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**School Board Workshop
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Policy 1.5, Lack of Textbooks & Citizens Concerned About Our Children (CCC) Report

At the May 27, 2008 workshop, Board Members requested that staff include in the draft of Policy 1.5, a clear definition of equity and to look at making some changes regarding the organizational structure of the committee's roles and responsibilities.

Staff came before the Board to review the added equity statement to Policy 1.5. The Preamble, School Board Belief Statement, Committee Function - Introductions, and throughout the policy, have been modified to include equity statements and definitions.

Also reviewed were the Diversity subcommittees that would be looking at equity and diversity issues.

The Chair requested that a matrix be made of all of the subcommittees, which would include the name, function, and membership of each subcommittee. Staff will complete this matrix and send it to the Board Members so they have a better understanding of what the subcommittees do. Board Members requested that their appointments serving on subcommittees keep them current on what is occurring on that particular subcommittee.

An annual calendar has been developed to bring forward the Diversity Committee's yearly events. These items were always done, but now with the new calendar, these events will have a specific timeline.

Board Members discussed a recent meeting with the Facilities Task Force and the Diversity Committee. There were some complaints from Facilities Task Force members and one Diversity Committee member that this meeting did not go as expected. It was suggested that the Chairs of these two committees get together before the next joint meeting to discuss (1) the agenda and (2) each group's expectations of the meeting.

The different subcommittees were discussed and it was requested that the Extracurricular Subcommittee look at girls' sports. Board Member had received some emails saying girls' sports were being cut because of the budget. Staff clarified that this is not the case. The Board requested that PE classes and Title IX be looked at to make sure there is no reduction in girls' sports or participation. Board Members were also concerned about the responsibilities of the Diversity Committee and thought that they should not just be concerned with the Citizens Concerned About Our Children (CCC) Report, but should also include what goes on during school. Staff stated issues in the District's Educational Equity Act Plan for the State can also be examined by the Diversity Committee.

The Board directed the Diversity Committee to be more involved in the process of reviewing policies. With the redevelopment of the Policy Review Committee, it is important that the Diversity Committee is a part of this process and review policies that are coming before the

Board to give them feedback before they are to vote on them. Staff is requested to make sure that the Diversity Committee is a part of this process. It was suggested that a Policy Subcommittee be established on the Diversity Committee.

Staff was directed to add "sexual orientation and gender identity and expression" to the definition of diversity when Policy 1.5 is revised to be consistent with the School Board non-discrimination statement.

Board Members had a question about the Diversity Committee's involvement in the graduation rate and dropout prevention. They also asked if the committee was aware of the Organizational Chart change involving the Dropout Prevention department and its realignment. Board Members wanted to make sure that there is a point person on the Graduation Task Force. Staff informed the Board that they have been extremely careful making sure nothing is falling through the cracks in this realignment of staff from the Dropout Prevention Department, keeping track of who is doing what, and who is responsible. Once the realignment is initialized, staff will inform the Board as to what is going on with the Dropout Prevention Program.

There was a concern that two groups, Teen Parents and Juvenile Justice students, may not fall into the category of level 1 and 2 students, those who make up the larger percentage of dropout students. Because of other circumstances, such as these difficult economic times, higher levels of students could also drop out and fall through the cracks. The Board wants to make sure that with the realignment of Dropout Prevention no services are lost.

Staff then gave the Board a look at the newly developed CCC Online Report Tool. This new tool will give the Diversity Committee real time information regarding textbooks and other indicators to make sure we are in compliance and will give staff supporting documentation. Action plans can be implemented quicker for those indicators that are not in compliance. This new reporting tool is something the Board has requested and now has.

Staff then gave an update on the status of the textbook tracking system that Board Members had previously requested, which would better manage its instructional materials and provide information regarding the issuance of textbooks to students while identifying material needs. Due to the current budget situation, a lower cost tracking system was developed earlier this year, which improves the current level of accountability.

In March 2009, textbook coordinators at all schools were requested to complete an on line instructional materials survey for core subject classes. This data was collected in an effort to outline the progress in response to the CCC agreement. The textbook counts provided the quantities of materials assigned to students, not necessarily total quantities on hand.

This process will incorporate the end of the year physical inventory with information on the upcoming school year course offerings and projected enrollment to identify gaps of instructional materials. These gaps will then be addressed prior to the beginning of the new school year. Materials will be redistributed or purchased to address the anticipated gaps prior to the start of the 2009-10 school year. The new process will obtain the necessary information for compliance reporting and minimize the impact to school resources through additional surveys. The report will be run again after the 10-day enrollment counts to ensure there are sufficient instructional materials for the actual enrollment.

Board Members were happy that there is a process in place to ensure instructional materials for all students. There was a question about Advanced Placement textbooks and staff is requested to make sure there are sufficient materials for those classes, especially since it is the goal of the

Board to increase student enrollment in AP classes. Board Members also wanted to make sure that K-2 students have the proper workbooks for the classes, which need them.

Board Members requested there be a permission form sent home to parents regarding the use of on-line textbooks for students instead of a hard copy. A hard copy is still needed for the classroom. There is a flyer that schools are distributing regarding the online textbooks. Board Member stated that all Principals are not getting this information out to parents and requested they do a better job.

Another concern was the funds for textbook replacements being used properly and not put back into the school fund for other purposes. Staff will make sure that the proper process is being followed regarding this funding.

The last item on the agenda for the Diversity Committee presentation was 2007-2008 Citizens Concerned About Our Children (CCC) Report. The annual report is required as part of the settlement of the 1995 lawsuit filed by CCC. This annual report incorporates a review of the Superintendent's Annual Status Report to the School Board and community on the implementation and terms of the CCC Settlement Agreement.

This report refers to nine Conditions and Indicators of which the School District is rated in its compliance. In the spirit of the CCC Agreement, there should be equity across all schools in order for an indicator to be "Met." If an indicator is not "Met," it is not in compliance

This report and the Superintendent's report states that the School District is not 100% in compliance. The Board Members had a discussion regarding the definition for being 100% in "compliance" and agreed that being 100% in compliance is not attainable. In regards to textbooks, they would all have to be set out on desks in July and no one could touch them. At that point we would be in compliance. Once school starts that would all change.

The Diversity Committee Chair and Vice Chair stated it is the Board that has set the benchmarks and should go back to the table to reset these benchmarks with an attainable percentage, such as 90%-95% in compliance. The Board will work with the legal department and the Diversity Committee to come up with a new compliance percentage.

Due to the budget cuts, media centers do not have the funds to buy textbooks. The School District is in compliance with ADA facilities, but there is no funding at this time for any new renovations. It was suggested to freeze the CCC Report, showing where we are today, for two years until the budget crisis is over and the proper funding is available.

The Student Advisor noted that the extra curricular activities have declined over the years. Staff will look into that and find out what is being offered at each school. A Principal's leadership in a school is a prime component of what a school offers for extra curricular activities. Board Members asked staff to review the extra curricular list and stated that a school should not be penalized if they did not have a club that is on the list. The list should be because of demand or interest of students and not prescriptive.

In June 2008, the School Board approved the Diversity Committee's request to suspend site visits for the 2008-2009 school year, in order to revise the Site Visitation Instrument and write the 2007-2008 Site Visitation Report. The site visit survey instrument is being revised and school visits will resume next school year. Once the instrument is completed and reviewed by the Executive Leadership Team, staff will bring to the Board for their review.

Board Members thanked the Chair and members of the Diversity Committee for their continued dedication for the students of this School District.

All materials presented today for the Diversity Committee can be found on the eAgenda May 26, 2009 Workshop.

School Social Workers & Student Academic Achievement

The School Social Work and Attendance Department provide mental health services, formal psychological assessments, crisis intervention, counseling and non attendance and truancy interventions, to support students and their families in Broward County Public Schools.

The goal of School Social Workers Services is to make sure that all students' needs are met so they can learn and the level of services is consistent across the School District.

A concern of the Board is when the area offices are realigned into three areas that students will continue to receive the same services. The Board was assured that the area offices are very sensitive to this and are making sure that the level of services will continue.

Staff went over all the area services and discussed the recent issue of the "new homeless families." These are families that are going through hard economic times due to the financial crisis in Broward County and the State. Social Workers are extremely busy with these families helping them access local services for help. The impact of the current economic downturn has led to many more referrals and needed help for families. There has also been an increase of child abuse, neglect and school violence. This has brought about a need for more social services, parent education and training.

The current ratio of Social Workers to students in Broward County is 1 to 2,600 students. The ideal ratio would be 1 to 700 students. Fortunately, Broward County Public Schools has many partnerships with the County, who help provide services.

The School Social Work and Attendance Department will be focusing on wellness, parental engagement and community involvement. Services this year have been beyond invaluable during this economic crisis.

School Social Workers work closely with the new Drop Back In program and community schools helping steer students, who need credits to graduate, to stay in an educational environment.

Board Members expressed to staff the great effort that has been made by Social Workers, bringing everyone together by looking at the whole child and providing the many services for students. The Board asked if there is a way to start a dialogue in the classroom to get kids to open up about a family crisis and not be so isolated. Staff will be training teachers about indicators that might be showing there may be a problem, such as over activity, which could be a sign of depression or a student being very quiet. The Board also asked about military families and if there is a mechanism to identify those students. There is a military notification and a way to contact this group of students.

Staff was requested to look into how the school district can help in getting parents vaccinated. There are many families coming into this area from foreign countries. The children have to be vaccinated before they can attend school but the adults who come into our school are not vaccinated and could be carriers of different diseases.

Social Workers are the lifeline in this economic crisis and the Board expressed their appreciation. Material for this presentation can be found on the eAgenda May 26, 2009 workshop.

Community Schools

"Broward Community Schools are dedicated to providing our diverse community of learners with lifelong learning opportunities." This is the mission statement of Broward County's community schools.

Community schools were created through a formal approval process that involved individual cities and schools. At one time the State Community Education Grant required that communities establish matching funds to support these schools.

In the year 2000, the State of Florida started the new funding requirement, which was based on student performance. This requirement increased the challenges to our community schools in meeting the required level of performance for funding.

There became the need to adopt a new organizational model for community schools to improve program efficiency and effectiveness. A district wide committee was formed to study the reorganization of the community schools.

Before, community schools competed among each other in instructional programming. Now community schools have a common mission and vision. The 19 Broward Community Schools were reorganized into two schools, Community School North and Community School South, which occurred as a result of the need to address four major issues: the silo effect, lack of a shared vision, duplication of services, and lack of standardization, which all threatened the maximum use of workforce education funds and services to students. Community School Principals report to the North Central Area office and strategically plan for the improvement and growth of all community campuses.

Under the direction of the two Community Schools there are 18 campus locations and 20 off campus locations reaching out into the community. There is a huge array of adult programs offerings from adult reading, GED preparation, literacy programs, English for Speakers of Other Languages, workforce development, lifelong learning programs, arts and crafts, business finance & law, the list goes on and on. There are more than 550 class titles offered per term with a total of 38,270 enrollment. A new location that staff is interested in for a community campus is the Cypress Bay Annex. Board Member asked staff to make an appointment for further discussion. It was asked why schools that have the largest dropout rates do not have community schools at their locations. Staff explained that locations are limited and need to be centralized. Staff is requested to supply the Board with a list of high schools and their dropout numbers.

Programs are offered during the summer. Board Member would like more advertising done at the school level through PTA, Advisory groups, and newsstands so students and parents are aware of summer programs being offered. Summer programs could also be an opportunity for teachers to offer a class that they are interested in such as jewelry making.

Another wonderful program is the Apprenticeship program, which combines classroom training with on the job training. There are now 4,000 students enrolled. There are 15 different trade programs, mainly in the construction area, and now there is elevator training. Adults can apply, but must be employed in the field of the program. Board Members thought that this program is not promoted enough and needs to be marketed more. This program could keep students in

schools and improve our graduation rate. The Apprenticeship program makes more sense now than ever, because even with a college degree is not guaranteed a job. This program offers a different path for students.

Board Member asked if ESE students are being linked to community schools so they can go back to get their GED. There should be an outreach to ESE students. They do receive a formal certificate of completion. They may not pass the FCAT, but may be able to pass the GED.

It was suggested that other avenues should be provided for enrollment, other than on-line, by utilizing popular community locations, such as grocery stores, hospitals and libraries, where brochures and flyers could be left.

Broward Community Schools has a website, browardcommunityschools.com, where information about community schools can be accessed. Material for this presentation can be found on the eAgenda May 26, 2009 workshop.

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