pedraza who confirmed she was given a classroom teaching assignment.

During the OIG’s interview with Ms. Terembes, she noted that a meeting took place on February 13, 2019, where the issues with questionable extra period supplements were discussed. A summary of the meeting was prepared by Regional Superintendent Angela Moore and additional information was added by Ms. Terembes and distributed via email to Dr. Gibbons and other relevant parties on February 14, 2019. The summary includes “Non-CTA bargaining unit positions such as SSSCs, cannot be paid 6th-period supplement.” **(Exhibit 2)**

On February 22, 2019, the Lake Shore Middle master schedule was retrieved from Student Information System (SIS) by Ms. Terembes. The master schedule did not reflect all the employees listed above. The following employees and number of classes were reflected on the master schedule⁴:

⁴ Further information regarding the number of classes the master schedule reflects for Ms. Moreland and Ms. Pedraza are provided in Allegation 2.

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| Employee Name | # of Classes |
|----------------------|---------------------|
| Magnolia Montilla | 6 |
| Lorraine Moreland | 6 |
| Cindy Pedraza | 6 |

With the exception of Ms. Albritton, who was no longer an employee at the time the master schedule was retrieved, Ms. Saleem and Ms. Horton are not reflected on the master schedule as teaching any classes.

POLICY VIOLATIONS

School Board Policy 1.013 Responsibilities of School District Personnel and Staff states that it shall be the responsibility of the personnel employed by the district school board to carry out their assigned duties in accordance with federal laws, rules, state statutes, state board of education rules, school board policy, superintendent's administrative directives and local school and area rules.

School Board Policy 3.02(4) Code of Ethics states that each employee agrees and pledges to a.) provide the best example possible; striving to demonstrate excellence, integrity and responsibility in the workplace and b.) to obey local, state and national laws, codes and regulations.

CONCLUSION

The OIG concluded the allegation was **substantiated**. Lake Shore Middle School Principal Carl Gibbons approved supplements for employees that were not eligible for extra period supplements. The investigation determined that Dr. Gibbons violated *School Board Policy 1.013 Responsibilities of School District Personnel and Staff* and *School Board Policy 3.02 (4) Code of Ethics* by approving six of his employees to receive a total of \$7,018.63 in extra period supplements and not following the associated guidelines.

The District recouped \$6,075.73 of the disbursed funds as the issue was initially brought to the attention of Ms. Terembes by the Budget Department. The remaining \$942.90 has not been recovered since one of the employees resigned prior to the issue being brought to the attention of Ms. Terembes. Ms. Albritton has not responded to the attempts from the District to recoup the funds.

Ms. Horton and Ms. Montilla, confirmed that they were teaching classes. However, Ms. Horton and Ms. Montilla are not part of the CTA bargaining unit, and therefore not entitled to an extra period supplement. Ms. Moreland and Ms. Saleem are Guidance Counselors who confirmed they were not teaching classes. While the Reading Coach, Ms. Pedraza, was teaching classes, she was not the teacher of record in SIS and as stated in the above District bulletin should not have been assigned a regular classroom teaching assignment. Dr. Gibbons should have completed a thorough verification prior to approving the supplements for employees.

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2. Principal Carl Gibbons and Assistant Principal Jamilah Johnson misrepresented documentation regarding extra period supplements. Allegations Substantiated.

The OIG investigation concluded that the allegation was substantiated. Dr. Gibbon and Ms. Johnson misrepresented documentation regarding extra period supplements totaling \$3,600.04⁵.

As discussed in allegation 1, the issue regarding extra period supplement pay at Lake Shore Middle School was initially brought to the attention of Ms. Terembes by the Budget Department. During Ms. Terembes' interview, she explained that days after the meeting on February 13, 2019, SIS reflected some employees with a class that had one student. Ms. Terembes stated SIS audit trails reflected changes were made by Ms. Johnson and Dr. Gibbons.

The schools' master schedule was retrieved by Ms. Terembes on February 22, 2019 from SIS, **(Exhibit 3)** and reflects that Ms. Moreland was teaching six classes. Five of the classes show that there was one student in each class; the remaining class shows three students. Ms. Moreland confirmed during her interview that she does not teach classes.

Additionally, Ms. Pedraza is listed as teaching six classes, each class had one student per class. The OIG retrieved the master schedule on April 2, 2019, and it showed the number of classes related to Ms. Pedraza remained the same; however, one class showed a change in the number of students from 1 to 15 students **(Exhibit 4)**. On May 14, 2019, the OIG retrieved the master schedule, which does not show Ms. Pedraza teaching any classes **(Exhibit 5)**. Although Ms. Pedraza is in the classroom with another teacher, as confirmed during her interview, she is not the teacher of record for the classes, with the exception of one class.

SIS records show Ms. Moreland's information was added/modified in the master schedule by Dr. Gibbons on February 18, 2019, five days after the meeting that was held on February 13, 2019. Additionally, SIS records shows Ms. Pedraza's information was changed on February 18, 2019, by Assistant Principal Jamilah Johnson.

As mentioned by Ms. Moreland during her interview, she was notified by Ms. Johnson that something would be added to the master schedule so that she would be able to receive the supplement. During Dr. Gibbon's interview, he stated that subsequent to the meeting in February 2019, he started to add Ms. Moreland to SIS, but then stopped since he was told she was not eligible for the supplement.

During Ms. Johnson's interview, Ms. Johnson explained that she added Ms. Pedraza to the master schedule on a Friday at the end of February 2019. Ms. Johnson stated that Dr. Gibbons called her from a budget meeting that day and asked her to create a course for Ms. Pedraza and add a student to it. Ms. Johnson added that Dr. Gibbons told her that they needed to show that Ms. Pedraza works with students. Ms. Johnson asked Dr. Gibbons if Ms. Pedraza could just be assigned to the classes she was already working with, but Dr. Gibbons instructed her to add one student across the board

⁵ This amount is NOT in addition to the totals referenced in allegation 1. The total's in allegation 1 encompasses this total.

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for Ms. Pedraza. Ms. Johnson stated the classes that Ms. Pedraza actually teaches or co-teaches are not reflected in SIS. Dr. Gibbons confirmed he instructed Ms. Johnson to add Ms. Pedraza to SIS. Dr. Gibbons stated that the delay in Ms. Pedraza being added to SIS was related to a concern she had regarding uploading grades in relation to performance evaluations.

The OIG reviewed District email records and determined that on February 22, 2019, Dr. Gibbons confirmed in an email to Payroll Manager Teri Jensen regarding supplement adjustments that there was proof in SIS regarding Ms. Moreland and Ms. Pedraza.

Additionally, during the OIG’s review of District email records, it was determined that on December 6, 2018, Administrative Assistant Marili Torres sent a request to the Payroll Department for several employees to receive the extra period supplement. The request included the following relevant employees:

| Employee Name | Effective Date of Supplement |
|----------------------|-------------------------------------|
| Leola Horton | 09/10/18 |
| Magnolia Montilla | 09/10/18 |
| Hamika Albritton | 10/23/18 |
| Cindy Pedraza | 10/29/18 |

District email records also revealed that on February 7, 2019, Ms. Torres emailed the Payroll Department requesting for Ms. Moreland and Ms. Saleem to receive the supplement with effective dates of September 10, 2018, and February 6, 2019, respectively. The effective date listed on the email for Ms. Moreland appears to be backdated since during Dr. Gibbon’s interview, he stated the reason Ms. Moreland and Ms. Saleem received the extra period supplement was because they were going to be in classrooms for about four to six weeks discussing career components and helping with literacy interventions after winter break. Students returned from winter break on January 8, 2019.

POLICY VIOLATION

School Board Policy 3.02 Code of Ethics

(5c) Misrepresentation and Falsification states that employees should exemplify honesty and integrity in the performance of their official duties for the School District. Unethical conduct includes but is not limited to: *ii. Falsifying or misrepresenting information submitted on behalf of the School District to federal, state and other governmental agencies.*

(5i) Professional Conduct states “We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust.”

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CONCLUSION

The OIG concluded the allegation was **substantiated**. Lake Shore Middle School Principal Carl Gibbons and Assistant Principal Jamilah Johnson misrepresented information related to extra period supplements with regard to the master schedule and requests for extra period supplement pay. The investigation determined that Dr. Gibbons and Ms. Johnson violated *School Board Policy 3.02(5c and 5i) Code of Ethics* by misrepresenting information regarding teacher classroom assignments on SIS for extra period supplements in order to show proof that Ms. Moreland and Ms. Pedraza were eligible for the extra period supplement.

Records reflect Dr. Gibbons and Ms. Johnson added classes and students to Ms. Moreland and Ms. Pedraza in the master schedule, five days after the February 13th meeting where he was instructed to discontinue the extra period supplements practices and follow the approved District guidelines regarding extra period supplements. Although, Ms. Johnson did as instructed by her superior, Ms. Johnson has an obligation as a District employee to abide by the Code of Ethics policy. Ms. Johnson should not have knowingly entered inaccurate and untrue information into SIS. See the timeline below for the series of events that took place:

| Date | Event |
|-------------------|--|
| February 13, 2019 | Meeting took place where extra period supplements and the employees that were ineligible were discussed. Dr. Gibbons was instructed to discontinue the practice and follow the approved District guidelines. |
| February 14, 2019 | Recap of meeting was distributed that included information regarding extra period supplements and overpayments. |
| February 18, 2019 | Dr. Gibbons and Ms. Johnson entered inaccurate information in SIS for Ms. Moreland and Ms. Pedraza |
| February 22, 2019 | Dr. Gibbons confirmed via email to Payroll Manager that Ms. Moreland and Ms. Pedraza were eligible for the extra period supplement because there was proof in SIS. |

As discussed above, Ms. Moreland and Ms. Pedraza’s extra period supplements totaled \$3,600.04 (District has since recouped the funds). The OIG determined that Ms. Moreland’s request for the payment was misrepresented. Dr. Gibbons testimony reflects the counselors were going to classrooms to teach career components and literacy interventions after winter break. However, the supplement request for Ms. Moreland reflected a date of September 10, 2018, approximately 4 months prior to winter break ending. Additionally, Ms. Moreland’s testimony confirmed she did not teach classes.

ADDITIONAL INFORMATION

Out of Field

During testimonies, it was mentioned that Ms. Pedraza was teaching out of field. The OIG discussed the matter with Certification Manager Kim Pirtle, who confirmed Ms. Pedraza’s current certifications did not qualify her to teach 7th grade English Language Arts.

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In Dr. Gibbons testimony, he noted that he recently found out that Ms. Pedraza was teaching out of field. Dr. Gibbons said he is responsible for reviewing certifications and ensuring no one is out of field. Dr. Gibbons explained that since she was hired as a Reading Coach and later started teaching, he did not check her certifications. Dr. Gibbons added that he knows he should have checked prior to her teaching.

Sports and Club Supplements

As part of this investigation, the OIG reviewed club and sports supplements distributed during Fiscal Years 2017/18 and 2018/19 at Lake Shore Middle School.

PeopleSoft records related to sports and club supplements revealed that in Fiscal Year 2017/18 and 2018/19, the school paid approximately \$29,300 and \$37,100, respectively in supplements related to sports and clubs.

The OIG reviewed the supporting documentation available for the supplements to ensure activities were properly advertised to staff, approved by administration, and that rosters, sign in sheets, and agendas were provided. With the exception of a few documents, each sport or club had the proper documentation.

RECOMMENDATION

The OIG recommends the findings of this report be referred to the Office of Employee and Labor Relations for action deemed appropriate.

AFFECTED PARTY NOTICE

In accordance with *School Board Policy 1.092 (8)(b)(iv)*, on August 23, 2019, Dr. Carl Gibbons and Ms. Jamilah Johnson were notified of the investigative findings and provided with an opportunity to submit a written response to these findings. The OIG received a joint response from Dr. Gibbons and Ms. Johnson on September 10 and 11, 2019, respectively. The joint response from Dr. Gibbons and Ms. Johnson is attached in its entirety (Exhibit 6).


DISTRIBUTION

Palm Beach County School Board Members
Donald E. Fennoy II, Superintendent
Audit Committee Members
Office of Employee and Labor Relations
OIG File

SCHOOL DISTRICT OF PALM BEACH COUNTY OFFICE OF INSPECTOR GENERAL
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Investigation Conducted by:

Veronica Vallecillo, CIGI, Senior Investigator



10-25-19
Date

Investigation Supervised by:


Oscar Restrepo, CIG, CIGI, Director of Investigations



10-25-19
Date

Investigation Approved by:

K. Lung Chiu, CIG, Inspector General



10-25-19
Date

The evidentiary standard used by the School District of Palm Beach County OIG in determining whether the facts and claims asserted in the complaint were proven or disproven is based upon the preponderance of the evidence. Preponderance of the evidence is contrasted with “beyond a reasonable doubt,” which is the more severe test required to convict a criminal and “clear and convincing evidence,” a standard describing proof of a matter established to be substantially more likely than not to be true. OIG investigative findings classified as “substantiated” means there was sufficient evidence to justify a reasonable conclusion that the actions occurred and there was a violation of law, policy, rule, or contract to support the allegation. Investigative findings classified as “unfounded” means sufficient evidence to justify a reasonable conclusion that the actions did not occur and there was no violation of law, policy, rule, or contract to substantiate the allegation. Investigative findings classified as “unsubstantiated” means there was insufficient evidence to justify a reasonable conclusion that the actions did or did not occur and a violation of law, policy, rule, or contract to support the allegation could not be proven or disproven.

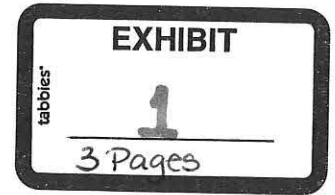


THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA

LIZ PERLMAN, DIRECTOR
DEPARTMENT OF K-12 CURRICULUM
3300 FOREST HILL BLVD., C-206
WEST PALM BEACH, FL 33406-5813
561-357-1105 FAX 561-434-8091
www.palmbeach.k12.fl.us/curriculumlearning/support

CONSTANCE TUMAN-RUGG, Ed.D.
ASSISTANT SUPERINTENDENT

ANN KILLETS
CHIEF ACADEMIC OFFICER



September 12, 2008
Bulletin: #MSP-584-C/K12C

Contact Person:
Santee Fleming, PX 48454

Action By:
Information Only

TO: Secondary Principals

FROM: Ann Killets, Chief Academic Officer *AK*

**SUBJECT: READING COACH QUALIFICATIONS/RESPONSIBILITIES AND
DATES FOR FY09 READING COACHES/DEPARTMENT
INSTRUCTIONAL LEADERS MEETINGS**

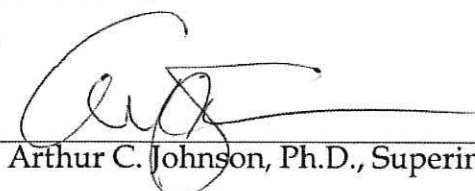
Upon receipt of the secondary schools reporting their information on Reading/Literacy Coaches and Department Instructional Leaders, it became apparent there are many new educators in these positions. Attached to this bulletin is a copy of the qualifications and performance responsibilities for **all Reading Coaches**. This document aligns with the guidelines mandated in Florida State Board of Education Rule 6A-6.053, "K-12 Comprehensive Research-Based Reading Plan." The Department of K-12 Curriculum is currently updating all Reading Coach information and will contact principals regarding the status of their Reading Coaches, in regards to meeting the qualifications and guidelines.

Another provision in the K-12 Comprehensive Research-Based Reading Plans is a mandatory requirement for all Reading Coaches to take delivery of district-provided professional development up to two days per month. The Department Instructional Leaders are encouraged to attend but are not under the same guidelines as the Reading Coaches. A schedule of those professional development sessions is the second attachment to this bulletin.

Questions regarding the Reading Coaches and Department Instructional Leaders may be addressed to Santee Fleming by email at flemings@palmbeach.k12.fl.us or by phone at PX 48454 or 434-8454.

ACJ:AK:CTR:LP:SR:SF:sr

Attachments

Approved: 
Arthur C. Johnson, Ph.D., Superintendent



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

Reading Coaches

Qualifications:

1. Must have K-12 Reading Endorsement or K-12 Reading Certification
 - Coaches not currently meeting this qualification must successfully complete a minimum of two (2) reading endorsement competencies or six (6) semester hours of college coursework in reading per year.
 - Returning coaches must complete endorsement or certification by June 2009.
 - New coaches hired after July 1, 2008 must complete endorsement or certification by June 2010.
2. Must have a valid teaching certificate and advanced coursework or professional development in reading
3. Must have at least three successful years of classroom teaching experience
4. Must agree to remain in the position for three years, depending upon principal's approval and availability of funds
 - This rule will be waived in the case of a reading coach receiving a promotion.
5. Must have prior professional development/presentation experience
 - The coach must be able to demonstrate the appropriate interpersonal and communication skills that are needed to work with adult learners.
 - The coach must exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction and data management skills.
 - The coach must be able to demonstrate excellent time management skills.
 - The coach must be able to model and demonstrate classroom strategies and techniques for other teachers.
6. Must adhere to all state and district requirements
 - The coach must be able to spend 90% of time providing onsite coaching and professional development.
 - The coach must attend all district-sponsored professional development meetings, up to twice per month.
 - The coach must attend all required district and state conferences, funding permitted.
 - The coach must be registered on the Progress Monitoring and Reporting Network (PMRN) and report time on a weekly basis (activity log).
 - **Any coach funded through the K-12 Comprehensive Reading Plan (CRP) or Reading First grant must be a full-time coach.** Coaches who split their time between two schools are considered full-time coaches.

(Resources for development of this document include Florida State Board of Education Rule 6A-6.053, Palm Beach County's K-12 Research-Based Comprehensive Reading Plan and Phase I and II of the Reading First Grant for Palm Beach County.)

For questions or further information, contact:
Liz Perlman, Director
Department of K-12 Curriculum
PX 21105 (357-1105)

Performance Responsibilities:

1. The coach will serve as a stable resource for professional development throughout the school to generate improvement in reading and literacy instruction and student achievement.
2. The coach will support and provide initial and ongoing professional development to teachers in:
 - each of the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - differentiated instruction and intensive intervention.
3. The coach will:
 - model effective strategies for teachers;
 - facilitate study groups;
 - train teachers in data analysis and use of data to differentiate instruction;
 - coach and mentor colleagues;
 - provide daily support to classroom teachers;
 - work with teachers to ensure that research-based reading programs are implemented with fidelity;
 - help to increase instructional density to meet the needs of all students;
 - help lead and support the school Reading Leadership Team;
 - continue to increase her/his knowledge base in best practices in reading instruction, intervention, and instructional reading strategies;
 - report coach activity log bi-weekly through the PMRN;
 - work with all teachers (including ESE, content area, and elective areas) in the school, prioritizing time to those teachers, activities, and roles that will have the greatest impact on student achievement, namely coaching and mentoring in the classrooms;
 - not be assigned a regular classroom teaching assignment, but work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers' classrooms;
 - not perform administrative functions that will confuse her/his role for teachers; and
 - spend **limited time** administering or coordinating assessments.

(Resources for development of this document include Florida State Board of Education Rule 6A-6.053, Palm Beach County's K-12 Research-Based Comprehensive Reading Plan and Phase I and II of the Reading First Grant for Palm Beach County.)

For questions or further information, contact:
Liz Perlman, Director
Department of K-12 Curriculum
PX 21105 (357-1105)



Latangela McCauley-Lewis <latangela.mccauley-lewis@pal

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| tabbles | EXHIBIT |
| | <div style="font-size: 2em; font-weight: bold;">2</div> <hr/> 4 pages |

Fwd: Recap of Lake Shore Meeting

1 message

Angela Avery Moore <angela.averymoore@palmbeachschools.org>

Fri, Feb 22, 2019 at 2:56 PM

To: Latangela Mccauley-Lewis <latangela.mccauley-lewis@palmbeachschools.org>

----- Forwarded message -----

From: Barbara Terembes <barbara.terembes@palmbeachschools.org>

Date: Thu, Feb 14, 2019 at 3:31 PM

Subject: Recap of Lake Shore Meeting

To: Angela Avery-Moore <angela.averymoore@palmbeachschools.org>

Cc: Carl Gibbons <carl.gibbons@palmbeachschools.org>, Bonnie Fox <bonnie.fox@palmbeachschools.org>, Marili Torres <marili.torres@palmbeachschools.org>, Heather Knust <heather.knust@palmbeachschools.org>, Nancy Samuels <nancy.samuels@palmbeachschools.org>, Keith Oswald <keith.oswald@palmbeachschools.org>, Nicole Smith <nicole.c.smith@palmbeachschools.org>

Angela,

Thank you so much for the recap of yesterday's meeting. I have added a few clarifications (red) and answered the 4 questions you sent. I so appreciate the time you took and thank everyone for participating.

Barbara

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Barbara Terembes, Assistant Superintendent
School Transformation
Fulton-Holland Educational Services Center
3300 Forest Hill Blvd. Suite C-316
West Palm Beach, FL 33406
Phone: 561-434-7346
Email: Barbara.Terembes@palmbeachschools.org
Follow me on Twitter @PBSupport

Best,

Angela Moore, Regional Superintendent
Glades Region
2625 NW 16th Street
Belle Glade, Florida 33430
Phone: (561) 996-4900
Fax: (561) 996-4912
Email: angela.mooreavery@palmbeachschools.org



@TheGladesRegion



2-14-19 Lake Shore Follow Up.docx

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Here is a recap of today's discussion:

- Temp Tutors will be paid for 6.5 hours. They cannot work beyond their scheduled hours. If they do, Dr. Gibbons will follow the discipline process up to and including termination.
- Only long-term substitutes, currently in vacant teaching positions, can be brought in on a teacher workday or PDD. All other ancillary employees (tutors, etc.) work only on student reporting days.
- The 3 remaining subs (Baker, Britt, Ferguson) will be moved to temp tutor positions in the Schools of Hope Grant?
- The Academic Success Tutor position is going away in FY20.
- Non-CTA bargaining unit positions such as SSSCs, cannot be paid a 6th-period supplement. (A seven-week payback period will be set up for the overpayments of Leola Horton, Magnolia Montilla, and Cindy Pedraza.)
- There should be Sign in sheets, agendas, etc. for any clubs where supplements are being disbursed. This must be kept on file for auditing purposes. File your documentation that shows where you advertised these CTA bargaining positions (Yearbook Sponsor, etc.) and only non-instructional staff were interested. (Supplements are meant for CTA bargaining positions. Only if no one volunteers may they be offered to non-instructional personnel.)
- There should be some form of verification/roster of students participating in sports to which supplements are being disbursed. This must be kept on file for auditing purposes.
- The position status report must be run often (monthly, at a minimum) to verify that all positions accurately contain the appropriate employees.
- Everyone on campus should be must be tied to a position on the position status report.
- Clean up the temporary positions screens. Remove inactive employees.
- Dr. Gibbons/Ms. Torres will follow up w/Mr. Mason to get the forms that must be completed by the substitutes for verification purposes in order to journal entry substitute expenditures into Title I. Ms. Torres will complete a sub-journal entry once all forms are provided to Title I and approved.

Follow up questions:

1. Who is informing teachers/staff of the deductions that will be taken from their paychecks?

Typically, the payroll contact and/or principal would inform the employee that an overpayment was made and information regarding the collection of the funds. If the payroll contact has questions about the details, she may contact her District Payroll Contact.

2. How soon will the 3 remaining tutors be moved into the new position?

The three substitute that need to be moved into the tutor positions (Schools of Hope Grant) must be completed by Ms. Torres through the job action process.

3. Did we finalize how many hours the non-instructional staff should be getting?

Non-instructional staff hours are based on District guidelines and are standard throughout the District. They vary based on position. The hours are indicated in the position status report in the column after the employee's name.

4. For clarification, Academic Tutors receive 8 hours?

No. Hours are based on the amount of dollars available divided by the number of employees. In UNISIG, for example, they would work 6.5 hours (7 hours on campus with ½ hour for an unpaid lunch.) The same would hold true for the subs moving into School of Hope.

2/22/19

Lake Shore Middle - 1232 - M 2018-19 Master Schedule
57 Teachers

| Teacher | PERIOD 01 | PERIOD 02 | PERIOD 03 | PERIOD 04 | PERIOD 05 | PERIOD 06 | PERIOD 07 | PERIOD 08 | P. 09 |
|---------------------|--------------------------|---------------------------|--|---------------------------|--------------------------|--|---------------------------|-----------|-------|
| Adams, Jennifer | | CRIT THINK ST SKLS (16) | CRIT THINK ST SKLS (13) | CRIT THINK ST SKLS (17) | | STUDENT AIDE (5) CRIT THINK ST SKLS (3) | STUDENT AIDE (7) | | |
| Bell, Kadeem | M/J WORLD HIST (18) | M/J WORLD HIST (26) | M/J WORLD HIST ADV (21) | M/J WORLD HIST (24) | M/J LAW STUDIES (19) | | M/J WORLD HIST (14) | | |
| Boatwright, Covoyia | M/J LANG ARTS 2 (22) | | M/J LANG ARTS 2, ADV (17) | | M/J LANG ARTS 2 (27) | M/J LANG ARTS 2, ADV (18) | M/J LANG ARTS 2 (23) | | |
| Booth, LaSheena | M/J LANG ARTS 1 (20) | | M/J LANG ARTS 1 (25) | | M/J LANG ARTS 1 (16) | M/J LANG ARTS 1, ADV (19) | M/J LANG ARTS 1 (14) | | |
| Bryant, Sonya | | CRIT THINK ST SKLS (14) | CRIT THINK ST SKLS (13) | CRIT THINK ST SKLS (10) | | CRIT THINK ST SKLS (11) | CRIT THINK ST SKLS (10) | | |
| Butler, Ethel | M/J GRADE 8 PRE-ALG (14) | M/J GRADE 8 PRE-ALG (20) | | M/J GRADE 8 PRE-ALG (18) | M/J GRADE 8 PRE-ALG (19) | | M/J GRADE 8 PRE-ALG (15) | | |
| Bythwood, Danella | | M/J FITNESS GRADE 6 (9) | M/J FITNESS GRADE 6 (10) | M/J FITNESS GRADE 6 (2) | | M/J FITNESS GRADE 6 (9) | M/J FITNESS GRADE 6 (8) | | |
| | | M/J TEAM SPORTS GRD7 (12) | M/J TEAM SPORTS GRD7 (3) | M/J TEAM SPORTS GRD7 (7) | | M/J TEAM SPORTS GRD7 (15) | M/J TEAM SPORTS GRD7 (9) | | |
| | | M/J IND/DUAL SPT GD8 (7) | M/J IND/DUAL SPT GD8 (5) | M/J IND/DUAL SPT GD8 (13) | | M/J IND/DUAL SPT GD8 (18) | M/J IND/DUAL SPT GD8 (11) | | |
| Campbell, Lenora | | M/J INTENS MATH (MC) (15) | M/J GRADE 6 MATH (4) M/J GRADE 7 MATH (6) | M/J INTENS MATH (MC) (23) | | M/J INTENS MATH (MC) (18) | M/J INTENS MATH (MC) (18) | | |



| | | | | | | | | |
|------------------------|------------------------------------|------------------------------|---------------------------------|------------------------------------|------------------------------|---------------------------------|------------------------------|--|
| | | | M/J GRADE 8 PRE-ALG (2) | M/J GRADE 7 MATH (3) | | | | |
| Cofield, Michael | M/J BAND 1 (39) | M/J BAND 2 (29) | M/J MUS APPREC 1 (34) | M/J MUS APPREC 1 (32) | M/J BAND 3 (43) | | | |
| Corinella, Giuseppe | | EXPL HLTH OCCS & C P (12) | M/J EXPLORING 2D ART (38) | | M/J EXPLORING 2D ART (24) | ORIENT HS PROFESSION (18) | MEDICAL SKLS SERS (13) | |
| Crooks, Charmaine | M/J COMPRE SCI 1 ADV (20) | | | M/J COMPRE SCI 1 (22) | M/J COMPRE SCI 1 (15) | M/J COMPRE SCI 1 (25) | M/J COMPRE SCI 1 (16) | |
| Daniels, Arleen | | M/J WORLD HIST ADV (24) | M/J WORLD HIST (22) | M/J WORLD HIST (23) | M/J WORLD HIST ADV (11) | | M/J WORLD HIST (14) | |
| Demosthene, Natacha | M/J GRADE 6 MATH ADV (18) | M/J GRADE 6 MATH (25) | | M/J GRADE 6 MATH ADV (17) | M/J GRADE 6 MATH (14) | | M/J GRADE 6 MATH ADV (21) | |
| Flowers, Tawanda | ACCESS M/J MATH 1 (3) | ACCESS M/J WRLD HIST (3) | | ACCESS M/J COMPSCI 1 (3) | ACCESS M/J LA 1 (3) | | | |
| | ACCESS M/J MATH 2 (3) | ACCESS M/J CIV & CP (3) | | ACCESS M/J COMPSCI 2 (3) | ACCESS M/J LA 2 (3) | | M/J INTENS READ (MC) (10) | |
| | ACCESS M/J MATH 3 (4) | ACCESS M/J US HI& CP (4) | | ACCESS M/J COMPSCI 3 (4) | ACCESS M/J LA 3 (4) | | | |
| Ford, Terrance | | M/J FITNESS GRADE 6 (11) | M/J FITNESS GRADE 6 (6) | M/J FITNESS GRADE 6 (1) | | M/J FITNESS GRADE 6 (9) | M/J FITNESS GRADE 6 (7) | |
| | | M/J TEAM SPORTS GRD7 (10) | M/J TEAM SPORTS GRD7 (7) | M/J TEAM SPORTS GRD7 (13) | | M/J TEAM SPORTS (14) | M/J TEAM SPORTS GRD7 (16) | |
| | | M/J IND/DUAL SPT GD8 (6) | M/J IND/DUAL SPT GD8 (7) | M/J IND/DUAL SPT GD8 (8) | | M/J IND/DUAL SPT GD8 (18) | M/J IND/DUAL SPT GD8 (10) | |

SPT GD8

| | | | | | | | |
|---------------------------|-----------------------------|---|------------------------------|--------------------------------|-------------------------------|--|--|
| Forges, Anaelle | M/J COMPRE (23) SCI 1 | | M/J COMPRE SCI 1 ADV (21) | | M/J COMPRE SCI 1 (15) | M/J COMPRE SCI 1 (21) | M/J COMPRE SCI 1 (20) |
| Frazier-Rumph, Lestina | M/J COMPRE (3) SCI 1 | | M/J GRADE 6 MATH (3) | | U SKLS: SOC&EMO (9) 6-8 | M/J US HIST (4) M/J CIVICS (1) M/J WORLD HIST (3) | |
| | M/J COMPRE (1) SCI 2 | M/J LANG ARTS 1 (4) M/J LANG ARTS 2 (1) M/J LANG ARTS 3 (4) | M/J GRADE 7 MATH (1) | | | | |
| | M/J COMPRE (4) SCI 3 | | M/J GRADE 8 PRE-ALG (4) | | | | |
| Fries, Barbara | LANG THRPHY: 6-8 (0) | LANG THRPHY: 6-8 (0) | LANG THRPHY: 6-8 (0) | LANG THRPHY: 6-8 (17) | LANG THRPHY: 6-8 (0) | LANG THRPHY: 6-8 (11) | LANG THRPHY: 6-8 (10) LANG THRPHY: 6-8 (0) |
| | LANG THRPHY: 6-8 (0) | LANG THRPHY: 6-8 (8) | LANG THRPHY: 6-8 (11) | | LANG THRPHY: 6-8 (0) | | |
| Handford, Phyllis | | M/J GRADE 8 PRE-ALG (22) | M/J GRADE 8 PRE-ALG (14) | M/J GRADE 8 PRE-ALG (22) | M/J INTENS MATH (MC) (1) | | PART TIME VIRTUAL (1) M/J INTENS MATH (MC) (13) |
| Harris, Renada | M/J LANG ARTS 1 (6) | | M/J LANG ARTS 1 (7) | | M/J LANG ARTS 1 (11) | M/J US HIST (2) M/J CIVICS (6) M/J WORLD HIST (4) | M/J WORLD HIST (1) |
| Heber, Robert | M/J COMPRE (4) SCI 1 | | M/J GRADE 7 MATH (6) | | M/J GRADE 7 MATH (10) | | M/J GRADE 7 MATH (7) |
| | M/J COMPRE (6) SCI 2 | M/J GRADE 6 MATH (8) M/J GRADE 8 PRE-ALG (10) | M/J GRADE 7 MATH (9) | | | | |
| | M/J COMPRE (2) SCI 3 | | M/J GRADE 8 PRE-ALG (1) | | | | |

| | | | | | | | |
|---------------------|---------------------------|---------------------------|---------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Henderson, Cicely | M/J GRADE 7 MATH (15) | M/J GRADE 7 MATH ADV (15) | M/J GRADE 7 MATH (23) | M/J GRADE 7 MATH (24) | M/J GRADE 7 MATH (24) | | |
| Hezel, Esther | M/J COMPRE SCI 3 (22) | | M/J COMPRE SCI 3 (24) | M/J COMPRE SCI 3 ADV (15) | M/J COMPRE SCI 3 (22) | M/J COMPRE SCI 3 (22) | |
| Hutchinson, Lovell | M/J LANG ARTS 2 (7) | M/J LANG ARTS 1 (5) | M/J LANG ARTS 2 (5) | M/J LANG ARTS 2 (7) | M/J LANG ARTS 2 (8) | M/J LANG ARTS 2 (5) | M/J LANG ARTS 2 (6) |
| | M/J LANG ARTS 2 (4) | M/J LANG ARTS 3 (3) | | | | | |
| Isles, Duane | M/J LANG ARTS 3 (23) | M/J LANG ARTS 3, ADV (26) | | | M/J LANG ARTS 3 (20) | M/J LANG ARTS 3 (22) | M/J LANG ARTS 3 (20) |
| Jacobs, Wilhelmen | | LAW STUDIES (18) | | M/J AVID 6TH (25) | | M/J AVID 7TH (27) | M/J AVID 8TH (15) |
| Jean Louis, Belonde | M/J CIVICS (26) | M/J CIVICS (22) | M/J CIVICS (27) | M/J CIVICS ADV (24) | M/J CIVICS (24) | | M/J CIVICS (17) |
| Johnson, Anthony | M/J GRADE 8 PRE-ALG (24) | ALG 1 HON (22) | PART TIME VIRTUAL ALG 1 HON (0) | M/J GRADE 8 PRE-ALG (22) | M/J GRADE 8 (20) | ALG 1 HON (20) | |
| Jones, Shakelia | M/J LANG ARTS 3 (7) | M/J GRADE 8 PRE-ALG (5) | M/J LANG ARTS 3 (3) | | M/J LANG ARTS 3 (10) | M/J LANG ARTS 3 (7) | M/J LANG ARTS 3 (6) |
| | M/J COMPRE SCI 3 (1) | | | | | | |
| Joyner, Tyra | FUND OF WEB & SOFT (22) | | EMERG TECH BUSINESS (18) | FUND OF WEB & SOFT (23) | EMERG TECH BUSINESS (18) | ICT ESSENTIALS & CP (28) | |
| King, Wilvitta | M/J INTENS READ (MC) (19) | M/J INTENS READ (MC) (23) | | | M/J INTENS READ (MC) (20) | M/J INTENS READ (MC) (24) | M/J INTENS READ (MC) (19) |

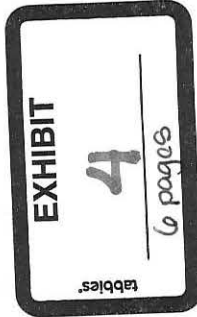
| | | | | | | |
|---------------------------|---------------------------|---------------------------|---------------------------|------------------------|---------------------------|---------------------------|
| Little-Griffiths, Carla | M/J INTENS READ (MC) (13) | M/J INTENS READ (MC) (16) | M/J INTENS READ (MC) (14) | | M/J INTENS READ (MC) (16) | M/J INTENS READ (MC) (12) |
| Mahabec-Clarke, Desreen | M/J LANG ARTS 1 (20) | | M/J LANG ARTS 1, ADV (19) | | M/J LANG ARTS 1 (17) | M/J LANG ARTS 1, ADV (18) |
| McDaniels-Owens, Sophia | | LRNG STR: 6-8 (19) | LRNG STR: 6-8 (11) | | LRNG STR: 6-8 (13) | LRNG STR: 6-8 (17) |
| Mendoza Escobar, Patricia | SPANISH 1 (21) | | M/J SPANISH ADV (20) | M/J SPANISH BEG (20) | M/J SPANISH BEG (21) | SPANISH 1 (24) |
| Miller, Joquanda | M/J INTENS READ (MC) (15) | M/J INTENS READ (MC) (22) | M/J INTENS READ (MC) (8) | | M/J INTENS READ (MC) (12) | M/J INTENS READ (MC) (22) |
| Monilla, Magnolia | M/J GRADE 7 MATH (22) | M/J GRADE 7 MATH (26) | M/J GRADE 7 MATH (23) | M/J GRADE 7 MATH (26) | M/J GRADE 7 MATH ADV (26) | M/J GRADE 7 MATH (27) |
| Moore, Aurelia | M/J LANG ARTS 2 (24) | | M/J LANG ARTS 2 (27) | | M/J LANG ARTS 2 (24) | M/J LANG ARTS 2 (25) |
| Moreland, Lorraine | M/J INTENS READ (MC) (1) | M/J INTENS READ (MC) (1) | M/J INTENS READ (MC) (3) | CRIT THINK ST SKLS (1) | M/J INTENS READ (MC) (1) | M/J INTENS READ (MC) (1) |
| Murry, Kevin | | U SKLS VISION: 6-8 (1) | | | | U SKLS VISION: 6-8 (0) |
| Osborne Wilson, Terry | M/J COMPRE SCI 2 (25) | | RESEARCH 1 (2) | M/J COMPRE SCI 2 (25) | M/J COMPRE SCI 2 (24) | M/J COMPRE SCI 2 (25) |
| Pedraza, Cindy | M/J INTENS READ (MC) (1) | M/J INTENS READ (MC) (1) | M/J INTENS READ (MC) (1) | M/J AVID 6TH (1) | M/J INTENS READ (MC) (1) | M/J INTENS READ (MC) (1) |

| | | | | | | | |
|------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Peterson, Lavaina | M/J INTENS READ (MC) (14) | M/J INTENS READ (MC) (13) | | | M/J INTENS READ (MC) (19) | M/J INTENS READ (MC) (22) | M/J INTENS READ (MC) (10) |
| Petit-Homme, Rachelle | M/J CIVICS (22) | M/J CIVICS (23) | M/J CIVICS (22) | M/J CIVICS (24) | M/J CIVICS ADV (11) | | M/J LAW STUDIES (17) |
| Pongnon, Isidore | M/J GRADE 8 PRE-ALG (14) | ESOL INTERVENTION (24) | M/J GRADE 6 MATH (11) | M/J GRADE 7 MATH (13) | ESOL INTERVENTION (15) | | ESOL INTERVENTION (9) |
| Rosbrough, Linda | ORIEN MOBILITY: 6-8 (1) | | | | | | |
| Scott, Devon | M/J GRADE 6 MATH (17) | M/J GRADE 6 MATH (21) | | M/J GRADE 6 MATH (18) | M/J GRADE 6 MATH ADV (21) | | M/J GRADE 6 MATH (15) |
| Soto, Rosalba | M/J ENGLISH LANG DEV (20) | | M/J ENGLISH LANG DEV (9) | | M/J LANG ARTS 1 ESOL (8) | M/J LANG ARTS 3 ESOL (16) | M/J LANG ARTS 2 ESOL (13) |
| Stewart-Thomas, Marcia | M/J GRADE 6 MATH (8) | M/J INTENS MATH (MC) (13) | M/J INTENS MATH (MC) (15) | M/J INTENS MATH (MC) (11) | M/J GRADE 6 MATH (5) | M/J INTENS MATH (MC) (12) | M/J INTENS MATH (MC) (11) |
| Sutherland, Patrick | M/J COMPRE SCI 2 (24) | | M/J COMPRE SCI 2 (25) | FUND OF WEB & SOFT (22) | M/J COMPRE SCI 2 (25) | M/J COMPRE SCI 2 ADV (19) | M/J COMPRE SCI 2 (26) |
| Webber, TaMeka | M/J US HIST (19) | M/J US HIST (17) | M/J US HIST ADV (23) | M/J US HIST (22) | AFRICAN-AMER HIST (15) | | M/J US HIST (22) |
| White, James | | M/J FITNESS GRADE 6 (7) | M/J FITNESS GRADE 6 (8) | M/J FITNESS GRADE 6 (7) | | M/J FITNESS GRADE 6 (5) | M/J FITNESS GRADE 6 (9) |
| | | M/J TEAM SPORTS GRD7 (11) | M/J TEAM SPORTS (3) | | | M/J TEAM SPORTS (15) | M/J TEAM SPORTS GRD7 (7) |

| | | | | | | | | |
|----------------------|-------------------------|------|----------------------------|--------------------|-------------------------|----------------------------|-------------------------|------|
| | M/J IND/DUAL SPT GD8 | (8) | GRD7 | M/J TEAM SPORTS | (13) | GRD7 | M/J IND/DUAL SPT GD8 | (8) |
| | | | M/J IND/DUAL SPT GD8 | (6) | GRD7 | M/J IND/DUAL SPT GD8 | (21) | |
| | | | M/J IND/DUAL SPT GD8 | (19) | | | | |
| Williams, Catisia | M/J INTENS READ (MC) | (21) | M/J INTENS READ (MC) | (11) | M/J INTENS READ (MC) | (11) | M/J INTENS READ (MC) | (26) |
| | | | | | | | M/J INTENS READ (MC) | (17) |
| Williams, John | M/J US HIST ADV | (28) | M/J US HIST | (16) | M/J US HIST | (27) | M/J US HIST | (24) |
| | | | | | | | M/J US HIST | (23) |
| Woodson, Bethanie | M/J LANG ARTS 3 | (16) | M/J LANG ARTS 3 | (18) | M/J LANG ARTS 3 | (21) | M/J LANG ARTS 3 | (22) |
| | | | | | | | M/J LANG ARTS 3, ADV | (20) |
| Worthy, Jameshia | RESEARCH 1 | (0) | RESEARCH 1 | (6) | RESEARCH 1 | (16) | RESEARCH 1 | (14) |
| | | | | | | | RESEARCH 1 | (22) |
| Young, Valerie | M/J COMPRE SCI 3 | (23) | M/J COMPRE SCI 3 | (20) | PHY SCI HON | (27) | M/J COMPRE SCI 3 | (23) |
| | | | | | | | M/J COMPRE SCI 3 | (26) |

Lake Shore Middle - 1232 - M 2018-19 Master Schedule
58 Teachers

| Teacher | PERIOD 01 | PERIOD 02 | PERIOD 03 | PERIOD 04 | PERIOD 05 | PERIOD 06 | PERIOD 07 | PERIOD 08 | PERIOD 09 | PERIOD 10 | PERIOD 11 |
|---------------------|------------------------|-------------------------|-------------------------|-------------------------|------------------------|--|-------------------------|-----------|-----------|-----------|-----------|
| Adams, Jennifer | | CRIT THINK ST SKLS 17 | CRIT THINK ST SKLS 13 | CRIT THINK ST SKLS 17 | | STUDENT AIDE 5 CRIT THINK ST SKLS 3 | STUDENT AIDE 9 | | | | |
| Bell, Kadeem | M/J WORLD HIST 19 | M/J WORLD HIST 26 | M/J WORLD HIST ADV 21 | M/J WORLD HIST 24 | M/J LAW STUDIES 19 | | M/J WORLD HIST 14 | | | | |
| Boatwright, Covoyia | M/J LANG ARTS 2 21 | | M/J LANG ARTS 2, ADV 21 | | M/J LANG ARTS 2 26 | M/J LANG ARTS 2, ADV 17 | M/J LANG ARTS 2 21 | | | | |
| Booth, LaSheena | M/J LANG ARTS 1 20 | | M/J LANG ARTS 1 25 | | M/J LANG ARTS 1 16 | M/J LANG ARTS 1, ADV 19 | M/J LANG ARTS 1 15 | | | | |
| Bryant, Sonya | | CRIT THINK ST SKLS 14 | CRIT THINK ST SKLS 14 | CRIT THINK ST SKLS 10 | | CRIT THINK ST SKLS 11 | CRIT THINK ST SKLS 10 | | | | |
| Butler, Ethel | M/J GRADE 8 PRE-ALG 16 | M/J GRADE 8 PRE-ALG 20 | | M/J GRADE 8 PRE-ALG 18 | M/J GRADE 8 PRE-ALG 19 | | M/J GRADE 8 PRE-ALG 17 | | | | |
| Bythwood, Danella | | M/J FITNESS GRADE 6 9 | M/J FITNESS GRADE 6 9 | M/J FITNESS GRADE 6 2 | | M/J FITNESS GRADE 6 9 | M/J FITNESS GRADE 6 8 | | | | |
| | | M/J TEAM SPORTS GRD7 13 | M/J TEAM SPORTS GRD7 2 | M/J TEAM SPORTS GRD7 7 | | M/J TEAM SPORTS GRD7 15 | M/J TEAM SPORTS GRD7 10 | | | | |
| | | M/J IND/DUAL SPT GD8 7 | M/J IND/DUAL SPT GD8 6 | M/J IND/DUAL SPT GD8 13 | | M/J IND/DUAL SPT GD8 19 | M/J IND/DUAL SPT GD8 9 | | | | |
| Campbell, Lenora | | M/J INTENS MATH (MC) 17 | M/J GRADE 6 MATH 4 | M/J INTENS MATH (MC) 24 | | M/J INTENS MATH (MC) 19 | M/J INTENS MATH (MC) 19 | | | | |
| | | | M/J GRADE 7 MATH 7 | M/J GRADE 7 MATH (MC) 3 | | | | | | | |
| | | | M/J GRADE 8 PRE-ALG 2 | M/J GRADE 7 MATH 3 | | | | | | | |
| Cofield, Michael | M/J BAND 1 38 | M/J BAND 2 27 | M/J MUS APPREC 1 35 | M/J MUS APPREC 1 32 | M/J BAND 3 43 | | | | | | |
| Corinella, Giuseppe | | | | | | | | | | | |



| | | EXPL HLTH OCCS & C P | M/J EXPLORING 2D ART | M/J EXPLORING 2D ART | ORIENT HS PROFESSION | MEDICAL SKLS SERS |
|---------------------------|---|--|--|---|--|--|
| Crooks, Charmaine | M/J COMPRE SCI 1 ADV 20 | | | M/J COMPRE SCI 1 22 1 | M/J COMPRE SCI 1 15 | M/J COMPRE SCI 1 25 |
| Daniels, Arleen | M/J GRADE 6 MATH ADV 18 | M/J WORLD HIST ADV 24 | M/J WORLD HIST 22 | M/J WORLD HIST ADV 23 | 11 | M/J WORLD HIST 13 |
| Demosthene, Natasha | M/J GRADE 6 MATH ADV 18 | M/J GRADE 6 MATH 24 | M/J GRADE 6 MATH ADV 17 | M/J GRADE 6 MATH 14 | | M/J GRADE 6 MATH ADV 21 |
| Flowers, Tawanda | ACCESS M/J MATH 3 1 ACCESS M/J MATH 3 2 ACCESS M/J MATH 5 3 | ACCESS M/J WRLD HIST 3 ACCESS M/J CIV & CP 3 ACCESS M/J US HI& CP 5 | ACCESS M/J COMPSCI 1 3 ACCESS M/J COMPSCI 2 3 ACCESS M/J COMPSCI 3 5 | ACCESS M/J LA 1 3 ACCESS M/J LA 2 3 ACCESS M/J LA 3 5 | | M/J INTENS READ (MC) 11 |
| Ford, Terrance | | M/J FITNESS GRADE 6 11 M/J TEAM SPORTS GRD7 11 M/J IND/DUAL SPT GD8 6 | M/J FITNESS GRADE 6 6 M/J TEAM SPORTS GRD7 7 M/J IND/DUAL SPT GD8 7 | M/J FITNESS GRADE 6 1 M/J TEAM SPORTS GRD7 15 | M/J FITNESS GRADE 6 10 M/J TEAM SPORTS GRD7 14 | M/J FITNESS GRADE 6 7 M/J TEAM SPORTS GRD7 15 M/J IND/DUAL SPT GD8 10 |
| Forges, Anelle | M/J COMPRE SCI 1 23 | | M/J COMPRE SCI 1 ADV 21 | M/J COMPRE SCI 1 15 | M/J COMPRE SCI 1 21 | M/J COMPRE SCI 1 20 |
| Frazier-Rumph, Lestina | M/J COMPRE SCI 1 3 M/J COMPRE SCI 2 1 4 | M/J LANG ARTS 1 4 M/J LANG ARTS 2 1 M/J LANG ARTS 3 4 | M/J GRADE 6 MATH 3 M/J GRADE 7 MATH 1 M/J GRADE 8 PRE-ALG 4 | U SKLS: SOC&EMO 9 M/J US HIST M/J CIVICS 1 M/J WORLD HIST 3 | M/J US HIST 4 M/J CIVICS 1 M/J WORLD HIST 3 | |

| | M/J US HIST | M/J US HIST ADV | M/J US HIST | M/J US HIST | AFRICAN-AMER HIST | | | | | | | | | | |
|-------------------|------------------|----------------------|----------------------|----------------------|----------------------|--|--|--|--|--|--|--|--|--|--|
| White, James | M/J US HIST | M/J FITNESS GRADE 6 | M/J FITNESS GRADE 6 | M/J FITNESS GRADE 6 | M/J FITNESS GRADE 6 | | | | | | | | | | |
| | | M/J TEAM SPORTS GRD7 | M/J TEAM SPORTS GRD7 | M/J TEAM SPORTS GRD7 | M/J TEAM SPORTS GRD7 | | | | | | | | | | |
| | | M/J IND/DUAL SPT GD8 | M/J IND/DUAL SPT GD8 | M/J IND/DUAL SPT GD8 | M/J IND/DUAL SPT GD8 | | | | | | | | | | |
| Williams, Carisia | | M/J INTENS READ (MC) | M/J INTENS READ (MC) | M/J INTENS READ (MC) | M/J INTENS READ (MC) | | | | | | | | | | |
| Williams, John | M/J US HIST ADV | M/J US HIST | | M/J US HIST | M/J US HIST | | | | | | | | | | |
| Woodson, Bethanie | M/J LANG ARTS 3 | M/J LANG ARTS 3 | M/J LANG ARTS 3 | | M/J LANG ARTS 3 | | | | | | | | | | |
| Worthy, Jameshia | RESEARCH 1 | | RESEARCH 1 | RESEARCH 1 | RESEARCH 1 | | | | | | | | | | |
| Young, Valerie | M/J COMPRE SCI 3 | | M/J COMPRE SCI 3 | PHY SCI HON | | | | | | | | | | | |

| Teacher | PERIOD 01 | PERIOD 02 | PERIOD 03 | PERIOD 04 | PERIOD 05 | PERIOD 06 | PERIOD 07 | PERIOD 08 | PERIOD 09 | PERIOD 10 | PERIOD 11 | PERIOD 12 | PERIOD 13 | PERIOD 14 | Period 40 | Inactive |
|----------------------|--|--|---|--|---|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| Adams, Jennifer | | CRIT THINK ST SKLS 17 | CRIT THINK ST SKLS 13 | CRIT THINK ST SKLS 18 | | STUDENT AIDE 5 CRIT THINK ST SKLS 3 | STUDENT AIDE 9 | | | | | | | | | |
| Bell, Kadem | M/J WORLD HIST 19 | M/J WORLD HIST 26 | M/J WORLD HIST ADV 22 | M/J WORLD HIST 25 | M/J LAW STUDIES 18 | M/J WORLD HIST 14 | M/J WORLD HIST 14 | | | | | | | | | |
| Booth, Lashleena | M/J LANG ARTS 1 20 | | M/J LANG ARTS 1 25 | | M/J LANG ARTS 16 | M/J LANG ARTS 1, ADV 19 | M/J LANG ARTS 1 14 | | | | | | | | | |
| Bryant, Sonya | | CRIT THINK ST SKLS 14 | CRIT THINK ST SKLS 14 | CRIT THINK ST SKLS 10 | | CRIT THINK ST SKLS 11 | CRIT THINK ST SKLS 10 | | | | | | | | | |
| Butler, Ehd | M/J GRADE 8 PRE-ALG 16 | M/J GRADE 8 PRE-ALG 21 | | M/J GRADE 8 PRE-ALG 18 | M/J GRADE 8 PRE-ALG 19 | | M/J GRADE 8 PRE-ALG 15 | | | | | | | | | |
| Bythwood, Danelia | | M/J FITNESS GRADE 6 9 M/J TEAM SPORTS GRD7 12 M/J IND/DUAL SPT GD8 7 | M/J FITNESS GRADE 6 9 M/J TEAM SPORTS GRD7 2 M/J IND/DUAL SPT GD8 6 | M/J FITNESS GRADE 6 2 M/J TEAM SPORTS GRD7 7 M/J IND/DUAL SPT GD8 11 | M/J FITNESS GRADE 6 9 M/J TEAM SPORTS GRD7 15 M/J IND/DUAL SPT GD8 20 | M/J FITNESS GRADE 6 9 M/J TEAM SPORTS GRD7 15 M/J IND/DUAL SPT GD8 20 | M/J FITNESS GRADE 6 8 M/J TEAM SPORTS GRD7 10 M/J IND/DUAL SPT GD8 7 | | | | | | | | | |
| Campbell, Lenora | | M/J INTENS MATH (MC) 17 | M/J GRADE 6 MATH 4 M/J GRADE 7 MATH 7 M/J GRADE 8 1 PRE-ALG | M/J INTENS MATH (MC) 24 M/J GRADE 3 MATH 3 | | M/J INTENS MATH (MC) 19 | M/J INTENS MATH (MC) 19 | | | | | | | | | |
| Coffield, Michael | M/J BAND 1 37 | M/J BAND 2 27 | M/J MUS APPREC 1 35 | M/J MUS APPREC 1 32 | M/J BAND 3 43 | | | | | | | | | | | |
| Cortinella, Giuseppe | | EXPL HLTH OCCS & CP 13 | M/J EXPLORING 2D ART 38 | | M/J EXPLORING 2D ART 25 | ORIENT HS PROFESSION 18 | MEDICAL SKLS SER 13 | | | | | | | | | |
| Crooks, Charmaine | M/J COMPRE SCI 1 ADV 20 | | | M/J COMPRE SCI 1 21 | M/J COMPRE SCI 1 16 | M/J COMPRE SCI 1 25 | M/J COMPRE SCI 1 16 | | | | | | | | | |
| Daniels, Aileen | | M/J WORLD HIST ADV 23 | M/J WORLD HIST 22 | M/J WORLD HIST 23 | M/J WORLD HIST ADV 11 | | M/J WORLD HIST 13 | | | | | | | | | |
| Demosthene, Natascha | M/J GRADE 6 MATH ADV 18 | M/J GRADE 6 MATH 23 | | M/J GRADE 6 MATH ADV 17 | M/J GRADE 6 MATH 14 | | M/J GRADE 6 MATH ADV 21 | | | | | | | | | |
| Flowers, Tawanda | ACCESS M/J MATH 3 ACCESS M/J MATH 1 ACCESS M/J MATH 2 ACCESS M/J MATH 3 | ACCESS M/J WORLD HIST 3 ACCESS M/J CIV & CP 3 ACCESS M/J US HI& CP 5 | | ACCESS M/J COMPSCI 1 3 ACCESS M/J COMPSCI 2 3 ACCESS M/J COMPSCI 3 5 | ACCESS M/J LA 3 ACCESS M/J LA 1 ACCESS M/J LA 2 ACCESS M/J LA 3 | | M/J INTENS READ (MC) 11 | | | | | | | | | |

Returned 5/11/19

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4 pages

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| Teacher | PERIOD 01 | PERIOD 02 | PERIOD 03 | PERIOD 04 | PERIOD 05 | PERIOD 06 | PERIOD 07 | PERIOD 08 | PERIOD 09 | PERIOD 10 | PERIOD 11 | PERIOD 12 | PERIOD 13 | PERIOD 14 | Period 40 | Inactive |
|-----------------------|--|---|---|---|---|---|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| Ford, Terrence | | M/J FITNESS GRADE 6 M/J TEAM SPORTS GRD7 M/J IND/DUAL SPT GD8 | M/J FITNESS GRADE 6 M/J TEAM SPORTS GRD7 M/J IND/DUAL SPT GD8 | M/J FITNESS GRADE 6 M/J TEAM SPORTS GRD7 M/J IND/DUAL SPT GD8 | | M/J FITNESS GRADE 6 M/J TEAM SPORTS GRD7 M/J IND/DUAL SPT GD8 | M/J FITNESS GRADE 6 M/J TEAM SPORTS GRD7 M/J IND/DUAL SPT GD8 | | | | | | | | | |
| Fonges, Anaelle | M/J COMPRE SCI 1 24 | | M/J COMPRE SCI 1 ADV 21 | | M/J COMPRE SCI 1 14 | M/J COMPRE SCI 1 21 | M/J COMPRE SCI 1 21 | | | | | | | | | |
| Frazier-Rumph, Lesuna | M/J COMPRE SCI 1 2 M/J COMPRE SCI 2 1 M/J COMPRE SCI 3 5 | M/J LANG ARTS 1 M/J LANG ARTS 2 M/J LANG ARTS 3 | M/J GRADE 6 MATH M/J GRADE 7 MATH M/J GRADE 8 PRE-ALG | U SKLS. SOC&EMO 6-8 10 M/J US HIST 5 M/J CIVICS 1 M/J WORLD HIST 2 | M/J US HIST 5 M/J CIVICS 1 M/J WORLD HIST 2 | | | | | | | | | | | |
| Fries, Barbara | LANG THRPY: 6-8 0 LANG THRPY: 6-8 8 LANG THRPY: 6-8 0 | LANG THRPY: 6-8 8 LANG THRPY: 6-8 8 | LANG THRPY: 6-8 0 LANG THRPY: 6-8 11 | LANG THRPY: 6-8 16 | LANG THRPY: 6-8 8 LANG THRPY: 6-8 8 | LANG THRPY: 6-8 11 | LANG THRPY: 6-8 0 LANG THRPY: 6-8 10 LANG THRPY: 6-8 10 | | | | | | | | | |
| Handford, Pnyllis | | M/J GRADE 8 PRE-ALG 23 | M/J GRADE 13 PRE-ALG 8 | M/J GRADE 20 PRE-ALG 8 | M/J INTENS MATH (MC) 1 | | PART TIME VIRTUAL MATH (MC) 13 | | | | | | | | | |
| Harris, Remada | M/J LANG ARTS 1 6 | | M/J LANG ARTS 1 7 | | M/J LANG ARTS 11 1 | M/J US HIST 1 M/J CIVICS 7 M/J WORLD HIST 4 | M/J WORLD HIST 1 | | | | | | | | | |
| Heber, Robert | M/J COMPRE SCI 1 4 M/J COMPRE SCI 2 7 M/J COMPRE SCI 3 1 | M/J GRADE 6 MATH M/J GRADE 8 PRE-ALG 10 | M/J GRADE 7 MATH M/J GRADE 7 MATH M/J GRADE 8 PRE-ALG 1 | M/J GRADE 10 MATH 7 | | | M/J GRADE 7 MATH 7 | | | | | | | | | |
| Henderson, Cledy | M/J GRADE 7 MATH 16 | M/J GRADE 7 MATH ADV 16 | M/J GRADE 22 7 MATH 7 | M/J GRADE 25 7 MATH 7 | M/J GRADE 7 MATH 24 | | | | | | | | | | | |
| Hazel, Esther | M/J COMPRE SCI 3 21 | | M/J COMPRE SCI 3 24 | M/J COMPRE SCI 3 ADV 15 | M/J COMPRE SCI 3 23 | M/J COMPRE SCI 3 22 | | | | | | | | | | |
| Hutchinson, Lovell | M/J LANG ARTS 2 4 M/J LANG ARTS 2 7 | M/J LANG ARTS 1 M/J LANG ARTS 2 M/J LANG ARTS 3 | M/J LANG ARTS 5 M/J LANG ARTS 2 7 | | M/J LANG ARTS 9 M/J LANG ARTS 2 2 M/J LANG ARTS 5 2 | M/J LANG ARTS 4 2 | | | | | | | | | | |
| Istes, Duane | M/J LANG ARTS 3 22 | M/J LANG ARTS 3. ADV 26 | | | M/J LANG ARTS 20 3 | M/J LANG ARTS 3 23 | M/J LANG ARTS 3 20 | | | | | | | | | |

AFTERSCHOOL 21
ATTENDANCE
AFTERSCHOOL 38
ATTENDANCE
AFTERSCHOOL 29
ATTENDANCE

| Teacher | PERIOD 01 | PERIOD 02 | PERIOD 03 | PERIOD 04 | PERIOD 05 | PERIOD 06 | PERIOD 07 | PERIOD 08 | PERIOD 09 | PERIOD 10 | PERIOD 11 | PERIOD 12 | PERIOD 13 | PERIOD 14 | Period 40 | Inactive |
|---------------------------|-----------------------------|-------------------------------------|--|------------------------|-------------------------------------|-------------------------|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| Jacobs, Wiechemen | | LAW STUDIES 18 | | M/J AVID 7TH 25 | | M/J AVID 7TH 28 | M/J AVID 8TH 15 | | | | | | | | | |
| Jean Louis, Belonde | M/J CIVICS 24 | M/J CIVICS 22 | M/J CIVICS 26 | M/J CIVICS 26 ADV | M/J CIVICS 24 | | M/J CIVICS 20 | | | | | | | | | |
| Johnson, Anthony | M/J GRADE 8 PRE-ALG 23 | ALG 1 HON M/J INTENS MATH (MC) 16 5 | PART TIME VIRTUAL ALG 1 HON MATH (MC) 0 20 | M/J GRADE 8 PRE-ALG 20 | ALG 1 HON M/J INTENS MATH (MC) 17 3 | | M/J INTENS MATH (MC) 0 | | | | | | | | | |
| Jones, Shakelia | M/J LANG ARTS 3 7 | M/J GRADE 8 PRE-ALG 5 | M/J LANG ARTS 3 | | M/J LANG ARTS 10 3 | M/J LANG ARTS 3 6 | | | | | | | | | | |
| Joyner, Tyra | FUND OF WEB & SOFT SCI 3 23 | | EMERG TECH BUSINESS 4 | FUND OF WEB & SOFT 23 | EMERG TECH BUSINESS 19 | ICT ESSENTIALS & CP 28 | | | | | | | | | | |
| King, Whivita | M/J INTENS READ (MC) 19 | M/J INTENS READ (MC) 24 | | | M/J INTENS READ (MC) 20 | M/J INTENS READ (MC) 23 | M/J INTENS READ (MC) 17 | | | | | | | | | |
| Lee, Reiche | M/J LANG ARTS 2 21 | | M/J LANG ARTS 2, ADV 20 | | M/J LANG ARTS 27 2 | M/J LANG ARTS 2, ADV 19 | M/J LANG ARTS 2 21 | | | | | | | | | |
| Little-Griffiths, Carin | M/J INTENS READ (MC) 13 | M/J INTENS READ (MC) 15 | M/J INTENS READ (MC) 14 | | | M/J INTENS READ (MC) 15 | M/J INTENS READ (MC) 11 | | | | | | | | | |
| Manabeer-Clarke, Desreen | M/J LANG ARTS 1 19 | | M/J LANG ARTS 1, ADV 18 | | M/J LANG ARTS 18 1 | M/J LANG ARTS 1 20 | M/J LANG ARTS 1, ADV 19 | | | | | | | | | |
| McDaniels-Owens, Sophia | | LRNG STR: 6-8 19 | LRNG STR: 6-8 11 | | LRNG STR: 6-8 12 | LRNG STR: 6-8 25 | LRNG STR: 6-8 17 | | | | | | | | | |
| Mendoza Escobar, Patricia | SPANISH 1 21 | | M/J SPANISH ADV 19 | M/J SPANISH BEG 21 | M/J SPANISH BEG 20 | SPANISH 1 25 | | | | | | | | | | |
| Montilla, Magnolia | M/J GRADE 7 MATH 23 | M/J GRADE 7 MATH 25 | M/J GRADE 7 MATH 25 | M/J GRADE 7 MATH 26 | M/J GRADE 7 MATH ADV 27 | | M/J GRADE 7 MATH 25 | | | | | | | | | |
| Moore, Aurelia | M/J LANG ARTS 2 25 | | M/J LANG ARTS 2 28 | | M/J LANG ARTS 23 2 | M/J LANG ARTS 2 24 | M/J LANG ARTS 2 21 | | | | | | | | | |
| Moreland, Lorraine | M/J INTENS READ (MC) 1 | M/J INTENS READ (MC) 0 | M/J INTENS READ (MC) 2 | CRIT THINK ST SKLS 1 | M/J INTENS READ (MC) 1 | M/J INTENS READ (MC) 1 | | | | | | | | | | |
| Murry, Kevin | | U SKLS VISION: 6-8 1 | | | | | U SKLS VISION: 6-8 0 | | | | | | | | | |
| Osborne Wilson, Terry | M/J COMPRE SCI 2 24 | | RESEARCH 1 2 | M/J COMPRE SCI 2 24 | M/J COMPRE SCI 2 23 | M/J COMPRE SCI 2 24 | M/J COMPRE SCI 2 ADV 22 | | | | | | | | | |

| Teacher | PERIOD 01 | PERIOD 02 | PERIOD 03 | PERIOD 04 | PERIOD 05 | PERIOD 06 | PERIOD 07 | PERIOD 08 | PERIOD 09 | PERIOD 10 | PERIOD 11 | PERIOD 12 | PERIOD 13 | PERIOD 14 | Period 40 | Inactive |
|------------------------|-------------------------|--|---|---|-------------------------|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| Peterson, Lavanna | M/J INTENS READ (MC) 14 | M/J INTENS READ (MC) 14 | | | M/J INTENS READ (MC) 18 | M/J INTENS READ (MC) 22 | M/J INTENS READ (MC) 12 | | | | | | | | | |
| Petit-Homme, Rachelle | M/J CIVICS 21 | M/J CIVICS 24 | M/J CIVICS 22 | M/J CIVICS 23 | M/J CIVICS ADV 11 | | M/J LAW STUDIES 18 | | | | | | | | | |
| Pongnon, Isidore | M/J GRADE 8 PRE-ALG 14 | ESOL INTERVENTION 24 | M/J GRADE 6 MATH 12 | M/J GRADE 12 7 MATH 12 | ESOL INTERVENTION 15 | | ESOL INTERVENTION 9 | | | | | | | | | |
| Ramirez, Jessica | M/J INTENS READ (MC) 15 | M/J INTENS READ (MC) 21 | M/J INTENS READ (MC) 8 | | M/J INTENS READ (MC) 13 | M/J INTENS READ (MC) 22 | | | | | | | | | | |
| Rosbrough, Linda | ORIEN MOBILITY: 6-8 1 | | | | | | | | | | | | | | | |
| Scurl, Devon | M/J GRADE 6 MATH 17 | M/J GRADE 6 MATH 22 | | M/J GRADE 18 6 MATH 6 MATH 1 | M/J GRADE 6 MATH ADV 21 | | M/J GRADE 6 MATH 16 | | | | | | | | | |
| Solo, Rosalba | M/J ENGLISH LANG DEV 20 | | M/J ENGLISH LANG DEV 9 | | M/J LANG ARTS 1 ESOL 9 | M/J LANG ARTS 3 ESOL 16 | M/J LANG ARTS 2 ESOL 12 | | | | | | | | | |
| Stewart-Thomas, Marcha | M/J GRADE 6 MATH 8 | M/J INTENS MATH (MC) 12 | M/J INTENS MATH (MC) 16 | M/J INTENS MATH (MC) 10 | M/J GRADE 6 MATH 5 | M/J INTENS MATH (MC) 12 | M/J INTENS MATH (MC) 12 | | | | | | | | | |
| Sutherland, Patrick | M/J COMPRE SCI 2 28 | | M/J COMPRE SCI 2 23 | FUND OF WEB & SOFT 21 | M/J COMPRE SCI 2 26 | M/J COMPRE SCI 2 ADV 21 | M/J COMPRE SCI 2 26 | | | | | | | | | |
| Webber, Tamicka | M/J US HIST 19 | M/J US HIST 17 | M/J US HIST ADV 24 | M/J US HIST 23 | AFRICAN-AMER HIST 14 | | M/J US HIST 21 | | | | | | | | | |
| White, James | | M/J FITNESS GRADE 6 9 M/J TEAM SPORTS GRD7 10 M/J IND/DUAL SPT GD8 8 | M/J FITNESS GRADE 6 8 M/J TEAM SPORTS GRD7 3 M/J IND/DUAL SPT GD8 5 | M/J FITNESS GRADE 6 7 M/J TEAM SPORTS GRD7 13 M/J IND/DUAL SPT GD8 18 | | M/J FITNESS GRADE 6 5 M/J TEAM SPORTS GRD7 14 M/J IND/DUAL SPT GD8 20 | M/J FITNESS GRADE 6 7 M/J TEAM SPORTS GRD7 7 M/J IND/DUAL SPT GD8 10 | | | | | | | | | |
| Williams, Catissa | | M/J INTENS READ (MC) 20 | M/J INTENS READ (MC) 11 | | M/J INTENS READ (MC) 13 | M/J INTENS READ (MC) 25 | M/J INTENS READ (MC) 17 | | | | | | | | | |
| Williams, John | M/J US HIST ADV 28 | M/J US HIST 16 | | M/J US HIST 26 | M/J US HIST 23 | | M/J US HIST 24 | | | | | | | | | |
| Woodson, Bethanie | M/J LANG ARTS 3 17 | M/J LANG ARTS 3 17 | M/J LANG ARTS 3 20 | | M/J LANG ARTS 22 3 | M/J LANG ARTS 3, ADV 21 3 | | | | | | | | | | |
| Worthy, Jamecia | RESEARCH 0 1 | | RESEARCH 20 1 | RESEARCH 20 1 | RESEARCH 1 14 | RESEARCH 1 21 | | | | | | | | | | |
| Young, Valerie | M/J COMPRE SCI 3 23 | | M/J COMPRE SCI 3 23 | PHY SCI HON 27 | | M/J COMPRE SCI 3 21 | M/J COMPRE SCI 3 25 | | | | | | | | | |



Lung Chiu <lung.chiu@palmbeachschools.org>



Lake Shore Middle response FINAL.pdf

1 message

Carl Gibbons <carl.gibbons@palmbeachschools.org>
To: Lung Chiu <lung.chiu@palmbeachschools.org>
Cc: artjohnson357@yahoo.com

Tue, Sep 10, 2019 at 7:48 PM

My official response is below.

 **Lake Shore Middle response FINAL.pdf**
489K



Lung Chiu <lung.chiu@palmbeachschools.org>

response to CASE NO. 19-0004-I

1 message

Jamilah Johnson <jamilah.johnson@palmbeachschools.org>

Wed, Sep 11, 2019 at 10:58 AM

To: Lung Chiu <lung.chiu@palmbeachschools.org>

Cc: Art Johnson <artjohnson357@yahoo.com>

Please see the attached response.

Thank you

--

Mrs. Jamilah Johnson, M.Ed.

Assistant Principal

Indian Pines Elementary School



You can achieve anything you want in life if you have the courage to dream it, the intelligence to make a realistic plan, and the will to see that plan through to the end.

-Sidney A. Friedman

 Lake Shore Middle response FINAL.pdf
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INSPECTOR GENERAL

To: Lung Chiu, PBSO Inspector General, OIG
From: Carl Gibbons & Jamilah Johnson
RE: Response to CASE NO. 19-0004-I
DATE: January 10, 2019

BACKGROUND

The encircled text below summarizes the Palm Beach School District Office of Inspector General (OIG) report completed recently on extra period instructional allocations at Lake Shore Middle School.

SCHOOL CASE NO. 19-0004-I DISTRICT OF PALM BEACH COUNTY OFFICE OF INSPECTOR GENERAL OIG
DRAFT REPORT OF INVESTIGATION Ineligible Extra Period Supplements At Lake Shore Middle School

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INTRODUCTION & SYNOPSIS On February 25, 2019, the Office of Inspector General (OIG) received a complaint referral from the Office of Labor and Relations regarding ineligible use of extra period supplements at Lake Shore Middle School. Specifically, it was alleged that Lake Shore Middle School (LSMS):

1. Principal Carl Gibbons approved supplements for employees that were not eligible to receive extra period supplements.
2. Principal Carl Gibbons falsified and backdated documentation regarding extra period supplements and Assistant Principal Jamilah Johnson falsified documentation regarding extra period supplements.

The OIG investigation substantiated both allegations. The investigative findings as to each allegation will be discussed in detail later in this report

The OIG investigation SUBSTANTIATED the allegation that Dr. Gibbons approved for six employees to receive \$7,018.63 in extra period supplements that were not eligible.

| Employee Name | Job Title | Bargaining Unit |
|--------------------------------|----------------------------|--|
| Hakimah Albritton ³ | Academic Success Tutor | Service Employees International/FL Public Services (SEIU/FPSU) |
| Leola Horton | School Culture Coordinator | Non-bargaining unit |
| Magnolia Montilla | School Culture Coordinator | Non-bargaining unit |
| Lorraine Moreland | School Counselor | Classroom Teachers Association (CTA) |
| Cindy Pedraza | Reading Coach | Classroom Teachers Association (CTA) |
| Samina Saleem | School Counselor | Classroom Teachers Association (CTA) |

Source: PeopleSoft

RESPONSE

Past practices:

Historically, the concentration of high risk students and schools have compelled the Palm Beach School District to employ multiple financial incentive and reward practices. Listed below are a few:

- The Title I budget allocation
- The Glades Supplement
- The \$10,000 supplement for teachers achieving statistically significant student academic gains
- The 'supervising principal' model
- Recruitment supplement for high risk teaching assignments
- Differentiated salaries (i.e. FS 1012.22) for highly effective educators.
- Doubling School Based Administrators' salary complexities for assignment to LSMS.

Unquestionably, no area of the Palm Beach School System exemplifies these practices than the western communities known as the "Glades". The payment of additional finances for high risk schools in the Glades have been used to attract and reward high performing teachers and administrators to work and succeed in the Glades.

Approving supplements for non-eligible employees

Given the array of past practices which have been previously utilized but were not made available to the LSMS leadership in FY19, Gibbons demonstrated initiative and creativity to identify funds to incent staff for duties and effort beyond their job description.

In fact, in an "all hands on deck" 4 or the 6 teachers actually taught students in addition to their assigned job description duties. The remaining two (2) received incentives to work beyond their responsibilities. Perhaps the "letter of the policy" was not followed. But certainly the "spirit" of educational devotion was shining bright!

Falsified and Backdated documentation

The reference to accurately report the extra time given and students taught as "backdating and falsifying" documents is mischaracterization of both the motive and intent of Gibbon's and Johnson's efforts to improve the educational opportunities of their students and reward the educators for their additional efforts over and above their normal duties.

Procedural exceptions vs motive and intent

Mr. Gibbons does recognize that extra period supplements are traditionally given exclusively to classroom teachers. However, the motive and intent were never for personal gain or fraudulent action. Rather the actions of Gibbons was a proactive approach to achieve the goal of increasing student achievement through financial incentives and reward with LSMS support staff. In fact, LSMS increased their State Accountability grade from a double DD (FY17 & FY18) to a C grade in FY19. No small feat, considering the high LSMS staff vacancies. Moreover, the past efforts Gibbons are now only an 'academic issue' since six (5) of the seven (6) stipends were discontinued and repaid when the practice was discovered.

Inspector General Findings:

We appreciate that the Office of Inspector General (OIG) made a finding and offered no consequential recommendation. As such, this case should be focused on a teachable moment. We trust that the Employment Labor Relations Office will focus on motive and intent rather than procedural violations that might suggest administrative and/or disciplinary action.

Misplaced district failure in staffing high risk schools

The OIG investigation identified the misappropriation of extra period supplements to LSMS staff who were not by policy eligible for said extra period supplements. However, the OIG did NOT investigate the failure of the PBSO school district to effectively staff the LSMS with a highly competent faculty and staff to deal with the accountability challenges at LSMS. Fully staffed, it is highly unlikely that Gibbons would have exercised the incentives herein described.

Given the practice by PBSO of employing said incentives, but then discontinuing many of the aforementioned practices at LSMS in FY19, Mr. Gibbons was forced to use creativity and initiative to continue incenting and rewarding educators committed to work at LSMS. The district's failure to hire sufficient and qualified staff for Glades, one of the highest poverty communities in Florida, is the most fundamental failure which this OIG report does not address. Mr. Gibbons should be credited with pursuing alternatives rather than criticism for the same effort.

Ironically, the PBSO district staffing failure at LSMS can best be elucidated with the fact that there were N=5 classroom teacher vacancies* throughout the FY19 school year. At the conclusion of the OIG investigation, the N=5 vacant teaching positions were temporarily filled by either PBSO district staff and or LSMS staff until after the FY19 Florida State Assessment test was given. Then, the resources were removed. Their removal underscores a system wide problem for which there was no easy answer except the creativity and initiative taken by Gibbons.

*LSMS started the FY19 school year with N=9 teaching vacancies which were reduced to N=5 by collapsing classes. Of the N=5 vacancies, N=3 were English Language Arts and N=1 was reading. These key vacancies pose an untenable failure by the district to place the necessary resources at LSMS.

Final thoughts

When dealing with the education of extremely high risk students in a difficult environment, incentives are not only important but absolutely necessary. To be effective, such incentives need to be applied for the right reason, at the right time and in the right amount. That is exactly what LSMS leadership attempted to accomplish with the goal of increasing student achievement. No doubt the students, faculty and staff appreciated their efforts.