

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

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**School Board Workshop
September 22, 2009**

School Board Members' Head Start Training

Dr. Charles W. Woodard, Grantee Performance Support Specialist, came before the Board to provide the School Board with the appropriate technical assistance to ensure the understanding of Head Start information and facilitate effective participation in program governance.

The agenda for this discussion included:

- General role of the Governing Board
- Composition of the Governing Board
- Additional Members/Exceptions
- Conflict of Interest
- Responsibilities
- Impasse
- OHS Monitoring
- Contact Information

The General Role: The Governing Body shall have legal and fiscal responsibility for the Head Start Agency. The Governing Body is the School Board of Broward County, Florida.

The composition of the Governing Body was discussed.

- Not less than 1 member shall have a background and expertise in fiscal management or accounting.
- Not less than 1 member shall have a background and expertise in early childhood education and development.
- Not less than 1 member shall be a licensed attorney familiar with issues that come before the Governing Body.

Additional Members to the Governing Body should reflect the community to be served and include parents of children who are currently or were formerly enrolled in Head Start programs, with expertise in education business administration or community affairs. The exceptions were discussed and can be found in the presentation material on the eAgenda September 22, 2009 workshop.

The Governing Body shall have the responsibility for administering and overseeing programs, adopting practices, ensuring compliance with Federal laws, establishing procedures and criteria for enrollment of children, reviewing and approving all major policies of the agency, approving financial management, accounting and reporting policies, to name a few. Impasse policies were also discussed. The Governing body does have these policies in place.

The Governing Body has designated School Board Vice Chair, Jennifer Leonard Gottlieb, as the Head Start monitoring person. This includes monitoring program information reports, procedures for selecting policy council members, criteria and procedures for enrolling children, reviewing

all applications for funding, and ensuring compliance with the applicable laws and regulations. It was suggested by Dr. Woodard to have a back up person, if Mrs. Gottlieb was not available.

The Reauthorization law of 2007 will be modified. In the future, Governing Bodies of Head Start will compete for the grant, which supplies the funding for the program. Until this time, Head Start programs meeting certain criteria, received the grant automatically. At this time there is no guidance or regulation regarding this major change in the way the Federal agency will be operated. This will be further clarified once these details are known.

This was one of several workshops to train School Board Members on Head Start and their responsibilities. The next Head Start training session is scheduled for January 19, 2010.

Material for this topic is available on the eAgenda September 22nd workshop.

Policy 5.8, Student Code of Conduct

Staff came before the School Board with their first review of the Student Code of Conduct this school year. The Code was adopted for two years, 2009-2011, and was reformatted for clarity, age appropriateness and ease of reading. This new format is getting great reviews. There are videos for elementary and secondary students, which are required viewing for all students. Sexting was addressed in the secondary video and K-12 Code of Conduct Teachers Guide to make everyone aware of the severe consequences regarding this practice.

There have been some new legislative changes. Senate Bill 1540, Zero Tolerance, was discussed. This new bill amends Florida Statute 1006.13 and requires School Districts to:

- Define criteria for reporting acts to law enforcement. *This reporting is based on Florida statute 100613.*
- Define acts that pose a serious threat to school safety. *Consequence outlined in the District Discipline Matrix has been adjusted in accordance with FS 1006.1.*
- Define petty acts of misconduct. *Consequence outlined in the District Discipline Matrix has been adjusted in accordance with FS 1006.13.*
- Minimize the victimization of students, staff, or volunteers. *This will be tracked through the bullying policy.*
- Establish a procedure that each student has the opportunity to appeal disciplinary action. *This is outlined in the Student Code of Conduct.*

Board Members thought there were some severe disciplinary actions taken on events that were not severe. Each student situation must be looked at individually to make sure the appropriate disciplinary action fits the situation. It is the Area Office that determines whether a student should be expelled or suspended.

Student ID's are recommended to increase student safety. Board Members recommended having multi purpose ID's to identify students of that school, to use in the cafeteria, or identify students for bus transportation. Staff is requested to look into the cost of ID badges for all secondary students. It was pointed out that many schools already have ID badges and have found dollars in the budget to do this. Area Offices are asked to find out which schools already have badges and how they are budgeted. Wearing a badge does identify a student of a particular school and anyone without one on the school campus would be questioned. This would keep a school campus safer. Staff is also requested to look into thumbprints as a way of identifying students.

To reduce printing cost of the Student Code of Conduct, staff asked the Board if advertising in the Code would be something they would consider. The committee will be looking into that and will report back to the Board on their recommendation.

Board Members suggested that at the beginning of school parents could be asked to give their email addresses and if they would like to receive the Code via email. This would cut down on the number of copies that would need to be printed.

Also discussed were sexting and the severe consequences. General Counsel has been going out to high schools to explain to students the new law and what would happen to them when caught. It was also explained to students the consequences of posting to Face Book or My Space. College admissions are now looking at posting on these sites and could keep a student's application from being accepted. Also, businesses are looking at these sites regarding job applicants and their professional ethics.

Every year there is more information added to the Code. Board Members asked staff to go back through the follow-ups to see if they have captured all their recommendations for the Code.

Staff will return for further discussion of the Code of Conduct at the February 9, 2010 workshop.

Material for this presentation can be found on the eAgenda, September 22, 2009 workshop.

Revised Policy 1403, Accountability/School Improvement

Policy 1403, Accountability/School Improvement will be aligned to Differentiated Accountability (DA) and defines the required involvement of parents through the School Advisory Council (SAC).

The State requires the composition of SAC to be 51% non -School Board of Broward County, Florida (SBBC) employees. This State requirement has been 100% met by Broward Public Schools.

The State requires a quorum of 51% of SAC members, which must be present for any official vote. The quorum composition is not defined in State law. 80% of all schools met this requirement for 100% of their meetings.

On March 4, 2008, the definition of a quorum for the School Advisory Council was changed by the School Board to exceed state requirements. For a quorum 51% of SAC members must be present and of those present, the quorum must be 51% non-SBBC employees.

88% of all 1336 district-wide SAC meetings met the State's criteria for a quorum. 49% of all 1336 district-wide SAC meeting met SBBC new definition for a quorum.

General Counsel stated that Broward's new definition for a quorum would limit the ability of SACs to conduct the business that is their statutory responsibility; therefore, the establishment of more stringent criteria for a quorum may violate the intent of state statute. It was requested that further research be done on this point to determine if the new SBBC definition for a quorum was valid. General Counsel will get back with the Board on this determination.

The Board and staff discussed the factors that impact SAC participation and asked if it was the time of the SAC meeting which impacted the percent of non-employee participation, the percent of employee participation, or student participation at high schools? The question was also asked as to whether after one year of implementation, if the new definition of a quorum led to increased parent community participation

There is still a lot of work to be done regarding non-school employee participation on SAC committees. Board Members suggested that at the first meeting of SAF to ask parents to participate in SAC. It was also suggested to poll parents at the start of school regarding what time would be appropriate for them to attend the SAC meetings. Board Members requested staff to break down the SAC meeting times to elementary, middle, and high schools. Perhaps showing parents the times when other SAC meetings are held would help them find the appropriate time.

There was further discussion by the Board regarding the quorum requirement. Since the duty of the SAC is to give input to the School's Improvement Plan and the school's budget, having parents who are not employees of the school district would give a different opinion than an employee of the School District, such as a teacher. A teacher would look at the School Improvement Plan and budget with the eyes of a teacher rather than a parent who never worked for the School District. Board Members thought that an employee of a particular school should not be considered a parent of that school's SAC membership, but an employee from another school should be able to participate as a parent on SAC.

It was brought out in the discussion that parents do not realize the responsibility of being a member on SAC. It was also stated that some schools might not be setting up SAC to vote on the school's budget and School Improvement Plan, as the state requires. It was suggested to market SAC so that parents will want to join and have a public relations message at the beginning of the year asking, "Would you like to be a part of the School Improvement Plan? Join your school's SAC committee." "Would you like to help make decisions on your school's budget? Join your school's SAC committee." It was also suggested that a SAC agenda template be done so the School Improvement Plan and the school budget would be discussed.

Staff is requested to implement a plan to increase parents' voices and provide proper training for Principals on State requirements.

Board Members do not like the new voting composition of a SAC committee and feel that parents have the wrong impression on their voting rights. They feel it is too restrictive and that not all members will have their vote count. Board Members felt that if their vote did not count they would not feel involved and would not want to attend. Staff is requested in their marketing strategy to explain voting procedures so parents will understand.

Board Members also stated that SAC members should be treated like School Board representatives. If a representative misses more than 2 meetings they are sent a memo and are removed from the committee. If a SAC member misses more than 2 meetings the Principal will send a memo that they are removed from SAC. This gives the Principal the opportunity to find another parent to join SAC, who will be there to participate.

There was discussion regarding which law supercedes which law. Which government programs supercedes the other? Board Members asked how much flexibility the SIT/SAC actually has; for example, software that was bought for a Title I school and DA says you cannot use it. There is a conflict between DA and SIT/SAC. What happens when SIT/SAC wants to do something but DA does not allow it? Staff will work with legal on the language and the duties of both DA and Policy 1403 to determine how much flexibility SIT/SAC actually has.

Staff is requested to bring this topic back to a workshop for further discussion. Material for this topic can be found on the eAgenda September 22, 2009 workshop.

Innovative Programs Part II

Staff came before the Board to continue the discussion regarding Innovative Programs, the status of Magnet Programs and the alignment of Policy 5004, Magnet Programs; Policy 5003, Nova Schools; and Policy 5001, Reassignments. The policies govern student enrollment and parental options. It is desired to create a unified Innovative Programs Policy.

Innovative programs are schools that provide unique or thematic instruction to attract and maintain home boundary student enrollment. There is no student application for an innovative program. If reassigned to the school, transportation will not be provided.

There is a difference between a Magnet Program and an Innovative Program. Magnet Programs attract students to under-enrolled schools. An Innovative Program attracts only students living within the boundary to help keep students at their home school. Magnet schools that no longer need to increase their enrolment are transitioned into Innovative Programs and Magnet funding is reduced annually. Magnet schools that still need out of boundary students for their enrollment remain Magnet Programs. Magnet Programs do provide transportation and enrollment is by application.

Board Members discussed schools that no longer need Magnet Programs to increase their enrollment and should be transitioned into an Innovative Program school. Schools discussed are Country Hills, Eagle Ridge elementary schools and Sawgrass Springs and Lyons Creek middle schools. A timeline should be implemented regarding when a school should be transitioned to an Innovative Program.

Magnet Programs have been a huge success and there are programs that should be replicated throughout the School District such as: the International Baccalaureate program (IB) and the Montessori program.

The ultimate goal is to have elementary, middle and high school feeder patterns of the above-mentioned Magnet Programs. Staff asked the Board for suggestions of schools to complete the feeder patterns throughout the District.

Norcrest Elementary was suggested for the IB program, which would feed into Deerfield Beach Middle and Deerfield Beach High IB schools. AC Perry Elementary was suggested for the south area IB program and would feed into Perry Middle and then Miramar High IB program. In the central area Wilton Manors Elementary and Plantation High have IB programs. Board Members suggested Plantation Middle for the middle school IB program.

Silver Lakes and Margate Middle are also under-enrolled schools and the Board suggested that they are perfect candidates for the IB program in the future. They could feed into Boyd Anderson High School, which has an IB program and would help increase its enrollment.

Board Members also suggested replicating the Montessori program, which is at Virginia Shuman Young Elementary and Sunrise Middle in the central area, and at the new K-8 school (Elementary C) in the south area.

Board Members also want to replicate Early College/College Academy. The courses translate into college credits and help reduce the cost to family's first year college expenses. Broward County has had this program for 20 years and is a great success story. A better job of marketing should be done to let families know about Early College. College Academy provides an alternative atmosphere for students not interested in traditional high school. Only 146 students are accepted due to funding. Students will have a free AA degree upon high school graduation.

Board Members asked how the funding could be increased for the College Academy program or dual enrollment? Staff will get that information. Staff is also researching students' opportunity to receive upon graduation an AS degree. Broward Virtual School is starting the dual enrollment program this year.

Another highly successful program is the Teacher Academy Program. Students graduate with scholarship to go to local colleges to become teachers who will return to the Broward School District to teach. 99 students will graduate this year with scholarships.

Pre-medical/Wellness was suggested as a possible Magnet Program for Lauderhill Middle School. Also a Pre Law program was requested for the southwest area schools - space permitting, an aviation program for Apollo Middle, a dual language magnet school, and a KIPP program were suggested for research. It was also suggested that Arthur Ashe Middle needs more marketing for the program at their school. Staff will look into the suggestions from the School Board Members.

Staff informed the School Board Members that Magnet Programs would be greatly impacted this year because of the loss of lottery dollars by the State.

Due to the severe budget loss, consolidating some of the District's schools due to under-enrollment will be a future discussion. Also in question is the cafeteria renovation at Pompano Middle.

Staff has been directed to proceed with Board direction on magnet and innovative programs for the 2010-2011 school year. Material for this item can be found on the eAgenda September 22, 2009 workshop.

Professional Standards & Special Investigative Unit (SIU)

Staff presented an overview of the Professional Standards & SIU department. The Professional Standards and the Special Investigative Unit is a service-oriented department that provides guidance to all stakeholders to ensure that there is fair and equitable treatment to all with the belief that a safe and secure environment is a requisite to teaching and learning. The standard that forms the basis for recommendations include: the Florida Code of Ethics and Principles of the Education Progression, the Florida Statutes, School Board Policy 4.9, Disciplinary Guidelines, and applicable collective bargaining agreements.

Professional Standards monitors the integrity of the District's workforce by ensuring compliance with District and State standards.

Special Investigative Unit (SIU) ensures schools are safe, secure and are a peaceful learning environment for all students and staff and serves as a liaison between law enforcement and community agencies that have a mutual interest for the safety and security of the District.

The major functions of these two units are security clearance compliance with the District hiring guidelines, compliance with the Jessica Lunsford Act, school security camera/alarm monitoring, and security throughout the District with security personnel.

Personnel includes Investigators who are certified Florida Law Enforcement; authorized to carry a firearm; have a minimum of eight years law enforcement experience and prior experience with juveniles, Evaluation Coordinators who have a masters degree in educational leadership and teacher certification and provide training to supervisors on standards of employee performance and ensure employee due process. There is also a Gang Prevention Coordinator, Personnel Administrator, and School Safety & School Resource Officer.

Board Members asked about attaining ex gang members' information and drug testing. They also asked questions about investigations and whose decision it is to remove teachers from schools. Board Members were concerned about the teacher who was removed from a school and then the investigation was dropped. They suggested that the teacher have the option to go to another school, so to not go back to a possible uncomfortable working environment. Board Members were concerned if a Principal wanted to remove a teacher. Staff assured the Board that the Principal would have to consult with the area office and SIU with appropriate reason for that to happen.

Once a teacher incident goes through the Professional Standards Committee and it is determined probable cause, has legally based facts, and meets the threshold of the Florida Statue, it must be reported to the State, who conducts their own investigation regarding the Florida Statue.

Board Members asked how SIU gets notice of misconduct by a teacher. A parent can make a complaint to the Principal who would do a site investigation. If the Principal feels further investigation is warranted, SIU is called.

There is a concern regarding what is done with teachers who are removed from their school. Until the investigation is done, teachers or other personnel who are under investigation are placed in other departments to continuing working. It was suggested to either suspend the employee with or without pay.

There was also concern regarding how long the investigation takes. There are many reasons why that may happen, such as, an employee asks for due process. Board Members thought with the number of cases that do occur in a year that there were not enough investigators to handle all of the cases. The number of investigators will be reviewed to determine if there is an adequate number. Staff is requested to see how many investigators other School Districts have. It was also suggested to look back on how cases were handled and see if improvements should be made to the investigation process.

At this time, it was suggested that this presentation be continued at the next workshop, September 29, 2009. Board Members agree that there was much more to discuss regarding this presentation and the Board wanted to discuss the job description for the Executive Director of this department.

The material for this presentation can be found on the eAgenda September 22, 2009 workshop.

JFN:jd