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School Board Workshop
February 10, 2009

Student Code of Conduct 2009-2010, Policy 5.8

Staff came before the School Board to discuss Policies 5.8, Code of Student Conduct, 5006, Suspensions and Expulsions and 5.5, Attendance, which are all being aligned to reflect what is in the Code of Student Conduct. All three policies will be brought forward for adoption at the same time.

Policy 5006, Suspension and/or Expulsions, now combine Policy 5006.1, Suspension and/or Expulsions of Students under IDEA, and Policy 5006, Suspension/or Expulsion of Students Under Section 504. This revision includes reformatting for ease of reading and updated language.

Policy 5.5, Attendance, now includes language allowing make up work for high school students who choose to attend the offered Alternative Education Site (AES). If a parent does not call in for excused absences and the student does not attend the site, they will not be able to make up work. Board Members had a discussion and stated they would like parents who wish to keep a student home instead of attending the AES, to have the opportunity to make up work and receive credit or a grade.

Board Member stated students who stay home should be treated the same regarding making up schoolwork. Middle school students are able to make up work, which is a new Florida Statutory requirement, FS 1003.01. This should also be allowed for high school students. The Board Members reached a compromise. Those parents who do not wish to send their student to an AES will sign a form indicating what kind of behavior remedy would occur at the home, which puts the responsibility of the student on the parent. If done, the student would be able to make up work for credit or a grade. Also, a student who is suspended will not be able to attend any extracurricular activities during the suspension period.

The Superintendent did state that the AES provides counseling, monitoring, and helps to modify behavior. Board Members requested that we make sure students are getting the guidance and monitoring and there is a behavior change. Staff is requested to look at the AES and see if it is doing what it needs to do. It is also requested to supply the Board with the number of high school students attending AES. It was suggested that behavior modification should be handled at the school level. Generally speaking, students who are not doing well in school are those that do get in trouble.

Board Members had a further discussion regarding the new Florida Statutory requirement for middle schools being allowed to make up work. At this time Policy 5.5 does not reflect this. Staff will revise this policy to reflect the Florida Statutory requirement, FS 1003.01. It was the opinion of the Board to not hold students back because of unexcused absences.

There is already established a mechanism to alert Principals of unexcused absence repeaters. If a student has several unexcused absences the parent is contacted to find out what the problem is.

The next item discussed, regarding the Student Code of Conduct, printing every two years rather than every year to save dollars. It was also researched whether using CD's would be less costly than printing the book. It was determined that it is more costly using CD's. Board Members suggested having the Code on the browardschools.com website. It was also pointed out that some families do not have access to the internet at home. Board Members recommended that in the start of school information packet, parents receive a form to sign stating they do not have internet access and to send them a hard copy of the Student Code of Conduct. This would cut down on the number of books needed. General Counsel will be consulted to see if this is a possibility.

Board Members requested to include in the Code the phone numbers for family services (211). During these hard times many families are homeless and are in need of community assistance. The Board also suggested that information should be available for families when schools hold an open house.

Board Members were informed of a proposed Florida law that students who are arrested for assault and battery will not return to their school and will be sent to another school.

The material for this presentation is available on the eAgenda February 10, 2009 workshop.

Preschool Programs Updates

The School Board requested last October that staff bring forward an update on all preschool programs in the District and present a proposal for a full day fee based preschool program.

The presentation pointed out the District's Preschool Programs and how they correlate with the State of Florida's vision, Bright Beginnings' goals.

-Early Reading First (ERF) provides pre-literacy skills and individualization to preschool children. The School Board of Broward County, Florida is the only district in Florida to have been awarded the Early Reading First grant from the Department of Education, which focuses on improving preliteracy skills and kindergarten readiness. Early Reading First serves approximately 450 children 3-5 years of age.

-Quality Improvement Supports (QIS) childcare centers that are linked to Differentiated Accountability schools, to align educational outcomes that ensure a smooth transition to kindergarten, and provides teacher mentoring support to child care centers feeding into Differentiated Accountability Schools.

-Florida First Start and Early Head Start implement the Parents as Teachers curriculum focusing on effective interventions through parenting skills and provide home-based services to eligible families with infants and toddlers.

There have been many Bright Beginnings' challenges; one being the Florida House of Representatives recommended preschool budget cuts.

Staff presented the cost to fund a preschool class for 180 days. Staff recommended a model where a parent pays for a full day with a cost of \$190 per week. This model would allow a minimal financial impact to the District. Board Members wanted to know how many students

are needed to fully fund and sustain this preschool model wanting to make sure the District would not have to make up any deficit.

Board Members had concerns for the start up costs for a school. There use to be preschool programs at schools such as Piper High School. Board Member asked staff to look at furniture and supplies that are not being used that could be used for these programs. Staff is requested to review school inventory to see what can be found to help reduce start up costs.

Board Members thought that \$190 per week was expensive for a school opened from 8:00 a.m.-2:00 p.m. and were concerned what the children would do for the rest of the day. Normally a preschool would be opened from 7-6 to accommodate working parents. Staff is requested to look at extending the day from 2-6 with uncertified teachers.

Staff pointed out that there are certified teachers at the VPK where privately run VPK may not have certified teachers. Staff was requested to determine how many privately run VPK do have certified teachers.

Board Members asked how we target families who cannot afford this. There needs to be a way to incorporate readiness. Board Members were cautious to create a have and have not model. Staff is requested to create models that are not fee supported and provide for those families who cannot afford them. Staff is also requested to see if Title I dollars could be used or other alternative funding.

Staff is going to come back and provide the Board with alternative models, which could offset the cost, provides a full day with extended hours, and a sliding scale model. Staff is also requested to explore different funding and how would that impact programs that are using these funds.

Material for this presentation is available on the eAgenda February 10, 2009 workshop.

Policy 6000.1, Student Progression Plan

Staff came before the Board to share areas of discussion from the Policy 6000.1 workgroup.

- Increase in primary promotion requirements.
- NRT replacement.
- Out of state middle school transfers.
- Legislative requirement for promotion from middle school to high school.
- High School grading.
- Grade averaging.
- High school mid-year promotion.
- Promotion criteria for ESE.

Board Members discussed an increase in primary promotion requirements. Teachers feel primary promotion requirements should be increased at kindergarten -2nd grade so 3rd graders are not caught off guard and have to be held back at that grade. Failing the FCAT at 3rd grade does require retention.

Board Members had a discussion regarding the NRT Replacement test. The state discontinued the NRT because of the large cost. The District can still purchase and give the NRT to our students. Staff is requested to give the Board the cost of the NRT, with pros and cons, and investigate alternative assessments that are used in other School Districts to help save money and be the most beneficial test for our students. For purposes of promotion you do not need the

NRT. We do use the ACT, SAT and the student's portfolio for assessment when students fail the FCAT.

Out of state middle school transfers do not have requirements at this time. The District wants to put in policy something that would allow for differences from other states.

Legislative requirements for promotion for middle school to high school. Board Members agree that the rigor must be increased at the middle school level and make middle school more relevant. There has to be a link for students from middle school to high school and that it does matter what you do in middle school. The District would like to eliminate the FCAT requirement for middle school and put the emphasis back on the course work.

High School Grading is being looked at regarding how the mid-term and final are weighted and how grade averaging is done for a full year of courses. The Student Advisor will be a part of the policy 6000.1 high school grading discussion and states this is very necessary and wants to give his support.

For high school mid-year promotion, students would have to take the 10th grade FCAT, not the 9th grade FCAT. Staff would like to bring back data for the board. The District must be careful how students are promoted and the restrictions.

Board Members discussed the promotion criteria for ESE students and they should be retained only once through 8th grade. Also, Board Members want to make sure elementary students are not retained more than once.

There are concerns about middle school students who have taken a computer competency course, which would take care of the high school requirement, but may not count for a high school grade. Board Members agreed students who have taken the course would be grandfathered in for the new high school graduation requirement. Board Members want to make sure that graduating students are ready for the work place and college and that they are proficient in different computer programs, such as Excel and Word, so that they can meet job description requirements, write an introduction letter, resume, and term paper. Staff will come back with further data regarding computer proficiency.

Board Members want to make sure, from middle school to high school, there are classes for computer proficiency and that the basic computer class is available for those students who do not know how to use a computer.

Board Members also want to integrate technology into the curriculum and use different courses as a vehicle to promote computer usage.

The Student Advisor pointed out that taking computer software classes at the high school level is best. A student is able to interpret and use the programs at that age.

Board Members suggested going back to talking about aligning curriculum with technology and computer classes.

Material for this presentation can be found on the eAgenda for the February 10, 2009 workshop.

Budget Update

Capital Budget Revenue Update

Staff came before the School Board to give them an update on the Capital Budget. The previously adopted 5-Year Plan had total budget revenue and financing sources of \$3,005,171. New estimates show a major reduction in revenue for a new year total of \$2,146,257; a reduction of \$858,914. The major reduction in the new estimate is a direct result of the 0.25 mil reduction in capital millage and the projected decline in the property taxable value. The impact of the 0.25 mills on the district educational facilities 5-Year Plan is approximately \$417 million. The district is fighting to restore the millage.

Because of the existing fixed cost expenditures such as, property and casualty insurance premiums, existing facility lease payments, exiting computer and vehicle lease payments and COPS debt service, to name a few, leaves a very small portion of the capital millage for construction and other capital outlay expenditure.

Unfortunately these figures are changing daily, because the state is trying to balance their budget, and in order to do that, will again have to reduce Broward School District's budget and other districts across the State.

Board Members would like to revise the Capital 5-Year Plan to show their constituents, because of the budget cuts from the state, the many school construction projects will have to be rescheduled in latter years or not done at all. There is a net value loss for capital outlay projects of \$417 million in the first year of the plan. Staff is scheduling meetings with the Board Members to discuss what project they will cut so that some of that information would be available for the public and legislature.

Staff will identify projects that meet the four safety and security categories, and if projects do not fall into those categories, they will be moved out into future years.

High School Schedule Realignment Cost Benefit Analysis

Staff came before the Board to give them a better understanding about high school scheduling, the history of different scheduling models since 1990, and the reasons for changing scheduling.

The School District is considering changing the entire district to a seven period schedule. Staff, after doing extensive research, discovered there would be no loss of staff on the change to seven periods. The proposed schedule meets all requirements such as the SACS Accreditation and Florida Statue. Seven period classes have more opportunity to schedule AP courses and more variety of courses.

The biggest reason that the District is considering to go to seven periods is the huge saving of \$34,481,685. The pros and cons were discussed, but because of this huge saving, the pros outweigh the cons. This isn't just one-time dollars, but every year there would be this savings to the School District. Board Members would rather change the scheduling then have to cut art, band, and sports.

Some of the cons discussed were:

- A 50 minutes class is very challenging to teach.
- 50 minute lab classes are challenging.
- Physical Education would be challenging in 50 minutes.
- Teachers would have one more class to teach or 25 more students.

Board Member asked staff to look into a 4-day week for high schools. There would be a further saving for transportation. There are a few schools in the District that would stay in their existing schedules even if the District moved to seven periods. Staff will contact Board Members regarding these situations.

The next step is to speak to the Teachers Union. Although the teacher's contract does allow for schedule change, the School District does want to speak to the Union and teachers to find out what are their feelings. The Board Chair felt that if teachers' workloads were increased they would expect more money. One idea was to offer an incentive to schools to vote to change their scheduling individually. If they choose to change to seven periods, they would receive a financial award. The Board requested staff to come up with some creative ideas as incentives. Most importantly is to do what is best for students. This would be a positive move by the Board.

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Commit 2B Fit

The rise in childhood obesity has been linked to many factors:

- Inactivity. The 3N's, Nickelodeon, Nintendo and Netscape, have all combined to replace active playtime.
- Lack of Physical Education. 92% of elementary school districts in the country have eliminated daily requirement for physical education.
- Diet. Poor eating habits can occur at home or at school. Too much fast food and too many sweets, along with few fruits, and vegetables can result in an overweight child.

Commit 2B Fit is dedicated to affect positive change by encouraging increased physical activity levels and better nutrition by providing a fully integrated school, family and community supported program and to motivate children and families to develop habits that will lead to a healthier longer life.

The Commit 2B Fit aligns with the Florida legislature requirement that each school district shall provide 150 minutes of physical education each week for students in kindergarten through grade 5, which can include nutrition and physical activity.

Commit 2B Fit aligns with the Federal and District Wellness Policy guidelines. Nutrition is integrated into the health education or core curriculum courses. Schools encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

Over the past four years Commit 2B Fit has provided the program to over 84,000 students free of charge saving schools over \$1,680,000. Over 250 physical education and classroom teachers have been trained to implement the Commit 2B Fit program in 120 elementary schools.

The challenge is to raise funding from sponsors to continue this program or schools will have to subsidize additional cost. Board Member Dr. Parks requested that the School Board assist with the needed funding.

Material for this presentation can be found on the eAgenda for the February 10, 2009 workshop.

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