

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**DIVERSITY COMMITTEE MEETING**

**KCW Administration Building**

**August 7, 2008**

**SUMMARY**

**CALL TO ORDER**

The meeting was called to order, at 6:05 p.m. by **Roland Foulkes**, Chair, with a quorum.

**Members Present:**

Jawhar Badran	Lina Gioello	Nancy Rogan
Dr. Veda Bailey	Jeanne Jusevic	Simone Ruiz-Narcis
Cedric Douglas	William Knight	Regina Santiago
Randy Fleischer	George Pedlar	Barbara Williamson
Roland Foulkes	Michael Rajner	Suzanne Yach
Phoebie Francois	Sherry Reece	Alyce Zahniser
Julian Gazzano		

**Members Absent:**

Patrick Jabouin	Ernestine Price	Zach Fertel, Student Rep.
Baphol Joseph	Alex Lange, Student	LaToya Jackson, Student Rep.
Pepe Lopez	Advisor Designee	Daniel Starman, Student Rep.
Marguerite Luster		

**Diversity & Cultural Outreach Staff:**

Jean Darius, Coordinator; Terri Jones; Maryse Nelson; Dr. Mary Smith; Nancy Weintraub

**District Staff:**

Dr. Joanne Harrison, Deputy Superintendent, Education Programs & Student Support; Joel Smith, Director, Middle Schools; John Miracola, Director, CTACE; Charles Dortch, Northeast Community School

**Guests:**

Georgia Robinson, Esq.; Saida Bailey; Linda Houston Jones

(**Ms. Ruiz-Narcis** arrived at 6:15 p.m. and left at 6:48 p.m. **Ms. Zahniser** arrived at 6:16 p.m.)

The **Chair** announced there were three new members. They are: **Mr. William Knight**, appointed by **School Board Member Eleanor Sobel**, District 1; **Dr. Veda Bailey**, appointed by **School Board Member Beverly Gallagher**, District 2; and **Ms. Regina Santiago**, appointed by **School Board Member Maureen Dinnen**, District 3.

(**Mr. Douglas** arrived at 6:20 p.m.)

The **Chair** introduced **Dr. Harrison**, Deputy Superintendent of Educational Programs & Student Support, a new division within the school district. The Diversity & Cultural Outreach Department has been moved to this division. Dr. Harrison advised the Committee that, previously, she was the North Area Superintendent. She said she is looking forward to working with the Diversity Committee.

#### **APPROVAL OF THE AGENDA**

An objection to accepting the Agenda as presented was raised by **Mr. Fleischer**, who stated that the Agenda should reflect that the Committee voted at the June meeting to begin the August meeting at 6:00 p.m., that it should focus on two major presentations, and that the Director's and Chair's Reports should be suspended. He added that the Diversity Committee's Subcommittee on Diversity Initiatives should not be on the Agenda. **Mr. Darius** advised the Committee that discussion on the *Diversity Committee Annual Report Response to 2007-2008 CCC Annual Report: Structure & Process* needs to take place. **Mr. Badran** suggested that the additional items on the Agenda be moved to the end of the meeting, after the presentations. His amendment to the Motion was accepted.

**MOTION by Mr. Fleischer, 2<sup>nd</sup> by Mr. Rajner: "To amend the Agenda and move Diversity Initiatives in Broward Subcommittee to the end of the agenda."**

**Motion passed 14-2**

#### **APPROVAL OF THE MINUTES**

The Committee approved the minutes of June 5, 2008, as submitted.

(**Ms. Rogan** arrived at 6:28 p.m.)

#### **PRESENTATIONS**

DISCIPLINE MANAGEMENT SYSTEM, By Joel Smith, Director, Middle Schools, Dropout Prevention

**Mr. Smith** advised the Committee that his presentation would be in three parts: 1.) the process the District developed to capture Student Code of Conduct violations that "are elevated to a level that reach Administration," 2.) the auditing materials, and 3.) the process for identifying students at risk for not graduating. With this information, the District could "paint a picture" of students who are at-risk, thus making it more possible to address the issues early on.

Rather than a system of consequences, this is a system of discipline management. It is electronic and housed in Virtual Counselor, which makes it very accessible. (**Mr. Smith** demonstrated how the program would work.) He stated that the program eliminates the need for paper reporting and, instead, does it all electronically, saving paper and time.

Reporting is based on state requirements, including the use of military time. **Mr. Smith** pointed out that the program allows the district to "link students to events" instead of reporting each incident as a separate event without noting that the same students may be involved in several events. It also allows time for the administrator to consider if the event truly merits referral status prior to completing the process. It indicates the status of the referral and whether or not an investigation is currently taking place. The program allows an administrator to request information on the most recent events that have been entered and also look at the most serious act in a series of acts that occurred in one "event".

The level of injury in an event can be tracked, as required by state law. Consequences are governed by the Discipline Matrix. Those consequences show up on the screen to ensure they are not exceeded. **Mr. Smith** noted that letters to parents could be written directly from the system.

**Mr. Smith** pointed out that the system will be able to disaggregate data by ethnicity, gender, and exceptionality, to indicate the incidences, the actions taken, and the discipline received. The system can show trends by area, level, and school. This information can lead to early interventions.

(**Ms. Gioello** arrived at 6:53 p.m.)

Responding to a comment by **Mr. Smith** that, at some point in the future, the system will be able to generate phone calls and emails to parents, **Mr. Rajner** asked if the District is looking at foreign languages being spoken in the home. **Mr. Smith** answered that that is a capability the District will be looking at. However, that capability is for sometime in the future.

**Mr. Fleischer** said that, if information is entered and becomes a public record, that information must be protected and archived.

To a question by **Mr. Badran**, **Mr. Smith** explained that, if an incident is entered in error and the teacher wants to delete it, only an administrator can make that deletion.

**Ms. Francois** wanted to know what would happen if a referral is investigated and the findings indicate there was no incident. She asked if the referral is deleted from the system, or if it will remain on the student's records. **Dr. Harrison** responded, stating that you would want a record showing that decision, you wouldn't want to delete the record. You would want to say, on the record, that the case was unfounded.

To a question by **Ms. Reese** regarding updating or adding questions to the system, **Mr. Smith** said everyone who uses the system has received training on it and has the opportunity to ask for help and to suggest additions or changes to the program.

**Mr. Pedlar** believes this is micromanaging student behavior in school and that it leads to a "gotcha" effect. He feels that this is dealing with a behavior and not addressing the student's problem. **Mr. Pedlar** is concerned that we are creating a "paper trail" of the student's behavior and wonders where this will lead and what the consequences will be "10 or 15 years down the road." He does not believe this is the best way to deal with a student's problem. **Dr. Harrison** stated this is one component of a behavior management process. She added that, as an Area Superintendent, one of the things she "struggled with was getting data so that we could start seeing patterns of behavior." She said what the District is trying to do is change the behavior. "You don't want to suspend students; you don't want them out of school. You want them to change their behavior from inappropriate to appropriate." **Mr. Foulkes** added that this is part of the Safe Schools Initiative, which promotes positive behavioral interactions in the classroom.

**Ms. Gioello** would like American Sign Language included when the district considers incorporating foreign languages. Braille should also be considered, as well as the use of sign language interpreters, when needed. She is concerned about security and the ability for individuals to gain private protected information. **Dr. Harrison** said she will look into the security piece and provide that information. **Ms. Gioello** asked if the system can monitor the number of incidents reported by teachers to see if the number of reports is excessive and was advised that that capability exists.

**Mr. Foulkes** asked **Ms. Robinson** for her comments. She stated her concern about data and how this information would be used. Referring to data indicating that African-American males are three times more likely to cause trouble, she said, "As attorneys, we know facts are not always the truth...The issue is, what are we doing with this? My concern is that this is going to feed into the stereotype that the facts have always been the facts and that's what it will be. That concerns me." Another area of concern is teachers and their expectations. A teacher's bias might effect the inputting of incidences into the system.

**CAREER, TECHNICAL AND ADULT/COMMUNITY EDUCATION (CTACE)**, by John Miracola, Director

**Mr. Miracola** provided a DVD, along with a packet of documents, to support his presentation. The packet included a PowerPoint printout, data printouts of 11-Year District CTE Enrollment and Ethnicity and 11-Year District AGE Enrollment and Ethnicity, and a matrix of the PROGRAMS OF STUDY.

**Mr. Miracola** explained that the District is divided into two "systems." The first system is K-12; the second system is the Adult component. The number of adults enrolled almost equals the total number enrolled in the K-12 system. "On any given day, there are more than 200,000 adults going to school in this school district."

(Members were shown the "CTACE DVD. Due to technical difficulties, the video presentation was interrupted several times and could not be completed.)

**(Dr. Bailey** left at 7:45 p.m.)

Career and Technical Education (CTE) program areas are: Agriscience Education, Business Technology Education, Diversified Career Technology, Family & Consumer Sciences, Health Science, Industrial Education, Marketing Education, Public Service Education, and Technology Education.

Adult General Education (AGE) courses are: Adult Basic Education (ABE), Adult General Education (GED), and Adult English for Speakers of Other Languages (ESOL).

In referring to the diversity data sheets, **Mr. Miracola** stated the diversity in CTE enrollment "tends to mirror the diversity in the school district."

Programs are broken down by national and state career clusters. The CTE PROGRAMS OF STUDY matrix shows that breakdown.

**Mr. Miracola** said Committee Members could access the CTACE website at [www.ctace.com/careers](http://www.ctace.com/careers). After a demonstration, the formal presentation ended. Mr. Foulkes opened the floor for questions.

**Ms. Yach** commented that CTACE has one of the finest adult with disabilities programs in the nation. She said that part of the adult education program is the community school, and, “I cannot stress enough the importance of the community school!” She said the Committee does have an oversight responsibility to the community schools. These students are often people who have “been bullied out.” She said they are a fragile population, and gave an example of a young man who is a minority student, is gay and dyslexic. She asked the Committee to consider the challenges he faced. **Ms. Yach** added that many students are, or have been, in foster care, have been in major accidents, have been in the judicial system, or have not had the opportunity to get an education. “Community schools need help, they need money, and support.”

**Ms. Gioello** asked if there is available data on the number of disabled students. **Mr. Miracola** answered that “the number of ESE students enrolled in the CTE program at the high school level, as a percentage, exceeds the number of ESE students in the school itself. Approximately 40% of all students enrolled in the CTE program at the high school level have a learning disability.” He stressed that “CTE is a career preparation program that would lead a student to competitive employment.” He said students with severe learning disabilities receive services through the ESE Department, which is funded differently by the state. **Ms. Gioello** asked that **Mr. Miracola** forward information to the Diversity Department on the school-by-school and program-by-program data regarding ESE students enrolled in Career Technical Education. To a question raised by **Ms. Gioello**, **Mr. Miracola** stated that, at the adult level, they work with Vocational Education. At the high school level, they work with the ESE Department’s Transition person.

**Ms. Yach** told the Committee that there are Adult Literacy classes and that most of the students in the Ft. Lauderdale High School adult program are minority students. **Mr. Miracola** added that 25% of the residents of Broward County are functionally illiterate. Many adults come to this country unable to read or write in their own language and are learning to read and write English in order to get jobs here. He added that any adult who does not have a high school education can come back to school free. “Not only do we provide all this instruction, but it’s at no cost to that student. Once they receive their GED, and they go on to technical training, they do pay a fee, but it is a nominal fee. Our rates are \$2.00 an hour.”

**Mr. Fleischer** observed that, based on the material distributed to the members and the presentation, there didn’t appear to be a disparity in diversity and services in CTACE. **Mr. Miracola** concurred and added that the District spends about \$1.7 million a year to communicate and market program opportunities to students and the community. They utilize print material, radio, and billboards. Information is translated into Spanish, Haitian Creole, and Portuguese. They reach out directly to students and collaborate with existing organizations throughout the county.

**Mr. Rajner** asked what programs are available to teenage mothers. **Mr. Miracola** advised that there are teen parent programs in the district that provide childcare and transportation. **Mr. Rajner** commented on how impressed he is with the scope of services and sheer number of students who are being educated through Broward’s public school system. He would like to see a breakdown by age and trends. He said such information at the adult level could have an affect on intervention programs

at the lower levels. **Mr. Miracola** answered that there are several intervention programs that are funded through the Broward Workforce Development Board. For instance, there is a Family Literacy program for adults and children, Amanda the Panda Parent Education Program, and a program for senior citizens. **Mr. Rajner** asked what the capacity is for enrolling adult students. **Mr. Miracola** said every student who wants to enroll is accepted. If they exceed the funding, the School District absorbs the cost.

(**Mr. Douglas** left at 8:25 p.m.)

**Mr. Knight** commented on the great job the District is doing on reaching out to persons with disabilities. He is, however, concerned about the new income level qualifying process for Vocational Rehabilitation (VR). A concern shared by **Ms. Gioello**. They said Florida has become a qualifying state and wonders how that would affect outreach and services to this segment of the population. **Mr. Miracola** said he would look into the changes related to VR qualifications.

**REQUEST FOR INFORMATION from Ms. Gioello: “Current data on how many students with disabilities (ESE) are enrolled in the CTE, ABE, and ESOL programs.”**

**Request approved 16-0**

(At 8:30 p.m., a Motion to extend the meeting for 20 minutes was approved, 10-5.)

(**Ms. Zahniser, Ms. Reese, and Mr. Fleischer** left at 8:30 p.m. **Ms. Francois** left at 8:31 p.m.)

(The Diversity Committee lost quorum at 8:31 p.m.)

(**Ms. Rogan** left at 8:35 p.m.)

The **Chair** stated that he received information over the summer, primarily concerning the North Area community schools. He asked **Mr. Miracola** to address the issue of technology in adult community schools. He distributed material to the Committee and asked if the concerns regarding the Ellis Labs and the ABE/GED sites at the Community School North site. **Mr. Foulkes** wanted to know if these issues were being addressed. He asked that **Mr. Miracola** provide responses to the questions raised at a later date. **Mr. Miracola** responded that responsibility for equipment in the school belongs to the principal of that school. He will meet with the principals of the community schools and address these questions. He added that community schools use the same classrooms that the daytime students use. Therefore, there should not be a discrepancy in the number of computers available in the school for community school use. Students share the campus and the equipment. **Dr. Harrison** said there apparently is a “disconnect” regarding the information and will meet with **Dr. Butler**, who oversees Community Schools, to discuss this issue.

This ended **Mr. Miracola’s** presentation.

## **NEW BUSINESS**

The **Chair** announced that **Mr. Notter** presented the State of the District report at Dillard High School that morning. Included in his Mr. Notter’s address was a presentation on proposed Constitutional Amendments 5, 7, and 9. The **Chair** was asked by **Mr. Notter** to request that Diversity Committee

members go on the District's website and look at the proposed Amendments. **Mr. Foulkes** said, "If these Amendments pass, they could severely, severely, severely affect the economic viability of the district and other districts in the state." It is important to educate the community about the effects these Amendments will have, if passed. **Mr. Douglas** stated that he does not think "this is the forum to share his (**Mr. Notter's**) personal opinions." The **Chair** responded that this is "a School Board position. It's not a personal position of **Mr. Notter**."

**Mr. Rajner** advised the Committee that the School Board would be voting in September on taking a position regarding Amendment 2.

## **UNFINISHED BUSINESS**

### **CCC Annual Report**

The **Chair** stated that, after looking at the CCC Settlement Agreement and discussing it with the attorneys involved in the lawsuit settlement, the Diversity Committee should be issuing a formal written response to the Superintendent's report. He then referred to material that was distributed to the Members with *Diversity Committee Observations of/Responses to/Concerns About/Recommendations for the Superintendent's Annual CCC Settlement Agreement Status Report, 2007-2008* and *FINAL PRODUCT* on its cover sheet. He talked about establishing a process for assessing the report and developing their response to it. **Mr. Foulkes** suggested the use of subcommittees to review the document by September and present recommendations to the full Committee in October and November. Members expressed their frustrations over the lack of quorum and commitment to the work that has to be done. Consensus appeared to lean toward a workshop, rather than depending on subcommittees. It was suggested that there be an Ad Hoc Committee established for this purpose. Members to the Ad Hoc Committee are: Mr. Badran, Mr. Foulkes, Ms. Gioello, Ms. Jusevic, Ms. Williamson.

### **SUBCOMMITTEES**

There were no reports.

### **BOUNDARIES, Jeanne Jusevic**

### **HIRING PRACTICES, Joe Badran**

### **SITE VISITS, Bapthol Joseph**

### **STUDENT ACHIEVEMENT**

### **STUDENT SUSPENSION, Marguerite Luster, Ernestine Price**

### **TECHNOLOGY**

### **AD HOC BYLAWS COMMITTEE, Michael Rajner**

### **DISTRICT COMMITTEES:**

### **CHARTER SCHOOLS TASKFORCE, Cedric Douglas**

**NOVA POLICY REVIEW, Randy Fleischer**

**POLICY 5000, Jeanne Jusevic**

**POLICY REVIEW, Julian Gazzano**

**POSITIVE SCHOOL CULTURE, Roland Foulkes**

**SITE SELECTION, Roland Foulkes**

**STUDENT CODE OF CONDUCT, Michael Rajner**

**TECHNOLOGY ADVISORY COMMITTEE, Roland Foulkes**

Meeting ended 8:50 p.m.

The next meeting is scheduled for September 4, 2008 at 6:30 p.m.,  
in the MGM Room at Broward Education Communication Network (BECON) in Davie, Florida.

These minutes are summarized and were recorded at the August 7, 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.