

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

**JAMES F. NOTTER
SUPERINTENDENT**

Telephone (754) 321-2600

Facsimile: (754) 321-2701

**School Board Workshop
March 23, 2010**

Policy 1001, Rule (Policy) Adoption and Rulemaking

Policy 1001 is the policy, which guides all rules (policies) that come before the School Board for approval.

Staff came before the School Board to review the Board Members' recommendations, which were made at the September 29, 2009 Workshop.

The process to review and adopt a rule was discussed. Staff stated that the new process would take four months. The previous process, using the Policy Review Committee, took three months. This is an increase of at least one month to review and adopt a policy.

First, the Superintendent's Senior Administrator will submit the staff sponsored rule draft to the Superintendent. Each proposed rule would be reviewed and discussed by the Superintendent's Senior Administrators and School Board Attorney's Office. Once reviewed, the proposed rule will be placed on the agenda of a School Board Workshop. Recommended changes would be made by the Board Members and, if needed, would go to another Board Workshop for further review. Once the Board was satisfied with the final policy, it would go to an advertised Public Workshop for public input. Staff is requested to clarify in the Guidelines for this policy, that if any changes were made to the rule at the Public Workshop, the added changes would go to the Board for further review at a Board Workshop. It is possible that the rule would go to a second Public Workshop for further public input. Then the rule would go to a Regular School Board meeting for a first reading. Prior to the first reading, an advertisement is made to advise the public that the rule is coming before the Board for approval. If approved, at that point, the rule comes before the Board for a second reading, which is advertised. The second reading would be scheduled at a Regular School Board meeting 28 days after the advertisement is published in the newspaper.

Board Member stated that it was disappointing that the Policy Review Committee was removed and is now being replaced with the new procedure. It was confusing as to when the Public Workshops would be scheduled and thought that the new process was very lengthy, will increase the time a policy can be approved, and will have added costs for advertising.

The Board asked if all policies had to go through this process. General Counsel stated that all policies would go through this process. Board Members thought the process looked good on paper, but the implementation will be the true test.

After the Public Workshop, staff will provide to the Board the outcome of the workshop and public input comments. This process would be difficult if a policy was time sensitive. Staff did ask if there would still have to be a second reading at a Regular School Board

meeting. Board Member responded yes, there would still be a second reading, because she believed that the workshops would not be well attended and is not confident with the new process.

The Board asked how often policies are reviewed. Staff stated that policies must be reviewed every two years per State Statute. Board Members asked that certain policies would need to be reviewed every year due to legislative changes. Staff is requested to add a review date footnote to the end of the policy once reviewed.

The Superintendent stated that many School Districts hire an outside company to review their policies every one to two years. In order to be in compliance with the State Statute, the Superintendent stated that he is looking into finding such a company to review all of the School District's policies to make sure they are up to date with legal language that may have changed.

Policy 1001 is the first policy that will be following the new rule process and will now go to a Public Workshop. Staff is requested that when Policy 1001 comes before the Board for the first reading, the guidelines for this policy and the flowchart of the process will be included.

Policy 1001 can be found on the eAgenda March 23, 2010 workshop.

Policy 5202, Gifts: Solicitation and Receipt

Staff presented the recommended changes made by the Board at the September 29, 2009 workshop for, Policy 5202, Gifts: Solicitation and Receipt.

In the Summary of Changes, Number 2.

-Item II. Prohibited Gifts or Gratuities. Board Member asked who decides if a gift can or cannot be accepted. Does this section provide enough guidance to employees so they would know if they could accept a gift or not? This section does not cover, for example, a fruit basket given to an employee. This area should be further clarified and training provided to give further guidance. It was also requested to add **lobbyist** to this section.

-Item III, Permitted Gifts or Gratuities. Staff was previously requested, at the September 29, 2009 workshop, to clarify the statement, *Teachers or others*. This was changed to *School Staff*.

-Board Member requested that it should say, **School Staff and other employees**.

At today's workshop the Board requested, in the Administrative Procedures, number III, section e.

-Remove **from parents**. Staff is requested to clarify this section as to its intent.

-Staff is requested to further clarify in section e, *School staff are permitted to accept gifts of appreciation*, add, ***from a collective group, such as a team or the PTA, that raised money as a gift of gratuity such as a gift certificate.***

-Section IV. Fund Raising, refers to School Board Policy 6206. Board Member requested staff to review this policy.

Board Members directed that Policy 5202 proceed to a Public Workshop and approval process.

Policy 5202 can be found on the eAgenda March 23, 2010 workshop.

E-Textbooks and Policy 6.5, Textbooks

Staff gave a presentation regarding electronic textbooks and revisions for Policy 6.5, Textbooks.

The presentation began with the question: "Why change the way teachers teach and students learn?"

1. Increase student engagement to improve student achievement.
2. Promote active learning: students create, produce, communicate, collaborate and share.

The 2009 State Statute 1006.28 (1) clarifies the use of digital materials as instructional materials and a School District may use them as a basis for instruction.

In the future, staff will recommend having the flexibility to use instructional material funds to purchase digital devices that contain instructional content. Now students have the option to choose textbooks in print, CD Rom, or online format.

Staff provided a demonstration of three types of digital equipment to use for instruction.

-Kindle 2 – from \$259 - This unit has the ability to download e-textbooks with read only functionality. It has limited interactivity such as, text to speech feature, highlighting, and note taking. The Kindle is able to display most PDF documents. However, it is important to note that password-protected PDF files are not supported. Users can download and transfer Kindle content, personal documents, and MP3 and Audible files from their computers to their Kindles through a USB connection.

-iPod Touch – from \$199 – This unit has the ability to download e-textbooks; WiFi capability; allows for interactivity; and has additional functionality such as, hyperlinking to support content, audio/video playback, recording capabilities, and a touch screen interface.

-Dell Mini Netbook – from \$299 - This unit has the ability to download e-textbooks, both Wifi and Ethernet capabilities, allows for interactivity, hyper linking to support content, audio/video playback, larger screen, and conventional keyboard.

Since April 2004, the Broward School District has shown tremendous support for electronic textbooks and directed staff to go digital. Several instructional initiatives have been produced such as: DETA, providing professional development; BEEP Portals, providing digital content, instructional resources, and lesson plans all on line; Broward Virtual School, online learning for students; Broward Virtual University, online learning for teachers; E-Textbooks; Digital Classrooms, just to mention a few.

The next question is how we get there. It's not the device that is most important; it's the curriculum content and instructional approach that should be our prominent focus. The Broward School District has been a leader in the advancement of technology. The School District is Apple's largest education buyer and has a good reputation with other technology corporations. The School Board should be proud of how they have helped integrate technology into education. Board Member asked the Superintendent to look at applying a piece of the millage to refresh the District's laptops, which are going out of warranty.

The School District will continue to lobby for changes in the instructional material State Statue, to allow for technological curriculum development. Curriculum needs to be adaptable for these electronic devices. Staff is requested to write legislation for this pursuit.

A pilot study will be started to incorporate online curriculum resources and digital devices at schools that already use them. Data will be collected and staff will return to the Board with the outcomes. Staff is requested to supply the Board with a list of schools that will be in the pilot.

There is a tremendous saving in printing costs that can be made using these devices. There have been over 50,000 hits on the School District's E-textbooks website, which shows how popular e-textbooks are to students. Many students take advantage of the online textbooks and accompanying resources, where others would like to keep the hard copy textbook. It is an evolution process, a generation adjustment, moving from one form to the other.

Material for this presentation is available on the eAgenda March 23, 2010 workshop.

Budget Legislative Update

Board Members were brought up to date on Broward Days, held in Tallahassee. Board Members met with several legislators and committees discussing new bills and the State's budget for education. Some of the legislation that is being brought forward are:

- The State is suggesting that the School District pursue a local .25 millage tax.
- There may be more millage reduction. It was reduced last year from 2.0 to 1.50
- Senate Bill 6 - Regarding teacher annual contract. Raises will no longer be determined by years of service. Salary will be based on supervisory evaluation and student scores on FCAT and End of Course tests.
- Senate Bill 4 - Increases requirement for graduation, which will now include: algebra 1, geometry, biology, physics or chemistry with added End of Course exams. The Board Members asked who will pay for the additional certified teachers needed and where will we find them. This is another unfunded mandate. DOE should supply the funding.
- Retirement bill that will affect new hires. School District will have to contribute 1.1 % more towards the retirement fund. Any changes will affect new hires.
- Children Services will be required to have a periodical referendum to make sure the community wants to continue with the services.
- Local Inspector General Integrity position. The School District will have to contribute the largest portion of the funding to this position. Interestingly, the Chair pointed out, the School District was not invited to be a part of the committee, but has to pay the largest portion of the funding. It was an oversight that the School District was not included. The School Board Chair stated that this funding is coming out of our student's mouths. Discussion will continue with the Chair of this delegation regarding this oversight.

The biggest issue is the State's budget. Many school districts are in the same place as Broward, and there are many districts that are in bankruptcy.

There is a job bill, at the Federal level, with a specific section for teachers. Staff is looking at the Federal level for help. The Superintendent pointed out that we have to remember we have been behind in funding for many years, so we are not on the same playing field as with other School Districts.

End of Course Test (EOC)

Staff gave a presentation on the new End of Course Test legislation requirement for further discussion with the Board.

An Algebra I Field Test will be online and will include 13 high schools and 3 centers. All of grade 9 students and grade 10-12 students will be included who are taking Algebra I, Algebra I Honors, Algebra 1B, Integrated Math 2, Applied Math 2 and Pre AICE Math 1.

2010-11 grade 9 students will be required to pass Geometry or the equivalent in addition to Algebra I for graduation. The presentation showed future years and grades and those requirements. Please go to the EOC presentation on the eAgenda March 23, 2010 workshop for further details.

High school students who fail to pass the EOC may receive an "I" or Incomplete in the course until the next administration of the EOC. This concerned the Board because it has been discovered that the "I" in other courses has been given a grade of "F" and has been factored into the student's GPA. Board Member asked when this practice was authorized, and did not think that the Board had authorized this type of grading. Staff is requested to look into this and determine when the Board authorized this practice.

Senate Bill 6 requires districts:

- To have a valid and reliable EOC test for each subject and grade by 2013-14.
- To adopt policies to ensure a standardized and secure test administration.
- Middle School Students will take both the FCAT and the EOC. The EOC score will be banked until high school.
- Middle school students who received Algebra I credit between 2008-2010 that have not taken the grade 10 FCAT Mathematics, must take the Algebra I EOC in 2010-11, Senate Bill 4.
- Grade 10 students in 2010-11 will take the Grade 10 FCAT for graduation and, if enrolled, they will also take the Algebra I EOC.

The biggest concern regarding the new requirements for graduation, is finding the certified teachers for the Biology, Chemistry and Physics classes. Making those classes graduation requirements for all high school students is a huge undertaking and the State is not supplying any funding for the EOC test, the refurbishing of computers to give the tests, and the salaries for the needed teachers in these fields.

Again the state is requiring an unfunded mandate. For Districts who do not meet the State's requirement, 5.5% of the School District funding will be withheld by the State until the School District does meet the requirements.

Staff is requested to supply the Board Members with the total dollar amount that will be needed to meet the State's requirements. The dollar amount will include the cost for designing of a computer security process or purchasing security for computers, cost for refurbishing of computers, cost for creating EOC for every course in the course directory, and cost for employee time. This would be very helpful for the Board to have for their constituents. The course directory will have to be looked at, and perhaps downsized, due to the enormous number of tests that will have to be created.

Board Members have several concerns regarding this new legislation:

- The new legislation will impact teachers' certification. Certification will depend on students' test scores.
- The new legislation will impact and increase the dropout rate. Those who do not pass the EOC will be held back.
- The elementary curriculum will have to be completely changed.

Material for this presentation can be found on the eAgenda March 23, 2010 workshop.

Assessment of Proposed Surplus Sites

At the January 19, 2010 School Board Workshop, the Capital Budget Update projected a shortfall of \$47 million. It was recommended to sell underutilized properties to offset this Capital Budget shortfall.

Recommended sites with maximum potential for surplus/sale were discussed, giving the pros and cons for selling each property in this economic market.

Properties were evaluated to determine if suitable for sale based on the following factors:

- Currently in use.
- Near term use contemplated.
- Marketability.
- Encumbered by long-term lease.
- Encumbered by COPS financing.

After reviewing twenty-one underutilized properties, it was determined the following twelve properties have been identified to have real potential for sale.

Marketable for commercial development:

- Elementary D-1 School Site – Hiatus Road and Broward Boulevard
- Rock Island Acreage – Fort Lauderdale
- North Side ES Parking Lot – Fort Lauderdale
- South Federal Highway Administration Site – Fort Lauderdale
- Davie Elementary School Excess Land – Davie
- South Area Portable Annex – Pembroke Pines – South Area Office would have to relocate.

Marketable for a city park facility:

- North Lauderdale Elementary School Excess Land – N. Lauderdale
- P.A.L. Field Parking – Plantation – Make sure there is still appropriate area to park if sold.
- Wingate Oaks Center Excess Land – Lauderdale
- Griffin Road Site – Davie
- Pembroke Road Site – Pembroke Pines
- Croissant Elementary School Excess Land – Fort Lauderdale – Make sure school has no activities held there.

The advantages if properties were sold would:

- Generate capital funds.
- Reduce property maintenance responsibilities.

A disadvantage to selling these properties during these economic times would be to not receive a good value on the properties.

Staff is requested to bring a Board item to the April 20, 2010 School Board meeting, to declare the following surplussed: Elementary D-1, Rock Island Acreage, North Side ES Parking Lot, South Federal Highway Administration Site, and Davie Elementary School Excess Land. Staff is requested to hold off on the South Area Portable Annex. Relocation of the South Area Office needs to be determined and will be discussed at the May 11, 2010,

Board Workshop. Also staff is requested to wait on the surplus of the six school excess land properties, which are marketable for a city park facility, until conversations have been held with the cities. Staff is requested to inform the Board on those discussions.

Material for this presentation is available on the eAgenda March 23, 2010 workshop.

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