

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DIVERSITY COMMITTEE MEETING

KCW Administration Building

March 13, 2008

SUMMARY

CALL TO ORDER

The meeting was called to order, at 6:45 p.m. by **Roland Foulkes**, Chair, without a quorum. Quorum was established at 6:49 p.m.

Members Present:

| | | |
|-----------------|----------------|--------------------|
| Randy Fleischer | Jeanne Jusevic | Simone Ruiz-Narcis |
| Roland Foulkes | Pepe Lopez | Barbara Williamson |
| Julian Gazzano | George Pedlar | Suzanne Yach |
| Patrick Jabouin | Michael Rajner | Alyce Zahniser |
| Bapthol Joseph | | |

Members Absent:

| | | |
|-------------------|---------------------|------------------------------|
| Jawhar Badran | Ernestine Price | LaToya Jackson, Student Rep. |
| Cedric Douglas | Sherry Reece | Daniel Starman, Student Rep. |
| Phoebee Francois | Alex Lange, Student | Zach Fertel, Student Rep. |
| Lina Gioello | Advisor Designee | |
| Marguerite Luster | | |

Diversity & Cultural Outreach Staff:

Dr. Elizabeth Watts, Director; Jean Darius, Coordinator; Latricia Lauture; Mercedes Hardisson; Maryse Nelson

District Staff:

Tania Mena and Vivian Suarez, Multicultural & ESOL Program Services Education Department

Guests:

Nancy Rogan; Donald Cavanaugh; Rick Mendiola

APPROVAL OF THE AGENDA

The Committee adopted the Agenda.

APPROVAL OF THE MINUTES

The Committee approved the February 7, 2008 minutes without change.

CHAIR'S REPORT, Roland Foulkes

(Verbatim per request of the Chair) "All of you should have a legal-size document. I made an announcement earlier that they're on the panel back here. And those of you who weren't here last month, you'll find the document with your name on it. This is the report that I made to the

School Board. If you weren't here last month, yours has your name highlighted on the top. And the rest of you have what was distributed last month. And while they're doing that, I'll just go through it to move this forward.

I made my first formal presentation to the **School Board** as your **Chair** on February 12, 2008. And that day happened to be President Lincoln's birthday. It was also part of Black History Month. So I shared some quotes with the **School Board** members. And you will find them at the top.

Those of you who were here last month will also find some recommendations that I offered as **Chair** for this Committee to pursue over the next year. One of them was already moved by this body. That was to suspend site visits and to revise our survey. So, that was done prior to my sharing this with you.

The second item was to convene a joint meeting between the County Commission's Diversity Advisory Council, which I also chair, and this **Committee**. A member in the Diversity Advisory Council is the one who actually made this proposal. And that's on our agenda at next Tuesday's meeting, and I'll be sending you an email to invite you to that. But the **Chair** would entertain a Motion, if this is something that you think would be...It will never...It has never been done before. It would be the first time. (An unidentified Member moved it.) Oh, okay. Well, we'll get to it at New Business, actually. So, I'm just alerting you to what is happening.

Of course we've talked about expanding the diversity of this Committee to reflect the true diversity of this county, representation-wise, and to stay on top of some of the critical issues in the District. You have them listed there.

Lastly, to actually create a new brochure. This Committee never had a brochure of its own to help promote, in the community, what we're doing, who we are, and what we're about. The District department has had a brochure in the past. We were, I think, one sentence or one paragraph in that, one bullet. So, **Dr. Watts** has offered to work with us to create our own brochure and to fund it in some shape or form. Someone will fund it.

On the second page are the actual motions that this body made, going all the way back to November, and that we dealt with, and I just alerted the **Commission** as to what issues we had addressed, what passed, and what failed, and what they would be receiving in terms of actions in response to these.

There were several other issues. The third page, *The State of Florida Multicultural Mandate*. I mentioned to the **School Board** that it would be, I was hard-pressed, and many other folk were hard-pressed, to see and to understand that February was Black History Month, or African-American History Month in this county. You didn't see a whole lot of material in schools, even on the website. I went the night before I made this presentation to the Multicultural website and there was an icon for Black History, but when I pressed that icon, it was a blank page. So, nothing on the District's website identified or highlighted that month.

I shared with them our discussion about the **BECON** issue and the need for them to stay on top of their appointees so that we have people who are committed to coming to this meeting monthly and participating, where possible, on subcommittees so that we can do our business. After all, we only meet once a month, really, as a full body. And, if we have people listed as members of our Committee,

but are not coming, that's not fair to those of us who are here. And, I'm not talking about those who miss once or twice, because we all have lives beyond this Committee, but I'm talking about several individuals who have maintained a presence on our Committee, but have never, have stopped coming, have not been here in over a year now. So, we are now sending them, and I think **Dr. Watts** will be talking about the attendance matrix that we will be sending to the **School Board** every month to keep them aware of who's here over a three or four month period.

And then the last was just the various **Committee-approved** information requests.

The next page you'll find a current member list for the **School Board**. I'm meeting with all of them. I have so far met with **Robin Bartleman**, and **Mr. Williams**, and **Maureen Dinnen**. I'll be meeting with the rest in the next few weeks. I was scheduled to meet with **Ms. Sobel** yesterday, but her schedule and my schedule didn't allow that. On the back of that you will find the schools which are in each of their districts.

The next page is a... We are concerned about inequities on this **Committee**, especially with respect to the CCC lawsuit settlement, and as some of you may know, this **District** has used and employed a number of approaches to addressing poverty in this school district. One of them is a course and book called *A Framework for Understanding Poverty* by Dr. Ruby K. Payne, and this book has sold over a million copies, is used not only in districts around the country, but is used in business, in the corporate world, etc. There are problems with this model, however. The book has not been, for example, peer reviewed. Most academic studies and reports have been peer reviewed. This has not. And there's some other issues about her not addressing racism, white privilege. She talks a little about classism, but she basically places the blame of the problem on the people who are in poverty themselves and not the...(Could not understand tape)...who perpetuates it."

Mr. Rajner: "Does the book speak about homophobia?"

Mr. Foulkes: "It does address that."

Mr. Foulkes continued. "And in this sheet here, *It's Not Their Fault*, from EdChange, 'Systemic Inequities in Our Schools', by Paul Gorski, he lists a number of issues that identify inequities in schools. And all of us are familiar with that. 'Have a great number of teachers unlicensed in their subject areas. Have a large number of teacher vacancies. Insufficient classroom materials. Employ fewer experienced teachers. Have larger class size (release rate?). Receive less funding.' In response to that, **Mr. Williams**, on February 13, convened a meeting of community leaders to look at the Superintendent's Schools. It's the letter here with the subject: 'No Child Left Behind'. And the idea was to ask the **School District** and **Mr. Notter** to provide additional funds for those schools that are Fs and Ds and that are in serious trouble. Two of which we visited last month, Boyd Anderson High and Sunland Park. And these are the following additional resources offered by the **District** through **Dr. Notter, Mr. Notter**. **Mr. Notter** was at the meeting, **Dr. Smiley**, a number of community leaders, **Ms. Price**, although we did not communicate with each other for Sunshine reasons, and a few other administrators from throughout the **District**. And we were told that these are the additional resources that will be offered in this **District** to move these schools back up to where they belong with the rest of the **District**. Attached to that, you will find the actual schools and their areas. These are all Superintendent Schools and all in need of serious help. Roughly 2 million dollars have been allotted

for these additional resources. Many of us feel that that needs to be bumped up to another 10 thousand, 10 million dollars. 2 million is really not enough for these number of schools, and given all the problems they're facing currently."

Mr. Gazzano: "With this meeting that was called, was there any notification to the rest of the **Diversity Committee** about that?"

Mr. Foulkes: "No."

Mr. Gazzano: "Should there be?"

Mr. Foulkes: "No, because it was a community meeting, community leaders that the **School Board** members called. And, I don't believe they're required to invite everyone. Otherwise, they would have to invite every committee. This was a specific topic they were focusing on. I'm his appointee, and in terms of those of us who were there from the Committee, **Ms. Price**, I believe, is his appointee (Mr. Ben Williams), as well. But the rest were members from the community who have issue with these matters. For example, the director, or the chair of Sunland Park's Advisory Committee. He had serious concerns about how Sunland had been treated in the process of providing resources or lack thereof over the past few years. And NAACP chair was there. Someone from the Urban League was there. All individuals who have vested interests in this particular part of the **District**. I can't answer why **Mr. Williams** chose the individuals he did. That's something you have to take up with him. Oh, for the tape, I was responding to **Mr. Gazzano**."

Ms. Ruiz-Narcis: "I think it was a great meeting that you had, but I do think that we're part of the **Diversity Committee**. This is some kind of information that, if you, as staff, knew that a meeting like this was being held..."

Mr. Foulkes: "They did not."

Ms. Ruiz-Narcis: "Well, then I think that this is the cause of conflict here. This is something we might want to be interested in knowing about. I would like to know why these schools are at these levels and then what suggestions, recommendations you are looking to do. That, I think, is my role here. I think that it's his; **Mr. Williams** should make sure that the information...If we chose to come, it's on us. But, at least the information should be released. I think that's information, I would like for him to know that we really wanted to be informed when something like this occurs."

Mr. Foulkes: "Right. And I believe that you should make that request of all of your **School Board** members to address this issue in their districts as well. When I got the invitation, I had no idea what it was about. I was just told it was a community meeting and to address Superintendent Schools. And that was it. Now, my role as your **Chair** is to go to these kinds of meetings and to bring the information back. That's what I've done. I paid for these copies out of my own pocket. So, I do that because that's my job as the leader of this group. You can't be everywhere. None of us can. But, when I'm invited, just as if your **School Board** has a meeting on a certain issue, I certainly won't be able to go to every one, but you're certainly welcome to bring that information back to inform the full Committee. Now, there will be future meetings, I'm sure, on this issue as follow-up. And, I can request **Mr. Williams**, it's his choice, he's the **School Board** member after all, to invite, expand the

invitation. But, again, that's his choice. There are other committees that I serve on. The District Behavior Committee. Again that was a special invitation to certain people. Two days ago I attended the Anti-Bullying Taskforce, which is the first of its kind. It was upstairs, the tenth floor. The room was overflowing. And that was just with selected people reflecting parts of this **District** that have an interest in addressing bullying. So, again, we can make the request, and you can make the request, of the entire **District** if you would like, to say that if there were ever any meetings, everyone should get invitations. I don't have control over that."

Ms. Ruiz-Narcis: "Not to beat this over and over again, but my thing is that I think that, you know, they should want to inform us like that so we know what's going on. I think it just makes it better for everybody as a whole if we all could know what's going on. If you want me to make a motion for that or something like that, I'll definitely fill out that piece of paper and give it to everybody, because..."

Mr. Foulkes: "Could we do that under New Business? I'm still trying to get through this Report. But, thank you. **Ms. Jusevic.**"

Ms. Jusevic: "Well, a couple of things. What is disturbing to me is that, if you went to this meeting as a community member, I don't have a problem with that. If you went there as the **Chair** of the **Diversity Committee**. Let's take the Bullying Task Force, as example. DAC knows exactly how their people feel about bullying because we have had, in the last six months, no less than six motions addressing that. So the DAC reps on the Bullying Task Force can speak with authority knowing how their people feel. When you present this without consulting us, and not knowing how we feel, you're overstepping your bounds. Because if any other **Chair** had done this, **Roland**, you would have been all over them. And I don't think some of the things you're doing is appropriate. You're **Chair**, and you're here to reflect the entire **Committee**, not any one agenda. And, I have a problem with not only this Report, but the fact you're reading it to us. I can read."

Mr. Foulkes: "I'm reading it for the minutes, madam."

Ms. Jusevic: "Okay. Well, I..."

Mr. Foulkes: "We're going to move. Thank you. Your concerns are duly noted. And, as I said, at last month's meeting, this material, first page, was presented, at least the recommendations. Unfortunately, you were unable to attend. You're just seeing it tonight."

Ms. Jusevic: "My problem is you presented it to the **Board** before you presented it to us. Whether I was there at that meeting or not, you presented it to the **Board** before giving..."

Mr. Foulkes: "It was presented, that's what I'm saying. It was presented last month. Not the quotes, but the recommendations were presented last month. We had a quorum, we lost a quorum. So, it was distributed. I did do what you're asking me to do."

Ms. Jusevic: "**Roland...**"

Mr. Foulkes: No, no. The Anti-Bullying issue..."

Ms. Jusevic: “I’ve been to the meetings, so I know exactly what I’m talking about. I am at the **School Board** meetings.”

Mr. Foulkes: “Alright. Any other questions or comments about the Superintendent’s Schools? That’s where I was. Yes, **Mr. Bapthol.**”

Mr. Joseph: “Question, **Mr. Chair.** Does the Superintendent School issue have anything to do with disparity and equity?”

Mr. Foulkes: “It has everything to do with disparity and equity.”

Mr. Joseph: “Therefore, when it’s time for us to make a motion, we’re going to make a strong motion that we as the sole body working with disparity and equity in the **School Board** should always be invited in these meetings.”

Mr. Foulkes: “That’s again, something you can address under New Business. And again, we, it’s up to the **School Board** members to decide how large they want their meetings. And, again, I know there will be additional meetings. There will be follow-up meetings on this issue. Clearly, this was an introduction. So, I suggest that in the New Business you make a motion or information request to this effect. Anyone else regarding these matters? Yes.”

Ms. Williamson: “I just wanted to know, let’s see. I have a few notes. How much funding did you say they were receiving, these schools?”

Mr. Foulkes: “Roughly, in addition to what they are already receiving, an additional 2 million dollars from the **District.** The whole. That’s why I said more is needed for the issues that are being addressed.”

Ms. Williamson: “I would just like to say that I am very glad that this meeting took place. And I don’t know how many of you read the Westside Gazette, but all of the meetings, when I get that paper when I leave my church on Sunday, **School Board,** related to **School Board** business, it’s in there. The meetings have to be open. So, if you read that. I don’t know about the others.”

Mr. Foulkes: “It’s in every paper. It’s in every paper.”

Ms. Williamson: “I do read that and it’s in there. So, if you want to go, they can’t stop you from going.”

Mr. Foulkes: “And that’s a good point, **Madam Vice-Chair.** Every month, when you’re asked, as this **Committee’s** asked, to submit your Subcommittee meetings, it goes into the larger **School District** meetings that are published in the Herald, the Sun Sentinel, the Caribbean papers, the south Florida, all of the papers. And they publish them several times a week for every meeting. So, it’s there. It is announced.”

Mr. Joseph: “**Mr. Chair,** if you allow me, please. I think we have a valid point when we ask for the **School Board,** or any **School Board member,** to send a notice, as you do sometimes, to announce

...(cannot understand tape). As **Ms. Narcis** said, it's our business if we choose not to go. But for you to tell me 'read it in the paper,' I might not even read the paper. But if I received an invitation from the **School Board** that there's a meeting, a community meeting, that has to do with any school issues pertaining to diversity, equity, and parity, I'll make it my business to go. And that's all we're saying. Thank you."

Mr. Foulkes: "Again, do make that motion. Also, we have a Hiring Practices Committee and **Mr. Williams** informed me that the **NAACP** about a year ago requested data on those folk who were hired at the administrative level in this **District**. There is a thicker report that I'm waiting to get, but this was sent to me, at my request, two days ago, and I just received this. And it's the *Ethnicity Report-Executive/Senior Leadership* of the **District**. And I'm going to ask, at some point, the Hiring Practices Subcommittee to look further into this, to go over that Report. When I receive it I will forward it to you and to give an update on where we are with the hiring at the top levels in this **District**.

The next pages, I was invited to be a part of a Diversity Jobs USA Expo. This is an expo series that travels around the country and they bring together leaders from throughout respective communities to talk about diversity matters in the context of business or other organizations. In the next room, where we had the actual luncheon/banquet, are employers looking to hire individuals for various jobs, and I believe there were over fifty companies at this particular event at the Signature Grand. If you look at the back of my presentation, I spoke as an individual who happens to be working in, and chairing committees for, two government entities in this County. The first and second largest employers in the County. And there is some information about both the **County government** and the **School Board**. On the back, you will find the questions. There were twelve panelists from different companies, and I've listed the companies. It's called the 'Power of Diversity'. And the questions that were asked of us. I think there were about 400 people in the room. And, of course, at the end they sent a thank you letter. But again, I made it clear that I was not speaking on behalf of the **Broward County Commission**, nor was I speaking on behalf of the **Broward County School Board**, nor each of its committees. I was speaking as an applied anthropologist, social anthropologist, who is studying and working and participating in those entities, since I did not have the request to speak on behalf of those governments. So, again, I put the disclaimer at the top there. So, if any of you are concerned, it's there.

The next item is something that this Committee received a few months ago. But, unfortunately, there is no source and there is no timetable. So, I know we have someone from the **ESOL Committee** here tonight. I believe this came from that Department. And I was going to ask for the source and the dates. And the other reason why I included that, I was invited to the **CAIR Florida Council on American Islamic Relations** annual banquet, again at the Signature Grand, on March 1st. I've been involved with this group since 9-11-01, when the Muslim community came under tremendous attacks. And, as many of you know, Broward County ranks number one in the State for hate crimes, hate crimes not just against gays and lesbians and others, but also against African-Americans, and against Muslims. The state executive director, **Mr. Altaf Ali**, who spoke to this group back in 2003, received death threats last year. So, it's not a joke. And that is a, his, **Joe Badran** could speak more about that since he is from the Muslim community. But again, we have concerns about how Muslim students are being treated, and staff, in the **District**."

Mr. Rajner: “Excuse me, **Mr. Chair**. As a member, I’m going to ask that you please keep your comments to at least the time we have noted. We already, right now, are at bare minimum for quorum and if we have any business to conduct and votes, we need to make certain we get to that. I ask that, really, this school lesson right now is very thorough. But, we can read this. If you could please keep your comments much more brief so that we could go on with the business of this Committee.”

Mr. Foulkes: “Point well taken, **Mr. Rajner**. I will also not respond to any questions. That will speed up the process.

The last thing is, as many of you know, a noose was found at one of the charter schools here in Broward County. And, again, this is an issue that we should be concerned about, even though it is at a charter school. We’ve had certain incidents in the public schools, but it has not been, they have not been advertised. So, again, I provide that for your information, and I am working with the U.S. Department of Justice on this matter. I’ve been invited to be a part of a mediation process and a few other organizations. So, I will report on that next month.

And, hearing the voice of the body, that’s my report. **Madam Director.**”

The **Chair** recognized **Mr. Pedlar**. “Just before the **Director** presents her report, I just want to comment that I was in attendance at the **Board** meeting in which the **Committee’s** report was presented by yourself, and I think, I must say that we came back with a sense of accomplishment and a sense that we made a mark to the **Board** and, in fact, the recommendation and suggestion which came from the **Chairman** to this group was taken in good spirit, in good faith, and, in fact, we got them working. And I think this was a tremendous success from my, from where I was standing, sitting, listening to the report that was presented. It was different; it was thorough; and it was to the point. It got them to listen, and this is most important to my way of thinking. We got the **Board** to start listening to this **Committee**. And for that, I want to give you due kudos, sir.”

Mr. Foulkes: “Thank you. Just along those lines, I asked today, **Mr. Williams** and **Mr. Notter**, why our **Committee**, of all the committees that present, is the last Committee. There are about twelve of them. And he explained to me that this Committee has not always presented monthly to the **School Board**. The first time that this Committee presented was during the chairship of **Minerva Casanas Simon**, 2003-2004. So, again, that’s what was explained to me. And I asked why we were at the bottom and not at the top because diversity clearly should be a priority matter. But the listing is not alphabetized or anything. **Ms. Yach**, and then Mister, **Madam Director**.

Ms. Yach: “I believe that during the chairmanship or chairwomanship of **Susan Silverberg**, that was when I was **Vice Chair**, I do believe she presented to the **Board**. Just as a minor matter of correction. Thank you.”

Mr. Foulkes: “It isn’t minor; it’s serious. But, as I said, I asked the two folk who I thought would know best that I wanted to know why. But thank you for that clarification. **Madam Director.**”

DIRECTOR’S REPORT, Dr. Elizabeth Watts

Dr. Watts reminded the members that in February, she gave the **District’s** response to the **Committee’s** request to look into establishing a call center for parents of non-English speakers.

Information was presented regarding what the **District** already has in place to address this issue. The **Committee** was not satisfied with the response, indicating it did not address what was in the motion. **Dr. Watts** emailed **Mr. Notter's** office requesting the additional information and his recommendation.

The **School Board** workshop on the **CCC Annual Report** was on August 3, 2007. There were a number of follow-ups requested by School Board members. There is still one item pending, related to Textbooks, Condition I. The rest of the information was distributed to the members at the meeting.

Dr. Watts presented the Student Support Initiative to the Committee. The **Superintendent** and **Tony Ash** had spoken to the **Diversity Committee** about this Initiative, which was brought to the **School Board** for feedback. Concerns were expressed about high schools being asked or expected to transition students that were “unsuccessful academically as a result of going through these new interventions, to transition them to an alternative school.” That feedback was shared with **Mr. Ash**.

The **Board** item to suspend site visits for the 2008-2009 school year, which is based on the **Committee's Motion**, was scheduled to go to the Board on March 18.

Ms. Jusevic, staff, and community members have been working on the FCAT Curriculum Subcommittee, which is part of the FCAT Task Force. The **Board** has stated there will no longer be an “FCAT frenzy” in the **District**. On March 20, a report will be going to the **School Board** on how to “really transform ourselves into a **School District** that has a standard, high quality, standards-based curriculum.”

At the February 12 **School Board** meeting, **Mr. Notter** was asked to schedule two **Board** workshops. One workshop is for an update of the CCC Settlement Agreement; the other is to discuss the issues related to the **Diversity Committee**,

Mr. Darius gave an update on Motions and Information Requests.

- **Ed Marko** responded to the Committee's request for a legal opinion re: community participation on subcommittees.
- **Joel Smith** met with the Suspensions Subcommittee and advised of steps that are taken prior to suspensions.
- An ADA status report on classrooms and bathrooms was prepared and distributed to the Diversity Committee members.
- There were no Information Requests or Motions from the February 7 meeting.

To a question from **Mr. Gazzano**, **Dr. Watts** clarified that **School Board Member Stephanie Kraft** had asked, during the **Board** meeting, if a workshop related to the **Diversity Committee** had been scheduled. **Mr. Notter** was asked by the **Board** to schedule that workshop. The second workshop was for an update and re-orientation by **Mary and Chris Fertig** related to the CCC lawsuit and settlement agreement.

Mr. Foulkes followed **Dr. Watts'** explanation by stating, “As you know, two years ago, this Committee was caught up in...”

Mr. Gazzano: “I remember.”

Mr. Foulkes: “Okay. And at that time, the **School Board**, there were a number of proposals...”

Mr. Rajner: “Excuse me, **Mr. Chair**. As some of us weren’t on that, could you, at least, state what you alluded to because I’m not...”

Mr. Foulkes: “It was just a conflict over perspectives on curriculum. I’ll leave it at that. Anyway, the discussions came out about the role of this Committee, and perhaps there was a need for a separate committee to focus on broader diversity issues and another one to focus specifically on equity, educational equity. That didn’t go anywhere. The **Board** decided to maintain this, the integrity of this committee and that issue was tabled for that time. We have new **School Board members** who have not, are not familiar with the CCC settlement, so that was one proposal that the attorneys made that they have never presented to the **School Board** about this issue. And the other is a continuation of a discussion begun two years ago about the need for a separate type of committee. And I believe that’s about all I can offer. I’m not sure what was going through **Mrs. Kraft’s** head. She did mention that there was some unfinished business.”

Dr. Watts: “I have a comment to make. I’ve worked in education for a long time and I’ve been in this **District** for a long time. And, I want to make sure that we continue our partnership, and that it is positive, and that we just remember that the students are the priority. And, that we make sure that our work is in accordance with School Board Policy 1.5 and with the Bylaws. And, you notice I’m saying ‘we’ not ‘you’ because I have a vested interest in the welfare of the students of Broward County. Thank you.”

Mr. Fleischer expressed concerns about the documents provided by the **District** regarding the Supreme Court opinion on the “**Seattle case and the ADA compliance report**.” He said it appears as though the **District** is “pushing us off” because there is “nothing of substance in either of these two reports.” **Mr. Fleischer** believes the attorney’s statement that the **District** is in compliance, without explanation as to the opinion, is “totally insufficient.” He wants the **School Board Attorney** to give the Committee a complete report on what the **District** is doing that is “at all impacted by the Supreme Court’s opinion, and whether we’re actually doing it in compliance with the opinion or not.” **Mr. Foulkes** advised that this is an Information Request. **Mr. Fleischer** said a motion would be made at the appropriate time.

Mr. Fleischer went on to state that the **ADA Compliance Report** is “completely illegible” and doesn’t give the Committee any information. It shows which projects are going forward, but doesn’t provide data about the individual schools and classrooms, which is the information the Committee was seeking.

Mr. Pedlar asked **Dr. Watts** if the proposals from the FCAT Committee were meant to address the gradual phasing out of the FCAT. **Dr. Watts** deferred to **Ms. Jusevic** who responded that the **District** does not have the “power to phase out the FCAT.” What the Committee recommends is to change the culture from test-prep to a standards and curriculum-based culture. The Sunshine State Standards will be replaced by World Class Standards, which are far more substantive. It takes into account

curriculum, teacher training, and standards. To a comment by **Mr. Pedlar**, **Ms. Jusevic** responded that it is not a re-vamping of the FCAT, but rather a culture change.

OLD BUSINESS

PRESENTATION BY TANIA MENA, ESOL DIRECTOR, AND VIVIAN SUAREZ, ESOL EDUCATIONAL SPECIALIST, MULTICULTURAL & ESOL PROGRAM SERVICES EDUCATION DEPARTMENT

Ms. Mena began by stating that they were given an hour for their presentation. However, due to the time remaining, they will try to “speed up” their presentation in order to cover the information.

Ms. Mena’s presentation began with an explanation of acronyms used by the Department.

ESOL: English for speakers of other languages

ELL: English language learner (formerly LEP: Limited English proficient)

LY: English language learner receiving ESOL services

LF: English language learner who needs fewer services, but is still under the 2-year monitoring period

In 2005-2006, there were approximately five million ELL students in the United States. Those numbers have increased significantly in the past two years. Student enrollment in Broward County, as of February 2008, is 263,764. ESOL Services addresses 50 different languages and assists students from approximately 166 countries. The top three most commonly spoken languages by students are Spanish, Haitian-Creole, and Portuguese. District documents at school are translated into these three languages.

Funding for ESOL comes from two sources:

1. The weighted FTE, and
2. Title III, Part A, Immigrant and Limited English Proficient Students, funded under No Child Left Behind. The FTE funds are managed by the schools. The Title III funds are managed by the **ESOL Department** and put “right back into the schools in the form of teachers, teacher assistants, Superintendent Schools, supplementary material, software, and so on.”

The program comes under three mandates:

1. No Child Left Behind requires that all students are proficient in reading and math by year 2014.
2. The State of Florida’s A+ Plan requires all ELL students who have received program services for more than two years to take the FCAT. Their scores are to be included in the school’s grade.
3. The META Consent Decree created standards for identifying students needing English language assistance; requires equal access to all programs and courses, professional development and standards for teachers; and monitoring outcomes and student gains.

Ms. Suarez discussed the instructional component of the ESOL program. She explained the process for entering the ESOL program. Students are registered at their schools. The registration form has a component called the Home Language Survey, which asks three questions:

1. Is there any other language spoken at home?
2. Does the student have a first language other than English?
3. Does the student speak another language other than English at home? If the parent answers YES to any of the three questions, the school is required to assess the student for English language proficiency. Every student who is an English language learner must have an individualized education plan.

Ms. Suarez explained the difference between “social language” and “academic language”. Students may speak the social language of their peers without fully comprehending the academic language required in the classroom. They often learn both simultaneously.

Schools with significant numbers of ELL students are required to have self-contained classrooms. These classrooms are very interactive to promote English language usage and comprehension. Alternative assessments are available to determine how much a student knows about a subject and should not be based on how much English language a student knows. These assessments help determine a student’s grade.

Both **Ms. Mena** and **Ms. Suarez** stressed the importance of schools keeping the parents informed of the status of their students. Parents must be apprised of how well their children are doing, what assistance is available, and how to prepare their children for the various tests they will be taking.

Ms. Suarez informed the members that every school must have an ELL Committee, whose function is to resolve any academic issue the student may have, i.e. retention, promotion, exiting the program. To exit the program, a student must be a “full English speaker.”

Ms. Suarez opined that ELL students are tested more than any other sub-classification of students. They take the FCAT. The IPT, KTA, and MAT assess their English language proficiency. They take the CELLA, which is a listening, speaking, and writing test to measure the annual measurable objectives. She noted that all teachers must receive some training in ESOL, but not all teachers fall into the “endorsement” category, which requires far more extensive training.

Ms. Mena noted that their Department provides language interpreters and translators for most languages. If they are not able to provide this service directly, they will contract out with an individual who is able to provide that particular service.

There is a Parent Outreach Office that conducts monthly meetings and provides parent support.

At this point, **Ms. Mena** invited questions from the **Diversity Committee**. (Before accepting questions, the **Chair** introduced **Mr. Lopez**, appointed by **School Board Chair Robin Bartleman**, At-Large. **Mr. Lopez** had just arrived.)

Mr. Gazzano wanted to know the normal transition time for a student who comes into the system not speaking English. **Ms. Mena** responded that it is a very individualized process. Each student progresses at a different pace. For example, a student in kindergarten will likely learn the language faster than a student in middle or high school. The older a person, the more difficult it is to learn a second language.

Ms. Ruiz-Narcis asked how a teacher would know if a student who is ELL did not pass the FCAT or any other test due to language skills and comprehension. **Ms. Mena** acknowledged that it can be difficult. Responding to a comment made, she stated the FCAT cannot be translated. You can assist the students by explaining the rules and specific words, but the FCAT itself cannot be translated. **Ms. Ruiz-Narcis** commented that she has been in many schools and has not seen, or known of, an ELL Committee in those schools. **Ms. Mena** agreed that this is an area that needs improvement. **Ms. Ruiz-Narcis** advised that she knows of situations where teachers have students in their classes who don't speak or understand English very well, and those teachers do not speak the languages the students speak. She asked how many students like this are necessary before the school is required to have an inclusive class. **Ms. Suarez** answered that the META Consent Decree requires that schools, which have fifteen students who speak another language, must have a bilingual aide. This isn't always the case and is an area for improvement, as well. **Mr. Foulkes** suggested future site visits include verification that the schools visited do have an ELL Committee.

Mr. Lopez asked if ESOL faced any particular funding issues. **Ms. Suarez** answered that Title III funding depends on the number of ELL students a school has. If schools do not report the numbers accurately, they do not get the full amount they are entitled to. To a comment by **Mr. Lopez**, **Ms. Suarez** acknowledged there are problems that arise from the question on the survey that asks if a foreign language is spoken in the home, because it may be spoken by a family member or a non-family member, such as a nanny. This does not mean the student does not speak English. Parents have called to complain that their children have been placed in ELL classes when they speak and understand English very well. This is an example of the need for ELL Committees in the schools.

Mr. Fleischer asked about deaf children and whether or not they are taught sign language. **Ms. Suarez** said that falls under ESE and not ESOL. To **Mr. Fleischer's** question regarding whether or not a "call center" for non-English speaking parents would fall under ESOL, **Dr. Watts** answered that it would not come under ESOL. It is an issue of technology. **Dr. Watts** is awaiting information from **Mr. Notter** regarding this issue.

Ms. Jusevic asked, "What exactly constitutes a full English language speaker when you exit a child out of the program?" **Ms. Suarez** said they have to pass an oral test, as well as the Metropolitan Achievement Test, which is a reading and writing test. That, however, does not mean that the student is reading on grade level and is not a guarantee that the student could pass the FCAT. **Mr. Joseph** said he was happy to have this presentation, but would like it followed up with a presentation on the ESOL Plan. He believes information about the Plan would be of interest to the Committee. **Dr. Watts** suggested he put this in the form of an Information Request.

Mr. Pedlar asked what would happen if a "particular program" were to run out of funds but the school is still required to keep the program going. How would this be handled? **Ms. Suarez** answered that all schools have to have ESOL Program Services, whether through mainstreamed or "sheltered" classes. All teachers are expected to have ESOL training, ESOL strategies, and ESOL certification. Schools would still be able to provide program services. When **Mr. Pedlar** asked if it is true that teachers have to supplement the program by paying for things out of pocket, **Ms. Suarez** responded that this is not true.

Mr. Jabouin asked if the **ESOL Department** is responsible for ensuring there are sufficient numbers of aides per each fifteen students requiring language assistance, per the META Decree. **Ms. Mena** said they are responsible for monitoring this, but not enforcing it. The **ESOL Department** has no control over schools. Schools are responsible to the **Area Superintendents** and **Area Directors**. The **ESOL Department** can bring the issue forward, but cannot enforce. **Mr. Pedlar** wanted to know who bears responsibility for the student who may not be receiving the services. **ESOL** brings the information to the school and works with the school to try to address the problem. **Mr. Pedlar** wondered what the Diversity Committee could do to help in this matter. **Ms. Mena** said the Committee's support would be appreciated. As to how often students are tested to see if they are ready to leave the program, **Ms. Mena** said they are tested on a yearly basis.

Ms. Williamson said she is concerned about the School Board's Retention and Promotion Policy, 6000.1. She would like to see a copy of the handbook mentioned earlier. **Ms. Mena** said the handbook is available to everyone. It is not just for teachers, and it is available on the Department's website at www.broward.k12.fl.us/esol.

The **Chair** thanked the presenters and invited them to return to address the ESOL Plan.

DISCUSSION ON COMMITTEE'S EFFECTIVENESS

The **Chair** opened a discussion on how the **Members** viewed the Committee's effectiveness. **Mr. Fleischer** expressed surprise that the question was asked. He said the "few school site visitations that I've been on have shown an incredible improvement on what we saw on the slide show presentation last month." He said visitation teams have gone to a lot of schools on the east side of the County where they have seen great change. He referenced the new Dillard High School and new schools in the east that didn't exist ten years ago. He believes the Committee has made a "huge difference" on students across the County.

(This section verbatim at the request of the Chair.)

Mr. Foulkes said he asked the question "because what you described are facilities. And I'm looking at content in the classroom. I'm looking at curriculum. I'm thinking about what are they learning and what are they leaving this **District** with. Counting the number of bathrooms, whether the water's working or not, all that is nice and fine and that's more straightforward. You can see differences. But my question is, what are we really doing with respect to the curriculum? We haven't really focused on curriculum in a broader perspective. And what are they learning? It's just a simple question. I always ask myself this when I am involved in work supposedly that helps other people. And I always ask myself. 'Am I really doing something?' This is a personal thing. But as a group, are we really impacting a life, and how do we know, how can we measure that? That's the only issue there I'm throwing out here. As I said, it's a follow-up to a comment that **Mr. Gazzano** made at the last meeting."

Mr. Pedlar: "**Mr. Chair**, I thoroughly support my colleague here on my right. That this **Committee**, over the years, has, in fact, made a difference. And while it is also true that the content factor that you are alluding to in terms of the curriculum and other aspects of learning within the walls of the school is also a very important area of concern. However, I believe we're going to start somewhere. And somewhere is to see to it that kids have proper facilities where they can go every morning. And if we are making a difference in that respect. I think we are on the way. As soon as time passes,

we will be able to take our journey or task to the next level. And I believe that's where we're heading right now. So, be patient, sir. We'll get there."

Ms. Jusevic: "I know that when I go on a site visit I do look at curriculum. I do ask questions and I do watchdog that. And there are several other people who do, as well. But, I would remind you that getting into curriculum issues is what almost tore this Committee apart approximately three years ago. So, we need to, while we're moving ahead, make sure that we don't step into areas which clearly, clearly, the **Board** did not want us to. We need to stay with what are we charged with so that when they workshop us again, and by the way, within the last year they had a workshop and decided not to split us up because they were talking about reducing the number of people on this Committee, making two committees, doing all sorts of permutations of this Committee. So, while I applaud forward thinking, we have to make sure that we stay within our purview. Or ask the **Board** to expand our purview, then move forward."

Mr. Foulkes: "Thank you, **Ms. Jusevic**, **Ms. Ruiz**, and **Ms. Williamson**, and **Mr. Joseph**."

Ms. Ruiz-Narcis: "I don't think that our only role here, I went to the orientation, I saw the film, is to do site visits. I don't think that what he's saying is, he's not saying that's bad that we've been doing the site visits. What he's saying is he wants to sort of create a measurement tool for our justification, just in case, if they have to say, 'Well, we want to get rid of the **Diversity Committee** because they're not doing anything,' even though we know that, legally, they cannot do that. But, that's what I'm saying. I mean, that's what he's trying to say. He wants to develop measuring tools. He's not saying we haven't done anything, and that the site visits haven't been productive. But, what's he's saying is that what else have we done. What else have we contributed to? And I'm thinking, like you guys, when we want to mention the fact that we do the ADA compliance, make sure that happens. But, what he's trying to say is create a measurement tool, or do we need to create a measurement tool? That's all he's asking, in my interpretation."

Mr. Foulkes recognized **Ms. Williamson**. "I wish that we had had a full house at the last meeting. Because we had people to come in and tell us again, because that was my third time hearing the presentation of the CCC Agreement. If you go back and read that, you will know exactly what we are about. And I think that would take away some of the animosity, and we should be about business. And, like you said, our charge. The **School Board** should not be telling us. We're the ones who are out there, we go and see it, we come back, we tell them. And I wish that everybody had been here to hear that presentation and our attorneys, who were here. It made a difference."

(**Mr. Foulkes:** "And I just want to say it's 8:30 now. If you want to continue, we can. Or I can adjourn the meeting now.") Motion to extend the meeting for fifteen minutes was followed by discussion. **Ms. Yach:** "I would be happy to vote for the ten or fifteen minute extension. However, I would like us to move to New Business so that, if people do have new things that they wish to bring to the table, that a portion of this evening's meeting could address that issue" **Mr. Rajner:** "I would support, actually, the request. But, my request, actually, and why I want to have some discussion on this is, I really want to ask the **Chair** that, if we can, in future, for future meetings, I mean we a lot of times lose quorum, sometimes prior to 8:30. A lot of people are coming from jobs and other activities, and I ask that we stick to the time limits that are here. And we really make certain that we can carry out our business. One of the frustrating things I'm seeing, even today, is we almost didn't get to

New Business. So we're not, a lot of times we're just not able to bring new issues that need discussion to this Board because we don't have the full participation by that time. It's usually 9:30. So, with that, I'm, unless anybody else..." The question was called. The **Committee** voted to extend the meeting by fifteen minutes. There was one dissenting vote.)

The **Chair** recognized **Mr. Joseph**: "**Mr. Chair**, one of the things that I think you cannot do, and I'm addressing your question, I don't really know why you ask this question. I'm not following **Simone**, I'm not following **Ms. Williamson**. Because being here for four years, I know we have made significant impact in those students' lives. I think I can talk only for what I have seen in the past four years. I know we have a long way to go. Hey, guys. I'm talking. (Side discussions amongst members.) One of the things I think, if it is possible, **Madam Director**, is it, do we, are we confined by this Agenda that we have? Or can we have an Agenda similar to what the **School Board** has? Because, in our Agenda, it is a pre-condition Agenda where you don't have any issues you can bring. Like **Michael** said, if you are speaking or talking too long, by 8:00 we don't have any more business we can conduct. If we have a real Agenda. That's the question. Can we have a real Agenda? Can anybody answer me?"

Mr. Foulkes: "We can do anything we want with the Agenda.

Mr. Rajner: "Actually, **Mr. Chair**. I think we need to consult the Bylaws to see if the Agenda is spelled out in that before we, because some bodies do say what the Agenda has to look like.

Mr. Foulkes: "No, we don't do that. We're not that specific."

Mr. Joseph: "Then let's start by having a real Agenda."

Mr. Foulkes: "Will you define what a real Agenda is, unless you're using the model of the **School Board**."

Mr. Joseph: "I'm using the model of the **School Board**." (Multiple voices.) "No, no, no. You can have an Agenda where you have issues...(tape not clear)...when you come to the meeting you are getting them off your mind." (Multiple voices.)

Mr. Foulkes: "**Mr. Rajner**, could you say that, make that, table that..." **Mr. Rajner**: "No, I'm just suggesting that possibly, so we're all more prepared, that we all come back with ideas and table this item to next meeting so we could all suggest maybe what that Agenda should look like and, we could compare it to the **School Board** and other committees. And be able to really focus on what we really feel is important here."

The discussion was tabled to the April meeting.

COLLABORATION BETWEEN SCHOOL BOARD AND DIVERSITY COMMITTEE

The **Chair** asked **Mr. Gazzano** to elaborate on an issue he raised at the February **Diversity Committee** meeting.

Mr. Foulkes: “Alright. Just to go back to that, and I do want to move on to New Business but, again, **Mr. Gazzano** brought up an issue last month, and maybe I misinterpreted what he was getting at, but it was a concern of a **Member** of this Committee. So, **Mr. Gazzano**, what do you propose at this point?”

Mr. Gazzano: I think that I was looking for more of a collaboration between the **School Board** and the **Diversity Committee** over issues. That’s basically what I was looking for.”

Mr. Foulkes: “Okay. Thank you. And that may be taken up, that will be taken up, in the joint workshop that we have with the **School Board** and a **Board** workshop. But we will be a part of that along with the lawyers. This **School Board** has never had a presentation on the **CCC Settlement** from the attorneys. And I am sure there will be time for other related issues.”

Mr. Rajner: “**Mr. Chair.** That member has to go and she has been trying to bring up new business, when the Motion that was discussed.”

Ms. Yach: “Thank you for your consideration. I’d like to bring a Motion forward that we have a presentation by **CTACE**, which is **Adult and Community Education**. When the **CCC Agreement** was written, I asked **Chris Fertig** specifically if, and my Motion is already written, if Adult, Community and Vocational Education fell under the umbrella of the **CCC Agreement**. **Mr. Fertig** told me that specific language was not written into the **CCC Agreement** to include Adult and Vocational Education, nor was it written deliberately to exclude it. That it was written in such a way, it would cover the students of Broward County. There are approximately, or there were at one point in time, 250,000 students that are receiving funding in Broward County schools in Adult, Community, Vocational, and Technical Education. And I’m requesting that that Department come forward, do an overview of vocational schools, services delivered, budget. I would estimate that at least 75% of the students are minority students. They’re often students who have not graduated in the K-12 arena. That’s where your GED students are. That is where your parents of your ESOL students are. And I think we need to take a look at this for equal access and other issues in relationship to the **Diversity Committee**.” (Motion included in the Motions and Information Requests section of the meeting summary.)

COMMENTS BY MR. GAZZANO

“I’d like to say this carefully and I just hope nobody misunderstands me, but I’ve been feeling very uncomfortable the last couple of meetings, and I do understand the role, I think, of where the **Diversity Committee** stands and what it needs to do. I do understand the historical perspective of where it came from and what is being proposed to us. I hear discussions at our meetings of race, and groups, and this, and that. And, this may sound very simplistic, but I think sometimes we lose what we’re supposed to be here for. For me, I want the best education for all children, and I want the best teachers for all these children. And sometimes we hear too much of this group, or that group, or this, and I. Again, I’m not a Black man. I never lived with prejudice and things like that. But, I’m an Italian-American whose grandparents lived with that kind of stuff. And I’m not minimizing everything, but I do feel that we sometimes need to focus in what is the best for all children. And we need the best teachers in the schools. That is what we need. I remember when I was hired and the Board said to me as a Superintendent, ‘We don’t care who you are. Just hire the best.’ Now, that’s kind of rare for a School Board to tell a Superintendent. But I took that and ran with it. And, and I do think we need to focus.

And when I talk about collaboration with the Board, we have an Agenda. We should focus that Agenda. But also, we need to reinforce the best quality programs for all children. And, I sometimes think we lose that in this Committee. And I just wanted to express that point of view.”

Mr. Foulkes: “Thank you. And I don’t think anyone would disagree with that. That we are here for all students. As we’ve heard, we have adult students here, as well. So all students, whether they are children or adult.”

(This section verbatim per the request of **Mr. Rajner**)

Mr. Rajner: “I want to thank, actually, my fellow member for raising that concern. It is a concern that I have. I am a gay man living with AIDS, and I travel throughout the nation, and I work with a lot of organizations here in Broward. I deal with populations all across the board. And I am a student of social work because I am taught...(Could not understand the tape)...understanding the challenges that are presented before marginalized populations. I recently organized the prayer vigil and press conference for a 17-year old who was murdered in cold blood on Sistrunk Boulevard. And it was through the efforts that I organized, along with other organizations, we’ve already come up with 50% of the money to bury that woman’s baby. I don’t look at things for skin color. I look at all of us as God’s children. And I really resent some of the stuff that comes before this Committee. And I’m going to ask the **Chair** that we look at, that we follow that. That we look at people as people. You know, there are injustices in this Nation and there are injustices in this County. And I see them, and I speak out against them. And I call out my own if I have to. And, I’m getting disgusted with some of the stuff we face here. You know, the *Closing the Achievement Gap*. There are some really great things you bring up, **Roland**. But, I think you missed the point, even in that Motion. I voted for it because I didn’t want to be the one dissenting vote. And I’m going to say that we need to look at the other factors. One of the things in social work, we look at what the other risk factors are. And in that Motion, I think we need to re-visit that Motion even, and look at the risk factors that are present to the children. Not just what color is their skin. Everything had the prefix of Black in front of it. And, you know what? Black students, yeah, they get the short end of the stick probably. You know, there are a lot of injustices. I went to a conference for Julian Bond. He stood up and he just said it. He said, ‘My grandfather was a slave.’ There’s some harsh realities we need to deal with in this world. And we need to rid the world of those injustices. But, a lot of us, I’m tired of hearing us beat up the other Members that are here, beating up the School Board. I come here. I volunteer in the community. I don’t get paid for one penny of anything I do. And I really resent the tone of some of the communication where there’s language like ‘White privilege’ and other comments you have circulated, even. And I’m going to ask that we stop that, because that just gives to divisiveness. It increases it. And if we’re really going to work together to solve the problems and make sure all children really can gain a great education, I’m going to ask that we really look to being sensitive to not alienating one another. And that we work forward to make certain that we really make some progress in this Committee. Because otherwise, we’re going to be spinning our wheels all year round, not trusting one another and not be willing to really make progress or trust each other with the Agendas. And I’m really going to ask that. I want to support you, but I need you to really calm some of the rhetoric down and stop some of the divisiveness. Because I’m on board. I’m a member of the NAACP. I attend the meetings.

Mr. Foulkes: “I’m not.”

Mr. Rajner: “Well, and, you know...”

Mr. Foulkes: “So what.”

Mr. Rajner: “That’s fine. But...”

Mr. Foulkes: “It’s 8:45.”

Mr. Rajner: “I’m going to leave it at that. I want that made for the record. Because, it has to be said. And, I’m sorry, there are a lot of bad things that happen in this nation. First, we stole this land from the Indians, to begin with. I mean, this nation was founded on faulty principles. I’m going to leave it at that.”

Mr. Joseph: “I have a motion, **Mr. Chair**. If you let me have a motion...”

Mr. Foulkes: It’s 8:45. Unless it’s to extend for another five minutes, I have to adjourn.

Mr. Jabouin: “If I may, real quick. As I understand, and even though I’m a new member, but I was aware when this Agreement was being brought up with the CCC. I was working on the outside. And, unless we try to extend and, I understand that the **School Board** had to be sued for us to have this Agreement. So, there were certain issues that was important because it was not being done. So that’s what, we do care about all the students. I understand there are a lot of things that we need to do. But unfortunately, this **Committee** is not going to be a cure for all, as far as what needs to be done. As I understand it, is that what we have it’s under an Agreement of the CCC. We need to really take a good look at it, because if not, and then perhaps we need to probably try and extend or add some sort of amendments to it or go on back to court, if necessary, whatever may be, you know, as far as the powers that be. It is specifically written for those ills that was in the **School Board** while it was sued and to respond to this. And that’s what I thought we were being, you know, being charged to monitor or try to make the changes accordingly. And, unless I’m wrong, you know, please explain to me.

Mr. Foulkes: “Thank you, **Mr. Jabouin**. It’s 8:46, and I just want to say before I close this. I appreciate all of the concerns. But, if you know the history of this Committee, it began in the Biracial committee, moved on to the Desegregation Task Force, then to the Diversity Committee. All before any of us were around. That is the history that we are dealing with. And I apologize for those of you who were not here last month, because that is the month that we chose last year to revisit the CCC Settlement and the history of why we discuss the things that we do.”

SUBCOMMITTEES:

There were no reports.

HIRING PRACTICES

SITE VISITS

STUDENT ACHIEVEMENT

STUDENT SUSPENSION

TECHNOLOGY

BOUNDARIES

DISTRICT COMMITTEES:

There were no reports.

POSITIVE SCHOOL CULTURE

NOVA POLICY REVIEW

POLICY 5000, Jeanne Jusevic

POLICY REVIEW, Julian Gazzano

SITE SELECTION

STUDENT CODE OF CONDUCT, Jeanne Jusevic

NEW BUSINESS

MOTIONS AND INFORMATION REQUESTS

Motions

By Mr. Fleischer, 2nd by Mr. Rajner: “That the School Board attorney provide a substantive report on the U.S. Supreme Court decision in Parents v. Seattle School District and state the Board’s view and policy regarding the use of race in student enrollment, boundaries and assignments, including how policy and practice is affected by the decision and whether we are in compliance or need to review and/or change our policy and practice regarding the use of race, by April Diversity Committee.”

MOTION PASSED UNANIMOUSLY

By Mr. Fleischer, 2nd by Ms. Jusevic: “That Facilities and Construction Management provide a coherent report clearly stating whether each and every school is ADA compliant, what work needs to be reviewed, scheduled and completed regarding bathrooms, classrooms, cafeterias, playgrounds, auditoriums and all other facilities, by May meeting.”

MOTION PASSED UNANIMOUSLY

By Ms. Yach, 2nd by Mr. Joseph: “To schedule a presentation by the Career, Technical and Adult/Community Education (CTACE) department at a future Diversity Committee meeting, detailing such items as purpose, location and size of school and centers, student population and diversity, total budget and specific growth from 1998 to 2008 during the next three months.”

MOTION PASSED UNANIMOUSLY

Committee Approved Information Requests

- **Presentation on the K-12 ESOL Plan by the ESOL Department.**
- **Request response in writing by May:**
 1. **What support services are available to ELL parents and students?**
 2. **How many Haitian-Creole speaking professionals are employed by the ESOL Department?**
 3. **How many Haitian-Creole teachers are available to the 7,000+ Haitian students?**
 4. **How do you ensure that an ELL student is ready to learn when mainstreamed?**
 5. **How do you/schools monitor ELL students when they are exited from the ESOL program?**
 6. **How do you address different cultures in the Multicultural & ESOL Departments?**

Meeting was adjourned at 8:49 p.m.

**The next meeting is scheduled for April 10, 2008 at 6:30 p.m.,
in the Board Room of the KCW Administration Building.**

**These minutes are summarized and were recorded at the March 13, 2008 Diversity Committee meeting.
If any Committee member or other interested party would like more detailed information as to the contents
of this summary, contact the Diversity & Cultural Outreach Department at 754-321-2090.**