

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

DIVERSITY COMMITTEE

Broward Education Communications Network (BECON)

September 3, 2009

SUMMARY

CALL TO ORDER

The meeting was called to order, at 6:50 p.m. by **Roland Foulkes**, Chair, with a quorum.

Diversity Committee Members Present:

Dr. Veda Bailey	Jeanne Jusevic	Student Representative
Roland Foulkes	Catherine Owens	Graham Rabinowitsch
Phoebee Francois	George Pedlar	Nancy Rogan
Julian Gazzano	Ernestine Price	Leslie Sparks
Patrick Jabouin	Michael Rajner	Barbara Williamson

Members Absent:

Andy Ansola	Andrew Lewis	Suzanne Yach
Yvette Colbourne	Marguerite Luster	Alyce Zahniser
Randy Fleischer	Cynthia Oliver	
Bapthol Joseph	Regina Santiago	

Diversity & Cultural Outreach Staff:

Dr. Elizabeth L. Watts, Director; Latricia Lauture; Maryse Nelson; Marion M. Williams

District Staff:

Dr. Verda M. Farrow, Acting Deputy Superintendent, Educational Programs/Student Support; Dr. Katherine Blasik, Associate Superintendent, Research Development & Assessment; Dr. Jeanine Gendron, Director, Instructional Technology; Angel Aviles, ADA Projects Specialist, Facilities & Construction Management; Jack Ciminera, Database Researcher III, Research Services; Angela Coluzzi, Director, Network Integration/ETS; James Kane, Instructional Materials; Chris McGuire, Principal, Broward Virtual; Leona Miracola, Director, Innovative Programs; Lynne Oakvik, Specialist, Learning Resources & Instructional Materials; Cynthia Park, Director, Advanced Academics Programs; Michele Rivera, Director, Learning Resources & Instructional Materials; Jeff Stanley, Director, School Applications/ETS; Robert Waremburg, Director, Supply Management & Logistics; Linda Whitehead, Director, Teacher Development/HRD

Guests:

Clementes Foulkes; Christopher Fuller, Parent Advisor, Tedder Elementary

APPROVAL OF THE AGENDA

The Committee adopted the Agenda.

APPROVAL OF THE MINUTES

The Committee approved the August 13, 2009 minutes with the following changes:

Page 3, Paragraph 4, amended to say: **Mr. Rajner** stated, "... *overall* subcommittee structure..."

Page 6, Paragraph 1, amended to say: **Ms. Owens** commented that, "It's... then, the projects with budgets that's been approved for two years, and with promises made to the school, of what they're going to do within those projects. We should track these projects if they're still not done."

Top Page 7, should read: "that it is the 2007-2008 Superintendent's Report."

CHAIR'S REPORT

Mr. Foulkes congratulated **Mr. Jean D. Darius**, former Coordinator, Diversity & Cultural Outreach, and wished his family well as they start a new life in Brussels, Belgium.

Mr. Foulkes and **Mr. Rajner** worked on the Children's Services Councils Cultural Competence Committee that produced A Multi-Cultural Resource guide for Families and Service Providers in Broward County, which was distributed to everyone present at the meeting. The guide is located online and will be updated as needed. Both the **Chair** and **Mr. Rajner** recognized the contributions **Ms. Weintraub** has made. She is one of the original members of the Children's Services Councils Cultural Competence Committee and has actively participated on the Committee since its inception.

Mr. Foulkes circulated three letters involving himself, the Anti-Defamation League (ADL), and former Diversity Committee Member **Jawhar (Joe) Sadallah Badran**.

Mr. Foulkes provided a copy of the agenda from the Broward County Association of Student Councils meeting, which he attended on August 27, 2009. He thanked **Mr. Rabinowitsch** for informing him of that meeting. Attached to the agenda, is a list of some of the activities that Student Council members will be involved in during the 2009-2010 school year.

A Census 2010 poster contest was created by the Census Education Committee to get more people involved. Census questionnaires will be delivered next April and communities are getting actively involved to ensure a complete count. **Ms. Gallagher**, School Board Member, is the Chair of the Education Committee.

Mr. Foulkes thanked those who attended the August 25, 2009, School Board Workshop, for the scheduled discussion of Policy 1.5. However, School Board Chair **Maureen Dinnen** postponed the discussion to give Staff and Committee members an opportunity to come to an agreement on a definition for Educational Equity.

Mr. Foulkes announced that members should have received an invitation/call to participate as presenters for a South Florida Diversity Summit, scheduled for Saturday, November 7, 2009, at Nova Southeastern University. The event will be sponsored by the South Florida Diversity Alliance. The theme is "Multiple Identities – A Nation of Cowards."

The **Chair** reminded the Members of the School Board Workshop scheduled for Tuesday, September 8, 2009, to discuss the Proposed CCC Indicators and Site Visitation Instrument.

DIRECTOR'S REPORT

Dr. Watts announced that the Department has been going through a transition period, after two staff members were reassigned. **Dr. Mary A. Smith**, is now over Peer Counseling at Nova Middle School and **Ms. Mercedes Hardisson**, is now a Media Specialist at Silver Lakes Elementary. They were reassigned as part of the Teacher on Task Assignment Reduction Plan. The Department is very happy for **Mr. Darius**, who decided to take advantage of a lifetime opportunity to finish his Doctoral work in Belgium.

Dr. Watts said at the beginning of the August 25, 2009, School Board Workshop, Board Member **Ms. Dinnen** decided to defer the Policy 1.5 item until Staff and the Diversity Committee could agree on one unified definition for Educational Equity. **Dr. Watts** thanked **Dr. Farrow**, **Dr. Blasik**, and **Dr. Harrison**, for attending the meeting she had with **Mr. Marko** to discuss the definition of Educational Equity. Following the meeting, **Dr. Watts** shared the proposed combined definition with the Diversity Committee **Chair**.

A matrix showing the proposed definition was circulated. **Dr. Watts** gave credit to **Dr. Harrison** for helping ensure that parity of resources for all students was included in the definition.

MOTION by Mr. Gazzano, 2nd by Mr. Rajner: "That the Diversity Committee approve the revised definition of Educational Equity for Policy 1.5 as proposed on September 3, 2009. The motion includes the modifications listed by Dr. Watts, as proposed by the Committee."

Passed 14 - 0

After discussion and the revision thereof, the Diversity Committee approved the following definition for Educational Equity:

Educational equity shall be defined as cultivating an environment through policies, practices, and programs to provide equal access in all student (PreK-Adult), employment, and business programs, activities, resources, services and operations, so as to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, religion, disability, age, sexual orientation, gender identity and expression, or other protected group status; (b) provide equal educational opportunities; (c) ensure all student populations meet the same rigorous standards for academic performance; and (d) ensure parity of resources for all students.

VERBATIM, at the request of District Staff:

Dr. Watts: "As **Mr. Foulkes** stated, the Board Workshop on the Newly Proposed CCC Indicators and the Revised Site Visitation Plan, will be on Tuesday, September 8th. It is scheduled for 11:30. This will be on the Proposed Indicators that **Dr. Blasik** reviewed with you at the last meeting, and it will also be, what we have also delivered to the Board, your feedback and your recommendations. And so we hope that you can attend that evening. We will also be presenting your recommendation on revising the Site Visit process and protocol."

Ms. Jusevic: “I was on the School Board website and there’s already a matrix up, that says things that were never discussed in Committee. That supposedly we agreed on. And I have a problem with that, because doing things by email is not an appropriate way to do this, given the Sunshine Laws. So I had a little bit of a problem and if I’m mistaken, I will be happy to admit I’m mistaken. But right up there in red it says ‘Committee agreed.’ And I don’t recall us having any kind of real discussion last meeting, and agreeing about anything.”

Dr. Watts: “At the last meeting, the Indicators, the Proposed Indicators, were presented for your feedback and recommendation. Staff also made telephone calls (**Ms. Price:** “Yes they did.”), and followed up with all members via email, as well. You will note when you look at the presentation, it does not say agreement by the Diversity Committee, as if you took a formal vote. It says ‘Diversity Committee members.’ If there was, excuse me. If there was a recommended change, it was a response from District Staff. We have a matrix of that. Some Customer Survey items. There was input to leave those for the 09-10 School year, and then revisit at a later time. So, that data will be presented to the School Board, and once we get the School Board’s feedback on the Indicators, we will come back to the next meeting and share that feedback and the Revised Indicators and Matrix with you.”

Return to Summary format

Dr. Watts thanked **Dr. Harrison** and **Dr. Blasik** for allowing her the opportunity to provide leadership to District departments on the CCC Online Report Tool. The Tool was developed by **Jack Ciminera** and **Russell Clement**. The Tool was created to provide the Diversity Committee with indicator progress updates during Diversity Committee meetings. **Dr. Watts** and other Staff members have been continuously monitoring indicators, created action plans and gave input into the CCC Indicator Revisions. She thanked Staff and went on to say, “This is just really a great group, and I couldn’t do this without them. I just want to thank them for that.”

OLD BUSINESS

CCC Settlement Agreement Status Report, 2008-2009

The Report was initially presented at the August 13, 2009 Diversity Committee meeting. Members were given the opportunity to ask questions and share their concerns. The Committee has another opportunity to ask questions and raise concerns with District Staff present to respond. Copies of the Report were available at the meeting.

CONDITION 1 – AVAILABILITY OF TEXTBOOKS

Ms. Jusevic said her comments are based on what went on during the first two weeks of school. She finds it to be inaccurate to say that the Condition has been met, given that textbooks are an issue every year. She questioned the time the Customer Survey is conducted and when the questions are asked. **Ms. Jusevic** stated, “If parents are asked the questions at the beginning of the school year the answer would be radically different from if they were asked the same questions later.” She said textbooks have been an issue for the five years that she has been on the Diversity Committee and does not understand how the standard is being met, when every year schools are scrambling around to swap out textbooks. **Ms. Jusevic** said there is also a shortage of Advanced Placement (AP) textbooks this year.

Ms. Jusevic said, “We cannot seem to predict, unless it’s a brand new school that has no trend data, how many students are gonna show up at our school, so that they have textbooks at the beginning of the school year, and not after the ten day count. Because that’s ten days of lost instruction.” **Mr. Kane** agreed that it is difficult to project the correct number of enrollments. Books are being scattered around. The AP program was recently expanded and the DESTINY Textbook Tracking System will now be used to provide those projections. **Mr. Kane** added **Ms. Jusevic** was correct and that his Department is catching up.

Mr. Kane said the definition of textbooks has been expanded. Students have access to books on CD Rom and online books can be accessed through Broward Enterprise Education Portal (BEEP). A form is being developed to inform students about books that are available on BEEP. Students will have the option to choose a hardcopy textbook, CD Rom, or have online access. **Mr. Kane** said one issue beyond their control is that of shifting populations. **Ms. Jusevic** said she receives phone calls at 6:30 a.m. about textbooks. **Mr. Kane** asked that they be referred to his department and provided his email address.

Ms. Williamson said regardless of the Condition being met on paper, it really has not been met. She participated in school site visits in which it was discovered that the students had no books. **Ms. Williamson** suggested they find a better way to communicate with parents to make them aware of what they should do if their child does not have a textbook. She reminded the Committee that, at the last Diversity Committee meeting, it was announced that if a child did not have a textbook, that child should go to the Guidance Counselor. She said parents are not aware of this.

Ms. Owens suggested phone calls to all parents, directing them to the web address or link where books could be obtained if their child does not have a textbook. In addition, all libraries should have the web address for easy access.

Mr. Pedlar said there seems to be a gap between opening a school and the time when books arrive at the schools. He wondered about the pre-planning that goes on. He asked, “How tight is this managed?” **Mr. Kane** said it has to do with school-based management. Core books already sitting at the schools are books being used year to year. Every six years, new adoptions are brought in. For example: Third Grade Reading. The Instructional Materials Department receives those projections in April, in order to get the books out for the start of the school year. **Mr. Kane** stated that when schools realize an unexpected population shift, the school, which has to order the textbooks using their budget, is also responsible for communicating the change to his office.

Mr. Waremburg said the moving of materials from one school to another is the result of population shifts. Books are generally transferred from schools affected by under-enrollment to schools that are in need. The budget crisis has caused parts of the adoption to be reduced and materials are being reused. Furthermore, resources previously available for instructional materials have gone to the general budget.

Mr. Pedlar indicated that although he accepts this as a feasible explanation, he does not like the mention of budget. He said the budget situation, which has been going on for approximately six years, is not a new problem. He asked **Mr. Kane** for the main reason why there is a shortage of textbooks when school opens. **Mr. Kane** said it is due to the under-projection of enrollments. **Mr. Kane** went on to explain that schools have been getting many more students than anticipated. **Mr. Pedlar**

commented that perhaps the situation is beyond the Instructional Materials Department control. **Mr. Kane** stated they respond as soon as possible, once informed of a population increase.

CONDITION 2 – TECHNOLOGY ANALYSIS

Ms. Owens said, “The District Meets the standard is sort of erroneous.” She said, “They might meet the standard as far as physically having the computers, but if it’s not working due to software issues, etc., for a whole year, then it’s useless.” When she was on the SAC committee at Miramar High School, everybody had laptops. But for more than half the year, they had “glitches” with software. She said apparently they were having technical problems with people servicing the software. **Ms. Owens** suggested the Condition include something about the applications part of the standard being “Met”.

Mr. Rajner asked if a standard exists for parity, such as having Laser or Inkjet printers. **Ms. Coluzzi** responded the standard is for all schools to have Laser printers. Schools can have an Inkjet in addition to the Laser printer. To a question by **Ms. Francois**, **Ms. Coluzzi** responded that the standard school printer is Laser and schools with the Inkjet paid for it out of their budget. The Laser was chosen because it lasts longer and prints more copies. Inkjet printers are not the standard because maintenance costs are very high. **Ms. Coluzzi** added every school has a multifunction device in a designated area.

Mr. Rajner asked if the printers are also multifunctional or if the school has an All-In-One device. **Ms. Coluzzi** said classroom printers are regular printers. Multifunction printers are available throughout the school, but are not found in every classroom. Classrooms do not have scanners. Scanners are available in designated areas.

Ms. Jusevic commented that in spite of the Condition being physically “Met”, many times there are laptop carts that are not being used because of technical problems. Another issue is the amount of time it takes to get them fixed. She said, technically, the spirit of the condition is not being met.

Dr. Bailey asked if computers are being infused across the curriculum. **Dr. Gendron** responded that the District provides many opportunities for all teachers to get professional development, which will allow them to integrate technology into the classroom. The District pays for three graduate credit hours for teachers to go through the Digital Educational Teacher Academy for training. **Dr. Gendron** said they have worked with all curriculum departments and infused every aspect of teaching and learning. Presently, there are two surveys that track and provide data about how the technology is being used. All schools are required to complete the *Florida Innovates State Survey*, which indicates the level of training the teacher has had and the level of integration they have achieved. Teachers are required to take the *Inventory of Teacher Technology Skills Survey*, which is a web-based test and indicates what level of integration they have achieved. School principals use this data to help teachers plan individual Professional Development plans and continuous support is given to help them move from the entry level to the advanced integration stage. It generally takes two to three years to reach the advanced stage status.

Dr. Bailey suggested creating a simple survey, which would be distributed to ten to fifteen students at each school. The survey would collect student responses as to the extent of computer usage, how it’s meeting their needs, and if the technology has prepared them for college. She would like to

hear directly from the students about their skill level, how pleased they are, and what their needs are. She said it would help bridge the gap.

To a question by **Mr. Rabinowitsh**, **Ms. Coluzzi** said there is no standard amount of scanners that should be available at each school. There is no recommendation that every school have a scanner.

In response to a question by **Mr. Pedlar**, **Dr. Gendron** stated teachers would like more training and time to experiment and practice, and use the technology in the many ways available. **Dr. Gendron** stated that technical support is an issue, when it comes to maintaining the huge computer fleet in the District. A limited number of staff and micro-techs are constantly working to ensure technology repair.

Ms. Price asked what mechanism is used to ensure that every teacher actually takes courses and is knowledgeable and proficient in technology integration. **Dr. Gendron** stated that all teachers are required to take the needs assessment survey, *The Inventory of Teacher Technology Skills*, which measures their skill level. The data indicates the teacher's level of proficiency in technology integration.

Dr. Farrow responded, "Every principal has to be responsible for their teachers." Teachers are required to develop professional growth plans for each school year, and the principal is responsible for making sure they meet the objectives. Extra resources and training are provided as needed.

Mr. Rajner noted that the *Findings and Actions* section of the Report mentioned wired and wireless; however, Bluetooth technology was not included. He asked, "How does Bluetooth technology play a role in cutting down needless wires?" **Ms. Coluzzi** responded that the printers are wireless but are not Bluetooth enabled. She said school computers are continuously in Children's Internet Protection Act (CIPA) compliance. Students are automatically banned from access to unauthorized or inappropriate websites. Firewalls are also in place to provide additional protection.

Ms. Williamson asked how public school technology funds, which were eliminated by the State, affect technology in Broward County schools. **Dr. Farrow** said technology would be greatly affected. In many cases, technology is being used for a longer period of time in both schools and offices. School technology is generally upgraded every five years. However, schools may end up using that technology for six years or more.

CONDITION 3 – STANDARDS OF SERVICE

Mr. Rabinowitsch commented that the Condition appears to have been met at his school, McFatter Technical High School and several other schools in the county, based on discussions held at Student Government meetings.

Ms. Jusevic said, "I absolutely love the fact that this is translated at many schools into data chats with the students, so they can set their educational goals. I'm grateful that this has been met, and thank you."

Ms. Williamson asked if the number of schools that have not met Adequate Yearly Progress (AYP) is known. **Dr. Blasik** answered yes. The information is located on the Broward County School Board website at http://www.broward.k12.fl.us/research_evaluation/ResearchServices.htm.

Ms. Owens asked if a consequence existed for students who continuously score 100% or 99% on the Benchmark Assessment Test (BAT). She said whatever the standardized test is, whatever the score, when a pattern is detected with a student, and the student seems to overachieve the median, the teacher is supposed to adjust the student individual plan. **Dr. Blasik** responded that a number of reports and flags are in place. A color-coded system is used when there is a decreased number of standards being met, decrease and/or increase in performance. The intent is to not just focus on struggling students, but to also keep higher achieving students moving forward. Classroom trend data is also provided through Virtual Counselor, which shows the proportion or number of students that have not met a certain standard. Instruction is constantly being tailored to each student. Scores can be assessed on different levels, such as by grade level, school, mini-assessments, and across the district. Curriculum analyzes the data to determine what needs to be changed in terms of supporting the schools. Lesson plans have Instructional Focus Calendars, which allow for better adjustment. **Dr. Blasik** said the key to data chats is looking at the data and having decisions about what to do on a regular basis. There are steps to assure that the District does not over-test or under-assess to make sure that they have the information needed for individual talented groups of children to continue performing at a higher level.

Ms. Owens stated that the first indication that a teacher has lost a child is drastic grade changes. Her concern is the perception that some teachers may have about minority students. She wants to make sure a fall-back analysis is in place, so that once a consistent pattern is discovered, those students are addressed and are given the individual curriculum they deserve. **Dr. Blasik** said the Diversity Committee has acknowledged that parents are a very important part of this role. She encourages parents to bring their concerns forward regarding the assessment of their child. **Dr. Blasik** indicated there may be existing issues that are not taken into account when data is analyzed. Data is aggregated and processed globally, but everyone's help is needed to make sure that every child is being reached.

(Motion to extend the meeting 30 minutes approved).

Mr. Pedlar expressed concern that some of the tests rendered at schools have a preset expectation for all students to perform on the same level. He wants to know if testing takes late-bloomers into consideration. **Dr. Blasik** reminded the Committee that there is a wide range of assessments, such as the BAT, mini assessments based on the standards, and the Florida Comprehensive Assessment Test (FCAT). Alternative assessments are given to ESE students. The Comprehensive English Language Learning Assessment (CELLA) was created for ESOL students. Mini assessments are continuously given to students to make sure they are on track. The goal is to assure that students can be successful at their current grade level and to help students early on before they fall behind because graduation rates are very important.

Mr. Rajner suggested an hour be added to the September 2, 2010, Diversity Committee meeting, to allow the Committee enough time to ask questions and share their concerns with Staff. The meeting could start at 6:00 p.m. and end around 9:00 p.m. The **Chair** agreed.

CONDITION 4 – AP/HONORS COURSES

Ms. Owens asked that International Baccalaureate (IB) be added to everything regarding AP & Honors because it is a critical program that needs more focus.

Ms. Williamson asked how many of the 614 Advanced Placement (AP) teachers, who volunteered, actually attended the free, five-day intensive AP training offered at the College Board Summer Institute. **Ms. Parks** said 589 teachers attended the training this summer.

Dr. Bailey directed everyone to page 15 of the Report and commented how data could easily be manipulated to suit one's purpose. Although she understands the first table and how the numbers are applied, she feels the table would be misleading to a layperson. She said there is a better way to represent the data. **Dr. Bailey** requested that raw numbers be used instead of percentages. She said the Diversity Committee should immerse itself in outcome data, such as failure and dropout rates, in order to get a better picture about what is happening in the schools.

Dr. Bailey asked if the enrollments listed in the chart were taken at the beginning of the school year and if dropout rates were taken into account. **Dr. Blasik** assured the Committee that, regardless of what question is asked, the data cannot be manipulated. If the question changes, the data changes. **Dr. Blasik** said the data was not misrepresented and that the question asked by **Dr. Bailey** was different from that of the data. The process for gathering and analyzing the data was explained to the Committee. As to the question of when the data is pulled, **Dr. Blasik** explained the process starts at the beginning of the year, prior to students' arrival at school: then again after the 10 and 20 day counts and report it after the first semester. It's looked at again before the second semester. The final tally is a year-long data element. **Dr. Bailey** said success rates are needed and commented that once the Committee has that data in hand, they will see some glaring trends. **Dr. Blasik** said all the data is located online.

Ms. Jusevic asked if the data is broken down by pass rates between high schools that are on the block schedule and rotators. **Ms. Park** said, unless she is mistaken, it is not. In the past, this information was viewed, along with mean achievement on AP exams, for block vs. rotator schools. Statistically they came out equal. **Ms. Jusevic** said her concern is due to the Class Size Reduction Act, which eliminated the companion courses that block courses used to run on. **Ms. Jusevic** said, "The concern for every parent on a block schedule high school, for an AP enrolled student, first semester, is the pass rate." **Ms. Park** said she just pulled the data and there are eight or nine high schools that offer companion courses. She said students are enrolled throughout the year in the course. Some schools do not do it this way because it is a scheduling challenge. **Ms. Jusevic** asked where can a person get information regarding which schools do not offer the companion course and stated she made the same request at the August meeting.

Ms. Owens asked if data research could be done on high school seniors' SAT scores in relation to race and gender. **Ms. Parks** stated that SAT scores are good indicators, and the College Board provides these reports to the School Board. Not all students take the SAT test, which is why they use scores from the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), because every tenth grader is required to take it. This provides a more accurate representation. The scores are broken down by ethnicity and are reported annually through the Research Services Department.

Mr. Foulkes said although the Virtual School website (<http://www.bved.net>) indicates that students from almost every ethnic group are enrolled, the main concern is whether the students are graduating with real standard diplomas. He asked for the graduation number of African-American students for the

last class. **Mr. McGuire** stated that he can get the information. **Mr. Foulkes** asked that a breakdown be included.

Ms. Park announced that a few Broward County schools won national awards. Three seniors at Cypress Bay High were awarded Gold and Silver Medallions from the Hispanic Heritage Foundation (HHF) for their leadership in the classroom and community. Stranahan, recognized as one of America's Best High Schools, received a Silver Medal.

CONDITION 5 – ATHLETIC AND EXTRA-CURRICULAR ACTIVITIES

Ms. Williamson is concerned with survey results stating that Indicators have been met, when there are schools she has visited that either have no courts or the ones on premises were not in satisfactory condition.

(Motion to extend the meeting 30 minutes approved).

Dr. Watts informed the Committee that all questions and concerns from the last meeting were placed in a Matrix. Additional questions and concerns from tonight's meeting will be added to the existing Matrix. The Diversity Committee will have access to the document once they begin writing their response to the 2008-2009 Superintendent's Report.

Ms. Williamson remembers one situation where girls at a particular school dressed in one bathroom, without curtains or any other barrier. **Ms. Jusevic** said an inordinate amount of time was spent writing a report that is now two years old. She indicated that the Committee cannot confirm whether or not the repairs were made or are completed because Site Visits were cancelled for the 2008-2009 school year. **Mr. Rajner** suggested members be specific in saying what needs to be done and where it needs to be done. The information can then be sent via Staff to the Superintendent as a recommendation for follow-up, which is a great way to help the School Board identify problems. The documented information will also allow the Diversity Committee to keep track of progress. **Mr. Foulkes** informed the Committee that the Site Visitation Subcommittee has identified schools that can be revisited during the 2009-2010 school year. However, visiting new schools under the new Instrument will take time, as the School Board is still reviewing the document.

CONDITION 6 – MEDIA CENTERS

Ms. Francois said her question is in reference to Indicator 6.8, which was Not Met. It states, that no more than 50% of the collection have publication dates older than fifteen years. She asked what is being done to rectify the problem. **Ms. Rivera** responded that evaluation of the collection is an ongoing process. Media Specialists are responsible for making determinations regarding what is relevant, what needs to be discarded, deciding which items should be most current, relevancy of student interest, and whether the material currently aligns with the school's instructional focus. The Learning Resources & Instructional Materials Department made the recommendation to Media Specialists that they should weed, conservatively based on the monies available for their use. **Ms. Rivera** said that it is very challenging given the current situation. Schools are responsible for allocating a certain percentage from their total budget for ongoing maintenance of the collection.

Ms. Francois is concerned about equity when it comes to determining which schools get the most recent materials. **Ms. Rivera** said collections are monitored on a monthly basis using the CCC Online

Tool that generates an analysis indicating any gaps and can also determine the school's needs. Area Superintendents and Area Directors use this information to monitor schools and help channel them in the right direction, if they fall behind. Schools are closely monitored at the District level and are given the tools to accurately and critically analyze what their needs are, so they can appropriately plan and anticipate their short-term and long-term needs based on the funding available from year to year.

Ms. Williamson pointed out the Southern Association of Colleges and Schools (SACS) Guidelines listed under Indicator 6.3 indicates 35 periodicals. She asked what happens to schools that do not meet the requirement. **Ms. Rivera** stated that Broward County Schools are at an advantage because they have access to more than 35 electronic magazines and digital periodicals. This does not limit the need for print magazines. Schools can maximize funding by shifting monies traditionally spent on print magazines to other areas where needed. **Ms. Rivera** said that every school has met the criteria based on the report. **Mr. Foulkes** pointed out that during school site visits all periodicals available to the school may not be in plain sight. They had never asked to see online periodicals.

Ms. Jusevic referenced an article that came out two months ago that talked about high school and college students saying that they still want books. She said she researched this online and found going totally digital is not helping student achievement.

Ms. Owens recently learned that 41% of District 1 has poverty or low-income families. Not everyone has computers. She said only 68% of students said that the resources are adequate. District 1 is at 48.5% of the national average for academic standards.

Mr. Foulkes asked if students are allowed to take periodicals home. **Ms. Oakvik** said that it is a school-based decision on whether or not a periodical can be checked out and taken home by a student. Periodicals are available as reference material inside the library and are also often available in the classroom. The Learning Resources & Instructional Materials Department advocates a balance of print and digital resources. They recommend that 18 hard copies be available, although a digital system is being utilized. It is understood that not every student has access to the Internet from home. **Mr. Foulkes** indicated this is very critical, now that the libraries are cutting back on hours, staffing, training, and access to media centers.

CONDITION 7 – STUDENT DISCIPLINE & SUSPENSION

Ms. Jusevic announced that teachers are not using the referral system that is generated from the online reporting system. At open house, teachers said they are not using the system because it disrupts the classroom. At some high schools, in order to have a student removed from the classroom, the referral form must be completed by the time security arrives. Teachers are not willing to stop in the middle of class to fill out an online referral just to have a student removed. **Ms. Jusevic** said this is not regarding life-threatening issues. Teachers have said that it takes approximately 10-15 minutes to complete the form and then have security remove the student. **Mr. Foulkes** asked Staff to get information on where and how it's working at some schools. If it is working, he wants to know what those schools that are not using the system are doing differently from the schools that are using it. **Mr. Rabinowitsch** commented that, before the online version, the paper referral was also known to take up a lot of time. **Ms. Jusevic** stated that with the paper version, a child was removed, and the referral was turned in later

on. Her concern with the online referral is that at some high schools, the referral must first be filled out before the student can be removed unless it's a life-threatening situation.

Ms. Williamson is concerned about Condition 1, Appendix K. She said external suspension numbers are extremely high for Coconut Creek, Taravella, Fort Lauderdale High, Plantation High, etc. She wants a breakdown of the race and gender.

CONDITION 8 – FIVE-YEAR CAPITAL PLAN

Mr. Jabouin wants to know how the budget cuts are affecting the Five-Year Capital Plan and some of the conditions that were discussed in the past. **Mr. Aviles** said he checked the tentative facilities work program and noticed that cuts were done everywhere. The information is available on the website. He deals directly with American with Disabilities Act (ADA) accommodations in the District. The contingency funds were cut from his budget. It went from \$300 million to \$500 thousand. They requested \$12 million for specific projects that need to be completed. Although work on the designs has begun, it is not covered under the projects. **Mr. Aviles** announced that after receiving a call from a Board Member asking about a particular project, he had to respond that according to the tentative program, no money is available for that project. He is waiting for the money to become available. **Mr. Pedlar** asked if another revision will be made to the Five-Year Capital Plan. **Mr. Aviles** said although the Plan was recently updated, he still has to check it against whatever funds become available.

Ms. Francois asked for a projection of how long it will take to get projects completed, taking the budget cuts into consideration. **Mr. Aviles** said most of his projects have been moved to a future date of 2016. They have to be done because of the ADA Transition Plan. The budget will be affected again because more funds will be needed. His Department requested more money for the ADA projects that are on the books and due to the increase of construction costs. **Mr. Foulkes** stated that most of the projects that were previously planned have been memorialized, meaning they are not being ignored but will be set aside until money is available to come back and implement them. **Mr. Aviles** said that although projects are being designed and architects were contracted, there is currently no money available for construction. **Mr. Rabinowitsch** stated many of the funding issues with the Five-Year Capital Plan are due to State budget funding.

CONDITION 9 – STUDENT ASSIGNMENT & REASSIGNMENT

Mr. Rabinowitsch said whoever came up with the idea to combine both policies made a great choice.

Mr. Foulkes asked that Committee members email any additional questions and concerns to Staff by Tuesday, September 8, 2009.

Meeting ended 9:35 p.m.

**The next Diversity Committee meeting is scheduled for October 1, 2009 at 6:30 p.m.,
in the Board Room, Kathleen C. Wright Administration Building.**

These minutes are summarized and were recorded at the September 3, 2009 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.