



Meeting Minutes Duval County Public Schools

May 18, 2022, Policy Handbook Review Committee Meeting

Mr. Darryl Willie, Chairman
Dr. Kelly Coker, Vice-Chairman
Ms. Elizabeth Andersen
Ms. Lori Hershey
Mr. Warren A. Jones
Ms. Charlotte D. Joyce
Ms. Cindy Pearson
Dr. Diana Greene, Superintendent

ATTENDANCE AT THIS MEETING OF THE DUVAL COUNTY SCHOOL BOARD: All Board Members were present. Dr. Diana Greene, Superintendent, was not in attendance. Mr. Ray Poole, Office of General Counsel, was also present.

Call Meeting to Order

The meeting was called to order at 9:08 a.m.

Items to be Discussed

1. BOARD POLICY 2.26, BOARD MEETING PROTOCOL AND FORMAT

Tashonia Grant, Director, Office of Policy and Compliance explained Option 1 and Option 2 of Board Policy 2.26(6)(c)(6), Speaker Protocol.

Discussion involved:

- Consider using Option 1 as it seems more fair to the public.
- Appreciation for the upfrontness of the tiered approach because it allows the public to adjust their comments: 3 minutes, 2 minutes, and a 1 minute comment.
- Working with the Department of Communications to add information to the speaker card: waive in support and waive in opposition.
- Concern was expressed about not being able to see the people in the overflow room.
- If a person does not speak, they cannot be counted in the speaker card numbers.
- An issue that came up at the school name-changing meetings was that the names were not read.
- The names and what the person puts on their speaker card will be read on behalf of those who have chosen not to speak for the purpose of public record. The person also should be recognized because they took the time to come to the meeting.
- Concern expressed regarding the perception of the public.
- A suggestion was made to make a note on the speaker card or for the Chair to comment before

public comment, giving the people the option to email their Board Member with their 3 minute comment. Board Member Hershey mentioned the statement about people having the opportunity to give copies of a document to the Board Members if their time runs out.

- An inquiry was made about the history of 3 minutes. Board Member Jones spoke about the Public Hearing and Public Comment
- Information on how the City Council and other counties handle public comment was shared.
- Vice-Chairman Dr. Coker expressed that she did not want to police or limit what people say.
- It was suggested to work with the Department of Communications to come up with a new card.
- There was discussion about educating the public regarding the new procedures for public comment.
- Discussion about having multiple speakers on the same issue.
- It was mentioned that most of the speakers who come to the meeting, this is their first engagement regarding public comment. It would help if they were given information on the process, rules, and policies.
- Letting people know that their time has been reduced before they speak.
- Chairman Willie summed up what it appears all were in harmony with: no 90 minutes for public comment; looking at Option 1; and may need additional language added.

Board Member Andersen arrived at 9:35 a.m.

Board Member Pearson updated Dr. Tracy Pierce, Chief of Communications on what had been discussed regarding the speaker card.

- Discussion about using different colored speaker cards and monitoring to make sure people fill out the correct card.
- Start time for collecting speaker cards.
 - Currently in policy when to start collecting speaker cards.
 - Dr. Pierce explained the process that he was using with regards to collecting the speaker cards. He added that, depending on the issue and the expected crowd, would dictate when he would start collecting the speaker cards.
 - Suggested times to collect cards for the meeting were discussed.
- Emphasized the one speaker card per person.
- Mr. McDuffie suggested having a basic outline of what is being done on the card so that it empowers the District to do those procedures.
- Speakers have the option to elect not to speak, but to waive in support or in opposition. Speakers who waive in support or waive in opposition will not be counted in the total speaker count.
- Clarification of what is expected of the superintendent or designee with regards to the speaker cards.
- The Board should take ownership of the process of their meetings. The Board needs to be clear with the community that the process and administrative procedures won't change from meeting to meeting. Instead of putting it in policy, just make known what the expectations are and make it happen.
- Mr. McDuffie and Dr. Pierce would work together to put language into the policy. The Board can then review to determine if the language is suitable or if something else is needed.
- Having the procedures in Board Policy empowers the staff if challenged by the public.
- The start time for collecting speaker cards should be in the policy.
- Dr. Pierce explained the process for collecting speaker cards
- Discussion on how to cut-off collecting the speaker cards.
- Determining what is expected to be completed on the speaker card. Need to put in policy about the speaker card to be completely filled out.

- Purpose of having the address on the speaker card.
- Consider having the email address on the speaker card
- The need to handle speaker cards differently if a student is speaking.
- Verify that before anything is removed from the speaker card, that it is permitted by Tallahassee.
- The address that homeless students have to use if speaking.

2. BOARD POLICY 2.38, AUDIT ADVISORY COMMITTEE

Ms. Grant explained the changes to the policy.

Board Member Andersen inquired as to what prompted the addition to the paragraph. Board Member Pearson explained that Ms. Blades had run into trouble getting support for the committee. The staff was under the impression that the Board owns this completely, and there was conversation about having the Audit Advisory Committee paralleled with the Sales Surtax Committee in terms of support that staff would give it.

Chairman Willie mentioned the lack of clarity about who is doing what. The work is getting done, but we need to know who is ultimately responsible for doing what.

Inquiry was made about using Board Office staff and who completes the minutes for the meetings. An issue is that when Ms. Blades needs to get information from other staff, she needs to have access to the information in a timely manner so that she may complete her role.

Chairman Willie inquired about where it stated about Board Office staff in the policy. Striking out Assistant Superintendent of Operations and changing from secretary to Administrative Assistant.

3. BOARD POLICY 3.41, SCHOOL CLIMATE AND BEHAVIOR

Ms. Grant explained the changes to the policy.

Amy Valentine, Director of Exceptional Education/Student Support Related Services and Sherry Kaufman, Specialist, Exceptional Education/Student Support Administration joined in discussion:

- The department just wanted to add more clarity.
- Sometimes there are challenges making sure that the staff follow everything and that there are certain built-in safety nets for students in Exceptional Student Education.
- If information is put into policy, it would have more teeth.

Ms. Grant mentioned that this was a part of Chapter 3 and that as a part of the process, the Office of Policy and Compliance sends out the chapters to the designated departments and they look over any policy that may not have been reviewed in a while.

Discussion involved:

- The possibility of something being in an Individual Education Plan (IEP) or 504 that may be contradictory or contrary to the discipline language in the Student Code of Conduct.
 - The change serves as an additional layer of protection that students with disabilities are afforded according to section 504.

- Individuals with Disabilities Education Act (IDEA) requires when it comes discipline, need to make sure everyone is clear that there are additional steps that need to be followed.
- The Student Code of Conduct, the discipline guidelines for students with disabilities are referenced and is aligned to the Student Code of Conduct
- Consider putting in language that refers to IDEA or some additional codes to show that this is federal guidance, not someone's opinion.
- Through a process, the disability and IEP of a student is looked at to determine if the impact of the disability would result in the type of behavior that is being displayed. The process is part of the federal guidelines.
- The length of the evaluation process depends on the teacher and everyone working with the student. There is a re-evaluation review meeting conducted to see if additional disabilities exist. The exceptionality depends on who is involved in the re-evaluation of a student.
- Concerns expressed about delays in evaluations due to the lack of school psychologist.

4. BOARD POLICY 5.09, SCHOOL DISTRICT NOTIFICATIONS OF PARENTAL RIGHTS

Ms. Grant explained the changes to the policy and how it is in harmony with House Bill 1557.

Discussion involved:

- Determining where on the website that the document will be placed and that it needs to be user friendly.
- Determining if the procedural manual should stand alone.
- Looking at things from a user perspective.
- There are changes being made to the website which will allow one to look things up with a word search.

5. BOARD POLICY 5.24, STUDENT RIGHTS AND RESPONSIBILITIES

Ms. Grant explained the change to the policy in conjunction with the new Board Policy 5.27 STUDENT ASSEMBLY.

The only change made was the removal of paragraph 11 and incorporating it into policy 5.27.

6. BOARD POLICY 5.27, STUDENT ASSEMBLY

Ms. Grant reviewed the new policy.

Discussion involved:

- Establishing who is giving approval of the student assembly: principal, superintendent, or designee.
 - The District does not facilitate student assemblies. The District is ensuring that they appoint time, place, and manner restrictions for student assemblies.
 - The students give a two-day notice in order to have it approved at the school level. The school would then put the restrictions in place.
 - The students must fill out a form for written consent; it then goes to the principal for review; and then to the Regional Superintendent.
 - A suggestion was made to change approval to the superintendent's designee. This person is making the superintendent aware of the actions around the item.
- Concern about the need for consistency and uniformity to come from the top: superintendent. The Board does not want the principal to be the one to approve the application from the students.

- Walkouts cannot be stopped and the purpose of a protest is to cause disruption.
 - There are policies that say it can't be done and there are consequences.
 - The skipping class policy is not being enforced. Students walk out of class and disrupt other students during testing.
- The purpose of this policy was to preserve students' 1st Amendment rights, but put boundaries around them so that it's not disrupting the primary mission which is to educate students.
- Three things not seen covered in the policy: 1) Primary mission; 2) A harassment piece needs to be added to assist the students who choose not to participate.; and 3) Clarification as to what the appropriate disciplinary action would be as noted in the 2nd paragraph. Concern that the discipline would be different from school to school and assembly to assembly. The consequences need to be defined.
- Principal feedback:
 - Lunchtime seems like a good time, but difficult to support.
 - Schools want the ability to designate a single location for supervision and safety purposes.
 - Schools want the ability to refuse a protest during high-stakes testing and schedule a time and location that does not interfere with other students' ability to do well.
 - The ability to designate the time when there is a national movement.
- Non-coercion and harassment language shared by Mr. McDuffie.
- The Bullying and Harassment codes and policy can also be considered when talking about students not being harassed.
- The Anti-Bullying and Harassment Policy covers teachers.
- Board Member Joyce shared that she could not support the policy. She spoke about the harassment, the added work on school-based administrators, and the enforcement of the consequences.
- Mr. Poole spoke about the bright-line rule or bright-line test is a clear, simple, and objective standard which can be applied to judge a situation. In other words, it is a judicial rule that helps to resolve ambiguous issues by setting a basic standard that clarifies the ambiguity and establishes a simple response.): Example would be the bell-to-bell restriction, a rule barring kids from public expression. He also explained what could possibly happen if the District had to go to court due to the restrictions.
- Even though students have rights constitutionally, this allows the District to set boundaries and creates a safer situation for students. Also, remove the line about lunchtime and leave time, place, and manner, which would allow the principal to determine day, place, and time.
- Determining if the District would be in a good place legally if it allocated a designated time for the student assemblies.
- Concern about placing a prohibition on any time for students to assemble. Legal concerns are shared regarding the conversations taking place.
- The District's obligation is to make sure students are safe during the school day.
- The need to be concerned about students who have nothing to do at specific times.
 - Every student has a place to be during the day for their safety.
 - High school lunches are free time. The students are in different places, on campus or off campus. Students' schedules vary for various reasons, so they are not always on campus all day.
- Rework #11 and use stronger language. Minimize destruction of instruction.
- Board Member Jones likes the principal having the flexibility of designating a time.
- Consider bringing the policy back and ironing out more details.
- Clubs that take place after school have an activities form and has a different process.
- Having students being made aware of the new process.
 - It can be presented at the assembly when students are informed about the Code of Conduct.
 - It can be presented at the second semester senior assembly.

- Make sure the student government is aware of the new policy.
- It was suggested that each Board Member speak with their principals to get their input about the new policy.
- Each Board Member summed up their thoughts and suggestions for the policy.
- Board Member Pearson suggested having everything regarding the policy settled before the next school year begins.

Board Member Hershey departed at 11:15 a.m.

7. BOARD POLICY 6.31, ADJUNCT TEACHING CERTIFICATE

Ms. Grant explained the changes to the policy.

Vicki Schultz, Assistant Superintendent of Human Resources explained the purpose the policy:

- Removing barriers so that people can teach.
- Teachers need more time. Have not passed all of their exams.
- They have shown they can pass the subject area exam.
- They have shown they have a four-year degree and have been teaching with the District.
- Would like to offer the adjunct certificate.
- This gives them one year to work with the adjunct certificate, still receive the same pay, and don't lose any years of service.
- After sitting out for one year, they can apply for another temporary certificate and this would give them more time.
- This idea was a collaboration with Kella Grant, Supervisor of Teacher Certification.
- A teacher whose temporary certificate is expiring, and the principal does not want to renew the teacher due to not being the most effective teacher is not hindered from receiving an adjunct certificate. Also, Dr. Greene has informed principals that if a teacher is not hurting a child, the District was going to try to give teachers other opportunities instead of being non-reappointed and offer them professional development.
- Employee is still a part of the teacher bargaining unit.
- A teacher who does not pass the General Knowledge (GK) exam can apply for the adjunct certificate.
- How a teacher can use the adjunct certificate was explained.
- The District has lost a lot of highly effective teachers due to not passing the GK.
- If a teacher has left the system, not due to retirement, they could come back at the salary they were receiving when they left.
- The adjunct certificate is good for a year and a teacher could apply for up to 3 years. However, it would be to their benefit to apply for another temporary certificate to save money.
- There is an estimated 250 teachers who could benefit from this adjunct certificate.
- The teacher's Florida Retirement System (FRS) is not affected.
- An explanation was provided on how this affects the course-by-course analysis.
- Information about highly effective teachers is in the statute and the policy.

Adjournment

1. ADJOURNMENT

The meeting was adjourned at 11:43 am.

GC

Superintendent

Chairman