

APPROVED
EDUCATION ADVISORY BOARD MEETING
100 NORTH ANDREWS AVENUE, 1ST FLOOR CHAMBERS
FORT LAUDERDALE, FLORIDA
THURSDAY, APRIL 21, 2011 – 6:30 P.M.

Members	Attendance	Cumulative Attendance	
		Present	Absent
Dr. Magdalene Lewis, Chair	P	1	0
Laura Clark	A	0	1
Shezette Blue-Small	A	0	1
Theresa Bucolo	P	1	0
Vincent Cella	P	1	0
Catherine Cirillo	P	1	0
Joseph Discepola	P	1	0
Theron Douglas	P	1	0
Edna Elijah	A	0	1
Roland Foulkes	P	1	0
Nancy Green (arr. 6:44 pm)	P	1	0
Trisha Halliday	A	0	1
Katie Leach, Vice-Chair	P	1	0
Maureen Persi, Ed.D.	P	1	0
Franco Ripple	P	1	0
Lillian Small	A	0	1

Appointed members to the Board: 16
 Needed to constitute a quorum: 9

Staff

Julie Richards, Staff Liaison
 Brigitte Chiappetta, Recording Secretary, Prototype, Inc.

Students

None.

Communication to City Commission

None.

As of this date, there are 16 appointed members to the Board, which means 9 would constitute a quorum.

A. Opening

Chair Lewis called the meeting to order at 6:31 p.m.

- **Attendance and Sign-in**

Following roll call, it was determined there was a quorum in attendance.

- **Approve Minutes (March 2011)**

Mr. Douglas pointed out the following corrections:

- On p. 11, 3rd paragraph from the bottom, he said it was Mr. Webster who responded to his comment, not Mr. Foulkes.
- On p. 7, 3rd paragraph from the bottom, his clarification referred to a statement that he had made on p. 5, and he wanted to change the verbiage on the last paragraph on p. 5 to read: "Mr. Douglas commented that there may have been a problem with the recording, but if the audio were to be played back, one could hear that nothing was personal." That way, the comment on p. 7 accurately reflects back to his comments on p. 5.

Mr. Foulkes pointed out that the next to the last sentence on p. 11 should read: "...they re-declare their race based on the new United States Department of Education guidelines," instead of, "...they re-declare their race and ethnicity based on the new Florida Department of Education guidelines."

Mr. Webster pointed out that on p. 11, the last sentence in paragraph 5, the words, "The Commissioner," can be omitted.

Dr. Persi pointed out that all spellings of Lisa Paladis on page 2 should be changed to Lisa Plaitis.

Motion by Mr. Foulkes, seconded by Ms. Leach, to adopt the minutes of the March 21, 2011, meeting as amended. In a voice vote, the motion passed unanimously.

- **Introduce New Members: Theresa Bucolo and Vincent Cella**

Ms. Bucolo introduced herself, stating she is the Principal at Harbordale Elementary School. She was asked to join the Advisory Board by School Board member Ms. Dinnen.

Mr. Cella, currently working for a merchant services provider, said he is hoping to get into the field of education.

- **Guest Introductions:**

None.

- **Announcements:**

Mr. Foulkes announced that the Diversity Committee will make a site visit at Sunland Park the following Wednesday at 8:00 a.m. He mentioned that he sent the guidelines for anyone who wished to join the site visit, and said that visitors will need an I.D. provided by the District if they wish to go in the classrooms.

He continued that the purpose of the visit is related to a Citizens Concerned About Our Children lawsuit settlement agreement with the District. He said they monitor the District's compliance with nine conditions of the settlement agreement:

1. technology
2. textbooks
3. standards of service
4. A.P. honors classes
5. media center
6. discipline
7. Five Year Capital Plan
8. extra-curricular activities/athletics
9. student re-assignment and boundaries

He said that the Committee visited Sunland Park several years ago and noted major concerns, so this will be a follow-up visit.

[Ms. Green joined the meeting at 6:44 p.m.]

Chair Lewis wondered what would happen if a school did not comply with the conditions, Mr. Foulkes replied there would be several possible outcomes, one of which would be receipt of updates from school staff responding to the Committee's concerns. He added that the District has never been in compliance with the lawsuit settlement agreement, noting there are no penalties for non-compliance at this time.

Dr. Persi wondered why volunteers (instead of the Board of Education) would go into the schools to monitor. Mr. Foulkes said that the Board was sued, and the judge decided that an "independent" body should conduct the inspections. He did note the volunteers are not completely independent, as they are appointed by the School Board.

Ms. Cirillo asked how the schools are chosen for site visits, and Mr. Foulkes replied that they have looked at concerns from parent groups and teachers, the Superintendent's report, and selected schools that had made the least progress in certain areas. They look at approximately 10-15 schools per year.

Chair Lewis was curious if they looked at test scores to determine their progress, and Mr. Foulkes stated they looked at the nine conditions. He then provided several examples of what the Board examined.

Chair Lewis wondered how often the volunteers go back to a school to see the corrections, and Mr. Foulkes replied the most frequent was monthly (at Boyd Anderson), but it is commonly less frequent.

Chair Lewis asked about community involvement, and Mr. Foulkes commented that most of the community participants are independently active parents (ones who are not active in the P.T.A. or S.A.C.).

Mr. Douglas wondered if any of the listed disparities relate to the quality of education for special needs children, and Mr. Foulkes said it is a major concern. It was not officially a part of the lawsuit settlement, but they have had Committee volunteers who are parents of ESE students and have brought that situation into the limelight.

Chair Lewis asked Mr. Webster if there is an increase in the number of children entering the ESE program, and Mr. Webster responded he would have to look it up, and report back. Ms. Bucolo remarked that in her own school, they have maintained the same amount of ESE students they have had in the past. Ms. Leach noted there is earlier identification now of special needs children. Ms. Cirillo said at their school they are seeing children at a younger age, and the numbers have increased in the cluster.

Mr. Discepola wondered what the biggest problem is as far as the schools meeting the terms of the settlement. Mr. Foulkes thought the overlying issue was lack of political will on the part of the elected officials. He noted that the District was ranked in the top five districts in the nation for the past three years through the Broad prize, and that may lure the politicians in the District into a false sense of accomplishment. Mr. Foulkes gave a short description of the Broad Foundation and their methods.

Mr. Foulkes continued that the District blames their problems on under funding, but that is not the reason. He claimed that when the District did have money, they were not compliant. The purpose of the nine conditions is to get students “through the door who can read, write, think critically and move on with their lives.” He quoted the Schott study, which found that 39% of the black students in Broward County graduate, compared to approximately 66% graduation rate for all students. Mr. Foulkes asserted that property owners are involuntary investors in education and should be concerned about the results.

Mr. Foulkes pointed out that many students “walk across the stage” with Certificates of Attendance, rather than diplomas.

Mr. Discepola was curious if it was guidelines that the schools are not complying with, or measured results that they have not achieved. Mr. Foulkes responded by saying it is probably a combination of both. For example, a school might meet three indicators and be in compliance with a certain condition (such as technology), but in other areas they may not be in compliance. He believed that the fact that there are no penalties for schools or for the District is the reason that the commitment for 100% compliance is absent.

Mr. Webster suggested inviting Ms. Pope to come in and discuss the entire subject with the Board. While he disagreed with some of the findings of the Schott report, he admitted the graduation rate is not 100%, and that is unacceptable. He said that Boyd Anderson and the City of Lauderdale Lakes both showed great improvement.

Mr. Webster will work through Ms. Richards to arrange a date for Ms. Pope to speak. Mr. Foulkes added it would be a good idea to also invite the CCC attorneys back to speak.

Mr. Foulkes announced that the Diversity Committee is also concerned with the disproportionate number of certain ethnic students in gifted classes, and other ethnic groups who are overwhelmingly represented in the “negative categories” of ESE. He said the Committee asked the Superintendent and others about this situation, and were told that it is a result of test results.

Mr. Ripple asked what testing was employed for eligibility for ESE, and Ms. Leach said that for the gifted they use the Wis-C, an IQ test. An IQ of 130 and above is considered “gifted.” She noted that gifted learners have their own challenges, such as classroom boredom.

Mr. Ripple asked what the standard is for those considered “remedial” and if there are other standards besides numerical for gifted or remedial. Mr. Leach responded that an IQ score of 69 or below is considered “intellectually disabled.” A student with a learning disability has a 22.5 point discrepancy between two items on a test. It is possible for a gifted student to also have a learning disability. She added that the eligibility does not drive where a student is placed – it is based on their needs. The priority is given to the least restrictive environment: the general education classroom. If that does not work, they look for supports in that environment. Then the next environment is selected which removes them from their peers to the least extent possible.

Ms. Bucolo noted that this year all schools are administering universal gifted screening to 2nd and 3rd grade students, as opposed to the previous method of teacher recommended testing.

Mr. Foulkes mentioned a loophole in funding for the ESE program, which allows dollars to be spent for other purposes.

Ms. Leach remarked she has traveled to different school districts around the county and is proud of what Broward County does for its special needs students.

Mr. Discepola was curious when measuring for disparities based on race, what else is measured along with the race itself, and if it takes into account socioeconomic status and the educational background of parents. He added those are very relevant variables that may influence test scores. Mr. Foulkes replied that one category used is how many students receive “free and reduced lunch.” He said this District has adopted

Ruby Payne's "Culture of Poverty" approach to education, helping teachers understand different styles of learning and parental involvement. Mr. Webster said someone from the ESE department could provide more information on the metrics used for measuring the disparities.

Mr. Discepola wondered if there is some type of bias in the testing itself or if there are other factors. Ms. Bucolo said that if a student is in the "free and reduced" lunch program, a different number is used for gifted status, such as 120. This is called "Plan B." Mr. Douglas commented that each child in the special needs program has a psychological evaluation which assesses parental involvement with a child's behavior.

Chair Lewis asked Mr. Webster to work with Ms. Richards to invite the people who are working in the program to speak to the Board.

B. Communications to City Commission

None.

Mr. Foulkes thought the education community needed to be involved with the City's visioning process, noting that the City was going to hire a visioning consultant for \$300,000. He thought that hiring a consultant was not the most economically feasible thing to do. Ms. Richards said the first visioning phase was approved and funding for future phases will be allocated based on the recommendation of the new City Manager. Mr. Foulkes remarked that the County had done visioning exercises without a consultant, and he did not understand why the City needed to hire someone to do their visioning for them. He said he did not know what the first phase of the process was, and Ms. Richards responded that it is termed "mobilization," and she would find out the details and forward the information.

Mr. Douglas said that District 3 did not want the plan to be implemented for financial reasons, but also specifically because there would be a new City Manager and they thought that person should be involved. Ms. Richards explained that was part of the reason for the multi-step approvals, and also that they needed to find the funding for the other phases.

Dr. Persi asked Ms. Richards if the Board would be receiving a copy of the thank you letter that the Mayor wrote to RSA, and Ms. Richards answered affirmatively.

C. Current Business

1. Election of Board Chair and Vice Chair

Dr. Persi thanked Chair Lewis for her service and bringing the Board together. Dr. Persi asked Chair Lewis if she would consider another term as Chair and Chair Lewis said she would.

Motion by Dr. Persi, seconded by Mr. Foulkes, to continue with the continuity with Dr. Magdalene Lewis as Chair of the Education Advisory Board. In a voice vote, the motion passed unanimously.

Motion by Dr. Persi to ask Mr. Discepola to serve as Vice Chair of the Education Advisory Board. Motion died for lack of a second.

Mr. Discepola declined as he did not feel he was the most qualified for the post. Dr. Persi noted she has enjoyed his “out of the box” thinking and comments.

Motion by Mr. Ripple, seconded by Ms. Cirillo, to nominate Ms. Leach as Vice Chair of the Education Advisory Board. In a voice vote, the motion passed unanimously.

2. Diversity Committee Meeting

Mr. Foulkes mentioned that this agenda item was a special request for a presentation on the U.S. Department of Education’s reclassification of ethnicity and race.

Mr. Foulkes distributed a program for an event that was held the previous Saturday for the “Black in Latin America” taping at the African American Library. It will be broadcast the coming Tuesday evening on PBS, and will continue for three consecutive Tuesdays.

On April 7, 2011, experts met to discuss the U.S. Department of Education’s race/ethnic reclassification of students and staff.

Mr. Foulkes pointed out key documents with respect to how students’ racial and ethnic categories have been collected over the years. Federal Directive 15 is used by the U.S. Government’s Office of Management and Budget, the census, and all personnel at the federal level as the guide to racial categories. Another item in the packet was called, “Ten Things You Should Know About Race and Racism.”

A much-discussed item during the April 7 meeting was how the community was informed about the reclassification. He said the Broward School District’s Code of Student Conduct (which is distributed to all parents) had an announcement on p. 3, and had the actual form on p. 5. Mr. Foulkes distributed copies of two forms which parents received in the Code of Student Conduct in 2009.

He referred to the required data form in the handout. He pointed out that he also distributed some data from 2005 to the present, showing the percentages of ethnicity and race which preceded the implementation of reclassification in the present academic year. He said he included the key websites to consult for further information.

Mr. Foulkes expounded that there is only one race – the human race, but there are multiple ethnicities. In Africa, for example, ethnicity is based on tribal affiliation.

However, he believes the government will not change its definition of race, but continue to refer to Hispanic and so forth as racial categories. He read the different racial categories in Directive 15.

In response to some of the questions raised at the meeting, Mr. Foulkes reported the following answers:

- He said that an “urban school district” has always been synonymous with being heavily black or minority. According to the federal government, however, the racial make-up does not affect the categorization.
- In regard to the question of how changes will impact reporting for advanced placement and graduation rates, the participants did not receive a clear answer.
- The program is not a funded mandate.
- It has not cost any more, because the method of collecting data has been the same.
- The change in reporting affecting the funding in Districts is a major concern, but they are not certain of the details.
- How is accountability through AYP measures impacted? This year, no impact.
- This is the first year of the data collection. It will be reported through Tallahassee, back to Washington, and then assessed as to what it means in the long term.

Mr. Foulkes referred to the data sheets in his handout, noting that black students were a large percentage of the students until the current year. He had asked a staff person in the District Educational Testing Service department why, and was told that, “I made a decision to transfer all of the students who have historically been identified as Latino or Hispanic as white.” The individual continued that he would leave it up to the schools to make the changes once the parents return their forms. On paper, there are some students who are Latino or Hispanic who do not identify themselves as white, but as “other” or “multi-cultural.” Mr. Foulkes added that many parents do not return the forms.

Ms. Cirillo commented that on the Student Code of Conduct books for elementary schools, each classroom teacher has a checklist as to who turns them back, and they will have that information by the first 20 days of school. She said that they did not get one change in ethnicity choice. A First Day packet is sent home that includes a registration form, and the data processor checks the ethnicity and did not have a change either.

Mr. Foulkes pointed out that they were asked to change a racial category. Ms. Cirillo said that the data processor looks at the changes on the registration form and there were not any changes. She will bring the form for the Board to review. Ms. Cirillo said that sometimes the parents do not check anything, and the office has to either call them or check their files. Mr. Foulkes said that “the federal government requires initially for self-identification.” Ms. Cirillo said when she registers somebody, she asks them to declare their race, and if they respond with something obviously incorrect, she would still record that response.

Mr. Foulkes said that the District's Chief Operating Officer said that the matter is a Category Five issue that they need to resolve. Mr. Foulkes remarked that the person's decision to lump the students together into the white category could be explained from an anthropologist's standpoint that "we are all ethno-centric in our perspectives of who we are and how we relate to the world, so he put them in the group that he represents."

Mr. Foulkes referred to the Harvard study in his handout, which was against the reclassification.

Mr. Foulkes stated that this country is run on a "majority to rule" notion – the way people vote and do business. The majority that has ruled in this country has been white people of European descent. Historically, when these kinds of changes were about to take place, the society expanded who would be included in the category of "white." He explained that Moroccans, Libyans, Tunisians, and others are now considered white according to "our category." He explained that as the white population saw its numbers dropping by natural means, they expanded who was included in the category.

Some black parents have told Mr. Foulkes that if Latinos are to be lumped with the white racial category, African-Americans will not have to compete with Hispanics or Latinos as the minority for grants, scholarships, jobs and business opportunities.

Mr. Foulkes added that a surname does not denote a person's ethnicity. The names that Africans have in this hemisphere are the legacies of slavery, the names of slave masters.

Finally, Mr. Foulkes referred to a note in the packet from Mr. Notter to all principals sent out on December 3, explaining the change. He encouraged everyone on the Board to have a discussion with their communities about the topic. He also encouraged Board members to go online and look at Appendix D on the site that he listed.

Mr. Douglas wanted to confirm that the new data has not yet been used for funding purposes, and Mr. Foulkes it has been reported to the State and Federal government. When this District applies for grants where race and ethnicity data is needed, this data will be used.

In reference to the December 3 letter from Mr. Notter, Mr. Discepola asked about the explanation of reclassification, noting that the letter refers to the Hispanics as being reclassified into six different categories, not just being "lumped" into the white category. Mr. Foulkes responded that there were two questions parents were asked: one was the ethnicity, and one was the racial category (whether they "co-identify" as black, white, Asian, Native American). He believed there was no multi-cultural racial category.

Mr. Discepola said he thought Mr. Foulkes mentioned that the staff person who was in charge put everyone in the "white bucket." Mr. Foulkes said that is what the individual told him when asked, and he was the technology person, the expert. Mr. Discepola

wondered who was right, the Superintendent or the technology person, and Mr. Foulkes said that was a good question.

Mr. Discepola then commented that it is up in the air whether Hispanics are now white or they choose white, black, Asian or Native American. Mr. Foulkes answered that he last heard from Ms. Pope (the Director of Diversity and Cultural Outreach Department) following the April 7th meeting, and that they are trying to “get a fix” on that. He added that they invited the technology staff person to attend the April 7th meeting, but he did not.

Mr. Discepola then asked Mr. Foulkes what race would be most negatively impacted as a result of these changes, based on traditional races prior to the new proposed amendment. Mr. Foulkes referred to the Harvard researchers and what they have seen in Broward County: it would depend on the community and the demographic make-up of the community. Mr. Foulkes reiterated his earlier statement that the nation has a history of expanding the circle of who is included as white, as part of the majority population. Those left in the minority categories would be most impacted.

Mr. Discepola asked about that impact (which race would be most negatively impacted) in Broward County specifically. Mr. Foulkes replied the “human race,” noting that they are still dealing with artificial categories of racial definitions. Mr. Foulkes referred to a 2003 NOVA University study which examined the economic realities of blacks and Hispanics in Broward County based on educational opportunities. He asserted that the white community was in control of political and economic life. Mr. Foulkes said he does not think 2011 would be much different. Mr. Foulkes added that the author of the study tied educational opportunities to economic opportunities.

Mr. Discepola said the bigger question on the implications of the reclassification is if a simple label change is going to change disparities. People are not going to look different or have different names. He wondered if it would really have a negative impact on socio-economic status. He noted that people have self-interest and act on that no matter what they look like. He thought it was contradictory to complain about the changes if we are all supposed to be considered as “one human race.”

Mr. Foulkes responded that the categories are ones that “you or I did not create,” and they have been inherited. They have historically been used to create disparities, even to sustain an economic system that made humans property. The labels that the United States has are different than labels other countries may have, such as tribe or class. He said that was rooted in the founding of this nation – he did not create the problem, he said he is just reporting it.

Mr. Douglas commented that a similar situation arose with Asian-Americans. They have a high success rate and they were proposed to be a “model minority.” They did not want that title because becoming a minority would take away funding from Asian Americans who were not so successful. He mentioned that some Hispanics (Cubans,

Puerto Ricans, etc.) now do not want to even be grouped as Hispanic. The continued grouping hurts the people who are not doing well financially.

Mr. Discepola remarked that it seems Mr. Douglas said that minorities want to stay distinct for the purposes of financial support. Mr. Douglas said he did not mean that specifically, but that is one of the issues of grouping minorities, that they would not be able to get help if they were not considered a minority.

There was a discussion about the impact of the 2000 census on ethnicities.

Mr. Foulkes said that the “ruling elite” of this country need to be asked questions about the necessity of grouping people in categories, using the date in hiring decisions, promotion decisions, and grant funding decisions.

D. Old/Ongoing Business

1. School Adoptions: Lauderdale Manors, Sunland Park, Arthur Ashe

Lauderdale Manors: None.

Sunland Park: Dr. Persi commented that Principal Shawn Allen thanked the Board for donating all of the incentives for the children.

Arthur Ashe: None.

Ms. Cirillo asked how the schools get adopted. Ms. Richards believed it was a decision of the Board as to which schools were needy. Ms. Cirillo said she would like to revisit that in a future meeting, considering Title I schools, “free and reduced” lunch schools, as well as visiting the three schools already adopted.

Ms. Bucolo mentioned that some students at her school are also in need and they are open to any help.

Mr. Ripple wondered what the length of the adoption term was and if they were limited to three schools at a time. Ms. Richards answered that it was a decision of the Board to adopt those three schools in particular, and no timeline was specified. Mr. Ripple confirmed that the Board would be free to adopt other schools at any time.

Chair Lewis said the Board could add another school(s) if they so wished.

Motion by Mr. Ripple, seconded by Mr. Foulkes, to extend the meeting for three minutes. In a voice vote, the motion passed unanimously.

Dr. Persi asked to put the item under discussion on the agenda for the next meeting. Chair Lewis said that was an excellent idea and asked for Board agreement, which was given.

As a point of order, Ms. Cirillo asked if items for next month's agenda need to be requested now, or if they can be requested next time. Her question was whether the Board could ask Ms. Bucolo at this meeting to go back to the principals of the schools in Fort Lauderdale and ask them what their needs are and if they would like to be adopted by this Board. Chair asked for that to be part of the agenda for the next meeting.

2. Other Reports/Updates/Discussion:

a. Reports & Updates:

- 1) City Staff Liaison – Julie Richards:** Nothing to report.
- 2) Student Members to EAB:** None present.
- 3) Broward County School District – C. Webster**

Mr. Webster mentioned that he made copies for each Board member of the boundary process, and the information also available on the website.

In response to a query by Mr. Foulkes about FDLE's involvement with the Inspector General's investigation, Mr. Webster reported that it was in relation to a transportation issue. Mr. Notter had asked the Florida Department of Law Enforcement to conduct an investigation a year ago, because he thought the scope was too large to be handled internally. Mr. Webster has not heard anything, so he assumed the investigation is still ongoing.

He reported that Fort Lauderdale High School students earned the highest rank in the National Forensic League. [Unable to hear person speaking] Swing Central Jazz Competition in Atlanta.

Mr. Webster also mentioned the Broad Award.

The District is trying to make business owners and the public aware that there is a box to check on their sales tax calculations where the preparation fee (up to a maximum of \$30 each time the tax is prepared) can be sent back to the District for technology use. To qualify for these dollars, the Board had to pass a resolution that specified that the dollars would be used only for technology and training in technology.

Mr. Foulkes said he had just requested a list of the schools that had received those technology dollars. Mr. Notter said he would get that information for him. Mr. Webster said that the Superintendents convened a Community Budget Task Force, and Mr.

Foulkes serves on that Committee. Mr. Webster said he will follow up with that request as well.

Ms. Green announced that Fort Lauderdale High was ranked for the sixth year in a row in the top 200 high schools in the United States.

4) Council of Fort Lauderdale Civic Associations – B. Shelley:

Not present.

E. New/Future Business (not addressed)

F. Next Meeting and Closing

Chair Lewis reminded that the next meeting is scheduled for May 19, 2011.

Hearing no further business, the meeting was adjourned at 8:35 p.m.

[Minutes prepared by J. Rubin, Prototype, Inc.]