

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**DIVERSITY COMMITTEE MEETING
Kathleen C. Wright Administration Center
March 5, 2009**

SUMMARY

CALL TO ORDER

The meeting was called to order, at 6:40 p.m. by **Roland Foulkes**, Chair, with a quorum.

Members Present:

Dr. Veda Bailey	Bapthol Joseph	Nancy Rogan
Randy Fleischer	Andrew Lewis	Regina Santiago
Roland Foulkes	Marguerite Luster	Barbara Williamson
Phoebee Francois	George Pedlar	Suzanne Yach
Julian Gazzano	Ernestine Price	
Patrick Jabouin	Michael Rajner	

Members Absent:

Yvette Colbourne	Sherry Reece
Stephanie Desir-Jean	Alyce Zahniser

Diversity & Cultural Outreach Staff:

Dr. Elizabeth Watts, Director; Latricia Lauture; Maryse Nelson; Nancy Weintraub; Marion Williams

District Staff:

Dr. Joanne Harrison, Deputy Superintendent, Educational Programs/Student Support

Guests:

Vicky Saldada, ESOL Director, Multicultural, ESOL, & Program Services Education;
Vivian Suarez, Bilingual/Title III Coordinator, ESOL Department

APPROVAL OF THE AGENDA

The Committee adopted the Agenda.

APPROVAL OF THE MINUTES

The Committee approved the February 5, 2009 minutes without change.

CHAIR'S REPORT, Roland Foulkes

Mr. Foulkes reported on the Subcommittee Organizational Meeting he conducted with point persons and subcommittee chairs. He identified 5 goals he feels the Committee should focus on for the 2009 term:

1. Go back into the schools – Site Visits
2. Document future Site Visits with video and pictures for inclusion
3. Organize a series of community forums in each area in the District
4. Revise the current 16-page Site Visit Instrument
5. Reach out to the Principals Association, to let them know the Committee is “on their side” when they visit schools

During the Chair’s Report, Mr. Foulkes asked guest, **Andrew Kinlock from the Drop Back In Program**, to share his concerns regarding the program. **Mr. Kinlock** said that he is concerned that, perhaps due to budget constraints and other issues of which he is unaware, the District is in the process of eliminating the Drop Back In program. The program, which has approximately 1,100 students, has existed in Broward County for four years. **Mr. Kinlock’s** main concern is, “What will happen to the students once the program is eliminated.” **Dr. Harrison** responded that, “the Drop Back In program is a Broward County School program that has a Broward County school number and also happens to be a Broward County school.” She said the program is not being eliminated. Due to budget constraints, Board Members requested that these services be provided within the school system. The plan is to expand the services provided by the alternative high schools, while retaining satellite sites in locations where student attendance is high. **Mr. Joseph** reminded the Committee that it is not an agenda item and stated that it could be discussed under New Business, if time allows. **Dr. Harrison** suggested that **Mr. Kinlock** attend the March 24, 2009, Board presentation.

Mr. Foulkes circulated materials concerning the National Gang Threat Assessment Issue and the new Sunshine State Standards. He stated that these two items would affect the work of the Diversity Committee.

DIRECTOR’S REPORT, Dr. Elizabeth Watts

Dr. Watts reminded the Committee that the School Board Workshop on March 31, 2009 will include Policy 1.5, and how the Diversity Committee should be organized around diversity and equity. Board Members directed that a clear definition of equity be added to Policy 1.5, and that organizational strategies be developed for the Diversity Committee to address equity and diversity/human relations. She presented (1) a draft of modified Policy 1.5, including a clear definition of equity, developed in collaboration with the Ad Hoc Policy 1.5 Committee, and (2) two recommended organizational strategies for Committee functions: (a) streamlined subcommittee structure around diversity/human relations, equity, and CCC Conditions, and (b) an annual calendar. A chart was circulated for subcommittee membership sign-up and subcommittee chairs were asked to provide meeting dates.

Proposed definition of educational equity in the modified Policy 1.5:

Educational equity shall be defined as the educational policies, practices and programs necessary to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, sexual orientation, gender identity, or other protected group status; (b) provide equal educational opportunities; and (c) ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth. Equity strategies are planned, systemic and focus on the core of the teaching and learning process (curriculum, instruction and school environment/culture). Educational equity activities promote and adhere to the CCC Agreement and implement strategies that allocate resources to ensure parity for all schools.

Mr. Fleischer stated that the committee voted agreement that the Diversity Committee should not be split, that it should remain one committee, and that it implement the subcommittee structure **Mr. Foulkes** created at the February meeting. **Dr. Harrison** reminded the Committee that, at the Board Workshop, only staff is allowed to speak. However, the Board has a new process to hold separate Workshops where the public is allowed to voice their opinions. **Mr. Joseph** recommended that the Committee compile its concerns and give them to **Dr. Harrison** to present to the Board.

Dr. Watts states that the Committee will get a chance to view the CCC Online Tool during a Diversity Committee meeting after the March 31st Board Workshop.

Dr. Harrison reminded the Committee that the Diversity Committee's Annual Report, responding to the Superintendent's Annual Report on the CCC, will be addressed at the May 26, 2009, Board Workshop.

Dr. Harrison advised the Committee that any topics they want to discuss could be integrated into an annual meeting calendar and structured in a way so as to have the information available at the start of the new term. She also reminded the Committee that the calendar was created at their request. At the February 5, 2009, meeting, the Committee asked the Diversity & Cultural Outreach Department to provide a meeting schedule of the different District committees before a decision was made to join.

(**Mr. Pedlar** arrived at 7:16 p.m.)

MOTION by Mr. Fleischer, 2nd by Ms. Williamson: "That the Diversity Committee ratify the unanimous vote of the Ad Hoc 1.5 subcommittee to keep the current Diversity Committee and not split the Committee into Diversity and a separate Equity committee and to further allow the new subcommittee structure proposed by Chair Foulkes at the February 2009 Diversity Committee meeting based on the CCC benchmarks."

Passed 16-0

Ms. Yach requested that the verbiage of (c) of Policy 1.5 be changed to include adults.

MOTION by Mr. Fleischer, 2nd by Mr. Gazzano: "That the definition of Educational Equity approved unanimously at the Ad Hoc 1.5 Subcommittee be adopted into the School Board 1.5 Policy, amended as to (c) ... expected of all students (K-Adult)."

Passed 16-0

MOTION by Mr. Joseph, 2nd by Ms. Francois: "To accept the calendar presented by staff as a template."

Passed 16-0

OLD BUSINESS

PRESENTATION BY VICKY SALDALA, ESOL DIRECTOR, AND VIVIAN SUAREZ, BILINGUAL/TITLE III COORDINATOR, ESOL DEPARTMENT

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

Ms. Saldala began her presentation by explaining that the ESOL Department was developed as a uniform plan to recommend to schools the best instructional models for English learners because the Area Superintendents and Area Directors were concerned about the resources available for ESOL students. **Ms. Saldala** stated that the English Language Learner program has not met AYP standard for the past two years.

Student enrollment in Broward County, as of January 2009, is 255,805. The total number of ELL enrollment is 33,679, which equates to 13% of the Broward County school population. ESOL Services addresses 52 different languages and assists students from 170 different countries. The top three most commonly spoken languages by students are Spanish, Haitian-Creole, and Portuguese. District documents at schools are translated into these three languages.

Ms. Saldala discussed the key components of the K-12 ESOL Program, which are:

- Proper Student Placement
- Instructional Delivery Models based on research
 - Sheltered Instruction (K-12): all children in this class are English language learners
 - Basic Mainstream Instruction (K-12): ESOL students are given additional support and instruction in this mixed classroom setting
 - Development Language Arts through ESOL (6-12): intensive reading class
- Research-based Instructional Materials
- Professional Development

Ms. Suarez stated that students are classified according to an oral language assessment. 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.

(**Dr. Bailey** left the meeting at 7:40 p.m.)

(**Mr. Fleischer** left the meeting at 7:48 p.m.)

Per the META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher, proficient in the same language, and trained to assist in ESOL basic subject area instruction.

At this point, **Ms. Saldala** invited questions from the **Diversity Committee**.

Mr. Pedlar complimented the effort that the ESOL Department has put into meeting the educational needs of the students in the school and asked if there were any programs in place that would allow them to get to know the students on a personal level before prescribing the FCAT. **Ms. Saldala** responded that it is beyond their control because it is up to the state to decide whether or not a student should be placed in an intensive reading program based upon their FCAT results. She stated that students are

placed in the Developmental Language through ESOL class, which gives them an opportunity to learn the English language before taking the FCAT.

Ms. Saldala stated that ELL students are tested more than any other sub-classification of students. They are required to take the FCAT. Additionally, the IPT, KTA, and MAT assess their English language proficiency. They take the CELLA, a listening, speaking, and writing test to measure the annual measurable objectives. Alternative assessments are available to determine how much a student knows about a subject and not just how much English a student knows. These assessments help determine a student's grade. She noted that all teachers must receive training in ESOL, which is one of the mandates of the State required META Consent Decree.

Ms. Suarez stated that there is a report that they look at to see where schools are placing students. They try to prevent schools from blindly placing students because they are classified as ESOL. The schools are required to do a programmatic assessment, which requires them to look at the student's transcripts. The Department monitors this requirement.

Ms. Santiago thanked the ESOL Department for its presentation and added that ESOL teachers do an extraordinary job in spite of not having all of the technology and materials they need. She stated that without the help of volunteers, the program would probably not be as successful, because there is a lack of ESOL teachers. **Ms. Santiago** believes the Committee should give this issue more attention.

Ms. Price asked what is in place if the teacher is not addressing an ESOL student's needs, and how does it come to the attention of the ESOL Department. **Ms. Suarez** informed the Committee that, although it's difficult to monitor each individual classroom, every school must have an ELL contact and that a folder must be kept on each ESOL student. The contacts are trained to monitor the progress of the students and are encouraged to have a good working relationship with the teachers. She stated that there is 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** informed the Committee that there is a Parent Outreach Specialist that works with parents in case they have difficulty communicating and understanding the English language. At the District level, interims and report cards have been translated into Haitian-Creole, Portuguese, and Spanish. She said each school Principal is responsible for monitoring what's going on at the school. **Ms. Suarez** reminded the Committee that the monitoring of the student's record curriculum is a state mandate.

Ms. Saldala informed the Committee that teachers have data checks with each other, to look at the data from different assessments to determine what issues are hindering a student's performance and progression.

Ms. Price said that she is concerned about the eastern schools that do not have enough funding to address the needs of their ESOL students. **Ms. Saldala** reminded the Committee that the program receives funding through FTE. If a child is classified as ESOL, some extra funding is generated directly to the school; however, the Principal exercises discretion on how the funds should be used. The ESOL Department has no control over those funds.

Ms. Price stated that the teachers who are not addressing the needs of ESOL students have pointed out that English-speaking students are paired up with ESOL students to help them with their work. She said that parents do not send their children to school to perform the duties of a teacher. They are all there to learn. **Ms. Price** added that these are the students that score poorly on the FCAT. **Ms. Saldala** stated that the “buddy system” is an ESOL strategy and acknowledged that it can be overused. She reminded the Committee that the ESOL Department recommends that schools shelter the ESOL students if there are a sufficient number of students speaking that language. Teachers are educated on the different types of ESOL strategies for these students.

Ms. Saldala reminded the Committee that the ESOL Department’s funding comes from the Title III grant: Immigrant and Limited English Proficient Students, funded under No Child Left Behind. She stated that 75% of the money goes “right back to schools and mostly in the east side, because that is where the high population is, in the form of teachers, extra teachers at the school, extra teacher assistance, supplementary materials, and so on.” Additionally, if a school was labeled or classified as a Differentiated Accountability School for the 2009 school year (fell under the restructuring plan by the state), the ESOL Department gave that school Title III funds to order whatever they needed for the ESOL program.

(**Mr. Foulkes** asked if there were any subcommittee or district committee reports. There were none.)

Mr. Jabouin asked how the META Consent Decree is being enforced and implemented or monitored in regards to assuring that schools with at least 15 students speaking the same native language have at least one aide or teacher proficient in the same language. **Ms. Saldala** responded that there are currently 14 District resource teachers at 45 different schools. Principals and Area Directors are included in all trainings, which means they are aware that they are responsible for providing this service to the ESOL students. Not all schools are implementing this requirement.

(Motion to extend the meeting for 15 minutes passed.)

Ms. Francois expressed her concern that schools with less than 15 students that speak the same language, are not required to provide their ESOL students with an aide. **Ms. Saldala** informed the Committee that there are currently 52 different languages represented in the District. The ESOL Department offers interpreters for special meetings for parents, such as staffing, parent conferences and ESE meetings. However, this is not done for the students. **Ms. Francois** said that she understands that many aides have been eliminated from a lot of the classrooms, due to budget constraints. She feels that it’s impossible for a child to learn in such an environment.

(Motion to extend the meeting for 15 minutes passed.)

Ms. Sparks thanked the ESOL Department for making the presentation. **Mr. Foulkes** reminded the Committee that the CCC Settlement Agreement and the Diversity Committee are the results of **Ms. Sparks’** lawsuit.

Ms. Williamson stated that the ESOL Department has made a lot of progress in the past 6 years. She said that in the 40 years that she was a teacher in Broward County, students did not receive equal access to anything and the teachers did not implement the strategies they were trained to use.

Ms. Williamson said that it's good that the ESOL Department exists. However, she would like to see them enforce the mandates. **Ms. Saldala** said reports are generated at the beginning and throughout the year to determine which students are not scheduled into courses they should be in. The ESOL Department is diligent in presenting at Area Director and Principal meetings to get the word out.

Ms. Williamson asked what is meant by "highly qualified teachers." **Ms. Saldala** responded that it is the ESOL endorsement training, which requires teachers to take 5 additional classes if they teach Reading, Language Arts and English. Math, Science, and Social Studies teachers are required to take 1 course. Everyone is required to take the ESOL course, including Guidance Counselors and Principals.

Mr. Gazzano asked, "Of the 33,679 ELL students, how many of them are also classified as special ed IEB?" **Ms. Saldala** stated that they do not have that data and will try to get the information. **Ms. Suarez** stated that every school has a report on ESOL students who are also ESE.

MOTION by Mr. Joseph, 2nd by Ms. Price: "That the ESOL Department reports on how the BCSB is implementing and meeting the META Consent Decree – as it relates to schools with at least 15 students speaking the same native language."

Passed 14-0

Ms. Yach commented that it's possible that Mr. Marko's office would attend the next Diversity Committee meeting and state that the adults are not covered under the CCC Agreement. She feels that it is irrelevant if they are or are not, because the Diversity Committee is about parity and equity. She said of the 1,100 students in the Drop Back In program, approximately 40% of them are 18 years of age. "They are the most at-risk high school students."

Dr. Watts congratulated **Vivian Suarez**. As of March 20th, she will be an Assistant Principal at Flanagan High School. She also thanked **Ms. Suarez** and **Ms. Saldala** for the work they do in the ESOL Department.

SUBCOMMITTEE MONTHLY MEETING DATES

Ad Hoc Joint Meeting	TBA	
Ad Hoc Site Visitation Form	Third Monday	Time: 5:00 p.m.
AP & Honors	TBA	
Assignment & Reassignment	First Thursday	Time: 5:30 p.m.
Athletics & Activities	First Wednesday	Time: 5:30 p.m.
Diversity	TBA	
Five-Year Capital Plan	TBA	
Hiring Practices	TBA	
Media Centers	Second Thursday	Time: 5: 30 p.m.
Site Visitation	4/9, 4/16; 5/14, 5/28; 6/4, 6/18; 8/6, 8/20; 9/3, 9/17; 10/1, 10/15; 11/12	Time: 4:30 p.m.

Student Discipline & Suspension	Second Monday	Time: 5:00 p.m.
Student Standards of Service	TBA	
Technology:	First Thursday	Time: 4:00 p.m.

Mr. Foulkes reminded the Committee that it is not mandatory for the subcommittees to meet, especially if they do not have business to attend to. **Dr. Watts** stated that having the dates up until November allows the members to lock those dates into their calendar.

Mr. Foulkes informed the Committee that he will be receiving a Civil Rights Award from the Council on American Islamic Relations (CAIR) at their 9th Annual Banquet on Saturday, March 7, 2009, at the Broward County Convention Center. **Mr. Foulkes** stated that he will accept the award on behalf of former Diversity Committee member **Jawhar Badran** and also on behalf of the Diversity Committee. **Mr. Foulkes** extended an invitation to the members to attend.

Mr. Pedlar asked how many School Board Members currently have a vacancy. **Mr. Foulkes** responded that **Dr. Parks, Ms. Bartleman, Ms. Murray and Ms. Kaft** all have vacancies. **Mr. Pedlar** asked if the vacancies mean that they are in non-compliance according to Policy 1.5 that states that the Diversity Committee shall consist of 31 members and each Board Member shall appoint 3 members, which is in-line with the CCC Settlement Agreement. He stated that if the School Board is interested in making changes, and the Diversity Committee wants to be effective as far as what it is doing, then the Board Members should make the effort to fill the vacancies. **Mr. Foulkes** stated that he will include **Mr. Pedlar's** concern in the monthly report he submits to the School Board.

Meeting ended 9:00 p.m.

**The next meeting is scheduled for April 2, 2009 at 6:30 p.m.,
in the Board Room at the Kathleen C. Wright Administration Center.**

These minutes are summarized and were recorded at the March 5, 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.