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**School Board Workshop**  
**March 31, 2009**

**Policy 6000.1 Update**

Staff brought forward the School Board Members' recommendation for Policy 6000.1, from the January 10, 2009 workshop, to determine if the draft language met the Board's direction and ultimately final approval at an upcoming School Board meeting.

The School Board directed staff to pursue transitioning from a nationally normed test (SAT-10) to a district-developed test, which would be aligned with the State's next generation standards and would be used to increase the primary promotion criteria. Staff recommended requiring students to have 75% proficiency on this assessment instrument. Other alternative assessments and the portfolio assessments would also help in determining student level of achievement.

This assessment test would get students in alignment with the testing that occurs after 3<sup>rd</sup> grade. Having the School District's own assessment enables gathering that information more readily and helps with the grade transition. The purpose of the assessment test in second grade is to try to mitigate some of the 3<sup>rd</sup> grade pressure. The School District is trying to provide our teachers with a road map so there will be less pressure on the 3<sup>rd</sup> grader.

The SAT is not being used because the State will not pay for the test due to its large cost. Board Members had a discussion about the new assessment test and requested that it would be piloted for one year to gather data to see if this would be a good assessment tool before using it to retain students. Staff is requested to use another assessment tool for this coming year.

It was also requested to make sure schools are teaching what they are testing; to match the teacher to the test. Teachers will be using the teacher-focused calendar to ensure what material has to be covered before the assessment test is given.

Staff presented the new language for Policy 6000.1 for out of state middle school transfer students, which now aligns with the language for high school students who transfer into a Florida school in their junior and senior year. Middle school students, entering a Florida school in 8th grade, will not be required to meet all of the Florida requirements in order to be promoted to 9th grade. The completion of the e-PEP (electronic academic and career plan) will be required to meet the State Statute requirement for promotion.

There was discussion that some teachers are choosing to teach career requirements instead of social studies. It was suggested that guidance counselors teach career requirements. Staff stated that this was being looked at and would get back with that recommendation.

The FCAT is still taken in middle school but is no longer a requirement for promotion to 9th grade. Board Members did want to stress that there is more opportunity available to students by doing well on the FCAT. There is more opportunity for taking electives, advanced placement

courses, and ultimately college. Board Members would like this stressed to Area Offices and all school levels regarding the advantages available to students who do well on the FCAT.

Policy 6000.1 workgroup reviewed several different options regarding high school grading. High school Principals did not support changes in this area. Board Members stated that there is no incentive to do well on the course final examination when it did not help change the final grade. Staff is requested to look at this again.

Grade averaging is required by FS 1003.436 and will be used if a student is failing a grade. This is the averaging of the two grades, which would result in a passing grade and the student meets district policy for class attendance, homework, participation, and other indicators of performance, including a passing grade on the final examination.

High school mid-year promotion was discussed by Policy 6000.1 workgroup. High School Principals agreed that students only be promoted to the next grade after one full school year in the previous grade. Several school districts use this practice and implementation will begin in 2009-10.

Board Members stressed that it is very important to ensure that students have the correct course work to pass the FCAT. Parents need to know how many credits their students need to graduate. This information is available in the virtual counselor and on the report card. The Board requested that each school should check with parents as early as possible, so they are aware what classes their student needs. It was requested that *High School Mid-Year Promotion* be changed to *High School Mid Year Indicator*, in the presentation.

BAT testing is done twice a year. Teachers believe that the BAT test given in December, before Winter Break, is the most important. Students could opt out of the one given in September if they are not at a Differentiated Accountability school. The Board asked there be further discussion on this and the recommendation brought back to the Board.

Board Members agreed to the language for the promotion criteria for ESE students. This language ensures ESE students are retained no more than once in elementary school and that if they meet alternative standards, not be retained in middle school.

Computer competency requirement for high school graduation and the School Board's recommended language was discussed. This allows any student who met the old computer competency requirement prior to the start of the 2009-10 school year to be counted as meeting the requirement for graduation, which includes middle and high school students. This new standard will be initiated for 2010-11 school year. The Board wanted to make sure that this included the current 6th graders. Staff will look into this and get back with the Board.

Staff will bring the final policy to the regular School Board meeting on April 21, 2009 for approval. This will allow for all changes planned for implementation this school year to be adopted prior to the end of the school year. Material for this presentation can be found on the eAgenda for the March 31, 2009 workshop.

### **Technology Advisory Committee**

The Technology Advisory Committee recommends that it is removed from Policy 5306 and made into its own policy in the format of other advisories and the operational procedures be addressed through the committee bylaws. The committee recommends that the size of the committee be limited to 42 members. Previously the larger size advisory has proven to be difficult to manage and resulted in the disengagement of its members.

The advisory will serve as an advisory to the School Board and will provide strategic input, advice, and recommendation regarding technological initiatives and procurements. The advisory will also ensure technology initiatives are aligned with the district's mission and goals and the strategic plan for technology.

It was noted that there was no student advisor in the membership. Board Members agreed that a student advisor, with a strong technological background from one of the technical schools or programs, should be a part of this advisory. The student advisor stated that there are students requesting this position and will pursue finding such a student with the proper background.

The Board noted that there are six school based staff as part of the membership and asked how it will be determined who would be selected. Board Members would like guidelines on how the six school based staff will be selected, such as who is determining who would represent elementary schools, middle schools, high schools, that they are a good representation of the District, and that all levels are represented. The Board also thought that teachers should be on the committee. Teachers who use the technology to teach classes should be on the committee to give their input on how well it works.

Staff stated that people would be added to the membership depending on the projects that were being reviewed. The School Board thought that staff had done a great job streamlining this advisory and membership

Material for this presentation can be found on the eAgenda March 31, 2009 workshop.

### **One Broward**

The One Broward Network is a community partnership dedicated to providing broadband solutions for Broward County using existing resources including existing towers, fiber, and licensed and unlicensed spectrum.

The One Broward network will bridge the digital divide, improve how content and services are delivered, increase safety and security, maximizing existing resources, potential cost savings, and economic development.

Partners in the One Broward network are: Broward County Public Schools, Nova Southeastern University, Florida Atlantic University, Broward College, Broward County Government, Broward County Sheriff's Office, and healthcare providers, Broward Health and Memorial Hospital Districts.

There are enormous benefits for education, such as virtual classrooms, providing digital inclusion, anywhere anytime connectivity, voice video and data, and safety and security by using remote monitoring.

There are also huge benefits for government and healthcare, such as remote security, monitoring real time first responder access, E voter registration, notification of accidents, unsafe road conditions, telemedicine, remote diagnosis and care, and real time communication with public safety during a crisis. The benefits are endless.

There is one message clearly heard throughout the nation, which is the role of the next-generation broadband in economic stimulus. A Beta Strategy Group, LTD., did a white paper on the broadband stimulus rollout model, January 21, 2009. This white paper can be found on the eAgenda March 31, 2009 workshop as an attachment for this presentation.

The One Broward is a shovel ready next generation broadband rollout model for Broward County and is immediately available to the State of Florida and, with the help of the stimulus package, funding can become a reality.

Material for this presentation can be found on the eAgenda March 31, 2009 workshop.

### **Drop Back In Program**

Drop Back In (DBI) is a credit recovery and retrieval program for students who have dropped out of High School or are at risk of dropping out. This program is provided throughout the District at 19 leased off campus sites under a Board approved contract with Alternatives Unlimited. The budget for 2008-09 is approximately \$5.6 million. \$4.2 million comes from FTE funds, which supplement this program. There are over 1000 students currently enrolled with 200 students currently scheduled to graduate in 2009.

The Superintendent requested, that beginning with the 2009-10 school year, the Drop Back In Program operate under the administration and supervision of our Alternative High Schools. The goal is to recapture all currently enrolled Drop Back In students not graduating in 2009. The use of School Board sites will be maximized wherever possible and off campus lease sites will be evaluated annually for cost effectiveness. Students will be encouraged to attend one of the four Alternative High School campus locations wherever possible. Programs are located strategically throughout Broward County and are offered during day and evening. Students will be able to move easily throughout the district to accommodate their personal schedules in order to earn high school diplomas and to transition to technical programs for those seeking job training. Off campus learning centers provide students with portability of course work, using the APEX Learning System, between on campus and off campus locations. Grade reporting is through the use of the Pinnacle Gradebook system, which provides consistency in grade reporting.

The off campus leaning centers will be under the administration and supervision of Hallandale Adult and Community Center. A very creative and innovative informational campaign and student recruiting plan has been developed in order to recapture the existing DBI students into the off campus learning centers and the Alternative High School campuses. This new Drop Back In model will be a cost saving to the school district and will help our young students to get on the pathway to graduating and a career.

This program will move forward with full implementation and staff will provide the Board Members with further information as the marketing plan goes forward regarding site locations and registration details.

Material for this presentation can be found on the eAgenda March 31, 2009 workshop.

### **Four-Day Work Week**

Staff came before the Board with a proposal to go to a mandated 4-day work-week for the summer of 2009. 2007 and 2008 had a voluntary 4-day work week with great success. The District was open five days with rotating or staggered schedules. Cost savings would be maximized by a common 4-day schedule with flexible scheduling for employer and employees. The most positive comment, employees had time off without losing time from work to tend to personal matters while district operational needs were met. The non-work day for this 4-day work week proposal is Friday.

All locations will be closed on Friday except year round schools, technical and community schools, adult centers, some members in support departments such as maintenance, food service and summer programs with partial openings.

There was a concern regarding ESE students who need special equipment and these sites will remain open. The downside to the programs is working a longer day, which can make it difficult to find childcare or elder care.

This is a cost saving strategy with potential energy savings of \$500,000 to \$1million. Other cost savings will be found once the program goes forward. This is the first time that the 4-day work week, with a common day off, has been done in this District.

The 4-Day week will be a 10-week period of time beginning Sunday, June 7 and ending Saturday August 15, 2009. Standard operational hours will be 8:00 a.m.-5:00 p.m., with staggered work hours from 7:00 a.m.-6:30 p.m. There will be guidelines for implementation. Because of the July 4th holiday, the week of June 29th through July 3rd will be a traditional work hour week.

Board Members agreed to go forward with this proposal. The Superintendent stated that if the budget cuts from the state are not as severe as they expected this proposal would be reconsidered. In order to save dollars every option is being looked at that will not affect students.

Materials for this topic are available on the eAgenda March 31, 2009 workshop.

### **Process for Prioritization of Capital Projects**

Staff came before the Board to discuss the process for prioritizing capital projects in the 5-year plan. Legislature has reduced capital outlay millage by 0.25 mills and there has been a significant decline in taxable values. This represents a \$1.4 billion reduction in the capital outlay revenue over the next 5 years. Due to this reduction in funding, projects planned in the next 5 years will have to be reviewed and prioritized.

There are existing prioritization benchmarks established by the State Requirements for Educational Facilities (SRF). These benchmarks are safety, American with Disabilities Act Compliance, Indoor Air Quality, and remodeling renovations and maintenance of existing facilities such as building asset preservation. There are contractual obligations, such as payment for Certificates of Participation (COPs), technology leases, and building leases. There are also life cycle replacements, such as technology and vehicles.

Board Members and staff will have to determine which capital projects in the 5-year plan fit into these categories. Staff will develop a list of recommended projects and will meet with Board members individually to review the comprehensive recommendations.

The Facilities Task Force and the Diversity Committee will meet in a joint meeting to be updated on this situation and gather their input. Final recommendations will be brought to the Board at the May 26, 2009 workshop.

The material for this presentation can be found on the eAgenda March 31, 2009 workshop.

JFN:jd