

FLORIDA DEPARTMENT OF EDUCATION - CHARTER SCHOOL APPEAL COMMISSION

THE ARTS ACADEMY OF JACKSONVILLE
PREPARATORY SCHOOL, INC.,

Applicant/Appellant,

DOE Case No. 2014-3081

THE SCHOOL BOARD OF DUVAL COUNTY, FLORIDA

School Board/Appellee.

**RESPONSE OF THE SCHOOL BOARD OF DUVAL COUNTY, FLORIDA
TO APPEAL OF THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL,
INC., REGARDING DENIAL OF CHARTER SCHOOL APPLICATION**

The School Board of Duval County, Florida (“DCSB”) responds to the appeal (“Appeal”) filed by The Arts Academy of Jacksonville Preparatory School, Inc., a Florida nonprofit corporation (“Appellant”), as follows.

STATEMENT OF THE CASE AND FACTS

In order to effectuate the Order on Second Motion to Dismiss dated February 18, 2015 for this matter, DCSB moves to strike Appellant’s Exhibit 1 (which consisted of *portions* – and apparently rough draft versions - of the Appellant’s application at issue in this matter) and Appellant’s Exhibit 2 (which consisted of *portions* of DCSB’s denial notice). DCSB’s request to strike Appellant’s partial exhibits is based on Appellant’s failure on two (2) prior occasions to provide a correct and complete copy of the record below as required by Rule 6A-6.0781, F.A.C., so that a proper record is available for review in this matter. Accordingly, DCSB provides as Exhibit 1 a correct and complete double-sided copy of the Appellant’s application and exhibits submitted by the Appellant in hard copy to DCSB (the “Application”), attached hereto and incorporated herein by this reference. DCSB evaluated the hard copy of the Application provided by Appellant. DCSB also provides as Exhibit 2 a complete copy of DCSB’s November 14, 2014 denial notice and exhibits (the “Denial Notice”), attached hereto and incorporated herein by this reference.

On or about August 1, 2014, Appellant submitted its Application to DCSB for the “Arts Academy of Jacksonville Preparatory School” for the 2015-2016 school year for grades 9 through 12, with a

proposed enrollment of 100 students in grade 9 for the first year, increasing to 275 students in grades 9 through 12 by the fourth and fifth years of operation. The target population “will be lower performing, ‘average,’ and above average students attending urban middle and high schools within the School district who have a GPA of 2.0 or higher.” (see Exhibit 1, pages 12-13 of the Application). Appellant does not presently operate a charter school, but the corporate president for the Appellant had briefly operated another charter high school in Duval County.¹

DCSB has a detailed and well-developed process by which applications are submitted and reviewed. DCSB makes available the guidelines for submitting a charter school application. Appellant did not submit a draft for review by May 1 pursuant to s. 1002.33(6)(b), Florida Statutes, nor did Appellant ask any questions of the DCSB’s charter school office prior to submitting its Application on or about August 1, 2014.

By letter dated October 22, 2014, DCSB staff advised Appellant that it will recommend denial of the Application at the DCSB Board’s November 4, 2014 meeting. At the November 4, 2014 meeting, the DCSB Board unanimously voted to accept the Superintendent’s recommendation and denied the Application. On November 14, 2014, DCSB provided written notice of its denial to Appellant, as required by s. 1002.33(6)(b)3.a., Florida Statutes (see Exhibit 2 attached hereto). Appellant filed this Appeal on or about December 12, 2014. DCSB filed a motion to strike the Appeal for Appellant’s failure to comply with the requirements set forth in Rule 6A-6-0781, F.A.C., and because the Appellant’s nonprofit corporation was administratively dissolved for failure to file an annual report and accordingly could not initiate the Appeal pursuant to s. 617.1405, Florida Statutes. This first motion to dismiss was granted on or about January 8, 2015. Appellant reinstated its nonprofit corporation with the Florida Division of Corporations and refiled its Appeal on or about January 23, 2015. DCSB filed a second motion to dismiss because Appellant *again* failed to provide a correct and complete copy of the

¹ That prior charter contract for Patterson Academy for the Arts was terminated on an immediate basis a few months after opening in 2009 because – after numerous and varied defaults - the charter school was ultimately evicted for failure to pay rent. The charter school had no location to operate for at least ten (10) days from the eviction to the date of the School Board’s vote on November 23, 2009, to terminate the charter. A description of the Appellant’s prior history is set forth hereafter in section I.C.1. “Organizational Plan - Governance.”

Application and a complete copy of the Denial Notice as required by Rule 6A-6.0781, F.A.C. This motion was granted in part and denied in part, resulting in DCSB being afforded the opportunity to provide a correct and complete copy of the Application (*see Exhibit 1*) and a complete copy of the Denial Notice (*see Exhibit 2*), and DCSB is permitted to submit this response brief with a 30 page limit.

In its Denial Notice, DCSB explained that the Application was denied for the numerous issues cited therein, attached a copy of the DCSB Board's November 4, 2014 agenda item, and attached the completed evaluation instrument (including Exhibit A concerning the 2009 immediate charter termination of the Appellant's president [Ms. Hughes] prior charter school). The evaluation of the Application recommended denial because of the eighteen (18) sections for review, the Application "did not meet the standard" in ten (10) sections, "partially met the standard" in four (4) sections, and "met the standard" in four (4) sections (*see Exhibit 2* attached hereto).

The defects in this Application will be described in detail below, and all of these overwhelming defects were spelled out in the Denial Notice (including the agenda item, and the detailed evaluation, and Exhibit A included in the Denial Notice). The clearly stated defects set forth in the Denial notice provide not only competent, but overwhelming substantial evidence, justifying the denial of the Application based on good cause.

SUMMARY OF THE ARGUMENT

DCSB takes its statutory obligations very seriously, and considered the Application at issue in a fair, careful and detailed manner, ultimately finding that Appellant overwhelmingly did not meet the standard in a vast majority of the application requirements. DCSB must ensure that all charter schools meet the standards set by the Florida Department of Education for educating children, as well as all legal requirements. An application such as this one, which had significant weaknesses and failed to meet the minimum legal requirements for approval, must be denied.

The Appellant attempts to assign error to DCSB, and in its Appeal the Appellant complains that DCSB's evaluation consisted of: (1) "diminutive complaints of insufficient responses;" (2) "insufficient grounds to deny the Application;" and (3) "subjective biases" instead of an "objective" review. DCSB

categorically denies such allegations, and the narrative below will describe the numerous deficiencies in the Application - many of which Appellant glossed over or failed to mention in its Appeal. The Appellant also includes the DCSB evaluation instrument for Appellant's prior denied 2013 application (but not the 2013 application itself), in an attempt to claim that DCSB is estopped from denying the 2014 Application at issue in this Appeal because Appellant claims it addressed all the deficiencies noted by DCSB in the prior denied 2013 application. This argument is specious for many reasons, including but not limited to the simple reason that the 2013 application and the 2014 Application are different by virtue of Appellant's varying omissions, revisions, and additions in each document. Further, the deadline to appeal the 2013 application denial has long passed, and the review in this Appeal is for the 2014 Application as submitted by the Appellant. The bottom line is that Appellant is required to submit a proper, complete, and sufficient application, and demonstrate a reasonable ability to operate a charter school. DCSB applied a fair, good faith, detailed and careful review of the Application (and all other applications received). In this case, DCSB denied the Application because within its four corners the Application was vague, incomplete, inconsistent, and confusing in many parts, thereby failing to meet the minimum requirements for charter schools. It is evident from a plain reading of the Application that it is deficient in numerous essential areas. Nonetheless, in the Denial Notice, DCSB urged Appellant to reapply during the next cycle with an application that would meet all of the necessary statutory criteria. This Appeal should therefore be denied, as Appellant was given ample opportunity to prepare a successful application. Further, DCSB's decision to deny the Application was supported by competent, substantial evidence constituting good cause.

ARGUMENT

I. In Each Category Set Forth Below, DCSB's Determination is Supported by Competent Substantial Evidence Constituting Good Cause for Denial of the Application.

A. Standard of Review

The State Board of Education must affirm DCSB's decision to deny the Application (and deny this Appeal) if it finds any competent, substantial evidence to support the basis for the denial, or if the

basis for denial demonstrates that the Application violated a mandatory charter school requirement, meaning it was legally insufficient. *See Imhotep-Nguzo Saba Charter School v. Dept. of Education*, 947 So. 2d 1279, 1285 (Fla. 4th DCA 2007); *School Bd. of Volusia County v. Academies of Excellence, Inc.*, 974 So. 2d 1186, 1191 (Fla. 5th DCA 2008). Competent, substantial evidence is such relevant evidence as a reasonable mind would accept as adequate to support a conclusion. *DeGroot v. Sheffield*, 95 So. 2d 912, 916 (Fla. 1957). Section 1002.33(6)(a), Florida Statutes, provides that an applicant wishing to open a charter school “shall prepare and submit an application on a model application form prepared by the Department of Education,” and that DCSB “shall receive and review all applications for a charter school using an evaluation instrument developed by the Department of Education.” If an application is denied, DCSB must, within 10 days of the denial, articulate the specific reasons demonstrating good cause for denial. *See s.1002.33(6)(b)3.a.*, Florida Statutes.

B. Of Eight (8) Sections in Part I – Educational Plan, the Application Did Not Meet the Standard in Five (5) Sections, and Partially Met the Standard in One (1) Section

1. The Application Failed to Meet the Standard - Mission, Guiding Principles and Purpose

DCSB’s evaluation of Appellant’s section 1 “Mission, Guiding Principles, and Purpose” concluded it did not meet the standard because the Application failed to set forth: (1) sufficient information whether the child is reading at grade level and whether the child gains at least one year of learning each year spent in the charter school; (2) how the proposed school will improve student learning and achievement; (3) the encouraged use of innovative learning methods; (4) a description of the requirement to measure learning outcomes; (5) how the mission statement will be measured and managed; (6) how will the school meet high standards of student achievement while providing parents flexibility to choose; (7) the promotion of academic success and financial efficiency by aligning responsibility and accountability; and (8) how the proposed school would increase learning opportunities for all students, with a special emphasis on low-performing students and reading. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB’s denial.

Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s.1002.33(6)(a)1.; s.1002.33(7)(a)1., Florida Statutes).

a. Appellant Did Not Contest DCSB's Evaluation of Sections 1.B.3., 1.C.1., 1.C.3., and 1.C.4.

Rather than reviewing each subsection for "Mission, Guiding Principles, and Purpose" in chronological order, the following will describe subsections 1.B.3., 1.C.1., 1.C.3., and 1.C.4., all of which Appellant passed over without discussion in its Appeal. First, Appellant passed over without discussion DCSB's evaluation of section 1.B.3. Appellant did not meet the standard for this section (to provide parents with sufficient information whether the child is reading at grade level and whether the child gains at least one year of learning each year spent in the charter school). Appellant briefly refers to the use of a web-based portal, but refers to outdated metrics and plans such as FCAT, Adequate Yearly Progress, and Florida's A+ Plan (*see Exhibit 1*, pages 6-7 of the Application).

Second, Appellant passed over without discussion DCSB's evaluation of section 1.C.1. Appellant partially met the standard for this section (how the proposed school will improve student learning and achievement). Although Appellant's Application references multiple learning paths, it did not describe how the same would improve student learning and achievement – as the question required.

Third, Appellant passed over without discussion DCSB's evaluation of section 1.C.3. Appellant partially met the standard for this section (encourage the use of innovative learning methods). As noted in DCSB's evaluation, the Application references the use of several innovative learning methods such as a music production curricula and use of technology and includes the ways in which students will be exposed to these methods but speculates that exposure to these methods will academically motivate students. The Appellant stated, "...if students are directly exposed to what ultimately drives them; they then will have an incentive to perform better academically" (*see Exhibit 1*, page 11); however, the Appellant failed to provide research to validate this supposition. Further, the Appellant's budget only allowed \$391.00 for instructional materials/equipment and \$5,000 for computers (25 computers at \$250 each, which is a mathematical error indicative of several flaws in the proposed budget).

Last, Appellant passed over without discussion DCSB's evaluation of section 1.C.4., which did not meet the standard (regarding the requirement to measure learning outcomes). The Appellant's response did not set forth specific measurement criteria, nor proposed alignment to the Florida Standards. The Appellant's failure to meet the standard in this subsection is replicated by the Appellant's failure to meet the standard in section 5 below regarding Student Performance, Assessment and Evaluation.

b. Appellant Contested DCSB's Evaluation of Sections 1.A., 1.B.1., 1.B.2., and 1.C.2.

The following will discuss those subsections Appellant contested in its Appeal. First, in section 1.A., Appellant failed to articulate how components of the proposed school's stated purpose (such as "intrinsic motivation . . . truest potential . . . obliterate defeat - and rise to the occasion" in Exhibit 1, page 4 of the Application) will be measured and managed. The Appellant argues, however, that DCSB is barred from reaching a different conclusion in this 2014 Application. Appellant's rebuttal ignores the fact that its mission statement did not meet the evaluation criteria set forth in this Section 1 of the evaluation instrument, which asked for "a set of priorities that are meaningful, manageable, and measurable, and focused on improving student outcomes."

In Section 1.B.1., Appellant again attempts to compare its 2013 application with the current Application. Nonetheless, the response provided in the 2014 Application and the Appellant's Appeal fails to respond to the question presented (how will the school meet high standards of student achievement while providing parents flexibility to choose). The Appellant states the expectation for students to maintain an overall "B" average, but does not identify how these high standards of student achievement will be attained, does not identify the "research" referenced by Appellant to support the statement, and does not set forth the steps to be taken to manage or measure this expectation.

In section 1.B.2., Appellant did not meet the standard for this section (to promote academic success and financial efficiency by aligning responsibility and accountability). Appellant argues that its response was sufficient; however, Appellant's Application did not respond to the question posed. The Appellant discusses a general plan for financial efficiency, but did not describe how this general plan relates to, and aligns with enhanced academic success - as the question required.

In section 1.C.2. (concerning how the proposed school would increase learning opportunities for all students, with a special emphasis on low-performing students and reading), the Appellant set forth a list of activities but failed to provide the connection to the Florida Standards, and failed to target low-performing students and reading. In its Appeal, the Appellant admits it omitted responsive details in this particular question, but then attempts to dismiss its omission in this section by stating the answer is set forth elsewhere in the Application.

2. The Application Failed to Meet the Standard in its Target Population and Student Body

DCSB's evaluation of Appellant's section 2 "Target Population and Student Body" concluded it did not meet the standard because the Application failed to set forth: (1) a consistent target population and student body; (2) a consistent description of the student population to be served; and (3) a description of the projection of grades and numbers of students to be served. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(10)(e); s. 1002.33(6)(b)2.; s. 1002.33(7)(a)1.; s. 1003.03, Florida Statutes).

a. Appellant Did Not Contest DCSB's Evaluation of Section 2.C.

Rather than reviewing each subsection for "Target Population and Student Body" in chronological order, the following will first describe subsection 2.C., which Appellant passed over without discussion in its Appeal. Section 2.C. partially met the standard. In this section 2.C., the Appellant's Application set forth a contradictory and confusing statement that the current proposed school would also serve a dropout and credit-deficient student population – but this dropout prevention and credit recovery program was not mentioned in section 1 of the Appellant's mission and is thus another indication of the Appellant's failure to set forth a focused and targeted student population. Further, the Appellant's failure to develop a focus for its target population and student body is critical because the Appellant's president (Ms. Hughes) prior charter school immediately failed in 2009. In that 2009 failure, Ms. Hughes' prior school failed to meet the minimum student enrollment necessary to attain the revenue

needed to pay the rent (and other expenses, such as employee salaries) in 2009, which resulted in that charter high school's eviction and then immediate termination of that charter within 3 months of opening (see section I.C.1. "Organizational Plan - Governance" discussion hereafter).

b. Appellant Contested DCSB's Evaluation of Sections 2.A. and 2.B.

The following will discuss those subsections Appellant contested in its Appeal. First, in section 2.A., the Appellant did not meet the standard in its description of the student population to be served. Simply stated, the Appellant said that "admission will be offered to lower-performing, 'average,' and above-average students attending urban middle and high schools within the School district who have a GPA of 2.0. As a student with a 2.0 is not typically considered to be "lower performing," this statement is contradictory and indicates the Appellant lacks focus for its intended target population to be served. Appellant also claims DCSB is barred from criticizing its response because Appellant made "adjustments" based on the 2013 application; however, the Appellant's 2014 "adjustments" resulted in a contradictory and confusing response that failed to meet the standard.

In section 2.B., the Appellant did not meet the standard in its description of the projection of grades and numbers of students to be served. Appellant dismisses DCSB's concern that its Application failed to set forth a targeted geographic region. However, the Appellant's response failed to set forth meaningful information regarding how its projections were developed. This concern ties to the Appellant's response in section 2.C. discussed above (describing how the student population projections were developed).

3. The Application Failed to Meet the Standard in its Educational Program Design

DCSB's evaluation of Appellant's section 3 "Educational Program Design" concluded it did not meet the standard because the Application failed to set forth: (1) a clear description of the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time; (2) a description of the school's educational program; (3) a description of the research base for the proposed educational program; (4) the alignment between the school's mission and the proposed educational program; (5) how the school's services provided to the target population will help them attain the required

Florida standards. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(7)(a)1.&2., Florida Statutes).

a. Appellant Did Not Contest DCSB's Evaluation of Section 3.B.

Rather than reviewing each subsection for "Educational Program Design" in chronological order, the following will first describe subsection 3.B., which Appellant passed over without discussion in its Appeal. In section 3.B., Appellant passed over without discussion DCSB's determination that Appellant failed to meet the standard for the required description of the education program. In DCSB's evaluation, DCSB noted that Appellant's "three screen model" is unclear, lacks focus, and failed to indicate how this model (or models) will align with the Florida Standards. Further, the Appellant's proposal fails to align with its own mission statement to serve students with a 2.0 GPA or higher, or meet the statutorily required goal of meeting high standards of student achievement (*see* s. 1002.33(2)(a)1., Florida Statutes).

b. Appellant Contested DCSB's Evaluation of Sections 3.A, 3.C., 3.D., and 3.E.

The following will discuss those subsections Appellant contested in its Appeal. First, in Section 3.A., Appellant did not meet the standard for the required description of the school's daily schedule and annual calendar. Appellant's response in this section of the Application failed to set forth a clear and coherent school schedule for several reasons: (1) Appellant's proposed hours of operation were unclear; (2) Appellant's proposed programs described within its proposed daily schedule failed to align with Appellant's mission and failed to align with Appellant's target population.

With respect to Appellant's proposed hours of operation (section 3.A.), Appellant set forth multiple proposals. Appellant stated the school would operate 7:15 a.m. through 2:15 p.m. daily, and the Appellant included an alternate schedule for students to attend 2 four hour (4) sessions operating from 7:45 a.m. through 11:45 a.m. and the second session operating from 12:30 p.m. through 4:30 p.m. Without being explicit in its Application, Appellant appears to be proposing a traditional school day for some students and proposing a double-session school day for other students (the latter of which has associated issues concerning proper reporting and receipt of full funding for FTE, and which does not

provide for the required 300 minutes of instruction as Appellant claimed in its Appeal). In summary, Appellant's overall structure of the school day was unclear, and Appellant did not set forth a clear school calendar or a clear example of a student's day.

With respect to Appellant's proposed school day (section 3.A.), Appellant proposes a schedule and programs that do not align with its proposed mission nor target population. This lack of alignment creates a confusing and unfocused proposal. For example, Appellant's target population are students with a GPA of 2.0 or higher, yet in this section 3.A., Appellant proposes to implement an alternate double-session program using AdvancePath for at-risk students. Appellant also proposes an undocumented fifth hour for college or vocational counseling. Because Appellant's proposed scheduling is confusing, it remains unclear how the proposed and varied daily schedule would be fully funded by FEFP. In this section and in its Appeal, the Appellant describes at least 3 student populations, a few of which do not align with its mission statement in section 1 above. Appellant's proposed "three screen model" and student driven instruction remains unclear regarding how the same will be implemented, and to achieve what purpose. In summary, DCSB's Denial Notice (*see Exhibit 2*, page 8 of the evaluation instrument) sets forth significant detail concerning these inconsistencies and issues based on Appellant's confusing proposal.

In section 3.C. (requiring a description of the research base for the proposed educational program), the Appellant takes issue with DCSB's evaluation noting this section failed to meet the standard. Specifically, DCSB noted that the Appellant cited the names of multiple authors from the years 1983 through 2009, but the Appellant's citations were incomplete (e.g., lacked the title, book, journal, etc.), and accordingly DCSB could not find, review, and validate the professional integrity of these "referenced" sources. Appellant claims in its Appeal, however, that *its* professional integrity is questioned by DCSB. However, clearly that is not the case – it is evident from a plain review of the Application that the details of the sources providing the research is lacking throughout this section. More important, the Appellant's response failed to articulate how the research for these proposed educational

program(s) will improve student learning for the Appellant's proposed target population of students with 2.0 GPA or higher.

In section 3.D., the Appellant partially met the standard in describing the alignment between the educational program and the school's mission. For example, Appellant cites its proposed use of AdvancePath as supporting at-risk youth. "At-risk youth" was not mentioned in Appellant's mission statement (*see* discussion section I.B.1. above) or Appellant's proposed target student population (*see* discussion in section I.B.2. above). This is yet another example of the confusion and inconsistency in the Application.

In section 3.E., the Appellant failed to meet the standard for explaining how the school's *services* to the target population will help them attain the required achievement standards. Appellant merely stated that "the task of students attaining the Next Generation Sunshine Common Core Standards will not be a feat, but an understanding" (*see Exhibit 1*, page 24 of the Application). Assuming that the target population was clearly identified (which in this case, it was not consistently identified as noted throughout this brief), this response fails to provide an explanation as how the school will provide services to the target population of students in attaining the required Florida standards. The response fails to align with s.1002.33 (2)(a)1., Florida Statutes ("meet high standards of student achievement"), and fails to align with the requirement in s. 1002.33(6)(a)2.a., Florida Statutes (provide a detailed curriculum plan that illustrates how students will be provided services to attain the required standards).

4. The Application Failed to Meet the Standard in its Curriculum Plan

DCSB's evaluation of Appellant's section 4 "Curriculum Plan" concluded it did not meet the standard because the Application failed to set forth: (1) the required description of reading curriculum and strategies for all levels of students, with reading as a primary focus, and which must be consistent with effective teaching strategies and be grounded in scientifically based reading research; (2) how students who enter the school below grade level will be engaged and benefit from the curriculum; (3) an adequate description of proposed curriculum areas other than core academic areas; (4) an adequate description of the core academic courses and how the courses will prepare students to achieve the required Florida standards; (5) a proper

description of the research base for the curriculum; and (6) how the effectiveness of its curriculum will be evaluated. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4., Florida Statutes).

a. Appellant Did Not Contest DCSB's Evaluation of Sections 4.C., 4.D., and 4.E.

Rather than reviewing each subsection for "Curriculum Plan" in chronological order, the following will describe subsections 4.C., 4.D., and 4.E., all of which Appellant passed over without discussion in its Appeal. First, Appellant passed over without discussion section 4.C., which did not meet the standard (required description of reading curriculum and strategies for all levels of students, which must be consistent with effective teaching strategies and be grounded in scientifically based reading research). The Appellant failed to provide evidence that reading is a *primary* focus of the school (which is required by s. 1002.33(7)(a)2.a., Florida Statutes). The Appellant states it will use the APEX reading program, the Appellant failed to provide evidence that the proposed reading strategies are effective. Appellant also included outdated references to FCAT (*e.g., see Exhibit 1*, page 39 of the Application).

Appellant passed over without discussion section 4.D.² (explanation of how students who enter the school below grade level will be engaged and benefit from the curriculum). Appellant's response partially met the standard because it did not articulate how the referenced strategies would benefit these students. The Appellant again referenced FCAT as a means of collecting data (*e.g., see Exhibit 1*, page 40 of the Application).

Appellant passed over without discussion section 4.E. (description of proposed curriculum areas other than core academic areas). Appellant's response partially met the standard because its description offered limited choices, and stating only "Remixing Education STEAM will be implemented as additional curriculum" as noted elsewhere.

² Please note that Appellant labeled section 4.C. twice in its Application; accordingly, the references in this brief match the evaluation instrument, but the Application references will not match as Appellant set forth duplicate sections 4.C., then carried forward with one section 4.D., one section 4.E., and no labeled section 4.F.

b. The Appellant Contested DCSB's Evaluation of Sections 4.A., 4.B, and 4.F.

The following will discuss those subsections Appellant contested in its Appeal. First, in Section 4.A., Appellant's Application failed to meet the standard. Appellant described its elective courses and provided samples for Apex, School Beats, and Paideia, but failed to adequately describe its curriculum in the core academic areas, illustrating how it will prepare students to achieve the required standards. Appellant also failed to mention AdvancePath in this section 4.A. or in its Curriculum Plan (in Attachment 1). The Appellant claims its Curriculum Plan (in Attachment 1) sets forth the proposed academic core courses; however, the Appellant's Curriculum Plan merely set forth a brief course description in an excerpt from Apex. The Appellant's response in the Application and in its Appeal fails to respond to this section 4.A. when Appellant failed to describe and provide how each core course will prepare students to achieve the required standards and how each core course is directly aligned to the required standards. Because s. 1002.33(6)(a)2., Florida Statutes, requires the Application to provide "a detailed curriculum plan that illustrates how students will be provided services to attain the [standards]," then the Appellant's response fails based on this statutory requirement.

In section 4.B., Appellant failed to meet the standard (requiring a description of the research base for the curriculum). Appellant cited educators and lawmakers, and failed to provide complete citations making it difficult to review the research base offered by Appellant.

In section 4.F., Appellant failed to meet the standard in its description of how the effectiveness of its curriculum will be evaluated. The Appellant's plan is team collaboration, but fails to describe how data is collected and how the team collaboration plan will be implemented. Appellant again claims its adjustment based on the review of its 2013 application requires DCSB to pass this section in its 2014 Application. Although Appellant states its Application (*see Exhibit 1*, page 42) is responsive to this issue, the Appellant nonetheless failed to provide an analysis of the actions it will take and the results to be achieved. This demonstrates Appellant's lack of a cohesive understanding of the evaluation of each component of each program in its curriculum plan and how the use of data will reflect an effective or ineffective program.

5. The Application Failed to Meet the Standard in its Plan for Student Performance, Assessment and Evaluation

DCSB's evaluation of Appellant's section 5 "Student Performance, Assessment and Evaluation" concluded it did not meet the standard because the Application failed to set forth: (1) how baseline data will be established, collected and used; (2) how the school will share with students and parents the student assessments and performance); (3) the school's educational goals and objectives, indicating the anticipated academic improvement each year, how student progress will be measured and evaluated, and how the results will be attained; (4) a description of the school's student placement procedures and promotion standards; (5) how the school's education program meets the statutory minimum requirements for graduation (the response was also inconsistent with DCSB's student progression plan notwithstanding Appellant's statement it would use DCSB's plan); and (6) the identification of the types and frequency of assessments to be used to measure and monitor student achievement; and (7) how student assessment and performance data will be used to evaluate and inform instruction. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5., Florida Statutes).

a. Appellant Did Not Contest DCSB's Evaluation of Sections 5.D. and 5.G.

Rather than reviewing each subsection for "Student Performance, Assessment and Evaluation" in chronological order, the following will describe subsections 5.D. and 5.G., both of which Appellant passed over without discussion in its Appeal. First, Appellant passed over without discussion DCSB's determination that its Application failed to meet the standard for section 5.D. (describing how baseline data will be established, collected and used). The Appellant's response failed to sufficiently communicate the methods to be used, as well as how baseline data will be used to track academic progress (in other words, what methods will be used to inform instruction in order to make any necessary adjustments to the curriculum and instruction according to the needs of the students served).

Second, Appellant passed over without discussion section 5.G. (how the school will share with students and parents the student assessments and performance). DCSB noted Appellant's response partially met the standard because Appellant's proposal included 20 hours of family volunteer time at the school, email and website communications, conferences, community service activities, newsletters, and an online grade portal; however, the overall communication of assessment and performance information lacked details in response to the question.

b. Appellant Contested DCSB's Evaluation of Sections 5.A., 5.B., 5.C., 5.E., and 5.F.

The following will discuss those subsections Appellant contested in its Appeal. First, in section 5.A., the Appellant's response partially met the standard (stating the school's educational goals and objectives, indicating the anticipated academic improvement each year, how student progress will be measured and evaluated, and how the results will be attained). For example, the Appellant's Application failed to address student progress expectations. DCSB also noted that the Appellant proposes to adopt DCSB's student progression plan, but Appellant proposes to add 25 hours of community service (which would not be funded by FEFP without a course code). In the Appeal, Appellant admits to referencing FCAT as a current statewide assessment (which was an incorrect reference at the date the Application was submitted).

In section 5.B., Appellant's response partially met the standard (description the school's student placement procedures and promotion standards). Appellant states it will use DCSB's student progression plan, but includes community service (which may not have a course code, and would not be funded). Other sections of this brief will describe inconsistencies within the Application, where Appellant states it will use DCSB's student progression plan in this section 5.B., but other Application sections fail to align with DCSB's student progression plan.

Appellant failed to meet the standard in section 5.C. (requiring a description of the methods to be used to determine if a student satisfies the statutory requirements for graduation). DCSB noted numerous discrepancies within Appellant's Application and with the statutory graduation requirements, as described herein. First, Appellant listed "Scholar Diploma Designation" and "Merit Diploma Designation" as

“courses of study” (*see* Exhibit 1, page 49 of the Application); however, that is incorrect – these are not courses of study nor graduation options - instead these are simply academic recognitions. Second, Appellant stated in section 5.B. of the Application that Appellant would implement DCSB’s student progression plan; however, Appellant’s proposed courses of study materially differed with DCSB’s student progression plan (and in some instance with statutory graduation requirements) as follows: (1) Appellant provided for specific grade weighting (*see* Exhibit 1, page 50); however, DCSB’s student progression plan does not provide for Appellant’s proposed grade weighting; (2) Appellant’s science academic requirements are “3 credits in Science, two of which must have a laboratory component” (*see* Exhibit 1, page 51); however, DCSB’s student progression plan requires biology, physical science, and one additional science course for graduation, and the statute expressly mandates biology; (3) Appellant’s math academic requirements (*see* Exhibit 1, page 51) are “4 credits in Mathematics, one of which must be Algebra I, its equivalent, or a course higher than Algebra I”; however, the state requirements and DCSB’s student progression plan require both Algebra I and Geometry - Geometry is neither equivalent to nor higher than Algebra I; (4) Appellant requires 4 credits in a major area of interest (*see* Exhibit 1, pages 51-52), which is also not a DCSB nor a state requirement; (5) DCSB was unable to interpret the following unclear statement in the Application (*see* Exhibit 1, page 53): “A student is exempt from the Biology I of U.S. History assessment...”; (6) Appellant requires students to pass an exit interview with the school’s “Graduation Committee” to graduate, which is not a DCSB nor a state requirement (*see* Exhibit 1, page 54). Third, Appellant incorrectly references certificates of completion being conferred only when a student is unsuccessful in passing the FCAT (*see* Exhibit 1, page 52); however, certificates of completion are granted for additional reasons (e.g., students failing to pass required graduation assessments such as an end of course exam).

On page 12 of its Appeal, Appellant dismisses DCSB’s noted concerns and states that Appellant’s footnote on page 54 of the Application sufficiently sets forth a proper response to this section. That referenced footnote states: “Fldoe.org Students entering Grade Nine in the 2014-2015 School Year: What Students and Parents Need to Know.” Appellant’s general reliance on a mere footnote fails to

overcome the numerous specific issues and inconsistencies in its Application as noted above by DCSB. In summary, Appellant's Application failed to meet the state's minimum requirements for graduation. Appellant's proposal would therefore result in enrolled students failing to graduate because the proposed school failed to assemble a program of study that meets, at a minimum, the state graduation requirements.

In section 5.E., Appellant failed to meet the standard (identification of the types and frequency of assessments to be used to measure and monitor student achievement). DCSB noted that Appellant mentioned a few types of assessments to be used in the future, but Appellant failed to address the frequency. Appellant mentions the administration of FCAT 2.0 and/or PARCC (*e.g.*, see Exhibit 1, page 58 of the Application); however, it was known as of the Application date that Florida would not be utilizing FCAT 2.0 nor PARCC. Therefore it is unclear if the Appellant would nonetheless be moving forward with PARCC as an assessment for the school (and paying for the assessment and administration within its budget – even though its budget did not indicate any provision for the same). In its Appeal, Appellant mistakenly states that at the time of the Application, it was not definitive that the State would not be using PARCC - but that is incorrect. Appellant also claims that it was unknown whether DCSB would be using PARCC. Although Appellant's claim that DCSB stated it would be using PARCC is incorrect, Appellant's assumption is irrelevant because a district assessment (or policy) cannot be imposed on a charter school. Appellant states the Application sets forth the frequency of its "classroom formative and summative assessments," but that fails to identify the type of assessment to be used, and whether there is a meaningful plan that is sufficiently frequent and detailed to determine whether students are making adequate progress for the content areas measured by the required state standards.

In Section 5.F., Appellant failed to meet the standard because it failed to adequately describe how student assessment and performance data will be used to evaluate and inform instruction. DCSB noted that Appellant mentions the "continuous improvement model" but failed to provide specific information how data would actually be used to inform instruction. The Appellant stated its intent to use assessments created by DCSB. Appellant also referenced FCAT 2.0 and PARCC, even though it was well-known as of the Application date that these assessments would not be used in Florida (and if Appellant would

nonetheless use these assessments, how Appellant would budget and pay for the same, and administer such assessments).

6. The Application Partially Met the Standard in its Exceptional Students Plan

Appellant passed over without discussion, and therefore did not contest DCSB's evaluation of, section 6 "Exceptional Students." DCSB's evaluation noted this section partially met the standard because the Application failed to set forth: (1) in section 6.F. (regarding how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum), the Application failed to set forth the utilization of strategies that align to the students' academic needs to ensure mastery/success; and (2) in section 6.H. (identification of a specific staffing plan for ESE, including numbers and qualification of staff), DCSB noted specific concerns in Exhibit 2 (see the narrative set forth in the evaluation instrument, page 15). The Appellant's failure to account for the provision of adequate services and personnel would violate federal law, and create deficiencies within its budget. The foregoing reasons were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(16)(a)3., Florida Statutes).

C. Of Four (4) Sections in Part II – Organizational Plan, the Application Failed Three (3) Sections, and Partially Met One (1) Section

1. The Application Failed to Meet the Standard in Governance

The Appellant failed to meet the standard in section 9 "Governance" because the Application failed to set forth: (1) how the school will be organized or operated; (2) an organizational chart consistent with the narrative in the Application and providing for the reporting structure; (3) how the governing board will fulfill its responsibilities and obligations; (4) a description of the policies and procedures by which the governing board will operate; (5) how the founding group will transition to the governing board; (6) the plans for board member recruitment and orientation; (7) a proposed board with a suitable history of operating charter schools; (8) a clear method to resolve disputes between parents and the school. The foregoing reasons (which are also more fully discussed below) were based on competent

substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(7)(a)15.; s. 1002.33(9), Florida Statutes).

a. Appellant Did Not Contest DCSB's Evaluation of Sections 9.A., 9.B., 9.C., 9.D., 9.E., 9.F., and 9.H.

Before discussing Appellant's prior history below, DCSB's Denial Notice (specifically pages 18-21 of the evaluation instrument in Exhibit 2) provides detailed reasons for the failure of Appellant to meet the standard in this governance section. The following will briefly describe several of these concerns (which Appellant passed over without discussion in its Appeal): (1) Appellant allowed its corporate status to lapse, resulting in the administrative dissolution of its corporation, thereby demonstrating its inability to operate as a nonprofit organization; (2) Appellant's governance plan and organizational chart contained inconsistent and confusing references to officers, roles, and functions; (3) Appellant failed to clearly set forth an understanding of the statutorily required functions of the governing board; (4) Appellant failed to set forth any understanding of the requirements of ethics laws and other required procedures; (5) Appellant failed to adequately address the statutory requirements relating to employment of relatives; (6) Appellant failed to describe any transition to the final governing board; (7) Appellant provided a confusing and inconsistent explanation regarding recruitment of board members; (8) Appellant's procedures to resolve parent disputes with the school referenced a declaratory judgment from a court of law as the last step (which is a confusing process for which there may not be jurisdiction). Although Appellant frequently referenced its purported corrections to its 2013 application in its Appeal, Appellant did not make this argument in this section. An example is Appellant's apparent "correction" to its bylaws – Appellant simply failed to attach its 2013 defective bylaws to this 2014 Application (noting of course, that Appellant's failure to provide the requested bylaws would not cure the deficiencies previously noted by DCSB in the 2013 application).

The Appellant's failure to reasonably provide for governance is of critical concern, because this creates the opportunity for critical weaknesses to emerge and jeopardize the viability of the school (*e.g.*, a disorganized or ineffective governing board could fail to provide the statutorily required financial

oversight, thereby creating the opportunity for the school to close on an emergency basis as occurred in 2009 for Appellant's president (Ms. Hughes) prior charter high school).

b. Appellant Contested DCSB's Evaluation of Section 9.G.

In its Appeal, the Appellant contests DCSB's consideration of the prior history of members of the Appellant's governing board as follows: (1) the 2009 immediate termination of Patterson Academy for the Arts charter high school within three months of opening (as a result of being evicted and other financial emergencies and material defaults that jeopardized the health, safety and welfare of the students and staff), and (2) the history of SOS Academy charter middle school operated by Ms. Mills (among other issues, the school's grade history since 1998 consists of two (2) Cs, ten (10) Ds, and four (4) non-consecutive Fs). As to the prior history relating to the immediate closure of Patterson Academy for the Arts operated by Ms. Hughes, the Appeal's characterizations that Ms. Hughes had any meaningful plan to resume school operations, and that DCSB therefore wrongfully terminated that charter high school, are categorically disavowed in their entirety. Instead, please refer to the Denial Notice in Exhibit 2, which includes DCSB's evaluation instrument narrative. That evaluation instrument narrative included in the section 9 "Governance" section that certain Exhibit A, which includes the School Board's November 23, 2009 agenda for, and minutes of, the School Board's special meeting to conduct the hearing for the immediate termination of Patterson Academy for the Arts (formerly operated by the Appellant's President Ms. Hughes). In both appeals filed by the Appellant, the Appellant would not include this Denial Notice exhibit A notwithstanding its inclusion in the record below. The November 23, 2009 agenda and minutes in composite Exhibit 2 sets forth the history of that short-lived charter high school, and for convenient reference the agenda and minutes are duplicated in their entirety as Exhibit 3 attached hereto and incorporated herein by this reference. Defaults and concerns described at the November 23, 2009 special meeting include the following, all of which jeopardized the health, safety and welfare of the students and staff: (1) the school's failure to timely secure fire inspections, asbestos inspections, Certificate of Occupancy, fidelity bonds, and state/local health certificates; (2) failure of the governing board to timely complete the required governance training; (3) the school's failure to properly schedule students in order

to receive FEFP funding; (4) failure to provide the required monthly financial statements (5) notice of deteriorating financial condition and financial emergency; (5) the school's eviction on November 13, 2009 forcing staff and students to vacate the premises before school was scheduled to end that day; (6) the district's notice of a special meeting to be held on November 23, 2009 to consider the immediate termination of the school but nonetheless seeking a corrective plan if the school could provide the same; (7) the district's notice to the school of the deficiencies of its proffered corrective plan. The school's corrective plan deficiencies were: failure to make-up missed classroom day resulting from the eviction; inadequate financial plan (e.g., the school desired to increase enrollment at the February 2010 FTE survey but failed to identify how the bills would be paid until that subsequent date, and failed to identify how the school's debt to the landlord [estimated to be \$353,100] and staff wages would be paid); failure to provide for furniture, fixtures, and equipment (the prior FFE were held by the prior landlord based on the landlord's statutory lien for unpaid rent); unclear staffing plan; and failure to identify funds to re-purchase the required APEX curriculum software, computers, and textbooks held by the former landlord for unpaid rent.

Notably, the present Application sets forth several similarities to the 2009 immediate closure of Patterson Academy for the Arts; examples include the following: APEX curriculum, proposed low enrollment, vague facilities plan, vague action plan, same principal agent, etc. Legislation has been proposed (HB 7037), and is presently pending in the current 2015 legislative session, that will *require* school districts review and consider an applicant's prior academic and financial history when evaluating charter school applications. In this instance, DCSB could not, and did not, ignore this relevant prior history of the Appellant in the context of the other deficiencies noted in this current Application.

2. The Application Partially Met the Standard in Management

The Appellant passed over without discussion, and therefore did not contest DCSB's evaluation of, section 10 "Management," which partially met the standard because the Application failed to set forth: (1) a proper description of the management structure of the school; (2) a staffing plan for each year aligned with the projected enrollment that meets class size for charter schools; and (3) a full description of

recruitment, selection, and staff development. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(7)(a)9., s. 1002.33(7)(a)14., Florida Statutes).

Appellant partially met the standard in section 10.A. (description of the management structure of the school), because Appellant provided minimal information responsive to the question. Appellant failed to meet the standard in section 10.C. (provision of a staffing plan for each year aligned with the projected enrollment), because Appellant's proposal would result in failure to meet class size requirements for years 2, 4, and 5. Appellant also failed to meet the standard in section 10.D. (plan for recruitment, selection and development), because the Appellant failed to provide an explanation for hiring (e.g., who will screen, interview, and make the final hiring decisions) and failed to provide the school's plan for staff development.

3. The Application Failed to Meet the Standard in Human Resources/Employment

The Appellant passed over without discussion, and therefore did not contest DCSB's evaluation of, section 12 "Human Resources and Employment," which failed to meet the standard. In section 12.A., Appellant failed to explain its compensation plan, and simply stated: "all staff will be funded from public funds." In section 12.B., Appellant failed to meet the standard (description of personnel policies and procedures) because Appellant only described termination and failed to set forth policies and procedures for professional development and other policies (nor provide a timeline for the development of these required policies).

The foregoing reasons were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(7)(a)14., and s. 1002.33(12), Florida Statutes).

4. The Application Failed to Meet the Standard in Student Recruitment/Enrollment

The Appellant failed to meet the standard in section 13 "Student Recruitment and Enrollment" because the Application failed to set forth: (1) a description of the plan for recruiting students, including reaching the

target population; (2) the school's proposed enrollment policies and procedures, timeline, preferences, and lottery; (3) how will the school achieve a racial/ethnic balance reflective of the community it serves; and (4) the school's family contracts. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(7)(a)(7); s. 1002.33(7)(a)8.; s. 1002.33(10), Florida Statutes).

a. Appellant Did Not Contest DCSB's Evaluation of Sections 13.A. and 13.C.

Rather than reviewing each subsection for "Student Recruitment and Enrollment" in chronological order, the following will describe subsections 13.A. and 13.C., both of which Appellant passed over without discussion in its Appeal. First, Appellant passed over without discussion section 13.A. (description of the plan for recruiting students, including reaching the target population, etc.), which DCSB noted as failing to meet the standard. As noted in section I.B.2. above and throughout this brief, Appellant's target population is confusing and inconsistent. Accordingly, it is difficult to determine whether Appellant's stated strategies would be effective because the Appellant's intended target population is inconclusive.

Next, Appellant passed over without discussion section 13.C. (description of the school's proposed enrollment policies and procedures, timeline, preferences, and lottery, etc.), which DCSB noted as partially meeting the standard. Appellant merely noted student applications would be received prior to the school opening; however, acceptance letters would be sent mid-July (weeks before day 1 of classes). This delay in enrollment would in turn negatively affect the revenue necessary to pay for the school operations (again, being a familiar scenario for the 2009 immediate closure of board-member Hughes' prior charter high school; please see the narrative above in section I.C.1. "Organizational Plan - Governance" and Exhibit 3 where Ms. Hughes had failed to enter the Patterson Academy for the Arts students into the student information management system as late as October 12, 2009).

b. Appellant Contested DCSB's Evaluation of Sections 13.B. and 13.D.

The following will discuss those subsections Appellant contested in its Appeal. First, in section 13.B. (how will the school achieve a racial/ethnic balance reflective of the community it serves), the Appellant

partially met the standard. In its Appeal, Appellant still misses the point. Because Appellant failed to clearly identify its target population, it cannot identify how its recruitment would be reflective of the community to be served when Appellant failed to clearly identify the community in the first place.

Last, in section 13.D., Appellant failed to meet the standard (regarding family contracts). Simply stated, Appellant stated in section 8 that it would use DCSB's code of student conduct. Yet Appellant asserts it can "release" students and involuntarily remove the students from the charter school if the *parent* breaches the parent contract. This means the parent's conduct (or lack of conduct) results in the discipline of the child by removal of the child from the school. It should be noted that in its Appeal, Appellant alleges that DCSB requires the submission of a side-by-side chart if a charter applicant proposes changes to the code of student conduct compared to DCSB's code. DCSB disavows Appellant's false claim. Further, Appellant also creates yet another inconsistency in its target population, claiming in section 8 of the Application (*see Exhibit 1*, page 87) that the school will serve as an alternative placement (students who may have disciplinary issues), yet claiming on page 15 of the Appeal that the school is a school of choice. As such, Appellant claims it can involuntarily transfer these alternative placement students if the parent or student contract is breached.

D. Of the Six (6) Sections in Part III – Business Plan, the Application Failed to Meet the Standard in Two (2) Sections and Partially Met the Standard in Two (2) Sections

1. The Application Failed to Meet the Standard in Facilities

The Appellant passed over without discussion, and therefore did not contest DCSB's evaluation of, section 14 "Facilities," which DCSB noted as failing to meet the standard because the Application failed to set forth: (1) the school's facility needs; (2) a reasonable estimate of the cost of the facility and how such estimates were attained; and (3) a description of the strategy to comply with class size requirements. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(7)(a)13., s. 1002.33(18), Florida Statutes).

In section 14.F., the Appellant failed to provide an explanation or response regarding the location, area of town, description of a site, or proposed building layout. This is of concern given the lack of clarity concerning the Appellant's targeted population (*see* section I.B.2. "Target Population and Student Body" discussion above) and Appellant's prior history (*see* section I.C.1. "Governance" discussion above). In section 14.G., the Appellant's estimate for rent is unrealistically low; and in section 14.H., the Appellant did not provide an adequate strategy or timeline to secure an adequate facility. All of the above is of great concern given the Appellant's president (Ms. Hughes) prior history concerning the November 2009 eviction for the prior charter school (which resulted in immediate termination of that charter). Last, section 14.J. failed to set forth a plan or strategy to comply with class size requirements (*see also* the related class size concerns in Appellant's staffing plan noted in section 10.C. "Management" above).

2. The Application Partially Met the Standard in Food Service

The Appellant passed over without discussion, and therefore did not contest DCSB's evaluation of, section 15 "Food Service," which DCSB noted as partially meeting the standard because the Application failed to set forth: (1) how the school will comply with the federal National School Lunch Program. The foregoing reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(20)(a)1., Florida Statutes).

The Appellant indicated it would participate in the National School Lunch Program, but failed to provide much information concerning its implementation and how it can comply with the complex federal operational and budgetary requirements for the program. The Appellant also failed to mention the requirements of the Healthy, Hunger-Free Kids Act of 2010.

3. The Application Failed to Meet the Standard in Budget

The Appellant failed to meet the standard in budget because the Application failed to set forth: (1) an appropriate start-up budget; (2) how the governing board will monitor the budget (including review of revenue shortfalls if enrollment is lower than expected; (3) monthly cash flows for start-up through the first year of operations; and (4) fundraising. The foregoing reasons (which are also more fully discussed

below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(6)(a)5., s. 1002.33(6)(b)2., Florida Statutes).

Appellant generally contested DCSB's evaluation of this section by stating "all monies were included and accounted for," and that an "experienced accountant who specifically performs audits for charter schools in Duval County completed the Budget section of the application." Essentially, the Appellant states that by virtue of engaging a "proper accounting firm and auditor," Appellant's Budget section of its Application should be approved.

In section 17.B., the Appellant failed to meet the standard for the start-up budget. The Application should have set forth the start-up budget in the budget summary in order to set forth any fund balance to be carried forward to the first year of the school's opening (which in turn would set forth a complete picture of the school's finances). On pages 114-115 of the Application, the Appellant stated that its start-up budget is approximately \$36,000 for instructional materials, classroom supplies and furniture, computer equipment, deposits for utilities, partial computer installation, insurance, and salaries (for the registrar, maintenance workers, principal, and educational consultant). Appellant also stated that computer installation would be partially donated by a community member, with no estimated cost saving (nor any documentation to verify this donation). The Appellant also stated its building would be secured with a down-payment; however, no estimated amount was provided (see also the concerns noted above regarding Appellant's "Facilities" section). Appellant did not provide any details of the items and costs (nor did the Appellant itemize the start-up budget per type of function and object). Also on page 116 of the Application, the "per pupil revenue" is overstated by almost \$643 (excluding the reduction for the 5% administration fee of \$287).

In section 17.D. (the governing board's monitoring of the budget), the Appellant failed to meet the standard. The Appellant mentions the required separation of duties (without stating how the same would be accomplished). The Appellant also makes a brief statement that the board would obtain a loan (using its accounts receivable as collateral) to address any revenue shortfalls. In addition to the foregoing,

the Application refers to both monthly and quarterly financial statements; however, a new school would be required to submit monthly financial statements.

In section 17.E. (monthly cash flows for the start-up through the first year of operation), the Appellant failed to meet the standard because Appellant failed to provide the start-up information, failed to correspond to the revenue, and failed to set forth any carry-forward of the cash balances at month end. Specifically, the Appellant's deficiencies in its start-up budget and year 1 will create significant deficits during the start-up and the first year (and create deficits for subsequent years as well). Examples, include the Appellant's provision for student transportation revenue at 100%. Because the traditional charter school ratio for student transportation is 38%, Appellant has overstated its transportation revenue (estimated to be \$20,700 for the first year). Further, the Budget Summary and Revenue Calculation forms for transportation funding included the transportation revenue twice, which results in Appellant's overstatement of revenue for an additional amount of \$35,000 for the first year. This alone brings the school's fund balance to a deficit of (\$4,064.60) for the first year.³

Another specific concern in section 17.E. for the first year is Appellant's staffing plan. Although the Appellant's year 1 budget set forth adequate teachers to meet class size requirement, the budget set forth ten (10) ESE students. However, page 102 of the Application (staffing plan) did not indicate an ESE teacher.

Another concern in section 17.E. is the discrepancy of the teacher benefit percentage rate of 13%, which did not coincide with the list of itemized benefits in the budget summary page with a rate of 19.5% - which results in a negative impact to the first year budget of \$9,263 (this discrepancy was true for all 5 years with a negative impact to budget of \$47,905). The administration benefit percentage rate of 13%, which also did not coincide with the list of itemized benefits in the budget summary page with a rate of 22.45%. There were additional inconsistencies between the individual budget worksheets compared to the summary worksheet (e.g., payroll data, such as year 3 where the executive director's salary is \$5,000 less

³ The same transportation issue described in the first year carries through for all five years with a negative impact of (\$535,480) in overstated revenue.

than the prior year and the principal's salary is \$11,450 less than the prior year, one [1] food services position set forth in budget worksheets without benefits and then omitted in the budget summary). In addition to the issues with payroll data, there was numerous additional inconsistencies between the budget sheets and the budget summary sheets in areas of rental equipment, advertising, supplies, equipment, rents, contracted services, and supplies. The net effect of all of these inconsistencies and errors results in an estimated negative fund balance of (\$4,064.60) for the first year.⁴ Last, the Appellant only sets forth \$300 for marketing, which is a very low estimated cost (would not cover postage, for example). This concern relates to the 2009 prior history of under-enrollment (and insufficient revenue) for the charter school briefly operated by Appellant's president.

Last, Appellant failed to meet the standard in its description of a fundraising plan, because the Application stated only that the board would attempt to obtain donations and/or fundraising of \$6,000 annually to defray operating expenses.

4. The Application Partially Met the Standard in its Action Plan

Last, the Appellant passed over without discussion, and therefore did not contest DCSB's evaluation of, section 19 "Action Plan," which DCSB noted as partially meeting the standard because the Application failed to set forth a reasonable action plan outlining the steps and strategies to be used to prepare the school to be ready to serve students on the first day. The reasons (which are also more fully discussed below) were based on competent substantial evidence to support DCSB's denial. Further, DCSB's denial was statutory good cause to deny the Application (statutory references: s. 1002.33(7)(a)16., Florida Statutes).

Appellant's timeline did not include a projected date for the statutorily-required board governance training, and the remaining items were not aligned with the Appellant's proposed start-up budget. Again, the concern is the Appellant's president (Ms. Hughes) 2009 failure to successfully open and continue operations of that prior charter school. For example, DCSB sent default letters to Ms. Hughes for

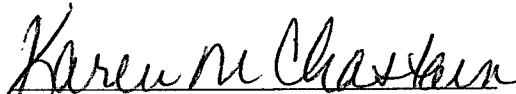
⁴ The concerns with the start-up budget and first year compound in subsequent years, with the following estimated negative fund balances: Year 2 deficit (\$152,553); Year 3 deficit (\$144,518); Year 4 deficit (\$198,865); and Year 5 deficit (\$253,211).

Patterson Academy's failure to timely obtain the following required items to safely open and operate a facility (e.g., lack of annual fire inspection, asbestos inspection, certificate of occupancy, radon test, evidence of liability insurance, state and local health permits, and other defaults as noted in this brief).

II. CONCLUSION

DCSB's process to deny the Application was careful, fair and comprehensive. The Application contained overwhelming, significant weaknesses resulting in the Application failing to meet the standard in ten (10) sections, partially meeting the standard in four (4) sections, and meeting the standard in the remaining four (4) sections. Because the Application failed to meet the minimal, yet necessary, requirements for approval based on competent, substantial evidence, DCSB had no choice but to deny the Application based on good cause shown. Accordingly, the Appeal should be denied.

Respectfully submitted,



Karen M. Chastain (FBN 797456)
Brian M. McDuffie (FBN 921350)
Counsel for Appellee
1701 Prudential Drive, Room 654
Jacksonville, FL 32207
Phone: (904) 390-2010 or 390-2111
Email: chastaink@duvalschools.org
mcduffieb@duvalschools.org

Exhibit List:


Exhibit 1 – The Application

Exhibit 2 – The Denial Notice

Exhibit 3 – November 23, 2009 Special Meeting agenda and minutes

CERTIFICATE OF SERVICE

I HEREBY CERTIFY that on March 17, 2015, ten (10) copies of the foregoing was furnished via overnight delivery to the Clerk of the Agency for filing, and a duplicate copy of the foregoing (with exhibits) was furnished via U.S. Mail to Appellant, De Vondalyn Hughes, 1540 West 25th Street, No. 2, Jacksonville, FL 32209, for the Appellant.



Attorney

Exhibit 1

The Application

Duval Public Schools Charter Application

17401 Prudential Drive

Jacksonville, Florida 32207

904.390.2616

The Founding Board of The Arts Academy of
Jacksonville Preparatory School, Incorporated

To Open: 2015-2016

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: The Arts Academy of Jacksonville Preparatory School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: The Arts Academy of Jacksonville Preparatory School

The Organization has applied for 501(c)(3) Non-profit Status: Yes ___ No X ___
Provide the name of the person who will serve as the **primary contact** for this Application. The **primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: De Vondalyn Hughes

1584 W. 12TH ST.

TITLE/RELATIONSHIP TO NONPROFIT: Founder

32209

MAILING ADDRESS: 1544 West 25th St. Suite 2 Jacksonville, Fl 32209

PRIMARY TELEPHONE: (904) 307.0882 **ALTERNATE TELEPHONE:** ()

E-MAIL ADDRESS: devondalyn@icloud.com

NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

NAME OF PARTNER/PARENT ORGANIZATION (if any): N/A

Projected School Opening*: 2015

*If an approved applicant decides to defer opening school one year past the 2012-2013 school year, the district will grant a one year extension. However, if an approved applicant wants to defer for more than one academic school year, the applicant must reapply. The applicant must submit a letter of request to defer opening to the Charter School Office.

School Year	Grade Levels	Total Student Projected Enrollment	Student Enrollment Capacity
2015-2016	9	100: 9 th grade	100 students
2016-2017	9-10	50 : 9 th grade 100:10 th grade	150 students
2017-2018	9-11	50 : 9 th grade 50 :10 th grade 100:11 th grade	200 students
2018-2019	9-12	75 : 9 th grade 50 :10 th grade 50 :11 th grade 100:12 th grade	275 students
2019-2020	9-12	100: 9 th grade 75 :10 th grade 50 :11 th grade 50 :12 th grade	275 students

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

Part I

Educational

Plan

Part I: Educational Plan

1. MISSION, GUIDING PRINCIPLES AND PURPOSE

Answer each question thoroughly with good, specific detail. Restate the question or description statement from the application before the response so it is clear to which item you are referring.

- A) Provide the mission statement for the proposed charter school.

The mission of The Arts Academy of Jacksonville Preparatory School is to mold students into young responsible adults prepared for the real-world by simply focusing on their intrinsic motivation, and raising student academic expectation while ultimately realizing their truest potential. To this end, each student is expected to accept challenge—obliterate defeat—and rise to the occasion.

- B) Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

The Arts Academy of Jacksonville Preparatory School model will provide a research-based curriculum to those students wishing to dually enroll in an institution of higher learning while completing their high school education. It additionally offers parents/guardians of students leaving traditional high schools the educational opportunity to select a smaller, more individualized high school setting to prepare lower or average performing students for post-secondary education and career opportunities.

The AAJP founders believe that there are vital principles that are set before the school- high expectations for all students, equity and excellence, cultural responsiveness, a rigorous and relevant curriculum, along with research-based and data driven instruction. These are critical pieces of the academic design challenge. The combination of the guiding principles and the fundamental strategies of implementing a blended instructional model and mastery-based curriculum through focused instruction and school wide initiatives shall move students closer to completing their individual accomplishments.

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

It is imperative to state first that The Arts Academy of Jacksonville Preparatory School is a charter school, or School of choice; ergo, automatically providing parents the flexibility at choosing the most fitted program for their child. The founders of The Arts Academy of Jacksonville Preparatory has the best intentions to see that all students residing in Jacksonville, Florida have the finest opportunity at attending an educational institution that meets all their needs. No matter the economic bracket, equal opportunities at quality education is deserved, and with that, students attending The AAJP School must have some sort of intrinsic motivation. Therefore, all students attending The Arts Academy of Jacksonville Preparatory School are expected to maintain an overall "B", or 2.8-3.0 on a 4.0 scale average. With the expectation of students maintaining a certain grade point average, this sets their standard of achievement higher than average. The State of Florida's high school graduation GPA requirement is 2.0 on a 4.0 scale, limiting students at their choices at attending an institution of higher learning. At The AAJP School, we intend to start students just above the State average, followed by building their academic and self-esteem by showing them their potential, and by this, students will believe in their own abilities while increasing their chances at attending a college or university of their choosing.

Because The Arts Academy of Jacksonville Preparatory School is a public school option, parents have a choice of where to place their child. All parents will have a say in whether or not their son or daughter is best suited at The AAJP School. The School will provide rigorous curriculum, and innovative methods of teaching in order to reach students with varying learning styles and levels, small classroom sizes, a welcoming climate, a safe and caring learning environment, and a no tolerance policy to disrespect and violence towards anyone. In addition to the curriculum, The School will include artistic components that will increase student motivation in working to their own individual ability. The artistic approach at The AAJP School is to stand as an incentive for academic achievement.

At all times, students must critically think and grapple with informational texts in order to successfully take state mandated assessments as well as college entrance exams that ultimately will prepare them for their future. It is the intent of the founders of The Arts Academy of Jacksonville Preparatory School to prepare all students to attend a college or university, or, even enter into the workforce.

2. Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

The AAJP School's educational philosophy is, and will continue to remain, directly aligned with Common Core Standards (CCSS). Because Common Core Standards are new and continuously revised in order to accommodate rising student achievement levels based on the state of Florida, AAJP will constantly revise upwards; The School will use the Common Core Standards as the guideline to properly gauge rigorous student performance and achievement. The Arts Academy of Jacksonville School has the responsibility to provide instructional and ancillary support to ensure student success. Each student attending the School will follow an individualized program designed cooperatively by School staff and an outside consultant including input from the students and parents in order to ensure eventual student success. The students are responsible for fully utilizing the opportunities provided. From the admission process through graduation, student progress and accountability will be measured through daily, weekly, monthly, quarterly, semi-annual and annual data collection. Real time data will be shared with students and parents through a management system, along with a combination of hosting individual conferences, and individual planning for each major area of study and collegiate pursuits.

Financial efficiency will be attained through sound fiscal management to enable student achievement to proceed without concern for School stability. The responsibility for the School's finances will lie with the governing board, which includes members with expertise in financial management.

The School will benefit from reputable partnerships and consultants with extensive experience with financial management relating to charter schools. The fiscal processes in The AAJP School will respond to ongoing District and state data collection requirements including software systems that manage financial reporting aspects of The AAJP School, which will produce data that can be disaggregated to allow analysis of financial operations.

3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

The collection of student data begins at the admission's process. Student assessment results will serve as the baseline. Ongoing monitoring through multiple indicators including needs driven diagnostic measures, literacy benchmarks, and FCAT preparation assessments will be combined to create a picture of student learning progression. Results from these measures will be reviewed and made available to students and

parents on a regular basis. Academic progress will be continually monitored through content assessment and reported to students and parents. Reading level assessments received from students will be reviewed and results of all components of these assessments will be shared with the students and parents as the student's course of study and class schedules are formulated.

Student progress data is also made readily available through an online, secured private portal that may be accessed by students, parents and staff. School achievement data will be reported to the sponsor quarterly along with annual reports, which will include the School's progress on Florida's A+ plan, as well as reporting requirements, specific at-risk research based accountability measures along with reports related to No Child Left Behind's report on Adequate Yearly Progress. Literacy Common Core standards will be a component of each content curriculum area; progress toward those standards will be shared with parents. Successful completion of a required course of study will be one of the key indicators of a student's progress.

Each student attending the AAJP School will have an individualized student success plan based on their prior academic year and input from their previous school, the student themselves, and their parents. The individualized success plan will be developed at the beginning of each academic year with revisions taking place each semester, or as needed throughout the year. Both students and parents will be provided with information prior to any changes in the student's success plan.

All student success plans will:

1. Identify students at the beginning of the year who are right at or just below expected grade point average, or who are experiencing difficulties and may need extra instruction or intensive interventions if they are to progress toward grade-level standards by the end of the year.
2. Setting up a Response to Intervention (RtI) plan to gauge students' progress during each semester or year to determine whether lower performing students are making adequate progress in their core academic courses and to identify any students who may be falling behind.
3. Evaluate whether the instruction or intervention provided is sufficient to help the student achieve or surpass grade-level standards by the end of the year.

c) Describe how the school will meet the *prescribed purposes* for charter schools found in section 1002.33(2)(b), F.S.

In accordance with the law, charter schools shall fulfill the following purposes:

First, all students attending The Arts Academy of Jacksonville Preparatory School are expected to maintain an overall “B”, or 2.8-3.0 on a 4.0 scale average. This will automatically set students personal expectations beyond mediocre, better setting their foundation for college. Student learning and academic achievement is a paramount component at The Arts Academy of Jacksonville Preparatory School through innovative and rigorous academic success coupled with comprehensive coursework and tutorials for students who might need remediation. Also, the school’s climate is designed whereby students are able to learn from one another utilizing the Paideia Seminar; teachers are merely serving as facilitators ensuring that meaningful discussion is continuously taking place. The AAJP School’s classroom environment also will be small enough for teachers to conduct differentiated instruction after initially conducting teacher led instruction followed by small group driven instruction while online/virtual learning is going on. The School model will provide small classes, qualified teachers and community involvement to foster a strong network to provide educational equity and excellence. The model is designed to ensure that all students are provided the opportunity and support to succeed at completing their high school education and go to college while pursuing career opportunities for viable employment.

The model is grounded on individualized and differentiated instruction, teacher driven, with electronic and paper based curriculum that offers a blended approach of rigor and relevance, supported by research-based and data-driven practices intended to ensure learning, achievement and development of the whole student.

This school’s philosophy is to increase each student’s levels of personal and academic expectations. We aim to do this by fusing rigorous academics and artistic expression, . At The Arts Academy of Jacksonville Preparatory School, we believe students that exhibit an adequate level of student achievement will respond well in an environment that encourages their inward motivation. With this in mind, students attending AAJP School will receive challenges from various parts of their high school career. It will do this by offering differential methods of instruction—peer-to-peer instruction, online instruction, and teacher led instruction. In addition, each student entering AAJP School will be advised and equipped with his or her individual success plan, mapping out their future goals outside of high school. Some of the specific methodologies that the teachers and school may utilize to fulfill the school’s educational mission are as follows:

- School-wide mastery level set at a “B” average.
 - Provide continuous progress monitoring for student success
 - Technology-rich educational curriculum using a blended learning environment and curriculum;
 - Student driven Paideia (Socratic method) seminars based on subject area;
-
- Hands-on/direct teacher led instruction
 - Music Production elective/curriculum as arts component
 - College internship/externships for vocational exposure
 - Seek and establish beneficial partnerships with institutions to provide a myriad of educational experiences for students

Finally, in order for all educators to properly instruct each student at The AAJP School, the school aims to follow the Sponsor's periodic assessment schedule during the year in order to properly monitor the progress of student learning and retention. All students are tested in the beginning, middle, and end of the year, providing teachers with the necessary data to effectively and strategically design their lesson plans according to the needs of each student. At The Arts Academy of Jacksonville Preparatory School, because expectations are set high from the onset, the District schedule is a necessary tool in order to keep students on track while teachers perform data driven instruction.

1. Improve student learning and academic achievement.

At the inception of The AAJP School, standards on academic achievement are set high. Although The School will not turn any student from attending, the selection process will be critical. We are seeking students that have a desire to push themselves beyond their limits by providing them with a unique structure of learning via Paideia Seminar, or inquiry method of learning while molding their overall character inside and outside of the classroom. This methodology provides students with a distinctive way of learning that increases their knowledge and desire of learning through inquiry. Students attending The Arts Academy of Jacksonville Preparatory School will demand that all students come to school ready to learn, be prepared at all times, and rise to the challenge. Paideia is a component in the academic structure of The AAJP School. Students will learn in sessions: Inquiry, Direct instruction, Independent Study, and differentiated instruction. Blended learning will provide students with various modes of learning, thereby, raising their levels of academic achievement.

Teachers employed at The AAJP School will be trained in Paideia seminar, ensuring that structure and order is occurring at all times. Through Paideia, students must have meaningful discussion that assists in the progression of every discussion. Teachers serve as facilitators, ensuring that proper questions are being asked, and full participation is going on. Teachers will also be charged with illustrating their enthusiasm for learning. It will be the job of the teacher to be the expert in their coursework, also with room to learn from their students. The teachers roles will be critical in maintaining a learning environment at all times in order to show the importance of education and learning knowledge. Their job will also include increasing their educational opportunities through professional development, making certain that he or she is keeping up with the latest educational trends.

Lastly, the leaders of The Arts Academy of Jacksonville Preparatory School will make sure that character development is also attended to while enrolled. The founders of the AAJP School believe that all factors of a student's life play a vital role in their academic achievement. So, all students will have an opportunity at molding their character as well-rounded individuals that seek to do the best of their ability at anything they set out to accomplish. Through character development, students are able to learn how to deal with one another, increase their self-esteem, set individual goals, and prepare themselves for their future. With these components, academic achievement should increase; therefore, increasing more successful students matriculating through high school with a better chance at a brighter future.

2. Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

Throughout the year, The Art Academy of Jacksonville's staff will conduct activities to assist all students, especially low-performing students in their educational pursuits. The following activities are typical of some of the actions The School will undertake in this endeavor.

- Mentors and additional tutoring will be provided for students encountering academic or behavioral problems.
- Attendance will be leveled, and parents notified if excessive absences occur. Parents and students will be asked to participate in the development of an attendance plan aimed at addressing the issues adversely impacting student attendance.
- Teachers will be available to regularly conference with students regarding their academic and social success and as Mentors, will follow students' daily progress.
- Regular staff meetings will be held to foster collaborative planning on an individual and group basis.

Lower performing students who select The AAJP School will receive intensive support through online supplemental materials, student seminars, tutoring and mentoring reinforcing the likelihood of success.

3. Encourage the use of innovative learning methods.

The Arts Academy meets the needs of students who exhibit adequate academic performance, but may not meet the requirements of Duval County's College preparatory schools as well as limited seating for students that may be credit deficient and are interested in obtaining their high school diploma; therefore, students that may show some sign of academic achievement as well as an interest in music/arts have a chance to be successful in a school environment which fosters these particular interests. Our education model has, at its core, a teacher-directed, student driven critically thinking methodology, technology-driven learning focus specifically designed to address each student's unique learning needs. Students at The AAJP School come to us as somewhat intrinsically driven, but may not be suited for the traditional school setting. Our design allows students to take part in their own learning environment and discussion, increasing their self-esteem in academia while simultaneously being exposed to their own extrinsic interest. The climate also encourages character development, increasing social growth in order to properly give back to their community and society. We stand to build well-rounded young adults suited to make a difference no matter where they intend to plant their feet. The founders of The Arts Academy of Jacksonville Preparatory School believe that if students are directly exposed to what ultimately drives them; they then will have an incentive to perform better academically. So with that, The AAJP School is centered on setting high expectations and interests that will curb the student's negative pursuits, highlighted and showcasing the positive motivations for their future.

The School's educational program is innovative in many aspects.

- Curriculum choices are blended instruction, student led/teacher facilitated
- Dropout prevention program separate for students in need of credit recovery
- Academic program will offer eligible high school students seeking career/technical classes and post-secondary education the opportunity for college admission through Advanced Placement and Dual Enrollment.
- Unique Music Production (Remixing Education, STEAM) curricula specific for students in attendance at The AAJP School
- A built-in studio furnished with music production equipment
- Classrooms will provide one computer for each student with direct Internet access to all learning and communication resources required.

- Lessons are delivered at an individualized pace to ensure mastery at every level.
- The curriculum will emphasize core academic subjects such as Reading, Writing Language Arts, Science, Social Studies, Mathematics, and Physical Education.
- College advising from an outside consultant
- Community service opportunities through local businesses and not-for-profit organizations
- Students will attend school in a safe, clean, and secure environment that is integrated with the learning environment.

4. Require the measurement of learning outcomes.

The Arts Academy of Jacksonville Preparatory School will use a “value-added” approach, i.e., measuring the difference in achievement gain between the beginning and the end of the learning cycle that will level and monitor student progress and allow for the program to be customized to meet individual needs, ensuring progress and mastery.

In addition to the tools listed above, periodic assessments will be used to review and update the electronic Student Progress Reports regularly. The Student Progress Report is designed to level mastery. It prevents a student from proceeding to the next lesson until he/she reaches mastery level on the current lesson. The student progress reporting continually assesses and assists the student and teacher in identifying those areas of success and areas where the student is having problems requiring additional instruction.

- D) Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S.

This section is optional.

In accordance with the law, charter schools may fulfill the following purposes:

2. Target Population and Student Body

- A) Describe the anticipated target population to be served.
If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10)(e), F.S.

The Arts Academy of Jacksonville Preparatory School will consider all students for admission regardless of race, ethnic and national origin, gender or religion. Admission will be offered to lower performing, “average”, and above average students attending urban middle and high schools within

the School district who have a GPA of 2.0 or higher. The AAJP School will comply with the Department of Education enrollment procedures.

The AAJP School will accept any student who resides in the School district; however, the School will use direct marketing and recruitment efforts with the intent to target at-risk, urban high school students residing in the area of the district with the greatest historical dropout student population.

Entering high school students that earned a GPA of 2.0 or higher, or who shows some interest in their academics will be eligible to enroll at The Arts Academy of Jacksonville Preparatory School. Admission will not be denied to any eligible applicants based upon sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The School will also not discriminate in its pupil admissions policies or practices whether on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be discriminatory if used by any public school.

In accordance with s.1002.33 (10) (d), F.S., The Arts Academy of Jacksonville Preparatory School will give admission preference to students who are the children of a member of the governing board of the charter school or who are the children of an employee of the charter school. Further preference may be given to siblings of a student enrolled in the School.

As allowed by s.1002.33 (10) (e), F.S., The Arts Academy of Jacksonville Preparatory School will reserve the right to limit the admission process to students who meet reasonable academic standards as described in the educational program and included in the charter school application. The Arts Academy of Jacksonville Preparatory School shall comply with Class Size Reduction at the onset. The enrollment forecasts, tables and budgets included with this application are all consistent with class size requirements found in the Constitutional Amendment regarding Class Size Reduction.

- B) Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of student expected in each class, and the total number of students enrolled.

School Year	Grade Levels	Total Student Projected Enrollment	Student Enrollment Capacity
2015-2016	9	100: 9 th grade	100 students
2016-2017	9-10	50 : 9 th grade 100:10 th grade	150 students
2017-2018	9-11	50 : 9 th grade 50 :10 th grade 100:11 th grade	200 students
2018-2019	9-12	75 : 9 th grade 50 :10 th grade 50 :11 th grade 100:12 th grade	275 students
2019-2020	9-12	100: 9 th grade 75 :10 th grade 50 :11 th grade 50 :12 th grade	275 students

The expected number of students in each class is a 25:1 ratio.

- C) Provide a description of how the student population projections were developed.

The Arts Academy of Jacksonville Preparatory School will serve a total of 275 high school students starting in 2015-16 with a 9th grade academy. The School intends to initially serve a small number of 9th graders as well as serving dropout or credit deficient students utilizing the expertise of AdvancePath. As each year progresses, we intend to add a grade level, but only taking in 9th graders each year. The founding board of The AAJP School thought keeping the student body population low would best serve the students, giving them more focus and attention as they matriculate. Partnering with AdvancePath adds a niche to The Arts Academy of Jacksonville Preparatory School. Also, students that are completing courses through AdvancePath have the option to take elective courses through The AAJP School, along with actively participating in any after school extracurricular activities, preventing them from going home early. Lastly, teachers will move along with their students, allowing them to continue on building relationships with one another, and providing the students with a bond.

3. Educational Program Design

- A) Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The Arts Academy of Jacksonville Preparatory School will follow the School District's annual calendar with operational time starting at 7:15 a.m., ending at 2:15 p.m. Because AdvancePath is a dropout prevention and credit recovery program, students will run on an alternate schedule, allowing them time to work at their own pace, then leaving school upon completion of their coursework. Two sessions will run for AdvancePath students; 7:45am – 11:45am and 12:30-4:30.

Daily School Calendar

The Arts Academy of Jacksonville Preparatory School intends to run on a blended instructional model, which can be a three screen model, e.g., student driven instruction (Paideia Seminar)+ online instruction (Apex Curriculum) + teacher led instruction (offline instruction). The AAJP School will run on block scheduling that will afford them the opportunity to experience each method of instruction, thereby, providing them with a well rounded approach to learning. Education is transitioning from sole instruction from the teacher, to student centered and driven instruction, so it is with this in mind that we have chosen the screen approach.

In addition to the three-screen approach, the last hour of the day is given to students for both college and vocational preparation. All 9th grade students entering The AAJP School will meet with a college career consultant in order to set each individual success plan. Therefore, time will be set aside for students to meet with the consultant so that he or she may set their collegiate path. Students will also have after school attention for Apex Curriculum Comprehensive Courses and Tutorials, etc., while the last hour affords these students the opportunity for exposure in music production and athletic arts by taking an elective.

Online Instruction

Teacher facilitators: A team of highly certified, highly qualified teachers (as directed by Class Size Reduction) will direct and guide students to complete course requirements. Teachers also provide individualized instruction, monitor student's progress and build positive relationships with students.

Offline

A one and a half hour offline session is conducted for face-to-face direct instruction that allows teachers to serve as a compendium to the online work students are doing. Students are given

further understanding and mastery of online courses using supplemental materials. During this time, teachers and speakers help students acquire test taking skills, and special Electives as well as receive remediation assistance.

B) Describe the proposed charter school's educational program.

The AAJP School will utilize the Apex Curriculum as the core course requirement for student graduation purposes. Apex Curriculum directly correlates with the school's mission, providing all the components to ensure student achievement and success as they matriculate from one grade level to the next. In addition the curriculum juxtaposes the three-blend model for which The Arts Academy of Jacksonville Preparatory School intends to follow.

Another key component that The AAJP School will provide is an artistic component that serves as their own individual curricula. The philosophy of The Arts Academy of Jacksonville Preparatory School is to retrieve academically sound students and provide them the opportunity to adequately prepare for college, providing them with sufficient requirements and succeed in a career of their choice or go on in pursuit of post-secondary education.

The AAJP School will be established as a comprehensive educational alternative to traditional high school. The workload is different than the traditional high school, as many students will have some level of intrinsic motivation, but cannot meet the necessary requirements to enter into the District's college preparatory or magnet schools. Also, the students who may select The AAJP School as their alternative solution are looking to move away from their neighborhood school, and desire to learn in a smaller school setting while focusing on advancing their career skills, in addition to completing academic requirements for a diploma. The School will utilize a blended curriculum and instructional approach.

The dropout rate is one of the most important indicators for educators and policy-makers in their efforts to provide an appropriate and challenging education for all students. The personal, social, and economic consequences of students not completing high school are enormous.

The Arts Academy of Jacksonville maintains to focus on a myriad of learning styles from auditory to kinesthetic. We aim to expose students in arts in a non-traditional format that each has its own unique and individualized curricula, thus providing a "school within a school" concept. Outside of the academic curriculum The AAJP School will provide, below is the interschool curriculum being taught:

Remixing Education, Education through Entertainment & Arts Partnership

SCHOOL BEATS S.T.E.A.M GRADES 9-12

Pop culture is a major source of influence for Americans between 13-19 years of age. The focal point of this influence is the music business. According to the Stanford University Department of Anthropology, on average, American youth listen to music and watch music videos four to five hours a day. This is more time than they spend with their friends outside of school or watching television shows. Music matters to adolescents, and they cannot be understood without a serious consideration of how it affects their lives. The scholastic community must rise to the occasion and bridge the gap between pop culture and education. School Beats S.T.E.A.M is an innovative program that does just that. Through this curriculum students use the core principles of Science, Technology, Engineering, Arts, and Math as well as imagination to own, operate, and market a record/entertainment company.

Many schools have lost their arts programs, as a result lost much of the creative energy that excites young minds. The imagination should never be neglected, especially the youthful imagination. Through the use of project based disguised learning, students will actively run their own entertainment company by taking on the responsibilities and job functions of each position from CEO to Audio Engineer. The curriculum includes instructor's guides; student workbooks; ProTools software complete with Fast Track Pro Interface; a MIDI keyboard; studio monitors; a microphone complete with stand, shock mount, and pop filter; headphones, and so much more. Each lesson plan is aligned to Common Core Standards and still actively solicits original ideas and analytical input from students. Students will create quality music that provides a positive educational alternative to some of the negative digressive songs and videos played on radio and television.

A beautiful element that School Beats S.T.E.A.M brings to the classroom is the ability to academically enhance students, as they are simultaneously building character, individuality, creativity, and developing entrepreneurial skills. The foundational pillars of School Beats are shared values amongst educators and students, common ground between peers and pupils, as well as cooperative success. School Beats S.T.E.A.M provides a portal to academic excellence by educating through entertainment and arts partnership.

The founders of The Arts Academy of Jacksonville Preparatory School believe that STEAM and Paideia juxtaposed will, without a shadow of a doubt, catapult the students and educational

community to new heights in education. Both Paideia and STEAM are cross-curricular developments that allow students to exceed their own limitations educationally while challenging their own intellect. Teachers, who will transition to supplements in the classroom, have the chance to learn alongside the students as they take note as the students return to the primary focus in the classroom.

As education continues metamorphosing, Paideia is a key component in its change. In Duval County, there are college preparatory schools that practice this pedagogical transition. Students are trained as entering 6th graders how to conduct themselves in a Socratic Seminar. With this training, these students matriculate to other classes fully equipped on how to inquire successfully and learning simultaneously. In this environment, no student is intimidated because they are learning from one another as the teacher facilitates the inquiry as needed. Through the Paideia Seminar, teachers are also able to continuously assess the students as they participate in the round robin questioning.

c) Describe the research base for the educational program.

According to author, Joan Platz, "researchers have also found a strong relationship between instruction in the arts and learning mathematical skills, and improving student observational skills in science" (2006). "According to one study, students who studied music showed improved spatial temporal-reasoning skills, which helped them later learn math concepts" (Graziano, Critical Links). The founders of The Arts Academy of Jacksonville Preparatory School heavily believe in the support of the arts alongside academics; both work well together. Research indicates that "students who participate in the arts also consistently outperform non-arts peers on the Scholastic Aptitude Test (SAT), according to the 2006 SAT results published by the College Board" (2006). Therefore, we see the desperate need to incorporate the arts as a tool for student academic achievement and incentive for our struggling students. The research base also looked into the "trans-disciplinary" approach to creative cognitive skills. "This STEAM paradigm is an interesting and potentially useful approach, as it begins to chip away at rigid notions of science and mathematics, and considers the value of traveling between disciplines. But trans-disciplinary thinking can take us even farther, with a complete, flexible and useful structure of skills for thinking in any discipline (TechTrends, pg. 19, 2012). The utilization of the arts fusing the world of academia brings back critical thinking and focus. We are believers that creativity makes a person's mind think beyond the surface, thereby, making the mind go beyond surface based information.

In an *Education Week* article published in December, 2011 entitled, "STEAM: Experts Make Case for Adding Arts to STEM," purports that "...a 2008 study led by Robert Root-Bernstein of Michigan State University, which found that Nobel laureates in the sciences were 22 times more likely than scientists in general to be involved in the performing arts...and then there's the Renaissance figure who some view as

the personification of STEAM: Leonardo da Vinci, the Italian painter and sculptor who also made a name for himself as a scientist, engineer, and inventor."

One advocate of the STEM to STEAM push is Harvey Seifter, the director of the Art of Science Learning. He indicated in the article that, "for me, it is about connecting—or reconnecting—the arts and sciences in ways that learning can happen at the intersection of the two (2011). Mr. Seifter is a consultant for Fortune 500 companies that "foster business creativity." "One core idea Mr. Seifter and other STEAM advocates emphasize is that the arts hold great potential to foster creativity and new ways of thinking that can help unleash STEM innovation" (2011).

Science, Technology, Engineering, Arts, and Mathematics (STEAM) coupled with Paideia or Socratic Methodology are the two innovative and fresh instructional practices that have recently broached the educational era. Because students are more technologically savvy, oftentimes the best way to reach them is by speaking their language through what they are most familiar—technology.

STEAM offers students the opportunity to learn while being challenged alongside enjoying the art of exploration through a hands-on approach with the arts and technology components. According to a stem to steam case study, the 2012 Charter school of the year, Drew Charter School in Atlanta, Georgia;

...K-8 school with a curriculum focus on STEAM and a strong foundation of literacy. Drew Charter School utilizes a team teaching approach that allows teachers to know all students as individuals and to collaborate across disciplines.

Drew's STEAM focus has yielded continued improvement in test scores and student success: Drew students exceed the Georgia and Atlanta public school averages in Reading, Language Arts, Math, Social Studies and Science. The school's educational approach is framed around four guiding principles:

- An interdisciplinary program integrating the five areas of science, technology, engineering, arts and mathematics
- Inquiry-based instructional program with real world context
- Emphasis on design and problem-solving leading to applications
- Child-centered, community-based school focusing on science, technology, engineering, arts, and mathematics

Paideia, a Greek terminology that translates to “an upbringing of a child, initiated in 1982, Paideia’s [by] original thinker, Mortimer Adler, joined with a diverse cadre of educators and intellectuals to write The Paideia Proposal. Its members charged themselves with the task of defining a list of ‘Paideia Principles’...these principles continue to shape our efforts to improve teaching and learning in schools and classrooms” (National Paideia Center 2013).

¹Paideia is a holistic approach to life-long learning with roots in ancient Greece. Paideia is a set of beliefs about education including active and rigorous teaching methods. The Paideia group has designed 12 principles as the basis of high quality education. The principles are as follows:

- That all children can learn;
- That, therefore, they all deserve the same quality of schooling, not just the same quantity;
- That the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
- That schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
- That the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the nation and the world, and (c) to make a good life for one’s self;
- That the primary cause of genuine leaning is the activity of the learner’s own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
- That the three types of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion;
- That the results of these three types of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language

and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;

- That each student's achievement of these results would be evaluated in terms of that student's competencies and not solely related to the achievements of other students;
- That the principal of the school should never be a mere administrator, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;
- That the principal and faculty of a school should themselves be actively engaged in learning;
- That the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

➤ **Overview of the Research Base Supporting the AdvancePath Model**

AdvancePath is extremely proud to implement an instructional program for students that is strongly supported and aligned to a number of scholarly research studies. Our emphasis is to prepare all students for high school graduation and for successful post-secondary educational and professional lives through the delivery of a premier educational program, grounded in the latest scholarly research in the areas of curriculum, instruction, and assessment. This commitment to scholarly research and program enhancement ensures a research- and evidence-based pedagogical program - with fidelity that draws upon the latest trends in teaching and learning. In 2009, the California State Attendance Review Board recommended AdvancePath as a "model program" with which Districts in California should consider partnering to establish programs for at-risk youth. With a commitment to the rigor and relevance of the curricula and the creation of a positive learning environment where all students can regain their confidence, AdvancePath is bringing to its District partners an economical and effective strategy for increasing graduation rates and assisting accelerated learners.

AdvancePath Academics, Inc. was developed upon a research base that included:

- 20 years of operational experience from the learning centers in Sweetwater Union High School District (California)
- Studies on instructional design, cognitive development, and pedagogical practices
- Analysis and development of best-of-breed courseware and curricular materials

- Investigation of student temperaments and risk factors for dropping out
- The National Dropout Prevention Network Center (NDPC/N) at Clemson University

Student's non-success in traditional education environments are often tied to the many distractions and social norms associated with the comprehensive middle and high school. Behaviors that might normally be acceptable for teenagers outside of the traditional middle and high school environment are often seen as disruptive and unnecessary. Students transitioning from middle school to high school and students experiencing difficulties in ninth and tenth grade are often anxious about a high school's more impersonal, competitive setting (Haviland, 2005). The small group instruction implemented in the AdvancePath Model allows the student to focus on his or her academics, leading to learning success.

All teaching, instructional support, and administrative staff are participants in the delivery of the curriculum and the support system. Teachers, Instructional Aides and Administrative Staff are trained as mentors. The AdvancePath Model provides students with the support from a teacher who has the time and passion that reduces the student's feeling of isolation that research confirms is a significant reason for why students drop out and fail to earn a diploma that they have the skills to obtain (Chapman & Sawyer, 2001; Mizelle, 1999 & 2005).

The AdvancePath Model is built upon research that shows the common threads of successful non-traditional programs in improving the skills of students credit earning and self-esteem building as well as provisioning school settings that:

- Reduce the alienation and improve the self-concept of at-risk students and accelerated learners
- Provide at-risk students with increased access to desirable social roles
- Increase community and parental participation in the education of at-risk students
- Provide a flexible and integrated academic and vocationally-oriented curriculum that emphasizes the importance of school in preparing for later life
- Provide students with a success-oriented program to obtain academic and employability skills in a school environment Provide a competency-based, self-paced program with clear quantifiable objectives and instruction in a variety of ways best suited to the individual student's needs

Foster within students the responsibility for their own learning and the expectation that they will take an active role in setting their own goals

The AdvancePath Model of Blended Learning has been proven capable of accelerating student learning by enabling delivery of lessons in a self-paced and mastery-based learning environment. With individualized learning paths, significant teacher facilitation and mentoring, and a system-wide

implementation of positive behavior support structures, students work in a positive learning environment and culture with clear expectations for learning success.

Use of Technology – Generally, traditional school programs make use of computers as supplemental teaching tools that focus on supporting classroom instruction. However, for non-traditional students, much more can be accomplished with computers as the primary instructional tools while teachers provide content expertise and support as mentors and facilitators of learning. In a study conducted by Kathleen Cotton the following was concluded about the value of Computer Aided Instruction (CAI):

- The use of CAI as a supplement to conventional instruction produces higher achievement than the use of conventional instruction alone.
- Computer-based education (CAI and other computer applications) produces higher achievement than conventional instruction alone.
- Student use of word processors to develop writing skills leads to higher-quality written work than other writing methods
- Students learn material faster with CAI than with conventional instruction alone. Students retain what they have learned better with CAI than with conventional instruction alone.
- The use of CAI leads to more positive attitudes toward computers, course content, quality of instruction, school in general and self-as-learner than the use of conventional instruction alone.
- The use of CAI is associated with other beneficial outcomes, including greater internal locus of control, school attendance, motivation/time-on-task and student cooperation and collaboration than the use of conventional instruction alone.
- CAI is even more beneficial with lower-achieving students than with higher-achieving students.
- Economically disadvantaged students benefit more from CAI than students from higher socioeconomic backgrounds.
- CAI is more effective for teaching lower-cognitive material than higher-cognitive material (Kathleen Cotton, School Practices that Matter Most, 2000).

Research cited:

(Barr, Robert D., and Parrett, William H. 1997; Cookson, Peter W. 1994; Finn, Chester E., Jr.; Manno, B. V.; and Vanourec, G. 2000; Fuller, Bruce, et al. 1999; Glenn, Charles L. 1998; Hardy, Lawrence. 2000; Mintz, Jerry. 1996; Nathan, Joe. 1996; Raywid, Mary Ann. 1983; Smith, Vernon H.; Barr, Robert; and Burke, D. 1986; Wehlage, Gary G., et al. 1989; Callet, Valerie 2010, Balfanz, 2009).

D) Explain how the educational program aligns with the school's mission.

As aforementioned, The mission of The Arts Academy of Jacksonville Preparatory School is to mold students into young responsible adults prepared for the real-world by simply focusing on their intrinsic motivation, and raising student academic expectation while ultimately realizing their truest potential. To this end, each student is expected to accept challenge—obliterate defeat—and rise to the occasion. With this in mind, with Apex Learning Curriculum, it provides teachers with the opportunity to set individualized mastery for his/her students in order to achieve maximum success. Also, with Apex Learning, students are enabled a chance for success at varying levels from AP coursework to Dual Enrollment opportunities so that each child receives an optimal learning experience.

To add, The Arts Academy of Jacksonville Preparatory School will be the only charter school to offer a separate, unique, and comprehensive music production experience through S.T.E.A.M, Remixing Education. All students will take elective courses beginning with the basics of music to leaving school with direct experience in the music industry, e.g., stage lightning, song writing, music production, copyrighting, etc. Remixing education is a Science, Technology, Engineering, Arts, and Math based curriculum that focuses on all facets of music; therefore, students gain more than an elective upon graduating from The AAJP School.

E) Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State Common Core Standards, as required by section 1002.33, F.S.

The Arts Academy of Jacksonville's aim is to ensure all students strive for their highest potential. Each day, faculty and staff will be charged with the duty to maintain high student expectation. For this reason, if teachers keep high levels of expectations in the classrooms and in the forefront of the students' mind, the task of students attaining the Next Generation Sunshine Common Core Standards will not be a feat, but an understanding.

4. Curriculum Plan

- A) Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State Common Core Standards.
- Provide Curriculum Plan aligned with the Next Generation Sunshine State-Common Core Standards as **Attachment #1**

The Arts Academy of Jacksonville Preparatory School will provide a safe and orderly school, which promotes a supportive learning environment that, offers content mastery of the Next Generation Sunshine State Common Core Standards through challenging and engaging work (See Attachment 1 for core academic course descriptions). As part of our individual performance plan, each student will have an advisor who will assist the student in pursuing knowledge and understanding through electives, and service learning programs. All students will work from their individual success plan (ISP) and maintain portfolios to document and reflect on their achievements over the course of their high school career.

Teachers will work in teams to integrate the curriculum and their community. The AAJP School will forge partnerships with local businesses, social service agencies, and community groups to provide a variety of learning opportunities for all students in attendance. By developing a classroom experience that extends beyond the classroom, The AAJP School will provide an innovative approach to the mastery of the core subjects using the NGSSCS standards-based programs utilizing research based instructional techniques. The curriculum will focus on S.T.E.A.M with a concentration on core credit coursework. Throughout this interdisciplinary, curriculum will be components of career planning, and character education. Moreover, AAJP's concentration on the arts will foster creativity and maturity in preparation of their future as young adults.

The Arts Academy of Jacksonville Preparatory School students will receive an education through an encouraging learning atmosphere that offers content mastery through stimulating and engaging studies. AAJP believes in personal performance plans for each student, which is grounded in the Next Generation Sunshine State Standards, and Common Core State Standards. In keeping with the AAJP School's progressive educational philosophy, the student, not the standards; however, will be the center of the academic focus.

The primary intent of the leaders at The Arts Academy of Jacksonville Preparatory School is to provide classroom with student driven discussions and instruction. Thus, the Socratic method is a precept of the School's approach to teaching and learning. AAJP envisions a school that achieves mastery in the core subject areas by teaching in a context that develops civic literacy through Paideia Seminar cross curricula, promotes stewardship, fosters self and community awareness, and integrates informational literacy. At The Arts Academy of Jacksonville Preparatory School, the importance of each person making a positive contribution to the greater community as well as the importance of education as a tool enabling each person to make a greater influence. We believe, at The AAJP School that education is a cyclical effect involving parents, community as responsible parties all investing in each student's individual success.

B) Describe the research base and foundation materials that were used or *will be used* to develop the curriculum

The founders of the Arts Academy of Jacksonville Preparatory School has acquired numerous methods of study in order to choose the best option for the demographic for which we intend to reach. Based on various articles, studies, practical and hands-on experience, we have comprised the conclusions below. We are firm believers in meeting students where they are initially; however, setting high expectations in the onset. Also, combining technology driven curriculum along with the arts, The Academy believes that it will best serve the needs of the students while raising their self-esteem and motivation for becoming better well-rounded individuals. Below, the research has proven that the combination of student interest, e.g. arts, and technology increases student success; ergo, an increase in graduation rates.

In an article written by Charlie Patton of Jacksonville.com:

Jane Condon, a former principal at both Douglas Anderson and LaVilla School of the Arts, argues that in some ways art classes are more important than "core" classes like math and history.

"As far as I can see, our education has everything backwards," she said. " ... To increase test scores, you don't get rid of the arts programs to make more time to study. You increase the arts programs to improve the scores."

That was the finding of a study of 2008 Florida high school graduates by Steven N. Kelly, an associate professor of music education at Florida State University. He found a powerful correlation between participation in arts education, especially music, and academic performance.

In response to that study, state Sens. Stephen Wise of Jacksonville and Nancy Detert of Venice sent the state education commissioner a letter in the spring of 2009 asking the state

to "do all possible to encourage principals and superintendents to ensure the continuation of music and other arts programs" (2011).

School Beats STEAM is a creative engaging project based program for students to gain hands on experience in running a record/entertainment company to expand their knowledge of the recording industry by signing, recording and marketing national artist through their own entertainment company. Students work in teams related to advertising, recording, production, publishing, artist and repertoire, legal, marketing, touring, sales, web development, finance, etc., and expand their knowledge of life-skills such as responsibility, teamwork, and decision-making. School Beats has been successful in bringing out the creativity and improving literacy skills in some of the school's at-risk students.

School Beats STEAM program is a 4 unit reusable curriculum kit with 20 lesson plans created for the purpose of educating students in an affordable, exciting, and applicable way in the areas of Science, Technology, Engineering, Arts and Math. Through this curriculum, students use core principles and their imagination to own, operate, and market a record/entertainment business.

Students will also be exposed to engaging music that provides a positive educational alternative to some of the negative, digressive songs and videos played on radio and television. A beautiful element that the School Beats STEAM program brings to the classroom is the ability to successfully educate students while building character, encouraging individuality and creativity, and developing entrepreneurial skills.

School Beats STEAM will provide K-12 students a culturally relevant, project-based integrated arts learning environment. The learning is standards-driven, hands-on for students, and non-traditional in its approach. The curriculum helps foster the relationship between academic and artistic interests using Hip Hop based education as a valuable teaching tool through the power of music and popular culture.

SCHOOL BEATS STEAM GOALS

- Improve academic literacy
- Promote STEAM (Science Technology Engineering Arts & Mathematics)
- Promote positive youth development
- Promote personal growth that helps to enhance motivation, dedication and

academic performance

- Provide entrepreneurial education to address high unemployment rates and poverty
 - Promote critical thinking about art and music
 - Develop students ability to effectively read, write, speak, listen, and think
 - Shared accountability + Shared strategies = Partnership
-

CASE STUDY PROGRAM STATISTICS

In 2011, Education Through Entertainment & Arts Partnership partnered with a Non-Profit organization and provided the School Beats STEAM program to 488 students in a specific program.

The results are as follows:

- 80+% Showed gains in academics, student attendance, participation in class work, student morale, and vigor towards learning
- 87% Increase in academic improvement in certain classes – mostly language arts and reading, from actively participating students
- 85% Decrease in absenteeism
- 85% Decrease in disciplinary problems in actively participating students

School Beats STEAM Programs (K-2nd, 3rd-5th, 6th-8th, and 9th-12th programs)

- Aligned to Common Core Standards
- Pre and Post assessments
- Activities and workbooks for students in a 20:1 ratio setting (Workbooks are reusable)
- Teacher manual and instructional training DVD
- 20 Engaging lesson plans with activities to cover all STEAM topics
- 11 Original songs that reinforce the topics of each lesson
- Project materials to complete all of the hands-on activities
- Word play cards, Character/Artist cards, Picture kits, and Story posters

In addition, the School Beats Studio Equipment can be purchased separately, which includes:

- (1) 49 Key USB/MIDI Keyboard

- (1) Stage/Recording Microphone
 - (1) Microphone Stand
 - (2) Powered Studio Speakers
 - (1) Fast Track Pro Tools Recording Software and Interface
 - (1) Headphones
-
- Cables to connect all equipment

These are a few of locations that School Beats is in:

- Bethlehem Area School District – Bethlehem, PA
- Denn John Middle School – Kissimmee, FL
- North Port K-8 School – Port St. Lucie, FL
- Southern Oaks Middle School – Port St. Lucie, FL
- Forest Grove Middle School – Port St. Lucie, FL
- Jefferson Davis Middle School – Jacksonville, FL
- McComb School District – McComb, MS
- Jackson Initiative, Inc. – Villa Ridge, IL
- Lantana Middle School – Lantana, FL
- Lincoln Park Elementary School – Pensacola, FL
- Woodham Middle School – Pensacola, FL
- Boys & Girls Club of Manatee County – Bradenton, FL
- Robert L. Taylor Community Center – Sarasota, FL
- Boys & Girls Club of Central Florida – Orlando, FL
- Jefferson Davis Middle School - Jacksonville, FL
- Metro Kidz – Jacksonville, FL
- Eureka Gardens Community Center – Jacksonville, FL
- The Boselli Foundation - Jacksonville, FL
- Congreso De Latinas, Inc. - Philadelphia, PA
- Mary Riggs Neighborhood Center - Indianapolis, IN
- Westside Community Learning Center – Sanford, FL

The Arts Academy of Jacksonville Preparatory School intends to utilize the highly successful Apex Learning Curriculum as the primary source of core academics. Below, are testimonials of the high achievement rate of school districts that have used Apex Learning in order to move children into a higher institution of learning:

LEONARDTOWN, MD and SEATTLE, WA – August 28, 2012 – St. Mary's County Public Schools today announced Great Mills High School increased its four year adjusted cohort graduation rate by 6 percentage points in one year, from 76% in 2011 to 82% in 2012. Superintendent Dr. Michael Martirano attributes much of the increase to the school using Apex Learning® digital curriculum in a new blended learning program.

The district launched the blended learning program at Great Mills High School last fall to provide students opportunities for remediation and credit recovery. Great Mills High School reported that 1 in 5 students who graduated this year had participated in the program. "Many of these students wouldn't have graduated on time without this opportunity," said Martirano. Overall, the district recorded the largest overall graduating class in its history.

One of the challenges of remediation and credit recovery programs is that each student is starting at a different point and has a unique set of needs. In this blended learning program, Apex Learning online courses provided direct instruction and formative and summative assessment, allowing each student to focus on the specific content he or she had yet to master and to move at his or her own pace. The classroom teacher was able to engage one on one with each student, using real-time data to monitor student progress and performance and determine the best way to help each student achieve.

"We regularly hear from students engaged in our digital curriculum that they feel empowered, in charge of their own learning," said Cheryl Vedoe, CEO of Apex Learning. "Research shows when this occurs, performance increases and learning accelerates. Students stay in school, earn credits, and achieve at higher levels, resulting in increased graduation rates."

This fall the district will expand the blended learning program to serve students at Leonardtown and Chopticon High Schools. "We are so pleased with the results at Great Mills, it made sense to expand the program to address the needs of students across the district," said Great Mills High School Principal Jake Heibel.

The program is part of a partnership with America's Promise Alliance Grad Nation campaign and Apex Learning®. The goal of the Grad Nation campaign is to increase the nation's overall high school graduation rate to 90 percent by 2020. "Increasing access to high quality digital learning for more youth can improve our chances of achieving our goal, changing outcomes and ultimately succeeding as a nation," said Elizabeth Morgan, PhD, executive director, Grad Nation Campaign, America's Promise Alliance.

About St. Mary's County Public Schools

St. Mary's County Public Schools are located in Leonardtown, Maryland, and serve 17,450 students in 27 schools, including the county's first public charter school.

America's Promise Alliance is the nation's largest partnership organization dedicated to improving the lives of children and youth by raising awareness, supporting communities, and engaging in nonpartisan advocacy. Through our Grad Nation campaign, we harness the collective power of our partner network to mobilize Americans to end the high school dropout crisis and prepare young people for college and the 21st century workforce. Building on the legacy of our Founding Chairman General Colin Powell, the Alliance believes the success of our young people is grounded in the Five Promises – caring adults; safe places; a healthy start; an effective education; and opportunities to help others. For more information about America's Promise Alliance, visit www.americaspromise.org.

About Apex Learning

Founded in 1997, Apex Learning is the leading provider of blended and virtual learning solutions to the nation's schools. The company's standards-based digital curriculum — in math, science, English, social studies, world languages, and Advanced Placement — is widely used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. Multiple course pathways help teachers successfully engage all students in rigorous coursework that prepares them for college and work. During the 2011–2012 school year, Apex Learning served 395,000 students with more than 1.35 million course enrollments. The Northwest Accreditation Commission accredits Apex Learning, headquartered in Seattle and its courses are approved for National Collegiate Athletic Association eligibility. For more information, visit www.apexlearning.com or call 1.800.453.1454.

Overview of the Research Base Supporting the AdvancePath Model

AdvancePath is extremely proud to implement an instructional program for students that is strongly supported and aligned to a number of scholarly research studies. Our emphasis is to prepare all students for high school graduation and for successful post-secondary educational and professional lives through the delivery of a premier educational program, grounded in the latest scholarly research in the areas of curriculum, instruction, and assessment. This commitment to scholarly research and program enhancement ensures a research- and evidence-based pedagogical program - with fidelity that draws upon the latest trends in teaching and learning. In 2009, the California State Attendance Review Board recommended AdvancePath as a “model program” with which Districts in California should consider partnering to establish programs for at-risk youth. With a commitment to the rigor and relevance of the curricula and the creation of a positive learning environment where all students can regain their

confidence, AdvancePath is bringing to its District partners an economical and effective strategy for increasing graduation rates and assisting accelerated learners.

AdvancePath Academics, Inc. was developed upon a research base that included:

- 20 years of operational experience from the learning centers in Sweetwater Union High School District (California)
- Studies on instructional design, cognitive development, and pedagogical practices
- Analysis and development of best-of-breed courseware and curricular materials
- Investigation of student temperaments and risk factors for dropping out
- The National Dropout Prevention Network Center (NDPC/N) at Clemson University

Student's non-success in traditional education environments are often tied to the many distractions and social norms associated with the comprehensive middle and high school. Behaviors that might normally be acceptable for teenagers outside of the traditional middle and high school environment are often seen as disruptive and unnecessary. Students transitioning from middle school to high school and students experiencing difficulties in ninth and tenth grade are often anxious about a high school's more impersonal, competitive setting (Haviland, 2005). The small group instruction implemented in the AdvancePath Model allows the student to focus on his or her academics, leading to learning success.

All teaching, instructional support, and administrative staff are participants in the delivery of the curriculum and the support system. Teachers, Instructional Aides and Administrative Staff are trained as mentors. The AdvancePath Model provides students with the support from a teacher who has the time and passion that reduces the student's feeling of isolation that research confirms is a significant reason for why students drop out and fail to earn a diploma that they have the skills to obtain (Chapman & Sawyer, 2001; Mizelle, 1999 & 2005).

The AdvancePath Model is built upon research that shows the common threads of successful non-traditional programs in improving the skills of students credit earning and self-esteem building as well as provisioning school settings that:

- Reduce the alienation and improve the self-concept of at-risk students and accelerated learners
- Provide at-risk students with increased access to desirable social roles
- Increase community and parental participation in the education of at-risk students
- Provide a flexible and integrated academic and vocationally-oriented curriculum that emphasizes the importance of school in preparing for later life

- Provide students with a success-oriented program to obtain academic and employability skills in a school environment Provide a competency-based, self-paced program with clear quantifiable objectives and instruction in a variety of ways best suited to the individual student's needs
- Foster within students the responsibility for their own learning and the expectation that they will take an active role in setting their own goals

The AdvancePath Model of Blended Learning has been proven capable of accelerating student learning by enabling delivery of lessons in a self-paced and mastery-based learning environment. With individualized learning paths, significant teacher facilitation and mentoring, and a system-wide implementation of positive behavior support structures, students work in a positive learning environment and culture with clear expectations for learning success.

Use of Technology – Generally, traditional school programs make use of computers as supplemental teaching tools which focus on supporting classroom instruction. However, for non-traditional students, much more can be accomplished with computers as the primary instructional tools while teachers provide content expertise and support as mentors and facilitators of learning. In a study conducted by Kathleen Cotton the following was concluded about the value of Computer Aided Instruction (CAI):

- The use of CAI as a supplement to conventional instruction produces higher achievement than the use of conventional instruction alone.
- Computer-based education (CAI and other computer applications) produces higher achievement than conventional instruction alone.
- Student use of word processors to develop writing skills leads to higher-quality written work than other writing methods
- Students learn material faster with CAI than with conventional instruction alone. Students retain what they have learned better with CAI than with conventional instruction alone.
- The use of CAI leads to more positive attitudes toward computers, course content, quality of instruction, school in general and self-as-learner than the use of conventional instruction alone.
- The use of CAI is associated with other beneficial outcomes, including greater internal locus of control, school attendance, motivation/time-on-task and student cooperation and collaboration than the use of conventional instruction alone.
- CAI is even more beneficial with lower-achieving students than with higher-achieving students.
- Economically disadvantaged students benefit more from CAI than students from higher socioeconomic backgrounds.

- CAI is more effective for teaching lower-cognitive material than higher-cognitive material (Kathleen Cotton, *School Practices that Matter Most*, 2000).

Research cited:

(Barr, Robert D., and Parrett, William H. 1997; Cookson, Peter W. 1994; Finn, Chester E., Jr.; Manno, B. V.; and Vanoureic, G. 2000; Fuller, Bruce, et al. 1999; Glenn, Charles L. 1998; Hardy, Lawrence. 2000; Mintz, Jerry. 1996; Nathan, Joe. 1996; Raywid, Mary Ann. 1983; Smith, Vernon H.; Barr, Robert; and Burke, D. 1986; Wehlage, Gary G., et al. 1989; Callet, Valerie 2010, Balfanz, 2009).

C) Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.

The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

SCHOOL READING PROGRAM

The not-for-profit educational program, Great Books Foundation directly correlates with the overall curriculum objectives for The Arts Academy of Jacksonville Preparatory School. Great Books Foundation is a Socratic Seminar that builds ALL students comprehension and literacy levels through the inquiry model. Utilizing the Common Core State Standards, all lesson plans are aligned and written to the standards so that teachers are adhering to the state statute. The mission of the Great Books foundation is *"To empower readers of all ages to become more reflective and responsible thinkers. To accomplish this, we teach the art of civil discourse through the Shared Inquiry™ method and publish enduring works across the disciplines."* So with this, Great Books is the perfect marriage to the basis of The AAJP School's student achievement.

The Great Books Foundation relies on the Key Instructional Shifts in order for each student to reach success in their English Language studies. Great Books deliver a myriad of helpful components to its program like:

- Provide a Staircase of Text Complexity: texts progress in reading level and conceptual complexity from grade to grade. Audio CDs help struggling readers access even [the] most challenging

selections. Necessary scaffolding and differentiation strategies to give all students the opportunity to reach the top.

- **Balance Literacy and Informational Texts:** feature anthologies of outstanding literature by award-winning authors from around the world.

Require Text-Based Answers: Shared Inquiry™ discussion has been the hallmark of all GreatBooks K-12 for 50 years. Students prepare by reading the text multiple times. In discussion, students support their ideas with evidence from the text.

Minneapolis Public Schools

After piloting Great Books in 20 diverse middle and high schools this past year, the Minneapolis Public Schools system implemented Great Books district wide and across the curriculum in grades 6–12.

Minneapolis administrators believe Great Books is the best fit for the district’s curriculum reform goals. “The Great Books texts and Shared Inquiry method offer both rich texts and discussion that support generative and critical thinking,” said Tracey Pyscher, secondary literacy and language arts district lead for Minneapolis Public Schools. “We recognize the fluidity of reading, writing, discussion (discourse), inquiry, and investigation as our foundations of English education and high-quality student learning,” added Ellen Debe, the district lead for secondary English language arts.

In the fall of 2008, 160 classroom teachers completed the core sequence of Great Books Shared Inquiry professional development. Since then, they have attended expanded professional development workshops. In addition, more than 150 special education teachers completed Great Books professional development in March 2009 and began using the program in their classrooms.

APEX READING PROGRAM

The School will use the APEX Reading program that satisfies the Reading First initiative and is aligned with Florida Next Generation Common Core State Standards. As emphasized by the “Just Read, Florida!” program, key reading research findings are applied in the Reading Program: (1) phonemic awareness, phonic skills, comprehension, and vocabulary:

Phonemic Awareness

Phonemic awareness is a pervasive focus of the Reading and Vocabulary Building lessons, and incorporates various techniques used by researchers, such as: isolation, identity, categorization, blending,

segmentation and deletion. The lessons teach students to identify, recall, change, hear, define, use, and locate individual speech sounds and their relationships with the printed letters. Therefore, APEX Reading Program provides phonemic awareness lessons designed to:

- Aid students in learning to manipulate phonemes in words
- Stress phoneme manipulation with the letters in a word
- Provide practice in using letters of the alphabet so that students can access them quickly and automatically
- Give explicit instruction on specific skills
- Provide instructional lessons that are brief and well focused

Phonics Skills

Scientific research on phonics instruction from an NRP report includes the following conclusions concerning systematic and explicit phonics instruction. Phonics instruction: (1) significantly improves learners' reading comprehension, (2) is effective for students from various social and economic levels, (3) is beneficial for learners who are having difficulty learning to read and who are at risk for developing future reading problems, and (4) is most effective when introduced early.

Phonemic awareness and phonics instruction consistently compliment and support each other in the APEX Reading program. The Reading Program provides phonics lessons designed to:

- Provide phonics instruction explicitly for the purpose of learning to decode words.
- Specifically teach young learners to convert letters into sounds and help them blend sounds to form recognizable words.
- Utilize systematic phonics instruction with other strategies to create a complete reading program.
- Help students to use their phonics skills accurately and consistently in reading and writing exercises.
- Assess individual student progress and provide phonics instruction to meet specific student needs.

Comprehension

National Reading Panel (NRP) research concludes that text comprehension can be improved by instruction that helps readers use specific comprehension strategies. The seven individual strategies that appear to be effective and most promising for classroom instruction are: (1) comprehension monitoring, (2) cooperative learning, (3) graphic and (4) semantic organizers including story maps, (5) question answering, (6) question generation, and (7) summarization. The APEX Reading curriculum study guides, lessons, and essays are designed to teach the use of these strategies. The flexibility, depth, and scope of the

comprehension material found in the APEX Reading program are focused on the learner as a complete reader. The APEX Reading Program provides comprehension lessons designed to:

- Aid students in monitoring their comprehension by making them aware of their understanding of the material
- Use visual organizers and pictorial assistance to promote comprehension
- Encourage students to generate their own questions while they read
- Instruct students how to integrate ideas and generalize from the lesson text by summarizing the information
- Examine literature by asking and answering who, what, where, when and why questions about characters, plots, and events
- Use a variety of comprehension techniques

Vocabulary

According to NRP research, the importance of vocabulary knowledge has long been recognized. In 1925, the National Society for Studies in Education (NSSE) Yearbook (Whipple, 1925) noted: "Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values." From this same research, five (5) main methods of teaching vocabulary were identified:

- Explicit Instruction: Definitions or other attributes of words have to be learned
- Implicit Instruction: Exposure to words or opportunities to do considerable reading
- Multimedia Methods: Vocabulary is taught beyond the text (i.e., hypertext, graphs, etc.)
- Capacity Methods: In order to make reading automatic, practice is emphasized
- Association Methods: Learners are encouraged to make connections between what they do know and unknown words

In the publication *Put Reading First: The Research Building Blocks for Teaching Children to Read* developed by the Center for the Improvement of Early Reading Achievement (CIERA), four different kinds of word learning have been identified:

- Learning a new meaning for a known word
- Learning the meaning for a new word representing a known concept
- Learning the meaning of a new word representing an unknown concept; and
- Clarifying and enriching the meaning of a known word

Each of the above listed strategies or methods of teaching vocabulary, as identified by the NRP, is a vital part of the APEX Reading and Vocabulary Building curriculum. These strategies were carefully considered during the development of the scope and sequence and lesson content of the curriculum. Additionally, the APEX Vocabulary curriculum is grade-specific. The vocabulary presented in the lessons was correlated to the EDL Core Vocabulary Cumulative List and the Dolch Vocabulary List. The APEX Reading Program provides vocabulary lessons designed to:

- Provide instruction regarding vocabulary before students read a lesson text
- Provide multiple exposures to vocabulary words
- Teach high-frequency vocabulary words that are likely to appear in many different texts
- Involve students in tasks that help them to use vocabulary in different ways
- Teach students new words in subject matter textbooks

The APEX Reading curriculum incorporates 822 lessons for grade levels 1-12. The program instructs students from beginning reading levels to more advanced reading skills utilizing a four-step approach in each lesson: Study (the lesson), Practice Test, Mastery Test, and Essay exercises (writing). The Building Vocabulary titles (428 lessons) are devoted to instruction in decoding skills and building vocabulary. The Reading titles (394 lessons) are divided into four units: Review, Word Analysis, Comprehension, and Literary Skills.

As stated above, the electronic APEX curriculum comprises the major portion of electronically delivered academic offerings. APEX's Reading and Writing component is not only thorough in content, but also provides many skill levels so that each student will begin learning at his/her appropriate skill level and progress at his/her individual pace. This array of skill levels also provides The Arts Academy of Jacksonville Preparatory School's program with options for English Language Learners (ELL) and Exceptional Education students.

Upon entering the School's program, students are tested and placed in an appropriate starting reading level. This process of screening and creating an individualized learning strategy for each student, combined with the daily monitoring and assessment that is rigorously performed by the staff, directly aligns with Florida's "Just Read, Florida!" goals.

Our curriculum options address a comprehensive array of these reading skills at different levels. By combining these various research-based curriculum options, the School offers the building blocks for

systematic and explicit teaching of reading skill components, while offering the wide array of skill levels necessary to accommodate all students.

Students Reading At or Above Grade Level

Students scoring at or above on the FCAT will also receive reading instruction. The instructional focus will be vocabulary and comprehension strategies that prepare the students for rigorous college coursework.

These students will receive their focused reading strategy instruction within the content area classroom with the exception of those classes specifically designed to enhance preparation for the PSAT/SAT assessments. While they read, students will connect the new knowledge with the prior knowledge and verify their predictions. Teachers model active reading comprehension strategies for the students. After students have finished reading, they will learn to summarize and organize what they have learned. The Arts Academy of Jacksonville Preparatory School's teachers receive professional development in scientifically based researched reading through participation in the District Public Schools reading endorsement classes as well as other trainings offered to all public school teachers.

Students Reading Below Grade Level

The Arts Academy of Jacksonville Preparatory School will provide one-on-one in-class assistance opportunities throughout the year to ensure remedial accommodations are met. Teachers will confer with students during offline class sessions to work on reading skills. As part of the "No Child Left Behind" law, safety nets will be provided in class and after school to prohibit any student from failing. After school, tutoring from scholar students, teachers, and mentors will be provided for additional assistance.

Although the reading curriculum is driven by online APEX Learning, The Arts Academy of Jacksonville Preparatory School will implement a separate reading curriculum and strategy set for those students who read below grade level to increase their reading ability. Intervention for struggling readers will occur for students scoring at Level I on the FCAT. These students will receive intensive instruction in the scientifically based researched reading elements of phonemic awareness, phonics, fluency, vocabulary and comprehension. The instruction will be offline face-to-face classroom setting in addition to their core, required subjects. The intervention for the students will be flexible depending on the needs of the students with time for whole group and individualized reading.

Meeting the reading needs of at-risk student subgroups

A Progress Monitoring Plan (PMP) will be written for any student not on grade level. Curriculum will consist of a core reading program, differentiated materials, supplementary materials, and intervention material. Progress monitoring will include:

- Progress monitoring is ongoing
 - A reduced teacher/student ratio will be in effect
 - A reading block of uninterrupted reading time will be in effect, during which large, small and individual instruction will take place
 - Teachers will select an instructional program that is appropriate in relation to the needs of the child
 - Assessment will be on-going and administered on a weekly basis.
 - Diagnostic measures will be utilized
 - Immediate Intensive Intervention will take place
 - Students will be eligible for tutoring/mentoring services, transition classes, or perhaps an extended school day
 - Students will benefit from at least two professionals in the class at all time
- c) Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

Students who enter The School below grade level will be evaluated and the classroom teachers, or the Rtl process in order to identify and prescribe a plan of intervention will utilize appropriate strategies in effort to increase their progress collaboratively.

Classroom assignments, reading strategies and math strategies will be implemented to address the individual needs of each student. Informed decisions based on collected data, e.g. previous year FCAT reading scores, initial assessment data will be used to verify students' reading comprehension levels as well as mathematics levels. Once data is appropriately collected, teachers will be able to provide the proper strategies that may best suit the students' deficiency in reading. In addition, Apex Learning Curriculum provides foundational courses that provide any student with the proper remediation that will assist in their developmental improvement in reading and mathematics.

Therefore, students who enter The School below grade level will have sufficient support and time in order to reach their maximum potential while staying engaged in the classroom. Along with these

components, below are listed strategies that teachers will utilize when meeting the needs of students that may read below level.

Active reading strategies such as:

- **SQ3R** (SCAN, 5-Q'S, READ, RECITE, & RESPOND)
- **SNURAP** (SCAN, MARGINAL NOTES, UNDERLINE PERTINENT INFO., READ THE PASSAGE, ANSWER THE QUES, & PUT THE PARA. NUMBER NEXT TO THE QUES.)
- **PLAN** (PREDICT, LOCATE NEW VOCABULARY OR UNKNOWN INFORMATION, ADD NEW INFORMATION, & NOTE/SUMMARIZE NEW INFORMATION OBTAINED)
- Active reading logs given by the teacher
- Before, During, and After reading
- Visual Print
- QAR (Question, Answer, Relationship)
- PALS (Peer Assisted Learning Strategy)
- Guided Reading

Math Strategies include:

- Think Aloud Strategy
- Manipulatives
- STAR Strategy
- Kahn Academy

Flexible grouping will also be encouraged as a rotational model that will assist students to learn from one another. This cooperative learning technique includes strategies such as; Think, Pair, Jigsaw Reading, etc. Low-level learners and exceptional students should all benefit from the above mentioned strategies. Additional websites and resources will be available to teachers employed at The Arts Academy of Jacksonville Preparatory School as needed in order to ensure the engagement of all students that attend The School.

- D) Describe proposed curriculum areas to be included other than the core academic areas.

As aforementioned, Remixing Education STEAM will be implemented as additional curriculum in order to incentivize student growth and academic development.

E) Describe how the effectiveness of the curriculum will be evaluated.

The curriculum will be implemented, reviewed and updated in a “bottom-up” iterative process using an integrated Team concept. The process will begin by implementation and progress monitoring by teachers at the classroom level that is designated as the Grade Level Team. The Grade Level Team based on data, outcomes and action research will make curricular recommendations. This data will inform discussions at the Content Level Team consisting of teachers and administration.

The Content Level Team will synthesize, research, and create curricular recommendations for the School Improvement Team, which includes outside curricula specialists and members of the School Advisory Committee. Recommendations are then reviewed supported by compelling data; curriculum options are vetted, then made to the Executive Director and Principal and to the Governing Board for disposition following established Board policy for adopting curriculum supporting text and materials.

Method for evaluating the overall effectiveness of the school as related to the mission of the school

The AAJP School will employ a variety of strategies to evaluate the effectiveness of the school’s program. This will include a diagnostic review and systematic analyses of the relationships between the actions we will take and the results we will achieve. The following strategies will lend themselves to a diagnostic review and analyses that we will pursue. Standards and indicators may be aligned with these strategies.

Leadership and Decision Making

- Allocation of resources to address learning goals.
- Decision-making structures and processes.
- Information and data systems.

Curriculum and Instruction

- Alignment of curriculum, instruction, and assessment with standards
- Curriculum—description, scope, focus, articulation, organization
- Formative and periodic assessment of student learning
- Instructional delivery (teaching and classroom management)
- Instructional planning by teachers.
- Instructional time and scheduling

Human Capital (Personnel)

- Performance incentives for personnel.

- Personnel policies and procedures (hiring, placing, evaluating, promoting, retaining, replacing)
- Professional development processes and procedures.

Student Support

- Programs and services for English language learners.
- Extended learning time, i.e., supplemental educational services, after-school programs
- Parental involvement, communication, and options
- Special education programs and procedures.
- Student support services (tutoring, counseling, placement, for example)

Cost Benefits Analysis (Transportation and Food Services)

- Cost-benefit ratios of various approaches will be taken into account;
- Quantitative data accompanied by in-depth analysis;

Data Collection and Analysis

Data collection and analysis will include, but not be limited to, an examination of:

- School context and selection/implementation of an intervention
- What were the school's prior context, student demographics, and performance?
- What changed in terms of student demographics and enrollment with the onset of the intervention?
- Which intervention model was employed?
- What factors were considered in selecting the intervention model and who was involved in making the decision?

Risk Management

Maintain a proactive approach to risk management practice throughout the school. The following evidences this policy:

- Compliance with all local, state, and federal environmental regulations
- Compliance with insurance and employment requirements
- Ongoing environmental site reviews
- Risk Management training opportunities

- Regular on-site insurance provider inspections
- Risk Management Plan
- School Safety and Emergency Management Plans

In addition, AAJP will also develop a school improvement plan that takes into consideration the annual performance goals for the school that are set by the charter and the goals set out in the mission statement for the school.

School Improvement Team

The Principal, instructional personnel, support personnel, and parents of children enrolled in The School will constitute a school improvement team to develop a school improvement plan to improve student performance. Their respective groups will elect representatives of the instructional personnel, and instructional support personnel. The parents will be elected by parents of children enrolled in the school in an election conducted by the parent and teacher organization. Parents serving on the improvement team will reflect the racial and socioeconomic composition of the students enrolled in the school and will not be members of the school staff.

School Improvement Plan

The school improvement plan will contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting the measurement standards. The strategies for improving student performance will include:

- A plan for the use of budgeted staff development funds that will be made available to implement the school improvement plan.
 - the plan will provide that a portion of these funds is used for mentor training and for release time and substitute teachers while mentors and teachers are meeting;
- A plan for preparing 9th students to read at grade level by the time they enter their senior year.
 - the plan will require 9th and 10th grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the student enters 12th grade.

- The use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level;
- A program to address school safety and discipline concerns in accordance with the safe school plan

5. Student Performance, Assessment and Evaluation

- A) State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.

Learning Level Placement Criteria

The Arts Academy of Jacksonville Preparatory School has identified three factors critical to providing an individualized education for student enrolled in the School. These factors are used for Learning Level placement. The three factors included in placement criteria are: 1) Student's Achievement Level, 2) Credits Upon Enrollment, and 3) Overall Academic career. Intake procedures for students enrolling in the School will include placement assessments and record review to ensure each of the four factors is addressed prior to placing a student in the appropriate Learning Level.

Achievement Level

Some students may be at grade level upon enrollment; many will be on target. Given the wide disparity that exists among students who enroll in programs such as The Arts Academy, it is important that reading, mathematics, and writing achievement is measured upon entry and taken into account when designing each student's academic program. Therefore, an initial screening of achievement levels will occur within a week of a completed registration. The student's level of achievement will be a critical factor in academic unit placement as the curriculum, tutorial opportunities, and State Assessment preparation needs will be more intense for students whose basic literacy levels are below the eighth grade level Results from three assessments will be used in this criterion area.

- The Northwest Evaluation Association's Measures for Academic Progress screening assessment will be administered within a few days of the student's enrollment. The full battery of reading and mathematics tests will be administered once each quarter and will also be used for any adjustments to placement.
- The APEX writing assessment will be administered within a few days of enrollment.
- The student's FCAT results from previous test administrations will also be considered in determining the students Learning Level placement.

Credits Upon Enrollment

The number of credits earned by students prior to enrollment in The Arts Academy of Jacksonville Preparatory School should be consistent with any student transitioning from middle school to high school. Thus, the number of credits already earned at the time of enrollment will be included in academic unit placement. The experience of AAJP and the ESP staff indicates that new enrollees in programs such as The Arts Academy often have elective credits, but are short on the core credits so critical to advancement through the high school program. Therefore, the Learning Level placement will be based upon the number of core credits students have earned prior to their enrollment. Sixteen core credits are required for graduation. Credit information will be taken from the students' transcripts.

Academic Unit Advancement

Students will advance to the next level when they have met the benchmark criteria for that academic unit. All assessments associated with the Learning Level benchmarks will be recorded in the students Individual Learning Plan. Upon reaching the benchmarks, students will move to the classroom associated with the new academic unit unless unforeseen circumstances prevent advancement, a student's academic unit placement will be changed within two weeks of reaching the benchmarks for advancement. The following will occur at the time of academic unit change:

- Orientation to the new academic unit, the curriculum, and expectations;
- Assignment of an instructional mentor associated with the new Learning Level;
- Review of the Individual Learning Plan and setting of goals; and
- Recognition and rewards presented to the student.

The Arts Academy of Jacksonville Preparatory School offers a four-level system that provides individualized instruction based upon the literacy and credit needs of the students. The system includes four academic units that are defined by the needs of the students. Students are placed in a Learning Level upon entry and move to the next level upon meeting criteria set for that level. A description of the levels is noted below.

- Students' intake assessments indicate they need an intensive remedial approach that provides instruction in basic reading, mathematics, and writing with content courses available at a lower reading level than is typical for high school students. Multiple educational approaches are implemented including online learning and small group instruction.
- Students will have reached an eighth grade literacy level in reading and mathematics but still need more intensive assistance to handle a traditional high school curriculum. Courses in the core and elective curricular areas are emphasized together with preparation for reaching the tenth grade level in reading and mathematics and for passing the FCAT graduation tests.
- Students who have reached their grade level literacy levels but need concentrated courses in the core or elective areas to graduate. They may also need assistance in building the skills necessary to pass the Florida State Assessment.
- Students who have few courses remaining until graduation and are highly motivated to complete the coursework and graduate. Some may need intensive assistance to pass the FCAT; others may have already passed the FCAT and need only a few courses for graduation.

Range of assessments to measure and monitor student performance

AAJP, as a public charter school, will participate in the Florida statewide assessment program (state education accountability system), as specified by Florida statutes. All students enrolled will be included in the state's A+ accountability system in the same way as other dropout prevention/retrieval programs within the district. The guidelines of "No Child Left Behind" will be observed including providing for test accommodations required by a student's IEP or ELL plan and as directed by the FCAT Test Administrator's Manual. All incoming students will be given pre and post tests using the Northwest Evaluation Association Measures for Academic Progress (NWEA-MAP).

APEX On-Line Assessments

Formative Assessments

True learning requires students to constantly think about and evaluate what they are doing whether they're reading, listening, watching, interacting, exploring, discussing, or writing. This reflective mindset is supported by formative assessment opportunities throughout Apex Learning's instructional content. These include both graded and ungraded assessments that give students continuous feedback. Ungraded activities require students to recall what they've just learned or to demonstrate understanding providing self-check opportunities for students to monitor their own progress. Computer graded quizzes give students and teachers immediate feedback. Teacher-graded assignments and worksheets provide the opportunity for students to respond to free response and open-ended questions as well as to demonstrate problem-solving skills.

Summative Assessments

Students are required to demonstrate what they have learned through unit tests and semester exams. Apex Learning's online curriculum utilizes various forms of objective computer-graded test instruments including multiple-choice, fill in the blank, and true false. In addition, the curriculum makes extensive use of more subjective open-ended, teacher-graded testing tools like essays, hand-written mathematical proofs and problem solutions, and demonstrated use and manipulation of mathematical and scientific equations.

Diagnostic Assessments

Unit-level diagnostics provide valuable information on student strengths and weaknesses. These computer-graded assessments can be used as either a pre- or post-test. Detailed reports provide results for an entire class and individual students. Automatically generated study plans guide students to relevant instructional content that engages them in active learning experiences to master skills and develop conceptual understanding.

Students are expected, at a minimum, to achieve learner expectations as outlined in the benchmarks of the Next Generation Common Core State Standards. As the Florida Department of Education develops new assessment tests driven by the benchmarks in the Next Generation Common Core Standards the faculty of AAJP will work with the D.O.E. and District on the implementation of these assessments.

- B) Describe the school's student placement procedures and promotion standards. Provide a **Student Progression Plan**. Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Duval County School Board. A copy of the District's Student Progression Plan can be viewed at <http://www.duvalschools.org>. Submit a copy of the charter school Student Progression Plan as **Attachment #2**.

The Arts Academy of Jacksonville Preparatory School intends to adopt the Sponsor's Student Progression Plan. In addition to the GPA and assessment requirements, students who attend The Arts Academy of Jacksonville Preparatory School will be required to obtain 25 hours of community service each school year. College Board Testing will also be strongly encouraged to complete by the time students graduate from The AAJP School.

- c) If the school will serve high school students, describe the school's graduation requirements, to include the methods used to determine if a student has satisfied the requirements specified in section 1003.43, F.S., and any proposed additional requirements.

The School's students will comply with all graduation requirements in section 1003.43 of the Florida Statutes and those found in the State legislation and the Florida Department of Education's Graduation requirements, which provides two applicable options, The student's careful selection of an appropriate course of study and appropriate electives that are commensurate with ability, interest and aptitudes shall be necessary to ensure that students navigate the School's educational programs and achieve success in completing their high school education. As aforementioned, students must fulfill the community service and College Board Testing requirements in order to fulfill graduation requirements set by The Arts Academy of Jacksonville Preparatory School.

Students entering grade 9 must follow one of the following graduation plans:

- Standard Graduation Preparation
- 18-Credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE)
- International Baccalaureate (IB) Diploma Curriculum

Twenty-four required credits may be earned in one of the following courses of study:

- Scholar Diploma Designation;
- Merit Diploma Designation

Eighteen-credit/three year graduation option is available for students who meet eligibility requirements.

Courses of study include:

- whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program
- Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction;

- rigorous industry certifications that are articulated to college credit and;
- approved work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

Graduation standards include the following:

- Have 2.0 unweighted GPA;
- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History
- Algebra II (if enrolled)

The GPA is figured using an unweighted 4.0 scale:

- A = 4.0
- B = 3.0
- C = 2.0
- D = 1.0
- F = 0.0

Students who take weighted courses will be given additional points for the grade earned in those courses according to this schedule.

- A = 0.04
- B = 0.03
- C = 0.02
- D = 0.01
- F = 0.00

i.e., student has all A's in 7 courses:

6 were non-weighted	$6 \times 4.0 = 24.00$
1 was weighted	$1 \times 4.04 = \underline{4.04}$
	28.04

Then 28.04 divided by $7 = 4.0057$ (weighted GPA)

GRADUATIONS OPTIONS

- Standard Diploma
- Certificate of Completion
- Scholar Diploma Designation
- Merit Diploma Designation
- State of Florida/General Education Diploma (GED)
- Special Diploma
- GED Exit Option Diploma

Standard Diploma

The student must successfully complete 24 credits in order to graduate. The 24 credits must be earned as follows:

16 core curriculum credits:

- 4 credits in English;
- 4 credits in Mathematics, one of which must be Algebra I, its equivalent, or a course higher than Algebra I;
- 3 credits in Science, two of which must have a laboratory component;
- 3 credits in Social Studies (1 credit in American history; 1 credit in world history; 1/2 credit in economics; 1/2 credit in American government)
- 1 credit in fine and performing arts, speech and debate, or Practical arts and;
- 1 credit in physical education & health.

4 credits in a major area of study; selected by the student as a part of their personalized education plan:

- Major area of interests students may choose from:

- Language Arts and Humanities (Advanced Academics, Dual Enrollment)
- Business, Office Technology, Entrepreneurship
- Language (Spanish, French)
- Technology
- Health and Wellness, Physical Education, Sports Studies

- Biological Science

4 credits in elective courses that can be used in three different ways; selected by the student as a part of their personalized education plan:

- the student can use the 4 credits to earn a second major area of study;
- the student can use 3 of the credits to earn a minor in an area of interest; or
- the student can use the credits to take a variety of courses that interest them, take credit recovery courses, and/or take intensive reading courses
- Depending on the students Major area of study they may or may not need to use 2 of their Electives to satisfy 2 credits of Foreign Language

CERTIFICATE OF COMPLETION

A certificate of completion is not a diploma. It certifies that a student attended high school but did not meet all graduation requirements for a diploma.

TWO TYPES OF CERTIFICATES OF COMPLETION ARE AVAILABLE:

- A regular certificate of completion may be given to any student pursuing a standard diploma who passes the required courses in high school, but is unable to pass one or both portions of the FCAT or achieve the required grade point average.

Students with disabilities who are eligible for a regular certificate of completion will have the option of graduating with Special Diploma Option 1 instead.

- A special certificate of completion will be available to students with disabilities who are unable to meet all of the graduation requirements for a special diploma. The special certificate of completion certifies that the student passed the required Exceptional Student Education courses in high school, but was unable to master the Student Performance Standards for Exceptional Student Education or the Sunshine State Standards for Special Diploma.

SCHOLAR DIPLOMA DESIGNATION

In addition to meeting the 24-credit standard high school diploma requirements, a student must:

- Pass the ELA Grade 11 statewide assessment;
- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in Statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in Chemistry or Physics;
- Earn 1 credit in a course equally rigorous to Chemistry or Physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same World Language; and
- Earn at least 1 credit in AP, IB, or AICE Biology I or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

MERIT DIPLOMA DESIGNATION

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s.1003,492, F.S.)

DIPLOMA OPTIONS FOR STUDENTS WITH DISABILITIES

Special diploma options offer choices to students with disabilities who are unable to meet the requirements for a standard diploma. The state provides general guidelines for special diploma options. More specific requirements are set by each school district. Two special diploma options will be available for students with disabilities. In accordance with FLDOE Rule 6-1.0996 FAC, which mandates all school districts in Florida *must* offer **Special Diploma Option 1** or **Special Diploma Option 2**, The school will make these options available to students.

STATE GRADUATION REQUIREMENTS FOR SPECIAL DIPLOMA OPTION 1

In order to graduate with Special Diploma Option 1, a student must earn the minimum number of course credits, defined by the district school board (Credits may be earned in basic, vocational, or exceptional student education classes.) They must also master the Student Performance Standards developed by the state for each disability or the Sunshine State Standards for Special Diploma

STATE GRADUATION REQUIREMENTS FOR SPECIAL DIPLOMA OPTION 2

In order to graduate with Special Diploma Option 2, a student must be successfully employed in the community for a minimum period of one semester, at or above minimum wage, achieve all annual goals and short-term objectives related to employment and community competencies in the transition individual educational plan (IEP), and demonstrate mastery of competencies in his or her employment and community competencies training plan.

State University System²

Per the Florida Department of Education information regarding students entering 9th grade during the 2014-2015 school year, admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (with 2 substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

The Graduation Process

The School's Graduation Committee and Administrator, on behalf of the Board of Directors, will review the Individual Student Plan and insure that it is complete before the student is deemed ready for graduation. Students must satisfy all of the following requirements:

- Achieve all of the required academic credits
- Successfully complete graduation requirements under the FCAT standards
- Pass an exit interview with the School's Graduation Committee

² Fldoe.org Students entering Grade Nine in the 2014-2015 School Year: What Students and Parents Need to Know

The unique situation and needs of our at-risk youth are similar to those defined in section 1003.43(6), therefore, the Board of Directors may determine additional credits and/or alternatives for graduation requirements to better meet the needs of our students.

School Accreditation

The school will seek accreditation by the Southern Association of Colleges and Schools (SACS). When the accreditation is granted, the School will comply with SACS standards for graduation for “at-risk” students and special purpose schools. Upon final review, a standard Florida high school Diploma or graduation option will be issued to the student and the graduation date recorded on the student’s permanent record. Graduation options include: Standard Diploma, Special Diploma, and CPT (Eligible Certificate of Completion).

Attendance

To fully benefit from the instructional program at The Arts Academy, students are expected to attend school regularly, be on time for classes and satisfy all course requirements. Students have the responsibility to attend school until age sixteen. Students aged 16-18 who desire to leave school prior to graduation may do so only upon completion and filing with the school an “Intent to Terminate Enrollment.” (See Student Handbook for further information)

Chronic Student Absenteeism

Chronic student absenteeism is indicated by 21 or more absences for a student during the regular (180-day) school year. Because chronic absenteeism is often associated with academic underachievement and increased risk of dropping out of school, it is necessary to determine where and when highest incidents of chronic absenteeism occur. Students’ socioeconomic status (as indicated by eligibility for free/reduced-price lunch, their racial/ethnic classification, and their age/grade classification are variables that are useful in identifying key factors in absenteeism. Chronic absenteeism increases in the secondary grades, peaking in grades 9 and 12. Grade 9 represents a transitional grade from middle school to high school during which retained students typically move beyond the compulsory age of attendance (i.e., turn 16). Students in grade 12 who have not met graduation requirements are also at increased risk of non-attendance

Enforcement of School Attendance

Florida School Statute 2012, Section 1003.26(b)(g), states that each district school superintendent is responsible for enforcing school attendance of all students subject to the compulsory school age in the school district and supporting enforcement of school attendance by local law enforcement agencies. The superintendent's responsibility includes recommending policies and procedures to the district school board that require public schools to respond in a timely manner to every unexcused absence of students enrolled in the school.

The statute requires the parent to justify each absence of the student and the justification must be evaluated based on district school board policies that define excused and unexcused absences. The school board policies must provide that the school levels excused and unexcused absences and contact the home in the case of an unexcused absence from school, or an absence from school for which the reason is unknown, to prevent the development of patterns of nonattendance.

If the school determines that a student subject to compulsory school attendance has had at least (5) five unexcused absences within a calendar month, or (10) ten unexcused absences within a 90-calendar-day period pursuant to s. 1003.26(1)(b), or has had more than (15) fifteen unexcused absences in a 90-calendar-day period, pursuant to the procedures in s. 984.151, the superintendent of schools may file a truancy petition in the circuit court in which the student is enrolled in school.

Driver's License Law for Florida Students – Ages 14-17

Florida Statute 1003.27(2)(b) establishes eligibility and attendance requirements for maintaining driving privileges. The 1997 Florida Legislature enacted requirements that schools report to the Department of Highway Safety and Motor Vehicles (DHSMV) the names, dates of birth, sex and social security number of minors who accumulate fifteen unexcused absences in a period of ninety calendar days. The legislation further provides that those minors who fail to satisfy attendance requirements shall be ineligible for driving privilege. The law also establishes educational requirements for a person less than eighteen years of age to obtain and hold a driver's license. Persons ages fifteen through seventeen cannot get or keep their driver's privilege or license unless they are in school, have successfully completed school, earned their GED certificate, or have a hardship waiver. This law impacts all persons living in Florida ages fourteen through seventeen.

D) Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.

To inform initial classroom practices, instructional decisions, and flexible groupings, The AAJP School will conduct a baseline assessment of the skill and content knowledge levels of every student admitted to the school. Teachers will learn specific data-driven methods to measure baseline student skills to modify curricula and track proficiencies to improve student performance. This is the first step in an ongoing assessment system in which student performance and classroom practices are monitored and evaluated on a routine basis. Through close scrutiny and analysis of student learning on a daily, weekly, and quarterly basis, individual needs will be identified and strategies will be devised to address those needs. Depending on the need, some content will be re-taught, supplemented in whole class, small group, or individual sessions.

Methods Used To Identify The Educational Strengths And Needs Of Students

Benchmarking:

The Arts Academy of Jacksonville Preparatory School will use benchmarking to define a set of external inter-school standards (district, other charters) against which to measure itself. We will identify comparable, peer, or “reach” schools and compare our practices and/or achievements against those of the other schools. We will use benchmarking techniques to identify and define a comparison group - peer schools - to our own outcomes to theirs. This benchmarking may be based on teacher retention rates, ELL program completion rates, admissions (the number of re-enrollees as a function of the number of students accepted), and performance on school-based, district, state, or national examinations. Theoretically, any outcome for which there are data from peer school and programs can be compared in a benchmarking study.

AAJP may use inter-school comparison to compare itself to a district or state norm by reviewing the data from a published test or survey such as the National Survey of Student Engagement (NSSE) or set for itself the goals or benchmarks that it hopes to achieve within a specified time period (e.g., to increase student attendance rates from 70% to 90% in five years).

Students will be administered on-going benchmark assessments in each of the core areas to ensure that they are gaining the knowledge and the skills outlined in the Common Core State Standards. Based upon the baseline data, teachers will utilize previous State assessment scores for initial reading inventory and to determine expected growth. NWEA assessments as well as assessments that are contained in curriculum programs will be used to monitor students’ progress throughout the year to help focus classroom instruction.

- E) Identify the types and frequency of assessments that the school will use to measure and monitor student performance.

An article written on March 21, 2014 discussed the Common Core assessment, PARCC, or The Partnership Assessment of Readiness for Colleges and Careers. And in the article, Mr. John O'Connor stated, the PARCC is slated "for administrat[ion] in 2016." With this in mind, there will be considerable changes for teachers and students. "PARCC will also replace the one end-of-year high stakes accountability test with a series of assessments throughout the year that will be averaged into one score for accountability purposes" (2014). This type of assessing is a holistic approach that assists in the improvement of student success. With the PARCC in place, teachers will have the ability to improve their teaching methodologies throughout the year by viewing students' scores on the PARCC. This in turn, will aid the school in professional development approaches throughout the year rather than the end of the year. Another article from *StateImpact Florida* mentions that the way in which testing will occur through the PARCC "reduc[es] the weight given to a single test administered on a single day, and providing valuable information to students and teachers throughout the year" (2014).

Part of the assessment tools The AAJP School will use to measure and monitor student performances are participating in the county's monthly progress monitoring tests. These tests will help display incremental progress made by each student and areas/strands where the student still needs to improve upon. Also, there will be bi-weekly classroom formative and summative assessments where teachers can gauge how students are retaining the information taught and utilize the data to effectively plan their lessons, based on what students know and what their area of weaknesses may be. Other assessments will include oral assessments and feedback through Paideia or Socratic Seminar, teacher running records, and homework monitoring. Students will participate in statewide assessment in March, or throughout the year. The mandated comprehensive assessment will show progress that the student body has made for that year.

F) Describe how student assessment and performance data will be used to evaluate and inform instruction.

The Arts Academy of Jacksonville Preparatory School will administer a number of assessments, including the District testing program, assessments, and federal and state mandated assessments, such as the FCAT 2.0 and/or PARCC. These assessments will monitor and track individual and school-wide academic performance. The AAJP also projects to utilize any formative and summative assessment instruments provided by the Apex Learning Curriculum.

As aforementioned, with the use of The Partnership Assessment of Readiness for Colleges and Careers testing cycle, administrators and teachers will be able to determine the overall success of The School. This type of testing provides data that can determine a student's success, giving them

sufficient time to adjust as needed prior to the end of the year. In addition, The AAJP School will also have ample space to make necessary changes in order for the overall school grade to either improve or maintain an acceptable average. This data will show:

- Intrinsic valuation of the curriculum courses, materials, resources, and activities that incorporate the aims, objectives, and teaching and learning strategies of the school's programs.
- Performance evaluation designed to assess the extent to which the intended outcomes of the teaching and learning are achieved.
- Curriculum goals measured through a variety of assessments.
- Effectiveness of instruction through direct impact on student achievement, performance, and assessment results.

The School will also use a continuous improvement model which is based on a year round process of analyzing data, developing timelines, adjusting instruction to meet the needs of students and the assessment of students.

These test results, which measure progress in specific areas in overall academic achievement, will also determine if that student is gaining at least a year's worth of learning for every year spent in the school.

G) Describe how student assessment and performance information will be shared with students and with parents.

The commitment of The Arts Academy of Jacksonville Preparatory School is knowing each student that attends the institution. This dedication is visible in our educational design that will be used to provide us with the whole picture of the child previous to his or her acceptance into AAJP. Our admissions office will obtain all records within their cumulative folder from the student's previous school as well as testing data from parents. These documents will help the school create an individual profile for each student along with establishing a useful baseline from which teachers can measure progress from the start of each student's high school career.

Quantitative and qualitative data will be provided from both formal and summative. Teachers and the consultant advisor will collect this data for students at AAJP. Student performance will be effectively measured in documenting results of our annual, measurable objectives and providing graphical representation of a student's record of performance during the school year for informal identification of student movements. Once a quarter, students and parents attend an updated consultation session with the college and career advisor to monitor and track the four key areas. Other means of communications to parents include: 20 hours of family volunteer time at school, email and website communications, conferences, community service activities, newsletters, and more.

Student assessments and performances will be shared with students throughout the school year in order for them to independently track their areas of weakness and strength. This technique will afford the students to take accountability of their academics, along with the level of their success while in attendance at The Arts Academy of Jacksonville Preparatory School. Grades will be posted through the District's online grade portal so for immediate tracking for parents' convenience.

6. Exceptional Students

- A) Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.
- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.

No student at The Arts Academy of Jacksonville Preparatory School will be unlawfully excluded from participation in any program or activity of the School, nor will the student be subject to discrimination by the School because of a disability.

The Arts Academy of Jacksonville Preparatory School subscribes to all principles set forth in the "No Child Left Behind Act" 20 USCS § 6301 which ensure the academic success of every student, including:

- All students must be held to the same challenging standards;
- All students must be assessed;
- Progress of students is to be consistent;
- Assessment results must be reported to parents; and
- Student progress is monitored regularly and improvements are noted

The Arts Academy of Jacksonville Preparatory School believes the philosophies adhered to, the construct provided, and the attention to individualized learning and accommodations/modifications reflect a comprehensive educational environment. Those students whose needs are so severe or unique that they cannot be met within the School's program will be appropriately referred. The staff of The Arts Academy of Jacksonville Preparatory School will work with the School District (LEA) to ensure the needs of those students will be met in the most appropriate setting.

Accordingly, The Arts Academy of Jacksonville Preparatory School will provide programs to exceptional students that implement and comply with federal, state, and local policies and procedures, specifically: the Individuals with Disabilities Education Act (IDEA) in its current or reauthorized form, Section 504 of the Rehabilitation Act of 1973, Chapters 1000-1012 of the Florida Statutes, and Chapter 6A-6 of Florida's State Board of Education Rules. In cases of extreme impairment or disability whereby the student cannot be served appropriately by The Arts Academy of Jacksonville Preparatory School, the School will meet with District personnel to review the student's IEP (if one is in place) to discuss placement options with the parent or secure the outside services of professionals to provide the needed services.

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEA)

The Individuals with Disabilities Education Improvement Act (IDEA) was signed into law on December 3, 2004 which includes six principles that states and school districts must follow:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program
- Least restrictive environment
- Parent and student participation in decision making
- Procedural due process

Free Appropriate Public Education (FAPE)

Provisions for a free appropriate public education includes the implementation of a non-discriminatory policy regarding identification, evaluation, selection and location. The term "free appropriate public education" means special education and related services that:

- Have been provided at public expense, under public supervision and direction, and without charge;
- Meet the standards of the State educational agency;

Additional Requirements

- The student must be addressed in all areas of suspected disability
- The School must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors

The School must use a variety of assessment tools and strategies, including information from parents

Least Restrictive Environment (LRE)

Schools are required to make available to students with disabilities a free appropriate public education in the least restrictive environment. Depending on the child's individual needs, LRE could be the provision of special education and related services in:

- The regular classroom
- A special education classroom within the child's neighborhood school
- A separate school specializing in a certain disability
- Something else

All students attending The Arts Academy of Jacksonville Preparatory School with disabilities will be educated in the least restrictive environment.

Children with Disabilities in State and District Wide Assessments

The Arts Academy of Jacksonville Preparatory School subscribes to all principles set forth in the "No Child Left Behind Act" 20 USCS § 6301 which ensure the academic success of every student, including:

- All students must be held to the same challenging standards;
- All students must be assessed;
- Progress of students is to be consistent;
- Assessment results must be reported to parents; and
- Student progress is monitored regularly and improvements are noted

Under IDEA, children with disabilities must be included in general State and district-wide assessment programs, with appropriate accommodations where necessary. Those students whose needs are so severe or unique that they cannot be met within the School's program will be appropriately referred. The staff of The AAJP School will work with the School District to ensure the needs of those students will be met in the most appropriate setting.

Alternative Assessments Guidelines

Not all children will be able to participate in State and district wide assessment programs, even with appropriate accommodations. Therefore, as appropriate, school districts must develop alternative assessments and guidelines for participation of children with disabilities in alternate assessments.

Rights of Children and Parents

The Arts Academy of Jacksonville Preparatory School will ensure that the rights of children with disabilities and their parents are protected. The School will ensure that students with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to relieve disagreements between parties. Some of the safeguards to ensure these rights will include:

- Parent notification
- Parent consent
- Parent access to educational records
- Due process hearings, including disclosure of evaluation results and recommendations
- Opportunity to present due process complaints
- Mediation

Parents of students with disabilities will receive procedural guidance and guidelines in their native language as provided by the School districts.

Staffing plan for the School's special education program, including qualifications of staff

The Arts Academy of Jacksonville Preparatory School's teachers teaching core content to ESE students will hold ESE certification in accordance with the ESE certification table and certification in the core academic subject area no later than July 1, 2008 assuming the School does not meet Title I requirements.

Student Support Team (SST)

A Student Support Team will be established this Team will create an individualized education program for the student by:

- Reviewing all assessment results and reports from teachers and parents;
- Discussing the needs and strengths of the student, writing goals and benchmarks, and determining the types of services and modifications that are required to ensure that the student which derives maximum benefit from his/her educational program;
- Deciding which setting(s) would best meet those needs;
- Reviewing placement decisions annually at the SST review meeting;
- Reviewing the cumulative folders of those students coming from another school to determine their eligibility status to receive special education services and/or related services. Services will be provided through contracts with an appropriate agency if necessary, or a staff member will be employed with the appropriate certificate in that exceptionality

Composition of Student Support Team

The Team includes the following members:

- The student's parents;
 - a representative of the School who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the School;
 - a representative of the School who has the authority to commit the resources of the School;
-
- a teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher will be included as a Team member;
 - other individuals at the request of the student's parents;
 - individuals who are qualified to interpret the instructional implications of evaluation results; and
 - other individuals who may be necessary to write the IEP for the child, as determined by the ESE Coordinator

As stated above, interventions will be established by the team and agreed upon by the teachers and parents in accordance with state and federal regulations. The Arts Academy of Jacksonville Preparatory School will implement a process of interventions that would identify whether the concern about the student is academic and/or behavioral in nature. However, it is the firm belief of The AAJP School that the goal of exceptional student education services is to support the needs of students with disabilities to ensure their success in the general student population's learning environment.

Academic and behavioral interventions that will be attempted prior to referral for ESE services

Interventions will be established by the IEP Team and agreed upon by the teachers and parents. The interventions will be attempted for a minimum of three weeks. The SST would then analyze the student's progress. Documentation of interventions will be reviewed to determine whether intervention strategies used were successful. If the results are encouraging, then SST will continue to monitor on a monthly or as-needed basis. If the interventions were not effective, an additional or different set of interventions will be designed and implemented for another three weeks. At this point, a school psychologist will be made available to administer psychological evaluation, to determine whether student's needs warrant an IEP and special education and/or related services. Other areas may also be assessed, as needed (such as speech or language).

Criteria for determining the existence of a specific learning disability

- The achievement is determined not to be commensurate with the age and ability of the student:

- a severe discrepancy exists in one or more areas between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill and reading comprehension, Mathematics calculation and reasoning;
- the severe discrepancy between ability and achievement is not resulting from visual, hearing or motor impairment, mental retardation, emotional disturbance or environmental, cultural or economic disadvantage

Required observation of the student

- At least one Team member other than the student's regular teacher will observe the student's academic performance in the regular classroom setting;

Written documentation of the Team's determination of eligibility due to the presence of a specific learning disability includes the following:

- statement whether the student has a specific learning disability;
- the basis for making the determination;
- the relationship of that behavior to the student's academic functioning;
- the educationally relevant medical findings, if any;
- statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services; and
- the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage

Required written certification of Team members

Each Team member will certify in writing whether the report reflects his or her conclusion. If not, the Team member submits a separate statement presenting his or her conclusions.

Alternative assessment the School will use for students with disabilities

It is important to note that exceptional education students are assessed on an on-going basis. Each course's curriculum is developed to include regular assessments to determine student mastery. However, if a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to modify the curriculum and/or pace of delivery within the general lab setting. The Arts Academy of Jacksonville Preparatory School will work with the School districts provide for appropriate assessment, program design, modifications or adaptations, and the utilization of ESE teachers, tutors, and other related service

personnel as required and determined appropriate. All classroom teachers will be provided with the appropriate IEP's and staff support to address the identified goals. Assessments administered by The AAJP School will reflect aptitude and achievement levels as free as possible from cultural and linguistic bias.

Instructional service delivery model(s) that will be used

Our instructional software package uses many of the principles of instructional design and learning theory recognized as teaching techniques for students with learning disabilities. Teachers have found the self-paced structure, small steps with immediate feedback, and extensive practice to be particularly useful for students with learning disabilities.

Students who do not have success with those strategies may work directly with the ESE teacher and/or instructional aide in individual and small group settings. Alternative programs and textbooks are utilized so that each student has the opportunity to successfully access the regular curriculum. In cases where the foregoing solutions are not working and a greater disability is suspected, the IEP is modified, making necessary accommodations to permit students with disabilities to access learning opportunities on the same basis as general education students.

The Arts Academy of Jacksonville Preparatory School will utilize its comprehensive tutorial model to provide for appropriate assessment, program design, modifications or adaptations, and the utilization of ESE teachers, tutors, and other related service personnel as required and determined appropriate by the IEP committee. Tutors and other staff will work under the direction of the ESE teacher. No student with a disability will be unlawfully excluded from participation in any program or activity of the School, nor will the student be subject to discrimination by the School.

Instruction to those students in ESE who may not be able to follow the standard curriculum

For students with needs beyond the traditional classroom setting and standard curriculum, the following services may be provided to serve the needs of this student population:

- Academic Pullouts: for those students who require extra services or instructional assistance for tutoring by a certified ESE teacher. The amount of pullout and the specific content area to be provided will be determined as part of the IEP;
- Consultation and Collaboration: for students who do not require "pull-out" services but require some assistance per the IEP will receive extensive monitoring;

- Speech Therapy, Physical Therapy & Occupational Therapy: These services will be contracted out and services provided according to each student's IEP;
- Enriched Curriculum for gifted students

Adaptation of the curriculum, materials and instructional strategies will be attained with the appropriate support and services integrated within the The AAJP School's program. The School shall provide accommodations and modifications as necessary to permit access to technology-based learning and the related services provided on the student's IEP. The modifications/adaptations shall include, but are not limited to:

- Adapted curriculum assignments
- Test modifications
- Computer pacing and remediation
- Adapted computer devices

It is important to note that exceptional education students are assessed on an on-going basis. Each course's curriculum is developed to include regular assessments to determine student mastery. If a student does not exhibit mastery, the ESE teacher will work with the classroom teacher to modify the curriculum and/or pace of delivery.

Technology requirements for writing IEP using the web-based software

The Florida legislature has mandated that all Florida school districts will implement online software to document and service solutions for special populations. The Arts Academy of Jacksonville Preparatory School's technology will accommodate an appropriate Special Education program that allows the School to automate and streamline data collection and management, and manage individualized education plans (IEP) of students participating in ESE programs. The web-based system will allow the School to simplify administrative processes and improve compliance with applicable laws and policies. The comprehensive, Web-based software will serve as a foundation for managing all phases of the identification and IEP development process. As data is entered, compliance requirements are automatically verified, ensuring that documentation is completed accurately and on time. As a result, educators can spend more time in the classroom, focusing on improving student learning and achievement. The School will provide appropriate computer technology to accommodate this web-based software.

- B) Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

The AAJP School will not discriminate on the basis of race, religion, national/ethnic origin, or disability in the admission of students. The School and its Governing Board will not violate the anti-discrimination provisions of the Florida Statutes.

Student recruitment and enrollment of ESE students will adhere to the following:

- The AAJP School will not deny admission to, nor withdraw a disabled student based upon a finding the student needs a service delivery model not presently in existence at the school.
- The AAJP School recruiting material including application, handouts, brochures, website concerning the school will include statements of inclusion and nondiscrimination.
- The AAJP School will not request a copy of the student's IEP or any other student information from the parent or other source prior to the completion of the application process
- The AAJP School will not include questions concerning the student's IEP or a need for a special service in the enrollment application

The Governing Board of The Arts Academy of Jacksonville Preparatory School will not discriminate any student with disabilities whose needs can be met in a regular classroom environment at least 80% of instruction occurring in a class with non-disabled peers with the provision of reasonable supplementary supports and services and/or modifications and accommodations. Therefore, all students with disabilities in Duval County that meet the above criteria will be provided the same application process as those students in the local district without disabilities.

The School will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The school will provide all services identified in the IEP plans of each student with disability.

Lottery: If in any given year, more applications are registered for admission, than seats available, a lottery will develop. Each student represented by an application, including those students with disabilities, will have an equal opportunity of being selected for enrollment into by way of the lottery system.

- c) Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

ELIGIBILITY FOR ESE SERVICES

Students may be referred for an evaluation for ESE services by their parents or by school staff. With few exceptions, prior to referring a student for evaluation as a student with a disability, the school, in cooperation with the district must use a problem solving/response to instruction or intervention (PS/RtI) method to develop and implement evidenced based general education interventions to address the student's area(s) of academic or behavioral concern. If the school team determines that general education interventions are not sufficiently effective, a referral for evaluation is made. A student may not be evaluated for ESE eligibility without the prior informed consent of the parent. A team of professionals and the student's parent (i.e., eligibility staffing committee) will review the evaluation results to determine if the student meets the requirements for eligibility under one or more state board rules and if there is evidence of a need for special education and related services. Following this procedure, an appropriate placement is made for the student.

It is the firm belief of The Arts Academy of Jacksonville Preparatory School that the goal of exceptional student education services is to support the needs of students with disabilities to ensure their success in the general student population's learning environment. This will be attained with the appropriate support and services integrated within the AAJP School program which will provide accommodations and modifications as necessary to permit access to technology-based learning and the related services provided on the student's IEP. The modifications and adaptations will include, but are not limited to:

- Adapted curriculum assignments
- Test modifications
- Computer pacing and remediation; and
- Adapted computer devices

The Arts Academy of Jacksonville Preparatory School subscribes to all principles set forth in the "*No Child Left Behind Act*" 20 USCS § 6301 which ensures the academic success of every student, including:

- All students must be held to the same challenging standards;
- All students must be assessed;
- Progress of students is to be consistent;
- Assessment results must be reported to parents; and
- Student progress is monitored regularly and improvements are noted.

THE INDIVIDUALIZED EDUCATION PLAN (IEP); EDUCATION PLAN (EP); AND 504 PLANS

The AAJP School will follow the IEP provided by the student's previous school for any child with a disability who is enrolled. All IEPs will be developed in accordance with the provisions of 34 CFR 300.340 through 300.350.

Parents

The School will supply to the parent(s) or guardian during a conference or by mail, in language understandable to the general public and in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so:

- a copy of the IEP if requested;
- a description of the rights of the parent(s), including the right to review data, to challenge the data, and to provide additional data that could have some effect on the placement, program, and services to the child;
- information concerning their right to an independent educational evaluation, at public expense, if they disagree with the evaluation obtained by the LEA and a list of other agencies providing free evaluations; and
- information concerning the right to appeal the decision and a copy of the appeals procedure.

Composition of IEP Team in developing IEP and Transition IEP.

An Evaluation Team will be formed including the following members:

- the child's parents
- a representative of the school who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the Academy;
- a representative of the Academy who has the authority to commit the resources of the school;
- a teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher will be included as a Team member;

- other individuals at the request of the student's parents;
- individuals who are qualified to interpret the instructional implications of evaluation results; and
- other individuals who may be necessary to write the IEP for the child, as determined by the ESE Coordinator.

This Team will create an individualized education program for the student by:

- Reviewing all assessment results and reports from teachers and parents;
- Discussing the needs and strengths of the student, writing goals and benchmarks, and determining the types of services and modifications that are required to ensure that the student which derives maximum benefit from his/her educational program;
- Deciding which setting or settings would best meet those needs;
- Reviewing placement decisions annually at the Team review meeting;
- Reviewing the cumulative folders of those students coming from another school to determine their eligibility status to receive special education services and/or related services.

Required observation of the student:

- at least one Team member other than the student's regular teacher will observe the student's academic performance in the regular classroom setting;

Written documentation of the Team's determination of eligibility due to the presence of a specific learning disability includes the following:

- statement whether the student has a specific learning disability;
- the basis for making the determination;
- the relationship of that behavior to the student's academic functioning;
- the educationally relevant medical findings, if any;
- statement whether there is a severe discrepancy between achievement and ability that is not correctable without special education and/or related services; and
- the determination of the Team concerning the effects of environmental, cultural, or economic disadvantage.

- D) Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The Arts Academy of Jacksonville Preparatory School will provide all exceptional students the following:

~~Accessibility-~~ Students with sensory or physical impairments will have an accessible location, specific room conditions, or special equipment. Physical access to the educational setting requires a barrier-free environment. The building will be equipped with nonslip surfaces, guide rails, ramps, elevators, and automatic doors for students who have difficulty getting around. Accessibility standards included in the Americans with Disabilities Act (ADA) specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students should be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or spaces on the school grounds. These requirements will be met.

Accessible workstations will be provided to include desks and tables that are adjustable for students who use mobility aids, such as a wheelchair. These workstations provide needed support or allow the student to change positions. Adaptive furniture and equipment also includes seating systems, standers, gait trainers, walkers, positioning devices and other types of supports, special surfaces and matting, and ergonomic equipment. Preferential seating involving locating the student's desk in a place where he or she is best able to see or hear the teacher and complete assignments will also be made available to the student(s). The student may need a natural light source or alternative lighting.

Alternate learning environments, which may be self-contained, or off-campus. Alternate settings include specialized schools, a home or hospital setting, or a residential facility.

Accommodations: Assisting Students with Disabilities

Large print text must be clear, with high contrast between the color of the print and the background color.

Video recordings and descriptive video present stories or information as movies, giving students a visual and auditory way to access information. Videos may be closed-captioned with the dialogue provided visually as text at the bottom of the screen. A decoder is required to activate captions and

is available on most television sets. Descriptive video adds a narration of key visual elements, such as actions, gestures, facial expressions, and scene changes.

Auditory Formats: Students who are unable to read standard print may require auditory formats. This may include students who are visually impaired or physically limited, as well as some students who have severe reading disabilities.

A person reads the text aloud to the student. Readers should read to the student on an individual basis, not with a group of students.

Recorded books are produced on audiotape, compact discs (CDs), or as electronic files. A tape recorder, CD player, or MP3 player may be required to play the recorded books. Some students may experience difficulty with replaying audiocassette tapes or locating specific information. Audio versions should be accompanied with a print or Braille version of the text, particularly if graphic information is included.

A screen reader changes digitized text to synthesized speech (text-to-speech). Screen reader software provides an audible version of text displayed on a computer screen.

Response Accommodations:

Students typically respond to classroom tasks by speaking, writing, drawing, or other types of expression. Response accommodations allow students to use different ways to complete assignments, tests, and activities.

Computers or tablets for students who are unable to effectively use their own handwriting will be given access for recording classwork. Assistive technology devices, such as touch screens, trackballs, or other pointing devices, as well as alternative keyboards, can be used for typing.

Voice recorders record the student's class work or test responses electronically rather than writing on paper.

E) Describe how the school's effectiveness in serving exceptional education students will be evaluated.

Evaluations of any program is imperative, but more so for the exceptional education program. The goal of any exceptional education program is to set goals for each child in their individual education plan, along with accommodations. One primary way to assess the effectiveness of the school's

exceptional educational program is to collect data on student achievement.

Student achievement data can be collected from a myriad of sources.

Two meetings per quarter will be held where the goals for each student will be reviewed by the teachers of any student that exhibits an exceptionality, who will reply to a series of questions dealing with the level of achievement each student has reached based on their individual goals, and their overall achievement reached in their classes. Teachers will discuss what is effective/ineffective.

Students will be placed in various levels of service as per their IEP. Those services if found to not be elevating the student to the desired level with goals being met or adequate progress being seen on them, may need to have their IEP revisited and revised.

The ESE Specialist will keep accurate and up to date files on all ESE Students at all times. The files will be revisited on a regular basis, and the ESE Specialist will ensure that students are receiving their services through the meetings held, discussion with ESE Staff, as well as with the parents of ESE students. The Specialist will make quarterly reports to the Principal on the progress of the students in the ESE Program, as a whole, and any concerns held by parents, students, ESE Staff, or teachers.

Periodically, conducting surveys with no fewer than bi-yearly occurrences, AAJP will conduct performance and satisfaction survey of all invested ESE parties including but not limited to: Parents, Students, Teachers, ESE Department Staff, Administration personnel dealing with the perception of the level of services offered the individuals satisfaction and/or concerns with ESE services.

Testing Results Scores of all students are collected and reviewed by every group by both the school and the state. The Arts Academy of Jacksonville Preparatory School will analyze each student's scores on the FCAT or state mandated assessment, attaching the scores to their individual educational plan in order to assist in setting goals for the next school year. Beyond using this mechanism to assist students, the scores for individual ESE students and as a group will be compiled and evaluated on the basis of the students' growth. These growth gains will be analyzed and used to evaluate the program(s) the students participated in.

- F) Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.

Exceptional students and students who enter the school below grade level will be evaluated

and appropriate strategies will be utilized in effort to increase their progress collaboratively by the classroom teachers, and/or the ESE Department, ELL Department, or the Rtl process in order to identify and prescribe a plan of intervention.

Classroom assignments, reading strategies will be implemented to address the individual needs of each student. Informed decisions based on collected data, e.g. previous year FCAT reading scores, initial assessment data will be used to verify students' reading comprehension levels. Once data is appropriately collected, teachers will be able to provide the proper strategies that may best suit the students' deficiency in reading.

Active reading strategies such as:

- **SQ3R** (SCAN, 5-Q'S, READ, RECITE, & RESPOND)
- **SNURAP** (SCAN, MARGINAL NOTES, UNDERLINE PERTINENT INFO., READ THE PASSAGE, ANSWER THE QUES, & PUT THE PARA. NUMBER NEXT TO THE QUES.)
- **PLAN** (PREDICT, LOCATE NEW VOCABULARY OR UNKNOWN INFORMATION, ADD NEW INFORMATION, & NOTE/SUMMARIZE NEW INFORMATION OBTAINED)
- Active reading logs given by the teacher
- Before, During, and After reading
- Visual Print
- QAR (Question, Answer, Relationship)
- PALS (Peer Assisted Learning Strategy)
- Guided Reading

Math Strategies include:

- Think Aloud Strategy
- Manipulatives
- STAR Strategy
- Kahn Academy

Flexible grouping will also be encouraged as a rotational model that will assist students to learn from one another. This cooperative learning technique includes strategies such as; Think, Pair, Jigsaw Reading, etc. Low level learners and exceptional students should all benefit from the above mentioned strategies. Additional websites and resources will be available to teachers employed at

The Arts Academy of Jacksonville Preparatory School as needed in order to ensure the engagement of all students that attend The School.

- G) Provide the school's projected population of students with disabilities and describe how the projection was made.

Based on enrollment experience at a local middle grade charter school in Duval County, is projecting an ESE enrollment approximation between 5-10%. AAJP believes that parents of the ESE population may take a "wait and see" approach regarding registration, giving them time to see what type of gifted and ESE program is developed. Should this projection regarding the ESE population prove to be low, The School will make immediate adjustments in order to serve the needs of these students.

- H) Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

The Arts Academy of Jacksonville Preparatory School teachers teaching core content to ESE students will hold ESE certification. A Student Support Team will be established. This Team will create an individualized education program for the student. The Team includes the following members:

- The student's parents;
- a representative of the school who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the School;
- a representative of the school who has the authority to commit the resources of the school;
- a teacher who has recently had or currently has the student in a classroom or other teaching situation. If the student is involved or may be involved in a regular education program, a regular education teacher will be included as a Team member;
- other individuals at the request of the student's parents;
- individuals who are qualified to interpret the instructional implications of evaluation results; and
- other individuals who may be necessary to write the IEP for the child, as determined by the ESE Coordinator.

Expectations and Role of Teachers:

Teachers will adapt their curricula and their lessons to meet the diverse learning styles of students:

- set up small group interaction and joint projects to facilitate collaboration and shared learning between students
- teachers design various learning experiences, as needed, for individuals and small groups, which may differ in methodology from the overall curriculum (i.e., direct instruction, increased structure, individualized resources)

Core teachers and ESE teachers will have regularly scheduled weekly meetings during school hours to collaborate and design instructional activities that take into account the strengths and needs of all students and implement modifications and accommodations for ESE students and review achievement of objectives identified by the students' IEPs.

ESE and classroom teachers will receive adequate professional development to enable them to work successfully in inclusive education classrooms. They receive training on the following:

- the benefits of inclusion to all students
- legal requirements for providing services for ESE students
- methods for running inclusive classrooms effectively and efficiently
- community and district resources available to assist teachers in running inclusive classrooms
- how to identify learning styles, differences and difficulties through classroom observation and assessment
- how to adapt lessons and curricula to accommodate all learners
- how to implement effective methods to address different learning styles and needs
- how to positively and effectively manage behavior
- collaborating to develop goals and objectives for students' learning

ESE and classroom teachers, as well as other staff identified as part of the child's support team, will meet with parents to learn the histories, strengths and needs of children they work with in order to provide a high quality educational experience for each child. ESE and classroom teachers share the history, strengths and needs of all children with support team members.

ESE teachers, classroom teachers and associate teachers act as advocates for ESE students, through regular discussions with students, families, and staff.

CLASS SIZE RESTRICTIONS AND ESE STUDENTS

There is no doubt that class size is relevant to a child's learning experience and that this is particularly so when the student has special needs. Given the characteristics of our student population, The School's goals to provide appropriate class size student to teacher ratios is a difficult one in light of budget constraints and overall poor economic conditions. However, there are many options to address this reality.

We will ensure that class size restrictions are not incongruent with current practice in the delivery of special education to provide flexibility for educational purposes. And, will not develop snapshots on staffing to meet reporting requirements rather than on whether or not students are meeting the goals of their IEP.

It is imperative that FAPE must not be denied because of class size. IDEA requires that a child qualified for services under the statute receives an educational program that meets his or her individualized and unique needs. Depending on the needs identified, a small class may be deemed necessary to provide the student FAPE. The School will consider its choice regarding class size restrictions in view of the following reasons:

- there is no Federal requirement to establish class sizes;
- staffing of classes for students with disabilities must be constructed from the requirements established in student IEPs and cannot be determined effectively as a uniform standard;
- caseloads will provide general protections to prevent overcrowding; and
- procedural safeguards will ensure that class size cannot serve as an impediment to any student achieving the student's goals as established in the IEP.

Options Available

- Maintain inclusive instructional approach not to exceed more than 12 students per class
- Team teach with ESE teacher and core subject teacher
- Pullout sessions during part of the day for special subject areas
- Separate self-contained classes not exceeding 10 students

Additional Requirements

- The student must be addressed in all areas of suspected disability
- The school must use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors
- The School must use a variety of assessment tools and strategies, including information from parents

Children with Disabilities in State and District Wide Assessments

Under IDEA, children with disabilities must be included in general State and district-wide assessment programs, with appropriate accommodations where necessary. Those students whose needs are so severe or unique that they cannot be met within the school's program will be

appropriately referred. The staff of The AAJP School will work with the school district to ensure the needs of those students will be met in the most appropriate setting.

Alternative Assessments Guidelines

Not all children will be able to participate in State and district wide assessment programs, even with appropriate accommodations. Therefore, as appropriate, The School and the District will develop alternative assessments and guidelines for participation of students with disabilities in alternate assessments.

Rights of Children and Parents

The AAJP School will ensure that the rights of children with disabilities and their parents are protected. The School will ensure that students with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to relieve disagreements between parties. Some of the safeguards to ensure these rights will include:

- parent notification
- parent consent
- parent access to educational records
- due process hearings, including disclosure of evaluation results and recommendations
- opportunity to present due process complaints
- mediation

Parents of students with disabilities will receive procedural guidance and guidelines in their native language as provided by the school district.

Technology Requirements for Writing IEP Using the Web-Based Software

The Florida legislature has mandated that all Florida school districts will implement online software to document and service solutions for special populations. The School's technology will accommodate online special education program such as PEER which allows the school to automate and streamline data collection and management to manage individualized education plans (IEP) of students participating in ESE programs. The web-based system will allow the school to simplify administrative processes and improve compliance with applicable laws and policies. The comprehensive, Web-based software will serve as a foundation for managing all phases of the identification and IEP development process. As data is entered, compliance requirements are automatically verified, ensuring that documentation is completed accurately and on time. As a result, educators can spend more time in the classroom, focusing on

improving student learning and achievement. The School will provide appropriate computer technology to accommodate this web-based software.

D) Describe how the school will serve gifted and talented students.

Because The Arts Academy of Jacksonville Preparatory School is a preparatory, student who is identified as “gifted” will be enrolled into Advance Placement (AP) courses and Dual Enrollment in order to satisfy their exceptionalism.

7. English Language Learners

- A) Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.
- Submit the LEP Plan as **Attachment #3**.

Students with limited English proficiency (ELL) will be welcomed at The AAJP School. The purpose of the ELL program put into place at the School will be to help ensure that students who are Limited English Proficient, including immigrant youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all students are expected to meet. Faculty of the School and the parents of the student will plan the means for instruction in the English language and/or specific modifications or accommodations most appropriate for English instruction.

All ELL students enrolled in the school are entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction as well as instruction in basic subject areas, which is: (1) understandable to the students given their level of English proficiency, and (2) equal and comparable in amount, scope, sequence and quality to that provided to English proficient (non-ELL) students.

ELL Program Goals

This program is designed to provide instruction in English language listening, speaking, reading, and writing skills. The goal of the program is to provide ELL students with the skills that will enable them to function successfully in the standard academic program

Objectives that will be used to serve our ELL students include:

- Utilizing content-based instruction
 - Working with ELL students to demonstrate growth in English skills and improve proficiency results based on initial and post assessments.
 - Working closely with staff, classroom teachers, and counselors to facilitate communication and dissemination of information to parents.
-
- Working with district administrators to ensure compliance with all state and federal guidelines for ELL students.

Curriculum

The School will help ensure that students with limited English proficiency (ELL) meet the same challenging English proficiency objectives and standards required of all other students. APEX addresses the needs of the ELL student by providing features such as: audio with replay, an online dictionary and Vocabulary Builder. Other web-based programs provide the ELL student with a multitude of multimedia activities, monolingual/bilingual dictionary, grammar tools, audio support, and supplementary print coursework.

The School will work closely with the School District to obtain these objectives and follow the ELL guidelines as established by the District. The school will abide by the requirements of the LULAC et. al. vs. State Board of Education Consent Decree (1990). The School also subscribes to the guidelines set forth in the U.S. Department of Education's Office for Civil Rights publication, "*The Provision of an Equal Education Opportunity to Limited English Proficient Students*" (1992).

ELL students are identified through the registration process. If parents acknowledge that English is a second language in the home (or if they check yes to any of the determining questions on the Home Language Survey), then the student is referred to the ELL liaison for testing. Staff with ELL training will serve students with limited proficiency in English.

B) Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

In addition, describe how the charter school will provide mandated in-service for teachers, administrators, and guidance counselors of ELL students. The Arts Academy of Jacksonville Preparatory School will adopt the School District training plan. In compliance with Florida State law, META requirements and the META Consent Decree, the School's teachers are required to

participate in training when they have ELL students assigned to their class. The teachers will adhere to the following state requirements:

Category I Teachers:

- Certification in another subject area appropriate to the teaching assignment
- 15 semester hours, 300 in-service points, or a combination of both ELL with credit in:

Methods of Teaching English to speakers of other languages

ELL curriculum and materials development

Cross-cultural communication and understanding

Testing and evaluation of ELL

Applied linguistics

Experienced Teachers: 6 years or more allowed for completion

Beginning Teachers: 6 years or more allowed for completion

Category II Teachers:

- Certification in another subject area appropriate to the teaching assignment
- Complete 60 in-service points, or 3 semester hours college credit in a combination of both ELL strategies listed below:

Methods of Teaching English to speakers of other languages

ELL curriculum and materials development

Cross-cultural communication and understanding

Testing and evaluation of ELL

Category III Teachers:

Certification in another subject area appropriate to the teaching assignment

Complete 18 in-service points, or 3 semester hours college credit in a combination of both

ELL strategies listed below:

- Methods of Teaching English to speakers of other languages
- ELL curriculum and materials development

- Cross-cultural communication and understanding
- Testing and evaluation of ELL
- Experienced Teachers: 1 year to complete
- Beginning Teachers: 2 years to complete

Professional staff development will include, but is not limited to:

- In-service training
- Institutes and workshops
- Academic study
- Mentoring
- Skill enhancement training
- Conferences
- Self-directed training

c) Explain how English Language Learners who enter the school below grade level will be engaged and benefit from the curriculum.

Response To Intervention and ELLs

One of the most dramatic changes we were noticing is a new kind of ELL. Traditionally, the majority of students in ELL programs were newcomers, arriving to the United States just recently. But in the previous three years, more and more long-term English language learners are entering through the elementary and middle schools. The needs have changed and we cannot continue to teach the same curriculum. We have a new challenge in front of us. Our ELL program must serve a new kind of English-language learner, one that is not fully literate in their native language or in English. We must find ways to meet the literacy needs of our new ELL population, and we must realize that we must provide these students with the necessary skills to develop their English proficiency and improve their academic achievement. To address this new challenge and to answer the question; *How we will be able to engage ELLs who enter the school below grade level*, we will begin by looking at the school's literacy output, create a committee, and revamp the curriculum around Next Generation and Common Core skills. We will begin by asking the right questions

- "Do we really know what academic skills they are lacking?"
- "Is it reading comprehension or decoding?"
- "Can they make inferences or do they have poor organization skills in writing?"

We will construct a new model to identify struggling students early enough to then be able to provide appropriate instructional interventions - while remaining in their current class placement. We will use the multi-tiered system of support for our program. The multi-level prevention system will provide our staff with the right tools to monitor student progress. Teachers will be able to identify students that are struggling and not successfully achieving compared to peers in their classes. Our Model will create an ELL System of Support (SOS) Team that would review each student case and make recommendations for intervention. The team will be comprised of the ELL teachers, a Reading Specialist, a bilingual school social worker, and a bilingual school psychologist. This Team will allow us to discuss the student's progress through an academic lens, a social-emotional lens, and administrative lens. The ELL SOS Team will develop a Response to Intervention Referral Form with specific questions that would provide the SOS Team with valuable information about a struggling student and Tier 1 research-based interventions the teacher has implemented in the classroom. The referral form asks specific reasons of concern, academically, behaviorally and task-related.

8. School Climate and Discipline

A) Describe the school's planned approach to classroom management and student discipline.

The Arts Academy of Jacksonville Preparatory School will adopt all procedures necessary to ensure the safety and security of students and staff. The School will take every measure to ensure the health and safety of its staff and pupils. All school facilities will comply with all health codes and inspection/safety requirements that pertain to the same and will be properly maintained.

The School will have a strict discipline policy for students who engage in fighting or other aggressive behavior as outlined in the Duval County Code of Conduct. In addition, the school will create a contract of specific steps and strategies between parents and students designed to reduce the initial and repeat instances of violent behavior. This contract will outline clear expectations and consequences for failure to meet these expectations.

All staff, parents and students are required to abide by all rules and guidelines set forth in the School's Administrative Manual. This Manual is provided to all parties at the beginning of the school year. The facility will also include magnetic door locks, security guards, security cameras, and a security system connected to a security company and local police department.

Students who are disruptive or a danger to themselves or others will be dealt with immediately. Teacher training will be designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans.

It is the goal of The Arts Academy of Jacksonville Preparatory School to create a positive discipline plan and learning environment in order to encourage appropriate student behavior. An added component to dealing with these students will be interventions such as anger management instructions, guidance counseling sessions, teacher-parent-student meetings, and other interventions designed to identify the root problems and teach appropriate behaviors.

School's Philosophy Regarding Student Behavior

The School will have a strict discipline policy for students who engage in fighting or other aggressive behavior as outlined in the School District Code of Conduct. In addition, students who are disruptive or a danger to themselves or others will be dealt with immediately. Students may be isolated through in-school suspension, out-of-school suspension, or dismissal. Teacher training will be designed to prevent and minimize disruptive and aggressive student behavior. Students who are ESE will be disciplined according to the state and federal ESE guidelines and the behavior intervention plan prescribed in their Individual Education Plans.

- B) Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.
- Submit the school's Code of Student Conduct as **Attachment #4**. Keep in mind that charter school may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through procedural Duval County School Board Policy. Duval County School Board will have the ultimate discretion to expel a student. A copy of the District's Student Code of Conduct can be viewed at <http://www.duvalschools.org>

School's Code of Conduct, including the School's policies for discipline, suspension, dismissal and recommendation for expulsion

Dismissal

The Governing Board supports the Florida Board of Education's policy (Rule 6A -1.0404) of zero tolerance regarding school violence, crime, and the use of weapons as part of a comprehensive approach to reducing school violence. Therefore, the Board shall reserve the right as clarified by the Florida Department of Education General Counsel in his opinion dated March 21, 2001 to dismiss a student for any violation of expellable infractions as stated in the Student Code of Conduct. The Board will follow the District's policies and procedures to recommend expulsion, if necessary. The Board also recognizes that the School District is the only lawful entity to act on a recommendation of expulsion.

Below, is a side-by-side chart of the changes The Arts Academy of Jacksonville Preparatory School intends to modify as it relates to the Duval County's Student Code of Conduct:

DCPS' ALTERNATIVE EDUCATION PLACEMENT PROCEDURES	AAJP'S PROCEDURES
<p>1. Within twenty-four (24) hours of suspending a student for the purpose of transferring to an alternative education center, the Principal shall send the parent/guardian a certified letter, return receipt requested, informing the parent/guardian of the placement. This notice shall include the suggested date for a parent/guardian conference, as well as the automatic date of placement in the event the parent/guardian fails to respond the notice. <u>The Notice of pupil placement at an Alternative School must be sent via certified mail, return receipt requested, whether the parent/guardian is contacted by phone or not (or receives a copy of the charges and Parent Checklist in a face-to-face conference).</u></p>	<p>1. Because AAJP is serving selected students, it is a form of "alternative placement." Therefore, prior to enrollment, parents/guardians of students who may have disciplinary issues, parties will be required to reading and signing a contractual agreement indicating they will adhere to the School's conduct procedures, and if they fail to, subsequent actions will be removal and permanent placement in the student's local District public school.</p>

Part II

Organizational

Plan

Part II: Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

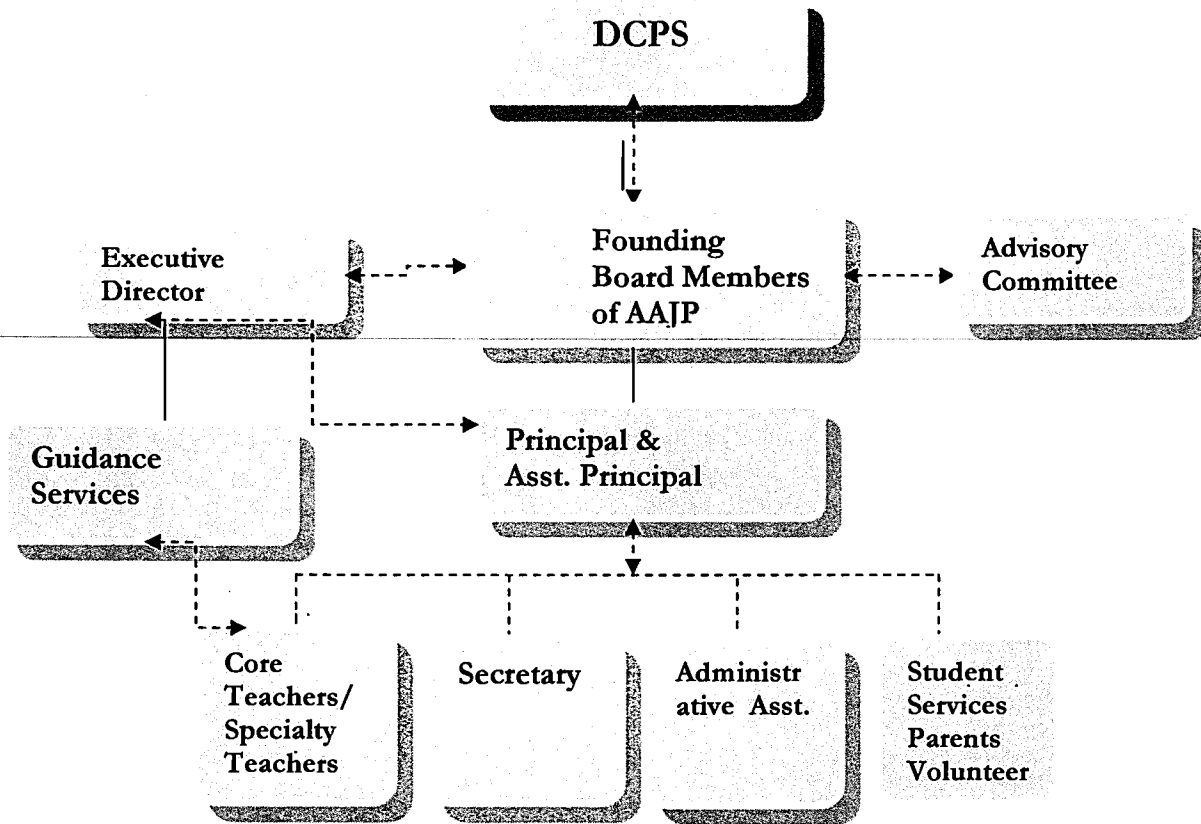
- A) Describe how the school will organize as or be operated by a non-profit organization.

The Arts Academy of Jacksonville Preparatory School is legally authorized to operate in the State of Florida as a nonprofit corporation (refer to articles of incorporation) and will attain and maintain a 501 (c)(3) tax-exempt status under the IRS within two years. The school is a nonreligious affiliated organization under the authorization of the Florida SBOE and will abide by all legal requirements provided in the Florida General Nonprofit Corporation Law. An independent Board of Directors will govern the school.

The Florida State Board of Education is charged with supervising and administering the free public school system and the educational funds provided for its support. The Florida Department of Education is the agency charged with implementing the State's public school laws and the State Board of Education's policies and procedures. The Governing Board is responsible for the overall operations of the school. The Executive Director, who reports directly to the Board, will implement the strategic goals and objectives of the school and work with the Chair to enable the Board to fulfill its governance function, give direction and leadership toward the achievement of the school's philosophy, mission, strategy, and its annual goals and objectives. The Advisory Board will work with the Principal and School Improvement Team of professional development and School Improvement Plan. The Principal supervises the daily activities of the school, staff, volunteers and organizations.

- B) Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.

The organizational chart below for The Arts Academy of Jacksonville Preparatory School is as follows:



The Governing Board of The Arts Academy of Jacksonville Preparatory School will reside over all employees. The Administration (e.g., The Principal, Executive Director, Assistant Principal, etc.) will report any and all activities of the School to the governing board. Faculty and Staff directly reports to the Administrative team for school related issues. If any issues between faculty and staff members occur, then the individual(s) are at will to contact the governance board directly.

The Principal will serve as the Chief Administrative Officer of The Arts Academy of Jacksonville Preparatory School, and will be responsible for all aspects of student instruction and staff oversight. The Principal will maintain a consistent presence in the classroom, hallways, will meet with teachers and grade teams regularly, as well as oversee school-wide professional development. The Principal will ensure that Faculty staffers are designing and implementing innovative techniques aligned with the school wide curriculum effectively to promote student achievement. Also, the Principal will ensure that the ESE and ELL students with special needs and English language learners are receiving effective instruction in the classroom as well as any additional services required.

The Executive Director will work alongside the Governance Board, Principal, and maintain contact with Guidance Services. The Executive Director plays an active role in The Arts Academy of Jacksonville Preparatory School by working closely with and supervise the non-academic and

support staff, serving as a conduit between the Board, the Principal, indirectly serving the best interest of the students at all times. In addition to these roles, it will be the job of the Executive Director to establish relationships with local and neighborhood businesses and organizations, community leaders, and volunteers.

- c) Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:
- o Adoption of annual budget
 - o Continuing oversight over charter school operations

The Governing Board will be the sole policy-making body for the school. Each board member will take on a proactive role in the specific areas that reflect his or her expertise. The Governing Board will not be involved in the daily administration of AAJP, but will delegate responsibility for implementing its policies to the school Administrator. Board members will receive no salary or other compensation, other than for reasonable expenses for their services. The Principal will be responsible for the day-to-day operation of the school. He or she will keep the Board informed about all aspects of school progress and activities through reports, presentations, briefings, committee meetings, and regular briefings by phone and e-mail. The Principal will maintain frequent and effective communication with the governing board, and work closely with the Executive Director and CAO in order to ensure the success of the school and its students.

The Governing Board will be responsible for:

- Establishing general policies of the school and monitoring the implementation of these policies by the Principal and school staff;
- Ensuring that the activities of the school are in full alignment with the mission of the school:
- Approving, adopting, and monitoring the school's annual budget; Receiving funds for the operation of the school, in accordance with the charter school laws;
- Soliciting grants and donations consistent with the mission of the school;
- Hiring the Principal;
- Monitoring and approving the hiring of teachers and other employees;
- Appointing members to serve on one or more of the Board's sub-committees; and

- Any other responsibilities described in the Articles of Incorporation and the bylaws of Arts Academy of Jacksonville Preparatory, Inc., that will ensure the proper functioning of the school.

The Governing Board shall consist of highly educated and professional members of diverse backgrounds. A mixture of corporate, educational and social experts will comprise the Board. The Governing Board shall eventually consist of up to nine (9) board members. Two (2) members of the board must be parents of enrolled Duval County students and be elected by parents.

The Governing Board shall choose officers, namely a Chairperson, a Vice- Chairperson, a Secretary, and a Treasurer from among the Board members. The Governing Board shall also recruit and hire a Chief Executive Director and a Chief Administrative Officer (CAO) to oversee school operations on a day-to-day basis and implement the Board's policies.

The Board's main responsibilities are adopting policy, developing long-term goals, measuring performance, and delegation of implementation authority to the Principal. The Board is fully accountable to the community and to the Duval County School Board. The Board is also responsible for communicating decisions to and seeking input from the community.

The roles and responsibilities of officers of the board are as follows:

Chairperson and Vice-Chairperson of the Board.

Duties: The Chairperson shall establish the agenda for all meetings of the Board of Directors in consultation with the Director and, as appropriate in the discretion of the Chairperson, other members of the Board of Directors. The Chairperson shall preside over all meetings of the Board of Directors and shall have such other powers as the Board of Directors shall determine. In the absence of the Chairperson at any meeting of the Board, the Vice-Chairperson shall exercise the rights and perform the functions of the Chairperson.

Vice Chair. In the absence of the Chairperson, or in the event of his/her inability or refusal to act, the Vice Chairperson shall perform the duties of the Chair and when so acting shall have all the powers of and subject to all restrictions upon the Chair. Any action taken by the Vice Chairperson in the performance of the duties of the Chairperson shall be conclusive evidence of the absence or inability to act by the Chairperson at the time such action was taken. The Vice Chairperson shall perform such other duties as, from time to time, may be assigned to him/her by the Chairperson or by the Board of Directors.

Treasurer.

The Treasurer shall be the chief financial officer of the school and, subject to the direction and control of the Board of Directors, shall have general charge of the financial affairs of the school; shall keep, or see that, full and accurate books of account and shall maintain custody of all funds, securities, and legal documents of the school. The Treasurer shall prepare or have prepared, and present, or have presentation, at each meeting of the Board of Directors a report on the financial condition and affairs of the school. The Treasurer shall prepare or oversee all filings required by the School District of Duval County, State of Florida, the Internal Revenue Service and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Directors.

Clerk. The Clerk shall record and maintain records of all proceedings of the Directors in a book or series of books kept for that purpose and shall give such notices of meetings of Directors as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Board of Directors, the Clerk shall distribute to the members of the Board of Directors copies of any minutes of the prior meetings of the Board of Directors that have not been approved by the Board of Directors. The Clerk shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Directors. In the absence of the Clerk from any meeting of Directors, a temporary Clerk designated by the person presiding at the meeting shall perform the duties of the Clerk.

Other Officers. Other officers shall have such duties and the Directors may designate powers as from time to time.

- D) Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

- State how the charter school will comply with Florida Statutes relating to public records and public meetings. (Chapter 119, Florida Statutes Section 286.011).
- Attach Articles of Incorporation filed with the Florida Secretary of State, bylaws of the corporation, minutes of the corporation as **Attachment #5**.

The Board of Directors will continually assess the school's academic program successes and areas in need of improvement. The Board is directly involved in analyzing alternatives and additions to the programs by analyzing student and school performance data, thereby making data-driven decisions on behalf of the students. By incorporating such scrutiny, the Board will ensure that the school will continue to consistently and effectively serve our student population. Additionally, the Board of Directors will act as the political advocate for the school and will be directly involved with the annual audit which will be required by the school district and any other regulatory matters such as meetings, reviews or audits by the Duval County School District, Florida's Department of Education or the Auditor General's Office.

Meeting Schedule

Board Meetings will be open to the public and held in an effort to afford participation by as wide a spectrum of the community and parents as possible. Meetings will be noticed and will include a standing agenda including an opportunity for public comment. All meetings will be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular monthly meetings to be held in the school, or in close proximity to it. The general public, parents, the School's administration, and others whose input may be desired will attend board meetings. In conformity with Section 1002.33(7)(d)2, FS, the Principal of the school will be present at each meeting of the Governing Board held in the district. The school will also appoint a local representative who resides in the district and will be physically present at public meetings whose contact information will be provided annually to parents and posted on the school's website, as required by Section 1002.33(7)(d)1,2 Florida Statutes.

The school district may not require that governing board members reside in the school district in which the charter school is located if the charter school complies with these requirements.

Board Selection, Removal and Term Limits

The steps below describe the specific process to install the permanent governance structure for the School. To ensure continuity between the founding organizers and the permanently established Board of Directors, the founding organizers will appoint the first three members of the Governing Board.

Terms of Office. The initial term of office for all Members shall commence with the organizational meeting following the recording of the Articles of Incorporation with the Department of State, Florida. All Member initial terms will be staggered (3 years, 2, years and 1 year) in order to allow for continuity. After the expiration of the Member's initial term, all subsequent members' terms shall begin on July 1. Three year Members shall be eligible to serve three (3) consecutive years. Two year members shall be able to serve two consecutive years and shall be eligible to serve a three year term upon completion of the initial two year term. One year members may be eligible to serve a three year term upon completion of the

initial one year term. Regardless of the foregoing, all members shall continue to serve until their replacement has been nominated and approved to serve.

Nominating Committee. On or before May 1 of each year and beginning with the second year of the school's operation, the Board shall name a three person Nominating Committee to perform the duties set forth below.

Nominations. Each year, the School Advisory Council (SAC) shall nominate two or more persons from its membership to fill Seat 1 (an annual seat) on the Board of Directors. The nominations from the SAC shall be forwarded to the Nominating Committee and the Nominating Committee shall advance those names to the Board of Directors. If the Nominating Committee deems it helpful, the Committee may conduct personal interviews of the nominees. The name(s) of the nominee selected by the Committee shall be forwarded to the Board of Directors by May.

Selection. The Board of Directors must make the selection for Seat 1 from the list of nominees forwarded by the Nominating Committee from the School Advisory Council. The remaining Board seats will be filled from nominees selected by the Nominating committee or from those persons selected by the Board of Directors.

RESTRICTION ON EMPLOYMENT OF RELATIVES

Pursuant to FS 1002.33, full disclosure of identity of kinship relationships of the governing board and charter school employees will be communicated to the charter school sponsor as required. In compliance with the law, the following procedures will be implemented and will apply to board members and all school personnel operated by The School.

- **Charter School Personnel:** Unless otherwise specified, school personnel means chairperson of the governing board of directors, governing board member, principal, assistant principal, or any other person employed by the school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in the school, including the authority as a member of the governing body to vote on the appointment, employment, promotion, or advancement of such individuals.

- **Relative:** Unless otherwise specified, relative means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.

(a) School personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in the school if such appointment, employment, promotion, or advancement has been advocated by school personnel who serve in or exercise jurisdiction or control over the school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(b) The approval of budgets does not constitute "jurisdiction or control" for the purposes of these bylaws.

Conflict of interest is described as: *"An actual or perceived interest by a member in an action which results or has the appearance of resulting in personal, organizational, or professional gain. This actual or appearance of a bias in the decision making process is based upon the dual role a member, who in addition to serving on the Board of Directors may be affiliated with other organizations, either as an employee(er), a member, or in some other capacity."*

Note: Notwithstanding Section 112.311(1) F.S. which states. *It is essential to the proper conduct and operation of government that public officials be independent and impartial and that public office not be used for private gain other than the remuneration provided by law.* And,

Section 112.311 (5) which iterates. *...It is hereby declared to be the policy of the state that no officer or employee of a state agency or of a county, city, or other political subdivision of the state, and no member of the Legislature or legislative employee, shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature which is in substantial conflict with the proper discharge of his or her duties in the public interest*

The Arts Academy of Jacksonville Preparatory School will seek clarification from the Auditor General to further define the meaning of substantial conflict when the Board or its Members are in possession of a product or resource and offer those resources to the school for the good of the school and to no private benefit to the Board or its Members.

CODE OF ETHICS

Members of the Board of Directors will not engage in any activity that conflicts, or raises a reasonable question of conflict, with their responsibilities to the school. More specifically, Directors will not:

- Use the school privileges for private gain.

- Solicit or receive compensation, other than that allowed by law, for performance of his/her duties. This precludes, among other things, acceptance of any gratuities, gifts, or favors that might impair or appear to impair professional judgment; and any personal dealings with any individual or entity with whom he/she, on behalf of the school, has any direct or indirect contact for purposes of obtaining from such individual or entity, noncompetitive contacts, services, or materials.
 - Knowingly authorize or employ the authority or influence of his/her office to secure authorization of any public contract in which he/she, a member of his/her family, or any of his/her business associates has an interest.
 - Offer any favor, service, or thing of value to obtain special advantage.
- E) Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

During the initial planning phase, a Founding Board will manage the AAJP School, which will be the corporation's initial board of directors. The Founding Board will be composed of a Chairperson, a Vice Chairperson and a Treasurer or Secretary. The Founding Board will, during the time of its existence, have all of the powers otherwise delegated to the Governing Board. Upon receipt of approval from the sponsor, the Founding Board will dissolve after electing the first Governing Board of the Corporation in its place.

Subsequent to the dissolution of the Founding Board, the business, affairs and property of the School will be managed, conducted and directed by the Governing Board, which will have the authority to:

- Govern the school;
- Employ and contract with teachers and nonteaching employees of the school;
- Contract for other services related to the school, including but not limited to transportation, financial accounting and legal;
- Develop pay scales, performance criteria and discharging policies for school employees, including the school's administrator;
- Decide all other matters related to the operation of the school, including budgeting, curriculum and operating procedures;
- Ensure that the school will adhere to the same health, safety, civil rights and disability rights requirements as are applied to all public schools operating in the same school

- district;
- Borrow money;
- Purchase, sell, lease or otherwise dispose of any real estate or other property of the corporation
- Make binding interpretations of the provisions of the corporation's bylaws.

F) Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

All Board Members of The Arts Academy of Jacksonville Preparatory School will be trained in accordance with Section 1002.33(6)(f)2., F.S. which requires a charter school applicant to participate in training provided by the Department of Education after approval of an application but at least 30 calendar days before the first day of classes at the charter school. We will also comply with the Florida State Department of Education Rule.6A-6.0784 which requires school governing board training pursuant to Section 1002.33, Florida Statutes for charter schools including the following:

General Training Requirements:

- Every member of the governing body will participate annually in governance training on or before August 1 of each calendar year. The training will be delivered consistent with a training plan that has been submitted and approved by the Department.
- Training for one or more members who have had no previous board service or have served on the board for less than ninety (90) days must include a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), Florida Statutes.
- A minimum of two (2) hours of refresher instruction on the four (4) topics in Section 1002.33(9)(k), Florida Statutes, may be offered if the school's governing board is composed entirely of members who have served continuously on the school's board for ninety (90) days or more, and all board members have completed four (4) hours of instruction.

Each of the initial board members will be selected based on an expressed, shared vision for the Arts Academy of Jacksonville Preparatory School. New board members who share the common vision will be added to the Governing Board as needed based on a two-thirds majority vote of the existing board.

The State of Florida requires annual governance training, and, during annual strategic planning sessions, governance training will be an integral activity. All governing board members will be invited to attend any district professional development sessions.

G) List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

Upon receipt of sponsor approval, the Founding Board will elect a five- member board composed of a Chairperson, a Vice Chairperson, a Treasurer, Clerk, and other member, e.g., parent representative, vested community member.. The Founding Board will, during the time of its existence, have all of the powers otherwise delegated to the Governing Board receipt of approval from the sponsor, the Founding Board will dissolve after electing the first Governing Board of the Corporation in its place.

Subsequent to the dissolution of the Founding Board, the business, affairs and property of the School will be managed, conducted and directed by the Governing Board, which will have the authority to:

- Govern the school;
- Employ and contract with teachers and nonteaching employees of the School;
- Contract for other services related to the school, including but not limited to transportation, financial accounting and legal;
- Develop pay scales, performance criteria and discharging policies for school employees, including the school's administrator;
- Decide all other matters related to the operation of the' school, including budgeting, curriculum and operating procedures;
- Ensure that the school will adhere to the same health, safety, civil rights and disability rights requirements as are applied to all public schools operating in the same school district;
- Borrow money;
- Purchase, sell, lease or otherwise dispose of any real estate or other property of the corporation; and
- Make binding interpretations of the provisions of the corporation's bylaws.

- H) Outline the methods to be used for resolving disputes between a parent and the school.

The Executive Director and Principal will be experienced school leaders with knowledge of Florida School Law and will have an inherent business acumen and appropriate customer relationship skills. The School will institute the following dispute resolution procedures:

Step 1: The School will first work with selected personnel appointed by the Principal to resolve the dispute.

Step 2: If after discussion with appropriate persons appointed by the Principal, the dispute is unresolved then the next step will be a discussion and/or review of the disputed issue between the school Principal.

Step 3: If the disputed issue is unresolved after a discussion/review then the issue will be discussed/reviewed by the Principal and Executive Director.

Step 4: If the issue is unresolved it will be reviewed by the Governing Board of the School.

Step 5: If the dispute still exists, then the School will submit to mediation pursuant to Florida law and the FL Rules of Civil Procedure wherein each party will appear at a mediation (non-binding) conference by the physical presence of a representative with full authority to negotiate on behalf of the entity and to recommend settlement to the appropriate decision-making body of the entity.

Step 6: If, after mediation, the dispute persists; the parties agree to submit the matter to the Circuit Court of competent jurisdiction as an action requesting a declaratory decree from the presiding judge.

10. Management

- A) Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities, and accountability.

The Arts Academy of Jacksonville Preparatory School intends to hire a well-qualified Principal who proves to uphold the mission of The School. In addition to the Principal, The AAJP School will employ an Executive Director to work alongside the Principal ensuring and securing outside partnerships with the community. Each management position will seek out the best option for all the students at all times. He or she will have the skill set to efficiently operate the daily business of The Arts Academy of Jacksonville Preparatory School with proper business acumen. The Executive Director will serve as the liaison between the Principal and Guidance/Advisory service, making certain that students are receiving rigorous and needful curriculum that is best suited for the success of their future. The School will require all employees to undergo a background check and fingerprinting per the Sponsor's requirements: §1002.33

(12) (g), Florida statutes prior to that employee reporting to the classroom. The school will not violate the anti discrimination provisions of Federal or State law in its hiring and employment practices.

Qualifications for Principal

Preferred:

Master's Degree with certification in any subject area, certification in Administration and supervision, certification in educational leadership or an equivalent certification approved by the Florida Department of Education.

Additionally:

Minimum of three (3) years of experience in a supervisory role

Minimum of three (3) years of teaching experience

Excellent oral and written communication skills

Ability to use technology and operating systems

Effective organizational skills with the ability to perform multiple tasks

Satisfactory completion of criminal history check, fingerprint and TB Test

Executive Director

Implement the strategic goals and objectives of the school with the chair, enable the Board to fulfill its governance function. To give direction and leadership toward the achievement of the school's philosophy, mission, strategy, and its annual goals and objectives

Major Functions

- **Board Administration and Support:** Supports operations and administration of Board by advising and informing Board members, interfacing between Board and staff, and supporting Board's evaluation of the Academy's Directors
- **Program and Service Delivery --** Oversees design, marketing, promotion, delivery and quality of programs and services
- **Financial, Tax, Risk and Facilities Management --** Recommends yearly budget for Board approval and prudently manages organization's resources within those budget guidelines according to current laws and regulations
- **Human Resource Management --** Effectively manages the human resources of the organization according to authorized personnel policies and procedures that fully conform to current laws and regulations

- Community and Public Relations -- Assures the school and its mission, programs, and services are consistently presented in strong, positive image to relevant stakeholders
- Fundraising (nonprofit-specific) -- Oversees fundraising planning and implementation, including identifying resource requirements, researching funding sources, establishing strategies to approach funders, submitting proposals and administrating fundraising records and documentation

Qualifications for teacher recruits include:

- Educational background – Bachelors degree or higher in Education and/or area of specialization in the grade(s) he/she is teaching;
- Appropriate certification;
- Positive recommendation of previous supervisor or school system;
- Exemplary personal presentation and interpersonal skills;
- Literate in computer skills;
- Committed to high student achievement;
- Mentor for effective modeling of appropriate character traits;
- Ability to work effectively with parents, students, resource personnel and other school wide groups of individuals;
- Has availed themselves of ongoing professional development training.

B) Outline the criteria and process that will be used to select the school's leader.

The Governing Board will be responsible for recruiting and hiring the best candidate to serve as the leader, and face of The Arts Academy of Jacksonville Preparatory School. The Board will advertise extensively through print media and online recruiting services to ensure the best candidates are identified and considered for selection. At a minimum, a candidate for Principal must possess a Master's degree in Education or Educational Leadership and five (5) years previous experience in public or private education. Preference will be given to candidates with a Ph.D. or Ed.D, or have been retired as a Principal or Administrator.

c) Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

STAFF	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Principal	1	1	1	1	1
Executive Director	0	0	1	1	1
Guidance	1	1	1	1	1
Teachers	4	4	8	8	8
	0	0 (9 th & 10 grade teachers)	(9 th grade) (10 th & 11 th grade)	(9 th grade students) (10 th & 11 th grade)	(all grades)
P.E. Teachers	0	.5	.5	.5	.5
Elective Teachers	0	1	1.5	1.5	1.5
ESE Specialist	0	0	1	1	1
Consultant(s)	1	1	1	1	1
Office Assistant(s)	0	1	2	2	2
Custodian	0	1	1	1	1
Maintenance/Security	0	1	1	1	1
IT Specialist	0	0	1	1	1

D) Explain the school's plan for recruitment, selection, and development.

The AAJP School will add policies regarding benefits, salary, hiring and dismissal to meet new or additional needs during the course of its operations.

Recruiting Sources For Finding Qualified Applicants Will Include:

- Web site
- Classified ads in newspapers
- Classified ads in other publications
- Internet recruiting (Monster.Com, Careerboard.com, etc)
- On-line college job postings
- Teacher job fairs at colleges/universities
- Posting vacancies on DOE web site
- Past interviewees that have re-entered job market
- Employee referrals
- Temporary agencies

- Social service agency referrals
- Candidate walk-ins
- Promotions from within

11. Educational Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)²:

A) Describe the services to be provided by the ESP.

The Arts Academy does not intend to enter into an agreement with an Education Service Provider.

² An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- Educational Management Organizations (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and
 - Comprehensive School Design Providers that offer a replicable school model or common pedagogical, instructional and governance approach.
- B) Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).
- C) Explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.
- D) Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
- E) Explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.
- F) Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
- G) Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

12. Human Resources and Employment

- A) Explain the school's compensation plan, including whether staff will be publicly or privately employed.

All staff will be funded from public funds. The high priority of The Arts Academy of Jacksonville Preparatory School will be attracting and retaining high-qualified teachers who are committed the vision and mission of the School. As required by § Chapter 1012, administration will seek to hire certified teachers. The AAJP School may employ selected skilled non-certified personnel to provide instructional services and to assist instructional staff members as educational professionals also permitted by Chapter 1012 of the Florida Statutes.

AAJP intends to utilize academic services of higher institutions of education located in Duval County, and/or neighboring cities, to identify and recruit highly qualified faculty and staff. We also will abide by non-sectarian employment practices. Fingerprinting will be a standard requirement along with extensive reference checks of all employees as required by Section 1012.32 of the Florida Statutes, to ensure student safety. All offers of employment will be contingent upon verification of an employee's right to work in the United States, as required by the Immigration Reform and Control Act of 1986.

The compensation plan for AAJP is as follows:

Salaries Compensation will be competitive and based on the Sponsor's teacher salary schedule. All employees will be paid according to the PEO's pay schedule. The AAJP School will use a payroll processing company to manage the processing of paychecks, W-2 and W-4 forms. Direct deposit will be the method of payment for all employees. The bookkeeper will be responsible for processing the necessary paperwork for wage garnishments, 1099 forms, liens, student loan defaults, subpoenas, court appearances and vacations.

Benefits Packages

The School will not be a member of the FRS system. Employees' benefit package will include 10 annual paid sickness/personal leave days with the ability to carry forward up to a maximum of 20 days. We will not accept any transfers in of sick or leave time from an employee's prior employer, but in the event of an employee separating from the school, The School will work with the district to transfer (up to the cap of 20) leave days whenever the accepting institution has policies allowing for such.

Outstanding teachers are identified in two ways

- For those teachers who teach subjects tested by a statewide assessment, The School will identify the teachers based upon their students' achievement gains over the previous year. These outstanding teachers will receive a bonus.
- For those teachers who do not teach subjects tested by a statewide assessment, The School will develop a system for identifying teachers who are considered outstanding based upon their students' learning gains. These teachers will also be rewarded with a bonus.

Professional Development

The AAJP School places emphasis on the professional development of all administrators, teachers, staff, and board members. The School will leverage existing Duval County professional development programs, state conferences, Florida Just Read seminars, Charter School consortiums, local colleges, and non-profit opportunities for training.

- B) Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

All AAJP teachers and administrators will possess the necessary knowledge, skills, and personal characteristics required by and consistent with The School's mission. The School will recruit potential employees who have proven ability to work as cooperative team members and who are committed and dedicated to high student achievement.

The Arts Academy of Jacksonville Preparatory School will seek to deal openly and directly with its employees and believes that open communication between the administration, teachers and staff is highly pertinent to conflict resolution. If a resolution cannot be agreed upon, both employees will meet with the Principal, who will facilitate collegial mediation to arrive at a resolution.

The Governance Board of AAJP does deem some violations as grounds for immediate dismissal, including but not limited to:

Insubordinate behavior, theft, destruction of company property, breach of the confidentiality agreement, untruthfulness about personal background, drug or alcohol abuse, or threats of violence. AAJP employees who are absent for three consecutive days without notifying a direct supervisor are considered to have abandoned their employment. In the case of such an absence, the effective date of termination will be the last day the employee reported for work.

AAJP does not have tenure or guaranteed employment. The employer has the right to terminate employment at any time, with or without advance notice, for probable cause. Termination may result from any of the following: (i) corrective action measures, which include infractions for violation of company policy, (ii) layoffs, which include the elimination of an employee's job function or headcount reduction due to redundancy or cost reduction; (iii) involuntary dismissal, which may include poor performance reviews or failure to demonstrate an acceptable attitude in the workplace. In keeping with its rigorous emphasis on academics, AAJP will not seek to hire or place "out-of-field" teachers. In the unlikely event that the School must hire an out-of-field teacher should, AAJP would notify parents immediately via mail.

13. Student Recruitment and Enrollment

- A) Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

Press: Local newspaper, radio and television, including minority media in Florida who distribute/broadcast in Duval County.

Press Releases: A series of Press Releases will be issued to all media and will be placed on the school web site. These releases will announce items such as:

- Approval of the Charter including application information and deadlines,
- Detailed application procedures, deadlines, etc.,
- Announcement of new staff,
- Articles on community response, i.e. number of applications, application deadline
- Other major developments in programming and development

Radio Talk Shows: The AAJP School will schedule appearances on local radio talk shows to further publicize the school. School representatives will explain the application process and selection criterion.

Public Workshops: The Arts Academy of Jacksonville Preparatory School will host a series of free public workshops to explain the School's mission and to walk potential students through the actual application process. The workshops will be publicized through the medium mentioned in this plan and invitations will also be sent to students who have previously expressed an interest in the school.

Develop General Awareness among Area Students of Charter School

To reach the general student population with information regarding the school opportunities, the school will employ the following strategies.

Paid Advertisements: Placed in local school newspapers and press releases to internal school media such as school-TV and/or newspapers.

School Visits: The School will incorporate the school's Program information with regularly scheduled school visits by local community members.

- B) Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

The Arts Academy will not discriminate against any student based on race, gender, religion, socioeconomic status, sex, origin, or color. In fact, we, at AAJP encourage a variety of ethnicities in order for students to embrace differences. Although the Statute allows for the school to be restricted based on students living "within a reasonable distance of the charter school," the School will be open to all children in residing in Duval County. The AAJP School will seek a racially and ethnically diverse student body, and offer all of its student's excellence and equity in education.

- C) Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria, and/or any preferences for enrollment, and lottery process.

Interested applicants of The Arts Academy of Jacksonville Preparatory School must submit a completed application prior to the school opening in order to be considered for enrollment. Acceptance letters will be mailed by mid-July. The School will accommodate parents to ensure that appropriate records, including ESE files, are forwarded from the student's previous school.

Enrollment is contingent upon a completed and reviewed application and students will be admitted on a first-come, first serve basis provided the capacity for the year has not been exceeded before the enrollment deadline.

Should there be an excess of parents intending to enroll their child/children into The Arts Academy, names will be randomly drawn one at a time in order to select students by way of lottery and not bias. As each student is drawn, that student and applicant siblings will be placed in their respective grade levels.

Because space will be limited from the inception of The Arts Academy of Jacksonville Preparatory School, students' applications will remain on file for consideration and priority for the next school year. Should a sibling already attend AAJP, then the brother or sister of the sibling has automatic enrollment priority.

- D) Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.
- Attach the student application and any family contracts as **Attachment #6**.

Each student enrolled at AAJP will receive a copy of the Duval County Student Handbook. Each student will be required to return the signed Parent/Student Acknowledgements Form to the school for filing.

Families are expected to read and discuss the Student Handbook and indicate both understanding and acceptance by returning the signed Parent/Student Acknowledgements Form and Letter of Commitment. The administrative staff of AAJP will uphold and enforce the Student Handbook at all times. Initial and continued student enrollment will be contingent upon each student's and parent's adherence to the Student Handbook, and respect for the rights of all students to receive the best education possible in an environment conducive to learning and high achievement.

- E) Explain any other efforts to encourage parental and community involvement, if applicable.

Duval County Public School Board now has a Superintendent that is insistent upon parental and community involvements in ALL schools. With this in mind, The Arts Academy of Jacksonville Preparatory School intends to uphold Dr. Vitti's positive intentions with the Parent School. Both parental and community involvement are imperative when encouraging student growth and achievement. It is our belief that students who trust that they have full backing of their family first, community second will strive for the very best.

The Arts Academy of Jacksonville Preparatory School will cooperate with the Sponsor in the efforts to encourage parental involvements. The School will hold parent nights in effort to educate parents. Parents with children attending AAJP will always be considered when make the very best decisions for their son(s) or daughter(s) future. The governance board of AAJP will encourage the Executive Director to make communication as simple and open as possible for parents in order to make them

welcome to the campus. Communication efforts such as; text messaging, e-mail blasts, a school website equipped with updated calendars, and a parent blog for comments or concerns will be available for parents to communicate efficiently.

Part III

Business Plan

Part III: Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

14. Facilities

If the site is acquired:

- A) Describe the proposed facility, including location, size and layout of space.

Currently, The Arts Academy of Jacksonville Preparatory School does not have a definite location. However, the Founding board is actively soliciting a facility at sufficient location in Duval County.

- B) Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.
- C) Describe how the facility will meet the school's capacity needs for students to be served.
- D) Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

The financial plan for the proposed school should align with the facilities-related costs described.

- E) Describe the back-up facilities plan.

What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not acquired:

- F) Explain the school's facility needs, including desired location, size, and layout of space.

The Arts Academy of Jacksonville Preparatory School assumes the responsibility for locating a suitable school facility once the application has been approved. The Founding Board will work with local realtors to identify specific educational needs within the area of Duval County.

- G) Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

Based on a minimum requirement of 150-200 sq. ft. per student and a projected initial enrollment of 100 students, the minimum initial square footage will be approximately 16,000-20,000 sq. ft. The average price per sq. ft. in most areas of Duval County is approximated at \$6; therefore, we project an annual lease of \$90,000.

- H) Explain the strategy and schedule that will be employed to secure an adequate facility.

The Governing Board is currently working on locating prospective facilities. Upon application approval, the founders will engage the appropriate city agencies to verify that the building(s) are in compliance with proper codes. Initially, a fire Marshall's inspection will be scheduled and conducted to ensure that the facility's sprinkler and alarm system are in compliance. The founders will ensure that all facilities comply with the Florida Building Code, pursuant to chapter 553, and the Florida Fire Prevention Code, pursuant to chapter 633.

- I) Describe the back-up facilities plan.

While working to identify and select our preferred location, back-up locations will also be identified. In the event facility acquisition for a permanent location is not finalized when school is scheduled to open, The AAJP School will exercise two options:

- reduce its staffing and student enrollment while ensuring that it is economically viable and would permit quality instruction in concert with our mission at a temporary site to facilitate opening as scheduled. Upon finalization of a permanent site, the school will situate itself at that location and ramp up its staff to accommodate those students who were placed on a waiting list for enrollment at the school.
- secure temporary space from a church or community organization that meets health and safety standards
- contract with local school district for co-use of existing facility or use of a closed facility.

- J) Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The Arts Academy of Jacksonville Preparatory School will fully comply with Florida's constitutional class size provision requirements: class size will not exceed 25 pupils per class for all 9-12 classes.

15. Transportation Service

- A) Describe the school's plan for transportation, including any plans for contracting services.

The Arts Academy of Jacksonville Preparatory School intends to enter into an agreement with Jacksonville Transportation Authority (JTA) in order for convenient transport to and from school. Students that need transportation will be issued a monthly bus pass that provides them public service to school, or extracurricular activities, e.g., volunteer work, dual-enrollment classes, etc.

Most students will be commuting to school from within a four (4) mile radius. Therefore, we are determining a "reasonable distance" from the School to be defined as a four (4) mile radius. However, transportation will be provided to eligible students with disabilities living in a one (1) to three (3) mile radius from the School.

The School will assure that transportation is not a barrier to equal access according to Florida statutes. In addition, the school will provide transportation service to a student whose IEP stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access. If transportation proves to be a barrier to access, the School will investigate public transportation options (e.g., bus passes) as needed and private providers as mandated by Florida law for those students who are eligible for school bus transportation.

Transportation of charter school students will be provided by the charter school consistent with the requirements of Subpart (I)(e) of Chapter 1006. Transportation service will be provided by The Arts Academy of Jacksonville Preparatory School to a student whose Individual Education Plan (IEP) stipulates so; in which case, all necessary arrangements will be made to ensure that transportation is not a barrier to equal access. If transportation proves to be a barrier to access, the School will investigate public transportation options (i.e., bus passes), local school district options, and private providers as mandated by Florida law for those students who are eligible for school bus transportation.

The AAJP School will ensure that transportation is not a barrier to equal access for all students. As stated above, ESE students with transportation needs as stipulated in their IEP will receive the necessary accommodations (contract services, assist students in participating in public transportation options, etc.) in order to meet this specification.

16. Food Service

- A) Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

The Arts Academy of Jacksonville Preparatory School intends to offer food services for lunch to students and faculty. Lunch will be offered five days a week, and will be hot, nutritious, and sensitive to a culturally and ethnically diverse population.

AAJP will contract with a lunch service provider to provide catering services for the school. The contractor will prepare the food off-site, followed by transporting the food to the school to be heated and served. The School will adopt the lunch menu similar to the one currently being offered at the Sponsor's schools.

The School intends to participate in the National School Lunch Program (NSLP) in order to provide free and reduced lunches to students who might otherwise be unable to afford lunch. The NSLP application process for a new school takes between 6 and 20 months. According to the USDA's Food and Nutrition Services department, which administers the NSLP, students whose families are at 130% of the poverty level are eligible for free lunch, and students whose families are at 185% of poverty level will be charged no more than 40 cents.

A lunch eligibility survey will be included in each student's enrollment packet, and will assist in determining which student qualifies for a free or reduced-price lunch.

The AAJP School is considering to also utilize the services of an online payment system such as mylunchmoney.com in order to allow parents to pay directly into their child's lunch account, which would allow for the funds to be deducted from the child's account as he or she purchases meals from the school. This will be voluntary, and the parents will be expected to pay for the transaction fees charged by the service.

17. Budget

- A) Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected enrollment indicated on the cover page of the application.

- B) Provide a start-up budget (i.e., from the date on which the application is approved to the beginning of the first fiscal year of operation) that contains a balance sheet revenue projection, expenses and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Initial Cost – The School will incur start-up related expenses pursuant to the opening of the School.

The AAJP School anticipates that the following items will constitute the most significant expenditures during the start-up phase of operations:

- Facility Lease and Renovation
- Staffing and Employment
- Furniture, Technology, and Software
- Marketing and Student Recruitment
- Training and Professional Development

MANAGEMENT PLAN FOR STARTUP FUNCTIONS

The AAJP School will secure 90 day invoicing from vendors including:

- Apex Learning Curriculum
- GreatBooks Reading
- RenWeb – Student Information Management System
- CDW-G - Computers
- Mimio, QUOMO – Computer Software Licenses
- Sixty – day lease abatement for facility
- Principal and one administrative staff hired mid-July and go on payroll on August 1st.

Prior to the beginning of the school year, The founding board of The Arts Academy of Jacksonville Preparatory School will secure a suitable facility which complies with the applicable state building codes pursuant to Chapter 553, Florida Statutes, except for the State Requirements for Educational Facilities as indicated in an act relating to the charter schools, amending Section 1002.33, F.S.

The School's startup budget is projected to be approximately \$36,000.00. The monies will be spent on instructional materials, educational equipment, classroom supplies and furniture, computer equipment, deposits for utilities; computer installation will be partially donated by a community

member. Initial advertising expenses will also be paid for from the startup budget. The School's building will be secured with a down- payment upon an agreement with a landlord.

Turnaround Solutions, Inc. will provide professional development and training to the employees prior to the beginning of the school year to ensure all faculty and staff are adequately equipped and properly trained. The Registrar will be hired at least 4 months before the beginning of the year to prepare the school for enrollment and assist with administrative tasks. A maintenance person/custodian will also be hired 2 months in advance. During the Start-Up period, the Principal, and Education Consultant will work for reduced salaries with the understanding that during the initial school year is an incubation phase in order to gather more funding in order to continue to thrive for the remaining years. Principal and teachers salaries are projected to increase as revenue increases and shows viable stability.

- C) Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based. *The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.*

The following list of pre-planning start-up expenses include:

- Consultant to provide Board training
- Consultant to provide curriculum development training
- Consultant to provide development of financial accounting practices, and payroll procedures
- Legal Services
- Appropriate Insurance
- Certificates, Licenses

Start-up planning budget items alignment with the academic programs include the following:

PLANNING PHASE- Training by professional consultants designed to give the board a good basic level of understanding on how to start a charter school. Workshops will be spent learning:

- How to start a charter school
- Charter school development, legal, insurance
- Working with the school district from the start
- Facilities development
- Establishing effective business office management and fiscal management system

- Leadership
- Data management
- Administrative equipment, file cabinets, desks, chairs, computer

IMPLEMENTATION PHASE - Purchasing educational materials, services, and equipment including:

- Computers
- Classroom equipment, furniture
- Educational software, assessment materials
- Curriculum materials
- Technology, online curriculum, Student Information Management System

BUDGET NARRATIVE

Revenue

Enrollment – It is assumed that we will market aggressively to achieve projected enrollment as outlined in this application and will reach and maintain capacity of 275 students by the 5th year.

Charter School Funding

The basis for funding students enrolled in charter schools shall be the sum of the schools District's operating funds from the Florida Education Finance Program as provided in S.1011.62 and General Appropriations Act, including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy; divided by total funded weighted full-time equivalent students in the school district, multiplied by the full-time equivalent students for the charter school. Charter schools whose students or programs meet the eligibility criteria in law are entitled to their proportionate share of categorical program funds available in the FEFP, including transportation. All eligible students enrolled in charter schools are provided federal funds for the same level of service provided students in the schools operated by the district. Pursuant to provisions of 20 U.S.C. 8061s, 10306, all charters schools receive all federal funding for which the school is eligible, including Title I, II and III funding. Funding for the school is adjusted during the year to reflect the revised calculations by the Florida Department of Education under the Florida Education Finance Program and the actual weighted full-time equivalent students reported by the school during the designated full-time equivalent student survey periods.

Per Pupil Revenue – It is assumed that the average gross FEFP funding per pupil amount will be approximately \$6,392 per student counting Basic Student Allowance @\$3,752 + multipliers.

Additional Funding – It is recognized that other sources of funding will become available to the School during the five-year period projected here. These sources include, but are not limited to: Capital Outlay Funds (when qualified

for funding), Title I,II and III, and transportation. Due to uncertainties involved in predicting the amount of this funding, Federal Start up Grant has not been included in this analysis.

Expenses

Initial Cost – The School will incur start-up related expenses pursuant to the opening of the School. These expenses include but are not limited to: legal fees, accounting fees, occupational license, marketing and advertising, office supplies, utilities, property & liability Insurance, security deposits and employment related costs.

Employee Salaries – employee salaries will include, but are not limited to, salaries for Special Education Teacher, Reading Teacher, Classroom Teachers, and Teacher Assistants. The salaries listed on the 5-year projection are base salaries and are subject to change based on tenure, credentials and length of service. We used the District's salary schedule as a guideline for competitive salaries within the industry.

Employee Benefits - Employee benefits would include: Vacation, Personal Days, Sick Days, Medical, Dental, Vision, Short & Long Term Disability insurances, Term Life Insurance and 401k retirement plan, tuition reimbursement, annual bonuses and performance-based incentives.

Instructional Support Services

Supplies and Materials – It is assumed that office and classroom supplies will be needed for the School including:

Instructional Materials - Books, manipulatives, consumables, Saxon Math with On-line Assessments, Aha Math! Aha Science!, Open Court *Imagine It* with On-line Reading and Assessments

Testing Materials - SAT 10, ITBS, IXL Math Assessment, NWEA, CELLA/LAS (if applicable)

Interactive Technology Classroom Equipment – QUMO, Mimio, Promethean Smart Boards

Laptop Computer Equipment - Discounted ACER and Google Chrome Book laptops, 3 Mobile Laptop Carts

Student Information System – RenWeb, Lunch Management System

Computer Software And License – Apex Learning Curriculum; Microsoft Office Suite; Remixing Education Software

Pupil Personnel Services

Beginning in year one, we will have a part time nurse and beginning in year two we will have part time ESE Counseling Services as needed.

Technology Services

Beginning in year two we will transition into a Google Chrome School and employ the use of IT service consultants for design, maintenance and training for the system and teachers, staff and administration.

Curriculum Development

During year one, AdvancePath will free up the position for Assistant Principal and will work without benefits with the Principal and teachers to provide professional services in implementing the new Socratic Method, 501c3 application, school accreditation, fundraising activities including establishing a non-profit foundation, governance training and other financial resources as they become available. Years 2-5 consultants will provide outsourced services including preparation of School Improvement and Accountability Plan, grant writing, submission of all district reporting requirements and ongoing professional development and training for teachers.

Staff Development

Teachers and staff will be encouraged and required to attend and participate in relevant workshops, seminars and courses to improve their skills.

General Support Services

We will require the one time services for legal assistance to assist in getting the school legally sufficient, i.e., formation of Articles of Incorporation, Bylaws, and 501c application. We will secure the required insurance including the two major coverage, including Liability and Property.

General Administration

Administrative Fee - Administrative fees charged by the District are calculated based upon 5 percent of available funds from the FEFP and categorical funding for up to 250 students.

School Administration

Salaries and benefits for Executive Director, Principal, Executive Assistant

Facilities Acquisition and Construction

Rental of Facilities & Utilities – space for the School will be leased.

Capital Improvements – various improvements will be needed at the site in order for the site to be adapted to the program.

Fiscal Services

We will explore utilization of the services of a financial management firm to assist in financial and personnel related services. We will secure the services of a CPA to perform year end audits as required.

Central Services

Service Contracts – various consulting contracts, technical support contracts, advertising, legal fees, and other similar services will be needed.

Pupil Transportation Services

Transportation options will be reviewed for the best plan that fits the needs of the school

Operation of Plant

It is assumed that electric, trash, water, gas and other utilities will be needed.

Building Security - Rapture Security System

START-UP

The AAJP anticipates that the following items will constitute the most significant expenditures during the start-up phase of operations:

- Facility Lease and Renovation
- Staffing and Employment
- Furniture, Technology
- Marketing and Student Recruitment
- Training and Professional Development

AAJP will secure 90 day invoicing from vendors including:

- Sixty – day lease abatement for facility
- Principal and one administrative staff hired mid-July and go on payroll on August 1st.

D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The School will monitor the budget using separation of duties among staff who have responsibilities and management of the finances for The School.

Separation of Duties

The separation of duties is a powerful internal control. Its objective is to ensure that duties (roles) are assigned to individuals in a manner so that no one individual can control a process from start to finish. Everyone occasionally makes mistakes. Separation of duties provides a complementary check by another individual. It allows an opportunity for someone to catch an error before a transaction is fully executed and/or before a decision is made based on potentially erroneous data. In addition, having adequate separation of duties reduces the “opportunity” factor that might encourage an

employee to commit fraud or to embezzle. The School's procedures to provide separation of duties is mitigated by a monthly review of accounting records by an external accounting firm and by Board oversight. We will work closely with the external accounting and auditing firm as well as the governing board's accounting and auditing firm to ensure the implementation of all customary and appropriate processes, systems, and corresponding controls are fully implemented and documented.

Contingency Plans for Start-Up Activities:

In the unlikely event that The School experiences unexpected shortfall for school operations, The School will secure a financial loan from a financial institution, which will purchase the necessary receivables.

- E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

*The monthly cash flow projections for the school's start-up will be included in the budget.

Description	Units	Rate	Total
Principal	1 month	\$50,000./12 months	\$ 3,333.00
Employment related costs	1	\$500.00	\$ 500.00
Professional Services (Legal)	1	\$75.00	\$ 75.00
Instruction Material			
Computer Equipment			
Rent	3 month	\$19,998./12 months	\$19,998.00
Insurance			
Liability			\$ 6,000.00
Property Insurance			\$ 4,000.00
Printing (includes advertising/marketing)	1	\$300.00	\$ 300.00
Office Supplies	1	\$300.00	\$ 300.00
Utilities	1	\$2,200.00	\$ 2,200.00
Total Budgeted Expenditures			\$36,706.00

- F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

Currently, The Arts Academy of Jacksonville Preparatory School has not developed a fundraising plan. However, The Founding Board of The School intends to aggressively seek donations and contributions totaling approximately \$6,000 to assist in the expenses of The School.

18. Financial Management and Oversight

A) Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The School will have a comprehensive list of checks and balances to ensure that the financial resources are properly managed. This will be accomplished through the development and implementation of a Financial Plan, Budgetary Process, Internal Controls and Accountability Process.

A professional financial consultant will be hired to work with the Principal to manage the School's finances and will provide services in:

- financial design, development, planning,
- general accounting and bookkeeping,
- accurate and timely financial reports including all bank reconciliations, monthly, quarterly and annual financial reports and payroll tax reports including W-2s, 1099's, 941s etc.
- personnel, human resources,
- financing and budgeting,
- maintenance,
- operations and general financial oversight of the school.
- reports and records per the requirements of FLDOE and Duval County Public Schools.

The School will use the services of qualified and experienced professionals to prepare and produce accurate and timely financial and personnel reports including all bank reconciliations, monthly, quarterly and annual financial reports and payroll tax reports including W-2's, 1099's, 941's, etc.

- Checking signatures and endorsements
- Investigating checks outstanding for more than 90 days
- Tracing and reviewing bank transfers
- Itemizing outstanding checks

In addition to the financial reporting requirements, the Duval County Public Schools' auditors may request review and inspection of books and records. Also, any inquiries related to accounting information obtained from quarterly reports and year-end audits will be addressed by the school's administration.

B) Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances. **Include, but do not limit to:**

- Attach a Finance/Accounting Policy and Procedures Manual for in-house transactions (or up to your subcontractor agreement) as **Attachment #7**.

The Arts Academy of Jacksonville Preparatory School will employ a litany of controls, checks and balances to govern the handling of funds and to manage admission trends. These will include many of the controls listed herein. In all cases, however, The Board will provide fiduciary oversight according to the standards prescribed in the *Best Financial Management Practices for Florida School Districts* - a 2002 publication jointly developed by Florida's Auditor General and the Office of Program Policy Analysis and Government Accountability to manage financial matters of the school. Should the District change to a new accounting and reporting system, or a change directed by Florida DOE, the school will adopt these new standards.

Annual Financial Plan:

The Arts Academy of Jacksonville Preparatory School will develop an annual financial plan for operation of the school. The plan will be yearly in nature and collectively to cover all years of the operating charter.

The annual plan will contain at least the following information:

- Anticipated fund balances
- Spending plans based on revenues and expenses
- Control measure to be employed to safeguard finances
- Projection of enrollment trends
- Full accounting of expected assets
- Projection of expected sources expense projection

Personnel and Payroll

These activities will require a multitude of services including payroll administration, human resources management, compliance reporting, and employee benefits administration. The School will use the services of qualified financial consultants to prepare and produce accurate and timely financial and personnel reports including all bank reconciliations, monthly, quarterly and annual financial reports and payroll tax reports including W-2's, 1099's, 941's.

Financial Statements

The financial consultant will prepare financial statements on a monthly and quarterly basis for submission to the Executive Director for explanation and submission to the Governing Board for approval. An annual independent financial audit will be conducted in accordance with generally accepted government auditing standards (GAGAS) and OMB Circular 133.

Accounting and Financial Reporting

The School will maintain an accrual accounting system in accordance with Generally Accepted Accounting Principles (GAAP). The financial records will contain accurate information pertaining to grant awards and authorizations, obligations, unobligated balances, assets, liabilities, expenditures and income.

This system will permit the tracing of all transactions to source documents in order to establish that funds have not been used in violation of OMB *Circulars* and District policies.

The school will maintain all financial records in an accounting system that is in accordance with the accounts and codes prescribed in the most recent issue of the publication titled, "Financial and Program Cost Accounting and Reporting for Florida Schools" (Redbook), pursuant to § 1002.33(9)(f)1 of the Charter School Law. Thus, the School's accounting will be consistent with accounting conducted for Florida school districts and will contain a uniform chart of accounts for budgeting and financial reporting.

PURCHASING

The school will establish an effective purchasing system that will allow the school to provide quality materials, supplies, and equipment in the right quantity and in a timely, cost-effective manner. The school will also establish written policies to govern its purchasing practices that are specified by state laws, rules, and regulations whose policies are direct adoption of those laws, rules, and regulations.

Careful planning and cost-effective practices such as bulk-purchasing and price/bid solicitation including the resources of US. Communities will be used for the efficient procurement of goods and services.

In addition to the above, the school's policies will also comport with the district's purchasing procedures manual for the school's purchasing operations which details the process steps for each critical purchasing function, and take each function from the beginning to completion of the process.

Examples of procedures will include the:

- requisitioning process, big ticket items - capital improvements, construction will be submitted to the Governing Board for approval to requisition such services;
- bid process - Invitations To Bid (ITB) and Requests For Proposals (RFP);
- purchasing card process with card limits and restrictions - for quick and efficient purchasing and paying for goods.

The AAJP School will establish a monetary threshold for small purchase procedures.

Sales Tax

The school will utilize all tax exemptions allowable under Florida Statute governing non-profit organizations as well as US Internal Revenue exemptions for Section 501(c)(3) organizations, including ad valorem property tax exemptions.

c) Describe the method by which accounting records will be maintained.

Calendar of Financial Deadlines

Within forty-five (45) days of month's end, the school will provide the School District with reconciliation statements of school bank accounts. A copy of the entire bank statement will be attached to this report.

On or before October 31st, January 31st, and April 30th of each fiscal year, the school will provide the District with applicable school financial statements including a balance sheet, profit and loss statement and cash flow statement. These reports will be prepared in accordance with GASB #34 and as stated in *"Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book)."*

Un-audited year-end school financial statements will be submitted to the School District by July 31st of every year. These school financial statements will be prepared in accordance with GASB #34 and as stated in *"Financial and Program Cost Accounting and Reporting for Florida School (Red Book)."*

The school will undergo an annual financial audit in compliance with federal, state, and school district regulations showing all revenue received from all sources, and all expenditures for services rendered. The fiscal audit will be conducted by an independent certified public accountant and will be delivered to the District within ninety (90) days following the end of the District's fiscal year.

In addition to the financial reporting requirements, the District auditors may request review and inspection of schoolbooks and records. Also, any inquiries related to accounting information obtained from quarterly reports and year-end audits will be addressed by the School's administration.

Budget Process:

The Executive Director of the school will annually submit a detailed budget to the Governing Board for review and approval. The proposed school budget will include all necessary information for the Board's review and consideration. Modification to the school budget will be submitted to the Board when required.

Summary of Statement No. 39

Determining Whether Certain Organizations Are Component Units—an amendment of GASB Statement No. 14

An objective of Statement No. 14, *The Financial Reporting Entity*, is that all entities associated with a primary government are potential component units and should be evaluated for inclusion in the financial reporting entity. This Statement amends Statement 14 to provide additional guidance to determine whether certain organizations for which the primary government is not financially accountable should be reported as component units based on the nature and significance of their relationship with the primary government. Generally, it requires reporting, as a component unit, an organization that raises and holds economic resources for the direct benefit of a governmental unit.

Organizations that are legally separate, tax-exempt entities and that meet all of the following criteria should be discretely presented as component units. These criteria are:

- The economic resources received or held by the separate organization are entirely or almost entirely for the direct benefit of the primary government, its component units, or its constituents.
- The primary government, or its component units, is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the separate organization.
- The economic resources received or held by an individual organization that the specific primary government, or its component units, is entitled to, or has the ability to otherwise access, are significant to that primary government.

This Statement continues the requirement in Statement 14 to apply professional judgment in determining whether the relationship between a primary government and other organizations for which the primary government is not financially accountable and that do not meet these criteria is such that exclusion of the organization would render the financial statements of the reporting entity misleading or incomplete. Those component units should be reported based on the existing blending and discrete presentation display requirements of Statement 14. The provisions of this Statement are effective for financial statements for periods beginning after June 15, 2015.

Unless otherwise specified, pronouncements of the GASB apply to financial reports of all state and local governmental entities, including general-purpose governments, public benefit corporations and authorities, public employee retirement systems, and public utilities, hospitals and other healthcare providers, and colleges and universities.

Schema for charter school (PCU) fiscal accountability and the school district (PG):

(A). Question: Is the potential component unit (PCU) legally separate from the primary government (PG)?

If "Yes", then:

(B). Question: Does the PG appoint a voting majority of the PCU?

If "No" then:

(C). Question: Does the fiscal dependency of the PU on PG funding criterion apply?

If "Yes" then:

(D). Question: Does the PCU provide services entirely or almost entirely to the PG?

If "Yes" then:

(E). There is a blending presentation of fiscal accountability of PCU and PG.

Given the above schema, and statutory construct depicting historic economic resources received or held by the school are entirely or almost entirely for the direct benefit of the school district which is a government entity, The Arts Academy of Jacksonville Preparatory School is a government unit.

INTERNAL CONTROLS

The school will also maintain a number of internal financial controls and bookkeeping practices. The school will establish a financial system that provides fiscal control and accounting procedure that are in accordance with Generally Accepted Accounting Principles (GAAP). Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. A detailed description of specific internal controls and accounting procedures is presented below.

Fixed Asset Management

Fixed assets management is an accounting process that seeks to track fixed assets for the purposes of financial accounting, preventive maintenance, and theft deterrence. Fixed assets include all properties, vehicles, equipment, and building contents. Accounting for fixed assets is the long-term tangible and intangible assets of the school and can be a complex balancing act.

The school will establish written policies and procedures and periodically update them to provide for effective management of fixed assets and a physical inventory process to identify and update

property condition and locations. The school will keep and maintain accurate accounting records because:

- Accurate fixed asset records provide the basis for adequate insurance coverage;
- Annual physical inventories of fixed assets allow the school to survey the physical condition of its assets and assess the need for repair, maintenance, or replacement;
- Reliable information about currently owned fixed assets provides assistance when determining future needs and provides a basis for budgeting fixed asset needs; and
- Accurate fixed asset records provide users with documentation of how taxes have been used to carry out the operations of the school.

Assets Tracking Software

The Arts Academy of Jacksonville Preparatory School will face a significant challenge to track the location, quantity, condition, maintenance and depreciation status of its fixed assets. The school will utilize asset tracking software which allows the school to track what assets it owns, where each is located, who has it, when it was checked out, when it is due for return, when it is scheduled for maintenance, and the cost and depreciation of each asset. Periodically, the school will take inventory of its assets using Fixed Assets Tracking System R6 Business (FATS).

All school tangible personal property with a value of \$500 or greater will be inventoried and labeled. The Administrative Assistant will be responsible for maintaining property records and internal control over school property. All disposal of school property will be in accordance with Florida Statute 273 and the Property Rules and regulations issued by the Auditor General.

Monthly and Quarterly Statement of Revenue and Expenditures

A monthly and quarterly school Revenues and Expenditures Report will be maintained. The reports will include the following:

- total amount budget
- expenses for the period
- expenses for the Year
- remaining budget balance

Cash Management

School funds will be deposited in a financial institution with FDIC coverage. Interest earned on funds will be used as program income.

Bank Reconciliations

The school bank accounts will be reconciled to accounting records. The Principal will review and approve all school bank reconciliations. The school bank reconciliations procedures will include:

- Accounting for check numbers used
 - Comparing all checks with the statement
 - Checking signatures and endorsements
 - Investigating checks outstanding for more than 90 days
 - Tracing and reviewing bank transfers
-
- Itemizing outstanding checks

Cash Disbursements

The school will have on-site petty cash disbursements managed by the Administrative Assistant:

Cash Receipts

All school program cash receipts are received, opened, logged in and stamped "For Deposit Only." The original receipt is duplicated and a daily cash receipt form and bank deposit slip is prepared. The daily cash receipt form with attached deposit receipt and any document supplied with the remittance will be maintained in the cash receipt log.

Accountability

The school will be financially viable. An annual audited statement conducted by an independent auditing firm to be reported under *Government Auditing Standards* will be submitted. Should the audit report reveal a deficit, the auditors will notify the School's Board, the School District, and the Department of Education. Such finding will be reported during the exit interview to the Academic Director and the School's Governing Board within seven (7) days. Within fourteen (14) days of the exit interview, the auditors will provide a final report to the School District and the Department of Education.

Assets and Liabilities

The school's assets and liability projections will be developed to be used as points of comparison with information reported in the school's annual report.

Oversight

Detailed school financial statements will be reviewed by the Governing Board. Policies and reporting procedures established by the District and State will be followed.

INTERNAL CONTROL CHECKLIST

GENERAL

1. Are accounting records kept up-to-date and balanced monthly?
2. Is a standard chart of accounts with descriptive titles in use?
3. Are adequate and timely reports prepared to insure control of operations?

- a. Daily reports
 - b. Monthly financial statements
 - c. Comparison of actual results with budget
 - d. Cash and other projections
4. Does the Board take an active interest in the financial affairs and reports available?
 5. Are personal expenses kept separate from business expenses?
 6. Are employees who are in a position of trust bonded?
 7. Are employees required to take annual vacations and are their duties covered by another?
 8. Are monthly bank reconciliations reviewed by Executive Director/Principal?
 9. Are job descriptions prepared?
 10. Is there any separation of duties?
 11. Is there utilization of machine accounting and/or EDP in the preparation of financial reports, accounts receivable, etc.?
 12. Are governmental reporting requirements being complied with in a timely manner?
 13. Is insurance maintained in all major cases and is this coverage reviewed periodically by a qualified individual?

PAYROLL

1. Is Executive Director/Principal acquainted with all employees and does he or she approve all new hires and changes of pay rates?
2. Is there a folder for each employee that contains an employment application, W-4, authorizations for deductions, etc.?
3. Are there controls to prevent the payroll from being inflated without the knowledge of Executive Director/Principal by fictitious employees or padded hours?
4. Does the Executive Director/Principal sign all payroll checks?
5. Is the payroll bank reconciliation prepared by someone other than the bookkeeper?

CASH RECEIPTS

1. Does the client have adequate documentation of cash receipts?
2. Are checks immediately endorsed for deposit only, deposited promptly and intact?
3. Are over-the-counter receipts controlled by cash register, prenumbered receipts, etc., and are

- these reviewed by Executive Director/Principal?
4. Are checks returned by the bank followed up for subsequent disposition?

ACCOUNTS RECEIVABLE

1. Are work orders, sales orders, shipping documents and invoices prenumbered and controlled?
2. Are sales invoices reviewed for price, terms, extensions and footings?
3. Is an aged trial balance prepared monthly, reconciled to the general ledger and reviewed by the Executive Director/Principal?
4. Are monthly statements:
 - a. Reviewed by Executive Director/Principal?
 - b. Are zero and credit balance statements mailed?
5. Are write-offs, credit memos and special terms approved by the Executive Director/Principal?
6. Is there sufficient separation of the receipts function and the application of payments to the accounts receivable?
7. Are notes and other receivables under separate control?
8. Do adequate controls exist to assure receipts from miscellaneous sales (scrap, fixed assets, rents, vending machines, etc.)?

ACCOUNTS PAYABLE, PURCHASES, DISBURSEMENTS

1. Are prenumbered purchases orders used and are these approved by Executive Director/Principal?
2. Are competitive bids required above prescribed limits?
3. Are payments made from original invoices?
4. Are supplier statements compared with recorded liabilities?
5. Are all disbursements made by prenumbered checks?
6. Is the Executive Director/Principal's signature required on all checks?
 - a. Does Executive Director/Principal sign checks only when they are accompanied by original supporting documentation?
 - b. Is the documentation adequately cancelled to prevent reuse?
7. Is there evidence that the following items have been checked before invoices are paid?
 - a. Prices, discounts, sales tax
 - b. Extensions and footings

- c. Receipt of goods or services
 - d. Account distribution
8. Are voided checks retained and accounted for?
 9. Is there an impress petty cash fund?
 - a. If so, is there a responsible employee designated as a custodian of the fund?

INVESTMENTS

1. Is there effective utilization of temporary excess funds?
2. Is income from investments accounted for periodically?

PROPERTY, PLANT & EQUIPMENT

1. Are there detailed and updated records to support general ledger totals for assets and accumulated depreciation?
2. Is the Executive Director/Principal acquainted with assets owned, and is approval required for sale or acquisition?
3. Are there physical safeguards against theft or loss of small tools and other highly portable equipment?
4. Is there a policy distinguishing capital and expense items?

Governmental Accounting Standards Board, GASB

In June 1999, Governmental Accounting Standards Board, GASB Statement 34 (or GASB 34) was published requiring state and local governments to begin reporting all financial transactions, including the value of their infrastructure assets in their annual financial reports on an accrual accounting basis. GASB 34 requires charter schools to report their monthly financial and annual statements that include government funds into different groups based on the fact that the School is a component unit of government

Effective June 15, 2010 (GASB 54) Fund Balance Reporting was issued requiring states to follow the new GASB for audited financial statements and provide a clearer hierarchy of fund balance classifications based on constraints, consistency and clarification (reserved and unreserved) of governmental fund types.

This new requirement included the Management Discussion and Analysis or MD&A. The purpose of the MD&A is to provide a narrative explanation, through the eyes of management, how The School has performed in the past year. It also presents the school's financial condition, and its future prospects. In so doing, the MD&A attempts to provide complete and balanced information on the

financial position of the school. Certain sections of this report may include “forward-looking statements” concerning our current views and assumptions including:

- mission and organizational structure
- performance goals, objectives, and results
- financial statements and reporting
- systems, controls, and legal compliance
- expected student enrollment increase or decline
- budget decline and/or expansion
- usage of facility and
- political and economic conditions

Although this section of the report is unaudited, it will be an integrated part of The School's annual financial statements.

The Governing Board will make available quarterly financial statements for The School that will include a statement of revenues and expenditures prepared in accordance with GASB #34. Also, annually audited financial reports as of June 30th of each year, which will include a complete set of financial statements and notes prepared in accordance with GASB #34 will be forwarded to the School Board within ninety (90) days following the end of the fiscal year for inclusion into their financial statements. These statements will be formatted by revenue source and expenditures and detailed by function.

Required Maintenance of Accounting Records

The School Principal is responsible for the financial management of the school. The Principal must ensure that all provisions of Financial and Program Cost Accounting and Reporting for Florida Schools and local board policies and procedures are complied with, that all accounting records are maintained accurately, and that all financial reports are prepared and submitted in a timely manner.

A separate set of accounting records and a separate bank depository account must be maintained for each fund maintained by the school. The School may establish as many separate sub-accounts within each fund as is considered necessary to accurately account for the financial activity of The School.

The following account records must be maintained for each fund:

- Pre-numbered receipt forms which must be issued for all monies received;
- Transaction (receipts and disbursements) Journal;
- Requisition and purchase orders for all transactions;

- Bank Checkbook;
- Bank deposit slips;
- Monthly financial statements; and
- Annual financial statements.

All financial transactions must be completed through the Principal's office. Each student organization will receive a monthly statement of the balance of its account.

Annual financial statements and records will be submitted to the Board of Directors at the end of the school year. Records will be reviewed over the course of the summer months with recommendations, if any, for improvement provided to the Principal at the start of the next school year.

Copies of the school's annual financial statements and audit reports will be retained permanently. The transaction journals, bank statements, and canceled checks will be retained for at least five (5) years, or until all instances of noncompliance are resolved. All other financial records are to be retained for at least three (3) years.

D) Describe how the school will store student and financial records.

Florida Statute 1003.25 requires all Principals to maintain permanent cumulative records for all students enrolled in a public school. The state law also determines what should be in the record and its format.

Federal and state laws as well as policies of the Duval County School Board protect student information. These regulations, determining who can or cannot obtain student information, were enacted to protect the privacy rights of students and parents.

The Arts Academy of Jacksonville Preparatory School will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fireproof cabinet and access to those records will only be by appropriate personnel. Student IEP's will be stored separately in a fireproof cabinet and again access will only be by authorized persons. Financial records including personnel files will be maintained and kept for those periods required by law.

To do this, all staff will:

- Develop filing, classification, and/or indexing systems for the records that all staff members understand and follow. These systems need not be complex- they only need to enable people to find the appropriate records quickly.

- Know the location of all records.
- Store records in stable environments. For the electronic storage of records this means ensuring that records are stored on stable media and in readable software formats.
- Periodically check the stability of their physical and electronic storage environments.
- Ensure that physical and electronic records storage areas are secure. For electronic records storage areas, ensure that they are complying with the school's IT Policy.
- Determine the confidentiality and privacy status of all records. A variety of internal policies, such as the state's general policy on access to school records, or external laws and regulations, such as FERPA and HIPAA, may help to determine the confidentiality and privacy status of records.
- Know who has the proper authority to view records.
- Ensure that records storage security measures meet the confidentiality and privacy needs of records.
- Document the records organization system, storage locations, and security procedures in policies and procedures.

RECORDS DISPOSITION

All employees must know what they need to do with school records once they no longer actively use them. The SBE has the authority and responsibility to articulate these disposition decisions in records retention schedules. In order to determine and properly undertake the disposition of the records and comply with the SBE and school Records Policy, AAJP will:

- Consult with the school's records retention schedules to determine the disposition of its records.
- Contact the SBE for assistance in interpreting the records schedules or creating new schedules if needed.
- Ensure that staff will not destroy records that are currently part of, or are likely to be part of, any legal action or proceeding, litigation, audit, investigation, or review, even if the records retention schedules or other policies or procedures indicate that the records are eligible for destruction.

Florida Statute 1003.25 requires all Principals to maintain permanent cumulative records for all students enrolled in a public school. The state law also determines what should be in the record and its format.

Federal and state laws as well as policies of the Duval County School Board protect student information. These regulations, determining who can or cannot obtain student information, were enacted to protect the privacy rights of students and parents.

How do parents find out about these rights?

This information brochure is distributed at the beginning of each year to every student in the Duval County Public Schools. Copies of the district's student record policy are available at the school.

Parents can request to review student records. Schools must comply with that request within a 30-day period. If a parent feels that the record contains information that is inaccurate, misleading, or in violation of the student's rights to privacy, the parent will contact the Principal of the responsible school. Requests for a correction, deletion, or expunction of the record must be made to the appropriate Principal in writing.

Parents who do not want their student's information disclosed must sign and return a release indicating that the school is not authorized to release such information.

Parents have the right to:

- Inspect and review the education record maintained by a school on their child.
- Waive their right to access, if they wish.
- Receive a copy of the record (at a charge of 20 cents a page to cover the cost of printing).
- Challenge the information contained in the record if they believe it is misleading, inaccurate, or that it violates the student's right to privacy.
- Participate in a hearing.
File a complaint if the school system fails to abide by the law.

- E) Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage.

The School will procure, maintain and keep in force the amounts and types of insurance conforming to the minimum requirements set forth by the District. The School will provide evidence of such insurance in the following manner:

Time to Submit: The school will furnish the district with fully completed certificates(s) of insurance, signed by an authorized representative of the insurer(s) providing the coverage, before the initial opening

day of classes. The insurance will be maintained in force, without interruption, until the school is terminated and thereafter if provided for in the policy or policies.

Indemnification of District: The School will agree to indemnify, defend, and hold the District, its members, officers, employees and agents, harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, arising out of, connected with or resulting from:

- the negligence, intentional wrongful act, misconduct or culpability of the School's employees or other agents in connection with and arising out of their services within the scope of the charter application;
- the School's material breach of this charter application or law;
- any failure by the School to pay its employees, contractors, suppliers or any subcontractors; and/or
- the failure of the School's officers, Directors or employees to comply with any laws, statutes, ordinances or regulations of any governmental authority or subdivision that apply to the operation of the school or the providing of educational services set forth in this charter application. However, the School shall not be obligated to indemnify the district against claims, damages, expenses or liabilities to the extent these may result from the negligence of the district, its members, officers, employees, subcontractors or others acting on its behalf.

The duty to indemnify for professional liability as insured by the school's Leader's Errors and Omissions policy described in this charter application will continue in full force and effect notwithstanding the expiration or early termination of the charter school with respect to any claims based on facts or conditions which occurred prior to termination.

The school Leader's Errors and Omissions will not place a limitation on post-termination claims of professional liability that will impair the district's claims to indemnification with respect to a claim for which the school is insured or for which the school should have been insured under Commercial General Liability Insurance, and Employer's Liability Insurance. The school will also indemnify, defend and protect and hold harmless against all claims and actions brought against the district by reason of any actual or alleged infringement of patent or other proprietary rights in any material, process, software, machine or appliance used by the school.

Limitation of Liability: The school acknowledges the following principles codified in s. 1002.33(5), Florida Statutes (2006):

- District shall not be liable for civil damages under state law for personal injury, property damage, or death resulting from an act or omission of an officer, employee, agent, or governing body of the charter school;
 - District shall not be liable for civil damages under state law for any employment actions taken by an officer, employee, agent, or governing body of the charter school and
-
- District's duties to monitor the charter school shall not constitute the basis for a private cause of action.

Sovereign Immunity/Limitations of Liability: Neither party will waive any of its sovereign immunity nor consents to be sued by any third party. Only the district and School will be subject to liability under this agreement. No member of either district's school board or the School's Board of Directors shall have any personal liability pursuant to or under this Charter application, except as permitted or required under Chapter 617 Florida Statutes (2006).

Notice of Claims: The school and the district shall notify each other of the existence of any third party claim, demand or other action giving rise to a claim for indemnification under this provision (a "Third Party Claim") and shall give each other a reasonable opportunity to defend the same as its own expense and with its own counsel, provided that if the school or district shall fail to undertake or to so defend, the other party shall have the right, but not the obligation, to defend and to compromise or settle (exercising reasonable business judgment) the Third Party Claim for the account and at the risk and expense of the school or district, which they agree to assume. The School and district will make available to each other, at their expense, such information and assistance as each shall request in connection with the defense of a Third Party Claim.

Notice of Cancellation: Each certificate of insurance will provide and require that the District be given no less than thirty (30) days written notice prior to cancellation, except when notice of cancellation of one policy is accompanied by notice of a replacement policy, without interruption of coverage.

Renewal/Replacement: Until such time as the insurance is no longer required to be maintained by the school, the school will provide the district with evidence of the renewal or replacement of the insurance no less than thirty (30) days before the expiration or termination of the required insurance for which evidence was provided.

Acceptable Insurers: Insurers providing the insurance required of the school by this charter application must meet the following minimum requirements:

Insurer's Ratings: Be authorized by certificates of authority from the Department of Insurance of the State of Florida, or an eligible surplus lines insurer under Florida Statutes. In addition, the insurer must

have a Best's Rating of "A" or better and a Financial Size Category of "VI" or better according to the latest edition of Best's Key Rating Guide, published by A.M. Best Company.

Replacement Insurance: If, during the period when an insurer is providing insurance required by this charter application, an insurer shall fail to comply with the foregoing minimum requirements, the school will, as soon as it has knowledge of any such failure, immediately notify the district and immediately replace the insurance with new insurance from an insurer meeting the requirements.

Commercial General Liability Insurance: The school will maintain and keep in force Commercial General Liability insurance which shall conform to the following requirements:

- **Liabilities Covered:** The School's insurance will cover the school for those sources of liability (including, but not limited to, coverage for operations, Products/Completed Operations, independent contractors, and liability contractually assumed) that would be covered by the latest occurrence form edition of the standard Commercial General Liability Coverage Form (ISO form CG 00 01), as filed for use in the State of Florida by the Insurance Services Office.
- **Minimum Limits:** The minimum limits to be maintained by the school (inclusive of any amounts provided by an umbrella or excess policy) will be one million (\$1,000,000) dollars per occurrence/two million (\$2,000,000) dollars annual aggregate.
- **Deductible/Retention:** Except with respect to coverage for Property Damage Liability, the Commercial General Liability coverage shall apply without application of any deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible or self-insured retention. The coverage for Property Damage Liability may be subject to a maximum deductible of One Thousand (\$1,000) Dollars per occurrence.
- **Occurrence/Claims:** Subject to reasonable commercial availability, coverage shall be on an occurrence basis. If on a claims-made basis, the School will maintain, without interruption, the Liability insurance until four (4) years after expiration or termination of the charter school.
- **Additional Insureds:** The school will include the district and its members, officers, and employees and agents as "Additional insured" on the required Liability Insurance. The coverage afforded such Additional Insured will be no more restrictive than that which would be afforded by adding the district as Additional Insured using the latest Additional Insured - Owners, Lessees

- **Contractors (Form B) Endorsement (ISO Form CG2010):** The certificate of insurance shall be clearly marked to reflect "The district, its members, officers, employees and agents as additional insured."

Worker's Compensation/Employer's Liability: The school will provide, maintain and keep in force Worker's Compensation Employer's Liability Insurance, which shall conform to the following requirements:

Coverage: The school's insurance will cover the school (and to the extent its subcontractors and its sub-subcontractors are not otherwise insured, its subcontractors and sub-subcontractors) for those sources of liability which would be covered by the latest edition of the Standard Worker's Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance, without restrictive endorsements. In addition to coverage for the Worker's Compensation Act, where appropriate, coverage is to be included for the Federal Employer's Liability Act and any other applicable federal and state law.

Minimum Limits: Subject to restrictions found in the standard Worker's Compensation Policy, there will be no maximum limit on the amount of coverage for liability imposed by the Florida Worker's Compensation Act or any other coverage customarily insured under part One of the standard Worker's Compensation Policy. The minimum amount of coverage for those customarily insured under Part Two of the standard Worker's Compensation Policy (inclusive of any amounts provided by any umbrella or excess policy) will be One Million (\$1,000,000.00) Dollars per occurrence/Two Million (\$2,000,000.00) Dollars annual aggregate.

School Leader's Error and Omission Insurance: Subject to reasonable commercial availability, the School will maintain and keep in force the school Leader's Errors and Omissions Liability Insurance which shall conform to the following requirements:

Form of Coverage: The School Leader's Errors and Omissions Liability Insurance will be on a form acceptable to the district and will cover the school for those sources of liability arising out of the rendering of or failure to render professional services in the performance of this Charter application, including all provisions of indemnification which are part of this application.

Coverage Limits: The insurance will be subject to a maximum deductible not to exceed Five Thousand (\$5,000.00) Dollars per claim. The minimum limits to be maintained by the School (inclusive of any amounts provided by an umbrella or excess policy) shall be one million (\$1,000,000) dollars per claim/two million (\$2,000,000) dollars annual aggregate.

Occurrence/Claims: Subject to reasonable commercial availability, coverage will be on an occurrence basis. If on a claims-made basis, the school will maintain, without interruption, the Liability insurance until four (4) years after expiration or termination of the school.

Alternative: If the School Leader's Errors and Omissions liability insurance is not commercially available, the School will provide Officers, Directors and Employees Errors and Omissions liability insurance in lieu thereof, with the same minimum limits of coverage as set forth above. Subject to commercial availability, coverage will be on an occurrence basis. If such insurance is on a claims-made basis, the School will maintain, without interruption, the insurance until four (4) years after termination of the school.

Property Insurance: The School will maintain hazard insurance on its own buildings and property during the term of the charter. The school will provide proof of such insurance and its renewals to district if requested.

Applicable to all Coverage: The following provisions will apply to all insurance coverage required in this charter application.

Other Coverage: The insurance provided by the school will apply on a primary basis, and any other insurance or self-insurance maintained by the district or its members, officers, employees or agents shall be in excess of the insurance provided by or on behalf of the school.

Deductibles/Retention: Liability and Worker's Compensation Insurance required by this Charter will apply on a first-dollar basis, without the application of a deductible or self-insurance retention. Reasonable deductibles of self-insurance retention may be allowed on property or other insurance not to exceed one thousand (\$1,000) dollars. The school may provide liability insurance by means of a base policy in one or more umbrella policies.

Liability and Remedies: Compliance with the insurance requirements of this charter application will not limit the liability of the school, its subcontractors, its sub-subcontractors, its employees or its agents to the district or others. Any remedy provided to the district or its members, officers, employees or agents by the insurance will be in addition to and not in lieu of any other remedy available under this charter application or otherwise.

Subcontractors: The school will require its subcontractors and sub-subcontractors to maintain any and all insurance required by law. Except to the extent required by law, this charter application does not establish minimum insurance requirements for subcontractors or sub-subcontractors.

Section 19: Action Plan

TIMELINE FOR IMPLEMENTING CHARTER SCHOOL

Activity	Responsible Party	Date
School District makes Approval	Duval County School Board	October 2014
Begin Planning - Community Marketing	Board of Directors	November 2014
Begin Planning - Curriculum Development	Board of Directors	December, 2014
Continue Marketing - Curriculum Development	Board of Directors	January/May 2015
Facility/Site Acquisition	Board of Directors	March/April, 2015
Facility Renovation Begins (if needed)	Board of Directors	May/July 2015
Student Enrollment	Board of Directors	April, 2015
Recruit Principal	Board of Directors	April 2015
Continue Program Planning	Principal/ Board	July 2015
Recruit Teachers and Staff	Principal/ Board	June, 2015
Teacher staff training	Consulting Firm (TBD)	June – on-going
Review Student Referral Process with District	Principal	June, 2015
Finalize School Calendar	All Staff	June 2015
Student -Parent Orientation	Principal/Staff/Bd	July, 2015
The Charter School Opens		August, 2015

*Some dates are subject to change based on unforeseen circumstances.

Approved Applicant Deferral

If an approved applicant decides to defer opening school one year past the 2015-2016 school year, the district will grant a one year extension. However, if an approved applicant wants to defer for more than one academic school year, the applicant must reapply. The applicant must submit a letter of request to defer opening to the Charter School Office.

Budget

The AAJP School
OPERATING BUDGET
FISCAL YEARS 2015 - 19

	<u>Start-Up FY14</u>	<u>SY15</u>	<u>SY16</u>	<u>SY17</u>	<u>SY18</u>	<u>SY19</u>
ENROLLMENT	-	100	150	200	275	275
FUND BALANCE, BEGINNING	-	-	34,800	124,791	167,930	288,175
REVENUES						
FEFP	-	569,779	842,837	1,060,103	1,525,485	1,525,486
Lunch Reimbursement	-	19,800	29,700	39,600	54,450	54,450
Capital Outlay	-	-	-	-	-	-
Transportation	-	35,000	52,500	60,000	91,850	91,850
Other Revenue:						
Benefactors	-	-	-	-	-	-
Corporate Sponsor	-	-	-	-	-	-
Donations	-	1,000	1,500	5,000	10,000	10,000
Fund Raisers	-	5,000	5,000	5,000	5,000	5,000
Grants	-	-	-	-	-	-
Loans	-	-	-	-	-	-
TOTAL REVENUES		630,579	931,537	1,169,703	1,686,785	1,686,786
EXPENDITURES						
INSTRUCTION						
Classroom Teachers	-	142,400	142,400	288,000	304,000	304,000
Specialty Teachers	-	-	-	36,500	39,000	39,000
Total Instruction Salaries	-	142,400	142,400	324,500	343,000	343,000
Retirement	-	2,775	2,775	3,245	3,430	3,245
Payroll Taxes	-	12,950	12,950	27,092	27,092	27,092
Health Insurance	-	11,125	11,125	27,600	27,600	27,600
Workers Compensation	-	925	925	3,245	3,430	3,245
Total Instruction Benefits	-	27,775	27,775	61,182	61,552	61,182
Professional Development	-	-	-	15,000	15,000	15,000
Contracted Services/Guidance Counselor	-	1,000	1,000	1,000	45,000	45,000
Computer Equipment	-	5,000	5,000	12,500	5,000	5,000
Supplies	-	1,000	2,000	2,000	2,000	2,000
Textbooks	-	391	391	391	391	391
Furniture and Equipment	-	8,000	2,000	5,000	20,000	20,000
Software/Apex Curriculum	-	10,091	21,341	27,591	30,091	30,091
Substitutes	-	-	-	5,000	5,000	5,000
Total Instruction Other	-	25,482	31,732	68,482	122,482	122,482
Total Instruction	-	195,657	201,907	454,164	527,034	526,664
PUPIL PERSONNEL SERVICES						
College/Career Coach	-	-	-	-	-	-
Part-time Teachers	-	-	-	6,760	40,000	40,000
Total Pupil Personnel Salaries	-	-	-	6,760	40,000	40,000
Retirement	-	-	-	68	400	400
Payroll Taxes	-	-	-	517	6,698	6,698
Health Insurance	-	-	-	-	-	-
Workers Compensation	-	-	-	68	876	876
Total Pupil Personnel Benefits	-	-	-	652	7,974	7,974
Librarian	-	-	-	-	15,000	15,000
Librarian	-	-	-	-	50,000	50,000
Support/AdvancePath	-	68,750	68,750	68,750	68,750	68,750
Total Pupil Personnel Other	-	68,750	68,750	68,750	133,750	133,750
Total Pupil Personnel Services	-	68,750	68,750	76,162	181,724	181,724
BOARD						
Legal Fees	-	200	500	5,000	5,000	5,000
Contracted Services - Audit	-	8,148	10,106	12,000	12,000	12,000
Travel	-	-	-	-	-	-
Insurance	-	-	-	-	-	-
District Fee	-	28,489	42,547	55,795	76,274	76,274
Personnel Employer Org.	-	3,600	4,500	5,000	5,500	5,500
Total Board	-	40,437	57,653	77,795	98,774	98,774

The AAJP School
OPERATING BUDGET
FISCAL YEARS 2015 - 19

	<u>Start-Up FY14</u>	<u>SY15</u>	<u>SY16</u>	<u>SY17</u>	<u>SY18</u>	<u>SY19</u>
SCHOOL ADMINISTRATION						
Executive Director			50,000	45,000	55,125	55,125
Principal / Director		44,000	51,450	40,000	56,724	56,724
Business Admin.	-	-	31,500	31,500	44,000	44,000
Executive Assistant		30,000	34,000	39,923	40,821	40,821
Lunch room Aide		-	20,000	20,000	40,000	40,000
CRT			30,000	31,518	32,306	32,306
Total Administration Salaries		74,000	216,950	207,941	268,976	268,976
Retirement		940	2,170	2,079	2,746	2,746
Payroll Taxes		13,440	16,481	16,096	21,193	21,193
Health Insurance	-	3,537	10,065	10,654	13,146	13,146
Workers Compensation		940	2,170	2,079	2,746	2,746
Total Administration Benefits		18,857	30,885	30,909	39,831	39,831
Travel	-	-	-	-	-	-
Equipment Rental	-	3,000	1,000	9,000	5,000	5,000
Postage	-	300	2,000	3,000	3,000	3,000
Advertising	-	1,000	1,500	7,593	10,000	10,000
Supplies	-	1,000	2,000	2,000	3,600	3,600
Equipment	-	5,000	1,000	3,000	3,000	3,000
Software	-	3,000	10,000	1,000	10,000	10,000
Total Administration Other	-	13,300	17,500	25,593	34,600	34,600
Total School Administration		106,157	265,335	264,443	343,407	343,407
FACILITIES ACQUISITION						
Rents		80,000	90,000	80,000	80,000	80,000
FFE	-	5,000	3,000	12,000	5,000	5,000
Total Facilities Acquisition		85,000	93,000	92,000	85,000	85,000
FOOD SERVICE						
Contracted Services	-	20,000	20,000	40,000	75,000	75,000
TRANSPORTATION						
Contracted Services	-	36,000	54,000	60,000	120,000	120,000
PLANT OPERATIONS						
Security	-	-	-	-	10,000	10,000
Total Plant Operations Salaries	-	-	-	-	10,000	10,000
Retirement	-	-	-	-	-	-
Payroll Taxes	-	-	-	-	-	-
Health Insurance	-	-	-	-	-	-
Workers Compensation	-	-	-	-	-	-
Total Plant Operations Benefits	-	-	-	-	-	-
Contracted Services	-	-	-	-	20,000	20,000
Insurance	-	12,000	12,000	14,000	14,000	14,000
Telephone	-	3,600	10,000	10,000	10,000	10,000
Utilities	-	26,400	26,400	30,000	30,000	30,000
Supplies	-	-	1,500	2,000	3,600	3,600
Equipment	-	278	1,000	1,000	3,000	3,000
Total Plant Operations Other	-	42,278	50,900	57,000	80,600	80,600
Total Plant Operations	-	42,278	50,900	57,000	90,600	90,600
PLANT MAINTENANCE						
Contracted Services	-	1,500	30,000	5,000	45,000	45,000
TOTAL EXPENDITURES	-	595,779	841,545	1,126,565	1,566,539	1,566,169
EXCESS REVENUES OVER EXPENDITURES	-	34,800	89,991	43,138	120,245	120,616
FUND BALANCE, ENDING	-	34,800	124,791	167,930	288,175	408,792

CHARTER SCHOOL FEFP REVENUE WORKSHEET
THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL (UFTE Enrollment cap @ 275)

2015-2016 Monthly Allocations							
1. FEFP State and Local - 2015/2016 values	FEFP Program	Jul 07 FTE Proj	Program Cost	WFTE	Base Student Allocation	District Cost Differential	Base Funding
		UFTE	Factor	(b) x (c)	BSA	DCD Factor	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)
	101 Basic K-3		1.117	0.00 X	3,752.30	1.0135	= \$
	101 Basic K-3 Dropout Prevention		1.117	0.00 X	3,752.30	1.0135	= \$
	111 Basic K-3 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$
	102 Basic 4-8		1.000	0.00 X	3,752.30	1.0135	= \$
	102 Basic 4-8 Dropout Prevention		1.000	0.00 X	3,752.30	1.0135	= \$
	112 Basic 4-8 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$
	103 Basic 9-12	90.00	1.011	90.99 X	3,752.30	1.0135	= \$ 346,031.00
	103 Basic 9-12 Dropout Prevention		5.044	0.00 X	3,752.30	1.0135	= \$
	113 Basic 9-12 with ESE Services	10.00	1.011	10.11 X	3,752.30	1.0135	= \$ 38,448.00
	254 Exceptional Level 4		0.999	0.00 X	3,752.30	1.0135	= \$
	255 Exceptional Level 5		5.022	0.00 X	3,752.30	1.0135	= \$
	130 ESOL		1.167	0.0000 X	3,752.30	1.0135	= \$
	300 Vocational Ed. 6-12		0.999	0.00 X	3,752.30	1.0135	= \$
	Total Basic FEFP Funding	100.00		101.10			\$ 384,479.00
2.	Additional Funding from ESE Guaranteed Allocation (for 111, 112 and 113 students)						
2a.	[REDACTED]						
2b.	Program 112:	ESE Level 251	10.00 x	791.00 =	7,910.00		
		ESE Level 252	x	3,330.00 =	-		
		ESE Level 253	x	6,669.00 =	-		
		Total number of students in this program		10.00		Total	\$ 7,910.00
2c.	[REDACTED]						
						Total	\$ 7,910.00
						Total	\$ 392,389.00
3.	Total Base FEFP Funding, Additional ESE Guaranteed Allocation and Additional Hold Harmless Funding						
	Supplemental Academic Instruction (UFTE share)			x	228.00	=	\$
4.	Reasoning Allocation (note: reasoning & math courses run separately - reason School Names Provided By DOE)		0.00	x	0.00	=	\$
	Class Size Reduction (Grades PK-3) - WFTE		0.00	(e) x	1,341.00	=	\$
5.	Class Size Reduction (Grades 4-8) - WFTE			(e) x	917.02	=	\$
	Class Size Reduction (Grades 9-12) - WFTE			(e) x	917.02	=	\$ 917,020.00
6a.	Divide school's Weighted FTE (WFTE) computed in (d) above:				101.10		
	By the District's WFTE =>				137,749.80		
					Equals the school's WFTE % Entered here:	0.0734%	=> Use In Items 4, 6, and 8
6b.	Divide school's Unweighted FTE (UFTE) computed in (b) above:				100.00		
	By the District's UFTE =>				26,911.98		
					Equals the school's UFTE % Entered here:	0.0788%	=> Use In Items 7, 9, 10, and 11
6c.	Divide school's High School Unweighted FTE (UFTE) total computed in (b) above:				100.00		
	By the District's UFTE =>				26,911.98		
					0.0788%		
7.	Other FEFP Funding shared:						
	[REDACTED]						
	Program Related Requirements:						
	Safe Schools			(a) x	0.0734%	=	\$ 2,496.00
8.	Discretionary Local Effort (Millage WFTE share)			(d) x	0.0734%	=	\$ 27,687.00
9a.	Discretionary Millage Compression Allocation .748 Mills (UFTE share)			(b) x	0.0788%	=	\$ 6,355.00
9b.	Discretionary Millage Compression Allocation .250 Mills (UFTE share)			(b) x	0.0788%	=	\$ -
10.	State Fiscal Stabilization Fund Entitlement (WFTE share)			(a) x	0.0734%	=	\$ -
11.	Proration to Funds Available (WFTE Share)			(a) x	0.0734%	=	\$ -
12.	School Improvement (from Discretionary Lottery Funds)			(e) x		=	\$ -
13a.	Instructional Materials Allocation (UFTE share)			(b) x	0.1655%	=	\$ 15,749.69
13b.	Science Laboratory Materials (High School Only)			(c) x	0.0788%	=	\$ -
14.	Student Transportation		100.00	(e) x	334.00	=	\$ 33,400.00
	Student Transportation ESE Riders		0.00		1,249.00	=	\$ -
15d.	Lead Teachers Program			(f) x	200.00	=	\$ -
							Total Other State Categorical Funding (total 3 to 13) ---> \$ 177,389.69
							Total GROSS amount calculated: FEFP Revenue (basic and categorical) \$ 569,778.69

		Less: Other add'l charges - See payment summary in Month incurred		
		Total NET amount disbursed: FEPP Revenue (basic and categorical)		\$ 541,289.76
16	National Lunch Program (student lunch reimbursement)	32000		
16a	Breakfast(\$20,000), purchased lunches (\$3,000) & a la carte (\$12,000)	34000	\$ 20,000.00	
	Total Food Service Revenue			\$ 20,000.00
17	Federal Project Revenue:			
17a.	Title I Assistance Plus 268 x 700 (187,600)	Fund 4XXXX		
17b.	Title I - Parental Involvement	Fund 4XXXX		
17c.	other			
17d.	Other -		\$ -	
	Total Federal Project Revenue			\$ -
18	Capital Outlay Revenue: 228x 429 = 97,812			
18a.	Capital Outlay Funds - Balance from prior year	Fund 10107	\$ -	
18b.	Capital Outlay Funds for FY 2015-2016 Per DOE's Capital Outlay Allocations	(g) 0.0000% of \$ 130,000.00		
18c.	Interest income on SBA Account - FY 2015-2016		\$ -	
	Total Capital Outlay Revenue			\$ -
19	Other Revenue from the District:			
19a	Math Coach - INTERVENTIONIST	Fund 11109		
19b	Reading Coach - INTERVENTIONIST			
19c	MAP Performance Pay			
19d	Urban Institute			
19e				
19f				
	Total Other Revenue from the District			\$ -
20	Other Revenue to be raised from sources other than the District:			
20a	Donations and Contributions		\$ 1,000.00	
20b	Fund Raising		\$ 5,000.00	
20c				
	Total Other Revenue to be raised from sources other than the District			\$ 6,000.00
TOTAL ESTIMATED REVENUE =				\$ 595,778.69

NOTES:

(*) The Instructional Materials Allocation will be distributed as follows: 50% in July, 35% plus adjustment per the October FTE survey, 15% plus any adjustment per the February FTE Survey, and final adjustment, if necessary, from the fourth calculation.

(**) Lead Teachers money is distributed in one lump sum in the September monthly allocation. Teacher Lead Program Allocation per 1012.71, Florida Statutes

(***) There is no funding for the Teacher Recruitment and Retention program in 2006-2007.

(a) Enter district allocations and multiply by percentage from item 3a.

(b) Enter district allocations and multiply by percentage from item 3b.

(c) Enter proceeds of millage levy and multiply by percentage from item 3a.

(d) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions

(e) Other state categorical allocations are based on students or programs meeting the criteria of categorical funding sources:

- School Improvement Funds (Allocation provided is deducted from the Discretionary Lottery Allocation)
- Class Size Reduction (PK - 3, 4 - 8, and 9 - 12)
- Summer Reading Program - Non-recurring Funds is \$ 10.00 per student (\$1,246,197 divided by 129,594.86)
- Only available if you have 3rd and 12th grade students
- Pre-K Early Intervention
- Teachers Lead Program
- Summer School for the PK-12 courses offered beyond the regular 180 day school year including intercessions, with the exception of DJJ Programs, are funded through the Supplemental Academic Instruction categorical.
- The FTE for intercession and summer is reported even though FTE does not earn FEPP funds.

Allocation to the charter school will depend on program criteria and conditions of the charter school contract.

(f) Federal aid sharing will depend on meeting program eligibility requirements.

(g) 1/15th capital outlay funds (distributed over the first fifteen years of charter school operation as recently passed by the legislature) are computed by multiplying the cost-per-student-station by the projected enrollment and divide by fifteen years. The cost per student station are as follows:

	Cost Per Student Station for FY 2006-2007	1/15 Value
Elementary school	\$ 18,057.00	\$ 1,203.80
Middle school	\$ 19,500.00	\$ 1,300.00
High school	\$ 25,328.00	\$ 1,688.53

**The Arts Academy of Jacksonville Preparatory School
STAFFING PLAN
YEAR 1**

Name	Position	Expected Salary	Positions	Salary
TBA	Instr Coord	45,000	-	-
TBA	Classroom Teachers	35,600	4.0	142,400
	Technology Teacher	-	-	-
	Assistant Teachers	-	-	-
	PE Teacher	-	-	-
Instructional			4.0	142,400
TBA	ESE Teacher	-	-	-
TBA	Reading Teacher	-	-	-
TBA	PE Teacher	35,600	-	-
TBA	Art Teacher	35,600	-	-
Specialty				
TBA	Teacher Assistant (PT)	8,928	-	-
Teacher Assistant				
TBA	Nurse P/T	-	-	-
TBA	Social Worker	35,600	-	-
TBA	Speech Therapist P/T	-	-	-
TBA	Technology Specialist	-	-	-
Pupil Personnel				
TBA	Media Specialist	35,600	-	-
TBA	Tech Support	30,500	-	-
Media				
TBA	Executive Director	-	-	-
	Principal	49,000	1.0	49,000
TBA	Asst Principal	-	-	-
TBA	Dean	45,000	-	-
	Business Manager	-	-	-
Administrators				49,000
TBA	Exec Secretary	35,000	-	-
TBA	Secretary / Clerk	30,000	-	-
	Lunch room Aide P/T	20,000	1.0	20,000
TBA	Admin Asst/Secretary	-	-	-
Admin Support			1.0	20,000
TBA	Treasurer	30,000	-	-
Fiscal				
TBA	Food Svc Worker (PT)	8,736	-	-
Food Service				
TBA	Head Custodian	27,500	-	-
TBA	Custodian	25,000	-	-
Custodial				
TBA	Contracted Custodian	-	-	-
Custodial				
Total			5.5	211,400

Charter School Estimated Expenditure Worksheet - cont'd

THE AAJP SCHOOL (UFTE Enrollment Cap @ 275)

2015 -2016 Budget

Instruction:

1. Instructional Services :

Basic Education Teachers - Salaries & Benefits :

a.	Number	<u>4</u>	x	Average Salary	<u>\$ 35,600.00</u>		\$	<u>142,400.00</u>
b.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>		\$	<u>18,512.00</u>

Basic Education P.E. Para Salary & Benefits

c.	Number	<u>0</u>	x	Average Salary	<u></u>		\$	<u>-</u>
d.				Benefits (retirement, social security, insurance, etc.)	<u></u>		\$	<u>-</u>

Exceptional Education (ESE) Teachers - Supplement :

e.	Number	<u>0</u>	x	Supplement	<u></u>		\$	<u>-</u>
f.				Benefits (retirement, social security, insurance, etc.)	<u></u>		\$	<u>-</u>

Exceptional Education (ESE) Teacher Aides - Salary & Benefits :

g.	Number	<u>0</u>	x	Average Salary	<u>\$ -</u>		\$	<u>-</u>
h.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>

Vocational/Other Education (Sub) Teachers - Salaries & Benefits :

i.	Number	<u>0</u>	x	Average Salary	<u></u>		\$	<u>-</u>
j.				Benefits (retirement, social security, insurance, etc.)	<u></u>		\$	<u>-</u>

Subtotal \$ 160,912.00

Other Instructional Services :

Full-time :

k.	Art Teacher	<u>0</u>	x	Annual Salary	<u>\$ -</u>		\$	<u>-</u>
l.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>

k.	Music Teacher	<u>0</u>	x	Annual Salary	<u>\$ -</u>		\$	<u>-</u>
l.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>

m.	Electives	<u></u>	x	Annual Salary	<u></u>		\$	<u>-</u>
n.				Benefits (retirement, social security, insurance, etc.)	<u></u>		\$	<u>-</u>

Subtotal \$ -

Part-time :

o.	Dance Teacher	<u>0</u>	x	Hourly Wage	<u>\$ -</u>	x hours/week	<u>-</u>	\$	<u>-</u>
p.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>	

q.	Computer Teacher	<u>0</u>	x	Hourly Wage	<u>\$ -</u>	x hours/week	<u>-</u>	\$	<u>-</u>
r.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>	

s.	Music Teacher	<u>0</u>	x	Hourly Wage	<u>\$ -</u>	x hours/week	<u>-</u>	\$	<u>-</u>
t.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>	

u. Other Personnel (Substitute Teachers, which needs to include 7.65% for FICA)(81x10=807x11=8882)

v. Other Personnel (Issp Contracted Specialist &Parent Liaison)

w. Contracted Exceptional Education Speech Specialists(3hrs @ week x 36wks = 108hrs x \$85hr=9180)

x. Contracted Exceptional Education Specialists(20hrs @ week x 25wks = 600hrs x \$24hr=12000)

y. Early Return Program/Turn Around Workshops

z. MAP Performance Pay Program

aa. Lead Teacher Program

ab.

Subtotal \$ -

2. Instructional Materials & Equipment :

a.	Instructional Materials (textbooks, workbooks, testing materials, etc.)		\$	<u>391.00</u>
----	---	--	----	---------------

b.	AV equipment/Other Instructional Equipment		\$	<u>-</u>
----	--	--	----	----------

Subtotal \$ 391.00

3. Other Instructional Expenses :

a.	Classroom Supplies (Other than in # 2 above)		\$	<u>1,000.00</u>
----	--	--	----	-----------------

b.	AV equipment/Other Instructional Equipment		\$	<u>-</u>
----	--	--	----	----------

Subtotal \$ 1,000.00

4. Technology :

a.	Computer Equipment - Computers for students (25 @ approx. \$250)		\$	<u>5,000.00</u>
----	--	--	----	-----------------

b.	Training and Installation and consulting		\$	<u>-</u>
----	--	--	----	----------

Subtotal \$ 5,000.00

5. Classroom/Vocational Equipment (Desks, chairs, tables, etc.)

a.	Desks, chairs, tables, and Equipment/Furniture/Furnishings other than Audio Visual and PCs		\$	<u>8,000.00</u>
----	--	--	----	-----------------

Subtotal \$ 8,000.00

Total Academic Instruction - 1 through 5 above > \$ 175,303.00

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE Enrollment Cap @ 275)
2015 -2016 Budget

Instructional Support:

6. Pupil Personnel Services:

Coordinator / Counselor - Salary & Benefits :

a.	Number	_____	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
							Subtotal	\$ -

7. Curriculum Development:

Curriculum Specialist / Writer's - Salaries & Benefits :

a.	Number	0	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
c.	Curriculum Development - Materials and Supplies(Apex Learning)					\$	10,091.00	
d.	Curriculum Development - Equipment					\$	-	
							Subtotal	\$ 10,091.00

8. Staff Development

a.	Number	0	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	30%	\$	-	
							Subtotal	\$ -

a. Seminars, workshops, Other _____

9. Media:

Media Specialist - Salary & Benefits :

a.	Number	0	x	Annual Salary	_____	\$	-
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-

Librarian - Salary & Benefits :

c.	Number	_____	x	Annual Salary	_____	\$	-	
d.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
e.	Media - Materials and Supplies					_____	-	
f.	Media - Equipment					_____	-	
							Subtotal	\$ -

Total Instructional Support - 7 through 9 above > \$ 10,091.00

General Support:

10. Administrative Services - Salaries & Benefits :

a.	Director	0	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	17%	\$	-	
c.	Principal	1	x	Annual Salary	\$ 44,000.00	\$	44,000.00	
d.				Benefits (retirement, social security, insurance, etc.)	13%	\$	5,720.00	
e.	Exec. Assistant	1	x	Annual Salary	\$ 30,000.00	\$	30,000.00	
f.				Benefits (retirement, social security, insurance, etc.)	13%	\$	3,900.00	
e.	CRT	0	x	Annual Salary	_____	\$	-	
f.				Benefits (retirement, social security, insurance, etc.)	0%	\$	-	
e.	Business & Food Services	_____	x	Annual Salary	_____	\$	-	
f.				Benefits (retirement, social security, insurance, etc.)	0%	\$	-	
							Subtotal	\$ 83,620.00

11. Office/Administration Expenses :

a.	Equipment / Furniture / Furnishings	\$	12,000.00	
b.	Repair and Maintenance	_____	-	
c.	Other: Printer Rental	\$	3,000.00	
			Subtotal	\$ 15,000.00

12. Telephone & Communication Services :

a.	Telephone / Communication Services (monthly bills)	\$	3,600.00	
b.	Equipment (including any training and installation)(2 phones @ \$139)	\$	278.00	
c.	Other _____	_____	-	
			Subtotal	\$ 3,878.00

13. Mailing & Marketing :

a.	Postage / Courier Services	\$	300.00	
b.	Other: Advertising	\$	1,000.00	
			Subtotal	\$ 1,300.00

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE Enrollment Cap @ 275)
 2015 -2016 Budget

General Support cont'd:			
14.	Printing and Copying :		
a.	Materials and Supplies	\$ 500.00	
b.	Equipment	\$ 3,000.00	
c.	Other: Software	\$ 3,000.00	
	Subtotal		\$ 6,500.00
15.	Facilities :		
a.	Land / Land improvements		
b.	Building	\$ 80,000.00	
c.	Leasehold Improvements	\$ 5,000.00	
	Subtotal		\$ 85,000.00
16.	Facility - Maintenance :		
	Maintenance person - Salary & Benefits :		
a.	Number <u>0</u> x Annual Salary _____		
b.	Benefits (retirement, social security, insurance, etc.) _____		
c.	Contracted Services		
d.	Maintenance - Materials and Supplies / Repairs		
e.	Maintenance - Equipment Rental for repairs	\$ 1,500.00	
f.	Other: _____		
	Subtotal		\$ 1,500.00
17.	Custodial Services :		
	Custodian's - Salary & Benefits :		
a.	Number _____ x Annual Salary _____		
b.	Benefits (retirement, social security, insurance, etc.) _____		
c.	Contracted Services		
d.	Cleaning Supplies		
e.	Equipment	\$ -	
f.	Other: Garbage disposal (690x12=8280 annual) & alarm monitoring (3,476 annual)		
	Subtotal		\$ -
18.	Utilities :		
a.	Electricity / Water	\$ 26,400.00	
b.	Gas	\$ -	
c.	Other _____	\$ -	
	Subtotal		\$ 26,400.00
19.	Student Transportation :		
a.	Transportation Vehicle payments (Vans, Buses, etc.)		
b.	Bus Driver's <u>0</u> x Hourly Wage \$ - x hrs/day x 180 _____	\$ -	
c.	Benefits (retirement, social security, insurance, etc.) <u>0%</u>	\$ -	
d.	Maintenance and Repairs	\$ -	
e.	Insurance	\$ -	
f.	Gas	\$ -	
g.	Contracted Bus Services(JTA Bus Passes)	\$ 36,000.00	
	Subtotal		\$ 36,000.00
20.	Insurance :		
a.	Property and Casualty	\$ 12,000.00	
b.	Liability		
c.	Fidelity Bond		
d.	Other _____	\$ -	
	Subtotal		\$ 12,000.00
21.	Administrative Fees to the District :	\$ 28,488.93	
a.	FEFP / Categorical Sources		
b.	Federal Start-up / Continuation Grants	\$ -	
c.	Other _____	\$ -	
	Subtotal		\$ 28,488.93

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE Enrollment Cap @ 275)
2015 -2016 Budget

General Support cont'd:

22. Professional Fees :			
a.	Accounting Services		
b.	Payroll Services	\$	3,600.00
c.	Auditing Services	\$	8,147.76
d.	Legal Services	\$	200.00
e.	Educational Consulting/AdvancePath 25@ \$2,750	\$	68,750.00
f.	Other _____		
	Subtotal	\$	80,697.76
23. Food Services :			
<i>Food Servers - Salaries & Benefits :</i>			
a.	Number <u>1</u> Annual Salary <u>\$ 10,000.00</u>	\$	10,000.00
b.	Benefits (retirement, social security, insurance, etc.) _____	\$	-
c.	Number <u>0</u> x Annual Salary <u>\$ -</u>	\$	-
d.	Benefits (retirement, social security, insurance, etc.) <u>0%</u>	\$	-
e.	Kitchen Equipment/Dining Room Furniture & Equipment	\$	-
f.	Food Purchases (for self-operated kitchen)	\$	20,000.00
g.	Bottled Gas (for self-operated kitchen)	\$	-
h.	Kitchen/Dining Room supplies		
i.	Other: supplies		
j.	Other - repairs & maintenance		
	Subtotal	\$	30,000.00
24. Repayment of Debt :			
a.	Principal		
b.	Interest		
	Subtotal	\$	-
25. Other Costs - not covered above :			
a.	Contingencies:		
b.	Erate invoice		
c.			
d.			
	Subtotal	\$	-
		Total General Support - 10 through 25 above >	\$ 410,384.69
		Total Instructional Support - 7 through 9 above >	\$ 10,091.00
		Total Academic Instruction - 1 through 5 above >	\$ 175,303.00
		Total Estimated Expenditures >	\$ 595,778.69
		Total Estimated Revenues >	\$ 595,778.69
		Difference - Surplus / (Deficit) >	\$ -

NOTES:

- 1 This budget format must not be changed. Details or line items may be added, but no line items may be deleted.
- 2 Attach Schedules and/or narratives, where applicable, to explain certain budget line items presented in the worksheets provided.
- 3 If the Total Estimated Expenditures and the Total Estimated Revenues do not balance, explain the difference.
- 4 Use the Carry Forward Balances worksheet below.

CARRY FORWARD BALANCES

Restricted Balances :

State Grants and Programs - Specify _____	\$	-	
Federal Grants and Programs - Specify _____	\$	-	
Other - Specify _____	\$	-	\$ -
			\$ -
			\$ -

CHARTER SCHOOL FEFP REVENUE WORKSHEET (2016-2017)

THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL (UFTE Enrollment cap @ 150)

FY 2016 - 2017 PROPOSED BUDGET REFLECTING REDUCTION IN STAFF BASED ON 150 STUDENTS

2016-2017 Monthly Allocations

1. FEFP State and Local - 2016/2017 values

FEFP Program	Jul 07 FTE Proj UFTE	Program Cost Factor	WFTE (b) x (c) (d)	Base Student Allocation		DCD Factor	Base Funding (d) x (e) x (f) (g)
				BSA (e)	District Cost Differential (f)		
101 Basic K-3		1.117	0.00 X	3,752.30	1.0135	= \$	-
101 Basic K-3 Dropout Prevention		1.117	0.00 X	3,752.30	1.0135	= \$	-
111 Basic K-3 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$	-
102 Basic 4-8		1.000	0.00 X	3,752.30	1.0135	= \$	-
102 Basic 4-8 Dropout Prevention		1.000	0.00 X	3,752.30	1.0135	= \$	-
112 Basic 4-8 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$	-
103 Basic 9-12	140.00	1.011	141.54 X	3,752.30	1.0135	= \$	538,270.00
103 Basic 9-12 Dropout Prevention		5.044	0.00 X	3,752.30	1.0135	= \$	-
113 Basic 9-12 with ESE Services	10.00	1.011	10.11 X	3,752.30	1.0135	= \$	38,448.00
254 Exceptional Level 4		0.999	0.00 X	3,752.30	1.0135	= \$	-
255 Exceptional Level 5		5.022	0.00 X	3,752.30	1.0135	= \$	-
130 ESOL		1.167	0.0000 X	3,752.30	1.0135	= \$	-
300 Vocational Ed. 6-12		0.999	0.00 X	3,752.30	1.0135	= \$	-
Total Basic FEFP Funding	150.00		151.65				\$ 576,718.00

2. Additional Funding From ESE Guaranteed Allocation (Row 111, 112 and 113 Modified)

Program	Ufte	Program Cost	WFTE	BSA	DCD	Base Funding
Program 112:						
ESE Level 251		10.00	791.00	7,910.00		
ESE Level 252			3,330.00			
ESE Level 253			6,669.00			
Total number of students in this program			10,790.00			7,910.00

Program 112:	ESE Level 251	10.00	x	791.00	=	7,910.00
	ESE Level 252		x	3,330.00	=	-
	ESE Level 253		x	6,669.00	=	-

Total number of students in this program: 10,790.00 Total: \$ 7,910.00

Program 113:	ESE Level 251	10.00	x	791.00	=	7,910.00
--------------	---------------	-------	---	--------	---	----------

Total \$ 7,910.00

Total Base FEFP Funding, Additional ESE Guaranteed Allocation and Additional Hold Harmless Funding \$ 584,628.00

3. Supplemental Academic Instruction (UFTE share)

reducing allocation (note: reducing & main location run separately - capture School Names Provided By DOE). 0.00 x 0.00 = \$

4. Class Size Reduction (Grades PK-3) - WFTE

0.00 (e) x \$ 1,341.00 = \$

5. Class Size Reduction (Grades 4-8) - WFTE

(e) x \$ 917.02 = \$ 137,553.00

6a. Divide school's Weighted FTE (WFTE) computed in (d) above: 151.65
By the District's WFTE => 1,748,800
Equals the school's WFTE % Entered here: 0.1101% => Use in Items 4, 6, and 8

6b. Divide school's Unweighted FTE (UFTE) computed in (b) above: 150.00
By the District's UFTE => 1,289,128
Equals the school's UFTE % Entered here: 0.1182% => Use in Items 7, 9, 10, and 11

6c. Divide school's High School Unweighted FTE (UFTE) total computed in (b) above: 150.00
By the District's UFTE => 1,289,128
0.1182%

7. Other FEFP WFTE share

Program	Ufte	Program Cost	WFTE	BSA	DCD	Base Funding
---------	------	--------------	------	-----	-----	--------------

Program Related Requirements:	Ufte	Program Cost	WFTE	BSA	DCD	Base Funding
8. Safe Schools				0.1101%		\$ 3,743.00
9. Discretionary Local Effort (Millage WFTE share)				0.1101%		\$ 41,530.00
9a. Discretionary Millage Compression Allocation .748 Mills (UFTE share)				0.1182%		\$ 9,533.00
9b. Discretionary Millage Compression Allocation .250 Mills (UFTE share)				0.1182%		\$ -
10. State Fiscal Stabilization Fund Entitlement (WFTE share)				0.1101%		\$ -
11. Proration to Funds Available (WFTE Share)				0.1101%		\$ -
12. School Improvement (from Discretionary Lottery Funds)						\$ -
13a. Instructional Materials Allocation (UFTE share)		15,749.69		0.1655%		\$ 15,749.69
13b. Science Laboratory Materials (High School Only)		150,000.00		0.1182%		\$ -
14. Student Transportation	150.00					\$ 50,100.00
Student Transportation ESE Riders	0.00					\$ 1,249.00
15d. Lead Teachers Program						\$ 200.00

Total Other State Categorical Funding (total 3 to 13) ----> \$ 258,208.69

Total GROSS amount calculated: FEFP Revenue (basic and categorical) \$ 842,836.69

		Less: Other add'l charges - See payment summary in Month incurred		
		Total NET amount disbursed: FEFP Revenue (basic and categorical)		\$ 800,694.86
16	National Lunch Program (student lunch reimbursement)	32000		
16a	Breakfast(\$20,000), purchased lunches (\$3,000) & a/carte (\$12,000)	34000	\$ 30,000.00	
	Total Food Service Revenue			\$ 30,000.00
17	Federal Project Revenue:			
			(f)	
17a.	Title I Assistance Plus 268 x 700) (187,600)	Fund 4XXXX		
17b.	Title I - Parental Involvement	Fund 4XXXX		
17c.	other			
17d.	Other -		\$ -	
	Total Federal Project Revenue			\$ -
18	Capital Outlay Revenue: 228x 429 = 97,812			
18a.	Capital Outlay Funds - Balance from prior year	Fund 10107	\$ -	
18b.	Capital Outlay Funds for FY 2007-2008Per DOE's Capital Outlay Allocations	(g) 0.0000% of \$ 195,000.00		
18c.	Interest Income on SBA Account		\$ -	
	Total Capital Outlay Revenue			\$ -
19	Other Revenue from the District:			
19a	Math Coach - INTERVENTIONIST	Fund 11109		
19b	Reading Coach - INTERVENTIONIST			
19c	MAP Performance Pay			
19d	Urban Institute			
19e				
19f				
	Total Other Revenue from the District			\$ -
20	Other Revenue to be raised from sources other than the District:			
20a	Donations and Contributions		\$ 5,000.00	
20b	Fund Raising		\$ 5,000.00	
20c				
	Total Other Revenue to be raised from sources other than the District			\$ 10,000.00
TOTAL ESTIMATED REVENUE =				\$ 882,636.69

NOTES:

- (*) The Instructional Materials Allocation will be distributed as follows: 50% in July, 35% plus adjustment per the October FTE survey, 15% plus any adjustment per the February FTE Survey, and final adjustment, if necessary, from the fourth calculation.
- (**) Lead Teachers money is distributed in one lump sum in the September monthly allocation. Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (***) There is no funding for the Teacher Recruitment and Retention program in 2016-2017.
- (a) Enter district allocations and multiply by percentage from item 3a.
- (b) Enter district allocations and multiply by percentage from item 3b.
- (c) Enter proceeds of millage levy and multiply by percentage from item 3a.
- (d) Consistent with Chapter 1005.21, Florida Statutes and DOE Student Transportation General Instructions
- (e) Other state categorical allocations are based on students or programs meeting the criteria of categorical funding sources:
 - School Improvement Funds (Allocation provided is deducted from the Discretionary Lottery Allocation)
 - Class Size Reduction (PK - 3, 4 - 8, and 9 - 12)
 - Summer Reading Program - Non-recurring Funds is \$ 10.00 per student (\$1,246,197 divided by 129,594.86)
 - Only available if you have 3rd and 12th grade students
 - Pre-K Early Intervention
 - Teachers Lead Program
 - Summer School for the PK-12 courses offered beyond the regular 180 day school year including intersessions, with the exception of DJJ Programs, are funded through the Supplemental Academic Instruction categorical. The FTE for intercession and summer is reported even though FTE does not earn FEFP funds.
- Allocation to the charter school will depend on program criteria and conditions of the charter school contract.
- (f) Federal aid sharing will depend on meeting program eligibility requirements.
- (g) 1/15th capital outlay funds (distributed over the first fifteen years of charter school operation as recently passed by the legislature) are computed by multiplying the cost-per-student-station by the projected enrollment and divide by fifteen years. The cost per student station are as follows:

	Cost Per Student	Station for	1/15 Value
		FY 2016-2017	
Elementary school	\$	18,057.00	\$ 1,203.80
Middle school	\$	19,500.00	\$ 1,300.00
High school	\$	25,328.00	\$ 1,688.53

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE Enrollment Cap @ 300)
2014 -2015 Budget

Instruction:

1. Instructional Services :

Basic Education Teachers - Salaries & Benefits :

a.	Number	<u>4</u>	x	Average Salary	<u>\$ 35,600.00</u>		<u>\$ 142,400.00</u>
b.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>		<u>\$ 18,512.00</u>

Basic Education P.E. Para Salary & Benefits

c.	Number	<u>0</u>	x	Average Salary	<u>\$ 35,600.00</u>		<u>\$ -</u>
d.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>		<u>\$ -</u>

Exceptional Education (ESE) Teachers - Supplement :

e.	Number		x	Supplement			<u>\$ -</u>
f.				Benefits (retirement, social security, insurance, etc.)	<u>17%</u>		<u>\$ -</u>

Exceptional Education (ESE) Teacher Aides - Salary & Benefits :

g.	Number	<u>0</u>	x	Average Salary	<u>\$ -</u>		<u>\$ -</u>
h.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

Vocational/Other Education (Sub) Teachers - Salaries & Benefits :

i.	Number		x	Average Salary			<u>\$ -</u>
j.				Benefits (retirement, social security, insurance, etc.)			<u>\$ -</u>

Subtotal \$ 160,912.00

Other Instructional Services :

Full-time :

k.	Art Teacher	<u>0</u>	x	Annual Salary	<u>\$ -</u>		<u>\$ -</u>
l.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

k.	Music Teacher	<u>0</u>	x	Annual Salary	<u>\$ -</u>		<u>\$ -</u>
l.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

m.	Electives		x	Annual Salary			<u>\$ -</u>
n.				Benefits (retirement, social security, insurance, etc.)			<u>\$ -</u>

Subtotal \$ -

Part-time :

o.	Dance Teacher	<u>0</u>	x	Hourly Wage	<u>\$ -</u>	x hours/week	<u>-</u>
p.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

q.	Computer Teacher	<u>0</u>	x	Hourly Wage	<u>\$ -</u>	x hours/week	<u>-</u>
r.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

s.	Music Teacher	<u>1</u>	x	Hourly Wage	<u>\$ 24,000.00</u>	x hours/week	<u>\$ 24,000.00</u>
t.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

u. *Other Personnel (Substitute Teachers, which needs to include 7.65% for FICA)(81x10=807x11=8882)*

v. *Other Personnel (lssp Contracted Specialist &Parent Liaison)*

w. *Contracted Exceptional Education Speech Specialists(3hrs @ week x 36wks = 108hrs x \$85hr=9180)*

x. *Contracted Exceptional Education Specialists(20hrs @ week x 25wks = 600hrs x \$24hr=12000)*

y. *Early Return Program/Turn Around Workshops*

z. *MAP Performance Pay Program*

aa. *Lead Teacher Program*

ab.

Subtotal \$ 24,000.00

2. Instructional Materials & Equipment :

a.	Instructional Materials (textbooks, workbooks, testing materials, etc.)						<u>\$ 391.00</u>
b.	AV equipment/Other Instructional Equipment						<u>\$ -</u>

Subtotal \$ 391.00

3. Other Instructional Expenses :

a.	Classroom Supplies (Other than in # 2 above)						<u>\$ 2,000.00</u>
b.	AV equipment/Other Instructional Equipment						<u>\$ -</u>

Subtotal \$ 2,000.00

4. Technology :

a.	Computer Equipment - rental (lease purchase)						<u>\$ 5,000.00</u>
b.	Training and Installation and consulting						<u>\$ -</u>

Subtotal \$ 5,000.00

5. Classroom/Vocational Equipment (Desks, chairs, tables, etc.)

a.	Desks, chairs, tables, and Equipment/Furniture/Furnishings other than Audio Visual and PCs						<u>\$ 2,000.00</u>
----	--	--	--	--	--	--	--------------------

Subtotal \$ 2,000.00

Total Academic Instruction - 1 through 5 above > \$ 194,303.00

Charter School Estimated Expenditure Worksheet - cont'd

THE AAJP SCHOOL (UFTE cap @ 275)

2016 -2017 Budget

Instructional Support:

6. Pupil Personnel Services:

Coordinator / Counselor - Salary & Benefits :

a.	Number	_____	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
							Subtotal	\$ -

7. Curriculum Development:

Curriculum Specialist / Writer's - Salaries & Benefits :

a.	Number	0	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
c.	Curriculum Development - Materials and Supplies (Apex Learning)					\$	21,341.00	
d.	Curriculum Development - Equipment					\$	-	
							Subtotal	\$ 21,341.00

8. Staff Development

a.	Number	0	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
a.	Seminars, workshops, Other DBKaye Consulting					\$	1,000.00	
							Subtotal	\$ 1,000.00

9. Media:

Media Specialist - Salary & Benefits :

a.	Number	0	x	Annual Salary	_____	\$	-
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-

Librarian - Salary & Benefits :

c.	Number	_____	x	Annual Salary	_____	\$	-
d.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-

e.	Media - Materials and Supplies							
f.	Media - Equipment							
							Subtotal	\$ -

Total Instructional Support - 7 through 9 above > \$ 22,341.00

General Support:

10. Administrative Services - Salaries & Benefits :

a.	<i>Executive Director</i>	1	x	Annual Salary	\$ 50,000.00	\$	50,000.00	
b.				Benefits (retirement, social security, insurance, etc.)	13%	\$	6,500.00	
c.	<i>Principal</i>	1	x	Annual Salary	\$ 51,400.00	\$	51,400.00	
d.				Benefits (retirement, social security, insurance, etc.)	13%	\$	6,682.00	
e.	<i>Exec. Assistant</i>	1	x	Annual Salary	\$ 34,000.00	\$	34,000.00	
f.				Benefits (retirement, social security, insurance, etc.)	13%	\$	4,420.00	
e.	<i>CRT</i>	1	x	Annual Salary	\$ 30,000.00	\$	30,000.00	
f.				Benefits (retirement, social security, insurance, etc.)	13%	\$	3,900.00	
e.	<i>Business & Food Services</i>	1	x	Annual Salary		\$	-	
f.				Benefits (retirement, social security, insurance, etc.)	13%	\$	-	
							Subtotal	\$ 186,902.00

11. Office/Administration Expenses :

a.	Equipment / Furniture / Furnishings					\$	3,000.00	
b.	Repair and Maintenance							
c.	Other: Printer Rental					\$	1,500.00	
							Subtotal	\$ 4,500.00

12. Telephone & Communication Services :

a.	Telephone / Communication Services (monthly bills)					\$	10,000.00	
b.	Equipment (including any training and installation)					\$	1,000.00	
c.	Other _____							
							Subtotal	\$ 11,000.00

13. Mailing & Marketing :

a.	Postage / Courier Services					\$	2,000.00	
b.	Other: Advertising					\$	7,500.00	
							Subtotal	\$ 9,500.00

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 300)
2015 -2016 Budget

General Support cont'd:			
14.	Printing and Copying :		
a.	Materials and Supplies	\$ 3,600.00	
b.	Equipment	\$ 1,000.00	
c.	Other: Software	\$ 10,000.00	
	Subtotal		\$ 14,600.00
15.	Facilities :		
a.	Land / Land improvements		
b.	Building	\$ 80,000.00	
c.	Leasehold Improvements	\$ 5,000.00	
	Subtotal		\$ 85,000.00
16.	Facility - Maintenance :		
	Maintenance person - Salary & Benefits :		
a.	Number <u>0</u> x Annual Salary _____		
b.	Benefits (retirement, social security, insurance, etc.) _____		
c.	Contracted Services	\$ 30,000.00	
d.	Maintenance - Materials and Supplies / Repairs		
e.	Maintenance - Equipment Rental for repairs		
f.	Other:		
	Subtotal		\$ 30,000.00
17.	Custodial Services :		
	Custodian's - Salary & Benefits :		
a.	Number _____ x Annual Salary _____		
b.	Benefits (retirement, social security, insurance, etc.) _____		
c.	Contracted Services	\$ 20,000.00	
d.	Cleaning Supplies		
e.	Equipment	\$ -	
f.	Other: Garbage disposal (690x12 = 8280 annual) & alarm monitoring (3,476 annual)	\$ -	
	Subtotal		\$ 20,000.00
18.	Utilities :		
a.	Electricity / Water	\$ 26,400.00	
b.	Gas	\$ -	
c.	Other _____	\$ -	
	Subtotal		\$ 26,400.00
19.	Student Transportation :		
a.	Transportation Vehicle payments (Vans, Buses, etc.)		
b.	Bus Driver's <u>0</u> x Hourly Wage \$ - x hrs/day x 180 _____	\$ -	
c.	Benefits (retirement, social security, insurance, etc.) <u>0%</u>	\$ -	
d.	Maintenance and Repairs	\$ -	
e.	Insurance	\$ -	
f.	Gas	\$ -	
g.	Contracted Bus Services	\$ 54,000.00	
	Subtotal		\$ 54,000.00
20.	Insurance :		
a.	Property and Casualty	\$ 12,000.00	
b.	Liability		
c.	Fidelity Bond		
d.	Other _____	\$ -	
	Subtotal		\$ 12,000.00
21.	Administrative Fees to the District :	\$ 42,141.83	
a.	FEFP / Categorical Sources		
b.	Federal Start-up / Continuation Grants	\$ -	
c.	Other _____	\$ -	
	Subtotal		\$ 42,141.83

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 275)
2016 -2017 Budget

General Support cont'd:

22.	Professional Fees :			
a.	Accounting Services		\$	6,398.86
b.	Payroll Services		\$	4,500.00
c.	Auditing Services		\$	10,000.00
d.	Legal Services		\$	500.00
e.	Educational Consulting/AdvancePath		\$	68,750.00
f.	Other _____			
		Subtotal	\$	90,148.86
23.	Food Services :			
	Food Servers - Salaries & Benefits :			
a.	Number <u>2</u> Annual Salary <u>\$ 20,000.00</u>		\$	40,000.00
b.	Benefits (retirement, social security, insurance, etc.) _____		\$	-
c.	Number <u>0</u> x Annual Salary <u>\$ -</u>		\$	-
d.	Benefits (retirement, social security, insurance, etc.) <u>0%</u>		\$	-
e.	Kitchen Equipment/Dining Room Furniture & Equipment		\$	-
f.	Food Purchases (for self-operated kitchen)		\$	40,000.00
g.	Bottled Gas (for self-operated kitchen)			
h.	Kitchen/Dining Room supplies			
i.	Other: supplies			
j.	Other - repairs & maintenance			
		Subtotal	\$	80,000.00
24.	Repayment of Debt :			
a.	Principal			
b.	Interest			
		Subtotal	\$	-
25.	Other Costs - not covered above :			
a.	Contingencies:			
b.	Erate invoice			
c.				
d.				
		Subtotal	\$	-
			\$	666,192.69
			\$	22,341.00
			\$	194,303.00
			\$	882,836.69
			\$	882,836.69
			\$	(0.00)

NOTES:

- 1 This budget format must not be changed. Details or line items may be added, but no line items may be deleted.
- 2 Attach Schedules and/or narratives, where applicable, to explain certain budget line items presented in the worksheets provided.
- 3 If the Total Estimated Expenditures and the Total Estimated Revenues do not balance, explain the difference.
- 4 Use the Carry Forward Balances worksheet below.

CARRY FORWARD BALANCES

Restricted Balances :

State Grants and Programs - Specify _____	\$	-	
Federal Grants and Programs - Specify _____	\$	-	
Other - Specify _____	\$	-	\$ -
			\$ -
			\$ -

CHARTER SCHOOL FEFP REVENUE WORKSHEET (2017-2018)
THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL (UFTE Enrollment cap @ 200)

2017-2018 Monthly Allocations

1. FEFP State and Local - 2017/2018 values	FEFP Program	Jul 07 FTE Proj	Program Cost	WFTE	Base Student Allocation	District Cost Differential	Base Funding
		UFTE	Factor	(b) x (c)	BSA	Factor	(d) x (e) x (f)
	(a)	(b)	(c)	(d)	(e)	(f)	(g)
	101 Basic K-3		1.117	0.00 X	3,752.30	1.0135	= \$ -
	101 Basic K-3 Dropout Prevention		1.117	0.00 X	3,752.30	1.0135	= \$ -
	111 Basic K-3 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$ -
	102 Basic 4-8		1.000	0.00 X	3,752.30	1.0135	= \$ -
	102 Basic 4-8 Dropout Prevention		1.000	0.00 X	3,752.30	1.0135	= \$ -
	112 Basic 4-8 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$ -
	103 Basic 9-12	190.00	1.011	192.09 X	3,752.30	1.0135	= \$ 730,510.00
	103 Basic 9-12 Dropout Prevention		5.044	0.00 X	3,752.30	1.0135	= \$ -
	113 Basic 9-12 with ESE Services	10.00	1.011	10.11 X	3,752.30	1.0135	= \$ 38,448.00
	254 Exceptional Level 4		0.999	0.00 X	3,752.30	1.0135	= \$ -
	255 Exceptional Level 5		5.022	0.00 X	3,752.30	1.0135	= \$ -
	130 ESOL		1.167	0.0000 X	3,752.30	1.0135	= \$ -
	300 Vocational Ed. 6-12		0.999	0.00 X	3,752.30	1.0135	= \$ -
	Total Basic FEFP Funding	200.00		202.20			\$ 768,958.00

2. Additional Funding From ESE Guaranteed Allocation For 111, 112 and 113 students:

2a.	Program	ESE Level	WFTE	Rate	Funding
	Program 112:	ESE Level 251	10.00 x	791.00 =	7,910.00
		ESE Level 252	x	3,330.00 =	-
		ESE Level 253	x	6,669.00 =	-
	Total number of students in this program		10.00		7,910.00
2c.	Program 113:	ESE Level 251	10.00 x	791.00 =	7,910.00
		ESE Level 252	x	3,330.00 =	-
		ESE Level 253	x	6,669.00 =	-
	Total				\$ 7,910.00

3. Total Base FEFP Funding, Additional ESE Guaranteed Allocation and Additional Hold Harmless Funding

						\$ 776,868.00
4.	Supplemental Academic Instruction (UFTE share)					\$ -
	Class Size Reduction (Grades PK-3) - WFTE	0.00	(e) x	\$ 1,341.00		\$ -
5.	Class Size Reduction (Grades 4-8) - WFTE		(e) x	\$ -		\$ -
	Class Size Reduction (Grades 9-12) - WFTE		(e) x	\$ 917.02		\$ 183,404.00

6a. Divide school's Weighted FTE (WFTE) computed in (d) above: 202.20
 By the District's WFTE => 257,680.00
 Equals the school's WFTE % Entered here: 0.1468% => Use in Items 4, 6, and 8

6b. Divide school's Unweighted FTE (UFTE) computed in (b) above: 200.00
 By the District's UFTE => 259,136.00
 Equals the school's UFTE % Entered here: 0.1576% => Use in Items 7, 9, 10, and 11

6c. Divide school's High School Unweighted FTE (UFTE) total computed in (b) above: 200.00
 By the District's UFTE => 259,136.00 0.1576%

7. Other FEFP (WFTE share):

	Program Related Requirements:					
	Safe Schools		(a) x	0.1468%	=	\$ 4,991.00
8.	Discretionary Local Effort (Millage WFTE share)		(d) x	0.1468%	=	\$ 55,374.00
9a.	Discretionary Millage Compression Allocation .748 Mills (UFTE share)		(b) x	0.1576%	=	\$ 12,711.00
9b.	Discretionary Millage Compression Allocation .250 Mills (UFTE share)		(b) x	0.1576%	=	\$ -
10.	State Fiscal Stabilization Fund Entitlement (WFTE share)		(a) x	0.1468%	=	\$ -
11	Proration to Funds Available (WFTE Share)		(a) x	0.1468%	=	\$ -
12.	School Improvement (from Discretionary Lottery Funds)		(e) x		=	\$ -
13a.	Instructional Materials Allocation (UFTE share)	2,515,728.00	(b) x	0.1655%	= \$	15,749.69
13b.	Science Laboratory Materials (High School Only)	150,083.00	(c) x	0.1576%	= \$	23,563.00
14.	Student Transportation	200.00	(e) x		=	\$ 334.00
	Student Transportation ESE Riders	0.00			=	\$ 1,249.00
15d.	Lead Teachers Program		(f) x		=	\$ 200.00

Total Other State Categorical Funding (total 3 to 13) --> \$ 339,029.69
 Total GROSS amount calculated: FEFP Revenue (basic and categorical) \$ 1,115,897.69

		Less: Other add'l charges - See payment summary in Month incurred	
		Total NET amount disbursed: FEFP Revenue (basic and categorical)	\$ 1,060,102.81
16	National Lunch Program (student lunch reimbursement)	32000	
16a	Breakfast(\$20,000), purchased lunches (\$3,000) & algcarte (\$12,000)	34000	\$ 40,000.00
	Total Food Service Revenue		\$ 40,000.00
17	Federal Project Revenue:		
17a.	Title I Assistance Plus 268 x 700) (187,600)	Fund 4XXXX	
17b.	Title I - Parental Involvement	Fund 4XXXX	
17c.	other		
17d.	Other -		\$ -
	Total Federal Project Revenue		\$ -
18	Capital Outlay Revenue: 228x 429 = 97,812		
18a.	Capital Outlay Funds - Balance from prior year	Fund 10107	\$ -
18b.	Capital Outlay Funds for FY 2007-2008Per DOE's Capital Outlay Allocations	(g) 0.0000% of \$ 260,000.00	
18c.	Interest Income on SBA Account - FY 2006-207		\$ -
	Total Capital Outlay Revenue		\$ -
19	Other Revenue from the District:		
19a	Math Coach - INTERVENTIONIST	Fund 11109	
19b	Reading Coach - INTERVENTIONIST		
19c	MAP Performance Pay		
19d	Urban Institute		
19e			
19f			
	Total Other Revenue from the District		\$ -
20	Other Revenue to be raised from sources other than the District:		
20a	Donations and Contributions		\$ 5,000.00
20b	Fund Raising		\$ 5,000.00
20c			
	Total Other Revenue to be raised from sources other than the District		\$ 10,000.00
TOTAL ESTIMATED REVENUE =			\$ 1,165,897.69

NOTES:

- (*) The Instructional Materials Allocation will be distributed as follows: 50% in July, 35% plus adjustment per the October FTE survey, 15% plus any adjustment per the February FTE Survey, and final adjustment, if necessary, from the fourth calculation.
- (**) Lead Teachers money is distributed in one lump sum in the September monthly allocation. Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (***) There is no funding for the Teacher Recruitment and Retention program in 2017-2018.
- (a) Enter district allocations and multiply by percentage from item 3a.
- (b) Enter district allocations and multiply by percentage from item 3b.
- (c) Enter proceeds of millage levy and multiply by percentage from item 3a.
- (d) Consistent with Chapter 1005.21, Florida Statutes and DOE Student Transportation General Instructions
- (e) Other state categorical allocations are based on students or programs meeting the criteria of categorical funding sources:
 - School Improvement Funds (Allocation provided is deducted from the Discretionary Lottery Allocation)
 - Class Size Reduction (PK - 3, 4 - 8, and 9 - 12)
 - Summer Reading Program - Non-recurring Funds is \$ 10.00 per student (\$ 1,246,197 divided by 129,594.86)
 - Only available if you have 3rd and 12th grade students
 - Pre-K Early Intervention
 - Teachers Lead Program
 - Summer School for the PK-12 courses offered beyond the regular 180 day school year including intersessions, with the exception of DJJ Programs, are funded through the Supplemental Academic Instruction categorical.
 - The FTE for intercession and summer is reported even though FTE does not earn FEFP funds.
- Allocation to the charter school will depend on program criteria and conditions of the charter school contract.
- (f) Federal aid sharing will depend on meeting program eligibility requirements.
- (g) 1/15th capital outlay funds (distributed over the first fifteen years of charter school operation as recently passed by the legislature) are computed by multiplying the cost-per-student-station by the projected enrollment and divide by fifteen years. The cost per student station are as follows:

	Cost Per Student Station for FY 2017-2018	1/15 Value
Elementary school	\$ 18,057.00	\$ 1,203.80
Middle school	\$ 19,500.00	\$ 1,300.00
High school	\$ 25,328.00	\$ 1,688.53

Charter School Estimated Expenditure Worksheet - cont'd

THE AAJP SCHOOL (UFTE Enrollment Cap @ 200)

2017 -2018 Budget

Instruction:

1. Instructional Services :

Basic Education Teachers - Salaries & Benefits :

a.	Number	<u>8</u>	x	Average Salary	<u>\$ 36,000.00</u>		<u>\$ 288,000.00</u>
b.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>		<u>\$ 37,440.00</u>

Basic Education P.E. Para Salary & Benefits

c.	Number	<u>2</u>	x	Average Salary	<u>\$ 20,400.00</u>		<u>\$ 40,800.00</u>
d.				Benefits (retirement, social security, insurance, etc.)			<u>\$ -</u>

Exceptional Education (ESE) Teachers - Supplement :

e.	Number	<u>1</u>	x	Supplement	<u>\$ 36,500.00</u>		<u>\$ 36,500.00</u>
f.				Benefits (retirement, social security, insurance, etc.)			<u>\$ -</u>

Exceptional Education (ESE) Teacher Aides - Salary & Benefits :

g.	Number	<u>0</u>	x	Average Salary	<u>\$ -</u>		<u>\$ -</u>
h.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

Vocational/Other Education (Sub) Teachers - Salaries & Benefits :

i.	Number	<u>0</u>	x	Average Salary	<u>\$ -</u>		<u>\$ -</u>
j.				Benefits (retirement, social security, insurance, etc.)			<u>\$ -</u>

Subtotal \$ 402,740.00

Other Instructional Services :

Full-time :

k.	Art Teacher	<u>0</u>	x	Annual Salary	<u>\$ -</u>		<u>\$ -</u>
l.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

k.	Music Teacher	<u>0</u>	x	Annual Salary	<u>\$ -</u>		<u>\$ -</u>
l.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

m.	Electives		x	Annual Salary			<u>\$ -</u>
n.				Benefits (retirement, social security, insurance, etc.)			<u>\$ -</u>

Subtotal \$ -

Part-time :

o.	Dance Teacher	<u>0</u>	x	Hourly Wage	<u>\$ -</u>	x hours/week	<u>-</u>
p.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

q.	Computer Teacher	<u>0</u>	x	Hourly Wage	<u>\$ -</u>	x hours/week	<u>-</u>
r.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

s.	Music Teacher	<u>2</u>	x	Hourly Wage	<u>\$ 13.00</u>	x hours/week	<u>260</u>
t.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		<u>\$ -</u>

u.	Other Personnel (Substitute Teachers, which needs to include 7.65% for FICA)(81x10=807x11=8882)						<u>\$ 5,000.00</u>
----	---	--	--	--	--	--	--------------------

v.	Other Personnel (Issp Contracted Specialist & Parent Liaison)						
----	---	--	--	--	--	--	--

w.	Contracted Exceptional Education Speech Specialists(3hrs @ week x 36wks = 108hrs x \$85hr=9180)						
----	---	--	--	--	--	--	--

x.	Contracted Exceptional Education Specialists(20hrs @ week x 25wks = 600hrs x \$24hr=12000)						
----	--	--	--	--	--	--	--

y.	Early Return Program/Turn Around Workshops						
----	--	--	--	--	--	--	--

z.	MAP Performance Pay Program						
----	-----------------------------	--	--	--	--	--	--

aa.	Lead Teacher Program						
-----	----------------------	--	--	--	--	--	--

ab.							
-----	--	--	--	--	--	--	--

Subtotal \$ 11,760.00

2. Instructional Materials & Equipment :

a.	Instructional Materials (textbooks, workbooks, testing materials, etc.)						<u>\$ 391.00</u>
b.	AV equipment/Other Instructional Equipment						

Subtotal \$ 391.00

3. Other Instructional Expenses :

a.	Classroom Supplies (Other than in # 2 above)						<u>\$ 2,000.00</u>
b.	AV equipment/Other Instructional Equipment						<u>\$ 5,000.00</u>

Subtotal \$ 7,000.00

4. Technology :

a.	Computer Equipment - rental (lease purchase)						<u>\$ 12,500.00</u>
b.	Training and Installation and consulting						

Subtotal \$ 12,500.00

5. Classroom/Vocational Equipment (Desks, chairs, tables, etc.)

a.	Desks, chairs, tables, and Equipment/Furniture/Furnishings other than Audio Visual and PCs						<u>\$ 5,000.00</u>
----	--	--	--	--	--	--	--------------------

Subtotal \$ 5,000.00

Total Academic Instruction - 1 through 5 above > \$ 439,391.00

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 200)
2017 -2018 Budget

Instructional Support:

6. Pupil Personnel Services:

Coordinator / Counselor - Salary & Benefits :

a.	Number	_____	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
							Subtotal	\$ -

7. Curriculum Development:

Curriculum Specialist / Writer's - Salaries & Benefits :

a.	Number	0	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
c.	Curriculum Development - Materials and Supplies					\$	27,591.00	
d.	Curriculum Development - Equipment					\$	-	
							Subtotal	\$ 27,591.00

8. Staff Development

a.	Number	0	x	Annual Salary	_____	\$	-	
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
a.	Seminars, workshops, Other Professional Development				_____	\$	15,000.00	
							Subtotal	\$ 15,000.00

9. Media:

Media Specialist - Salary & Benefits :

a.	Number	0	x	Annual Salary	_____	\$	-
b.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-

Librarian - Salary & Benefits :

c.	Number	_____	x	Annual Salary	_____	\$	-	
d.				Benefits (retirement, social security, insurance, etc.)	_____	\$	-	
e.	Media - Materials and Supplies							
f.	Media - Equipment							
							Subtotal	\$ -

Total Instructional Support - 7 through 9 above > \$ 42,591.00

General Support:

10. Administrative Services - Salaries & Benefits :

a.	<i>Executive Director</i>	1	x	Annual Salary	\$ 45,000.00	\$	45,000.00	
b.				Benefits (retirement, social security, insurance, etc.)	13%	\$	5,850.00	
c.	<i>Principal</i>	1	x	Annual Salary	\$ 40,000.00	\$	40,000.00	
d.				Benefits (retirement, social security, insurance, etc.)	13%	\$	5,200.00	
e.	<i>Exec. Assistant</i>	1	x	Annual Salary	\$ 39,923.00	\$	39,923.00	
f.				Benefits (retirement, social security, insurance, etc.)	13%	\$	5,190.00	
e.	<i>CRT</i>	1	x	Annual Salary	\$ 31,518.00	\$	31,518.00	
f.				Benefits (retirement, social security, insurance, etc.)	13%	\$	4,097.00	
e.	<i>Business Services</i>	0	x	Annual Salary	\$ 20,000.00	\$	-	
f.				Benefits (retirement, social security, insurance, etc.)	13%	\$	-	
							Subtotal	\$ 176,778.00

11. Office/Administration Expenses :

a.	Equipment / Furniture / Furnishings					\$	12,000.00	
b.	Repair and Maintenance							
c.	Other: Printer Rental					\$	9,000.00	
							Subtotal	\$ 21,000.00

12. Telephone & Communication Services :

a.	Telephone / Communication Services (monthly bills)					\$	10,000.00	
b.	Equipment (including any training and installation)					\$	3,000.00	
c.	Other _____							
							Subtotal	\$ 13,000.00

13. Mailing & Marketing :

a.	Postage / Courier Services					\$	3,000.00	
b.	Other: Advertising					\$	7,592.81	
							Subtotal	\$ 10,592.81

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 200)
2017 -2018 Budget

General Support cont'd:			
14.	Printing and Copying :		
a.	Materials and Supplies	\$ 2,000.00	
b.	Equipment	\$ 3,000.00	
c.	Other: Software	\$ 1,000.00	
	Subtotal		\$ 6,000.00
15.	Facilities :		
a.	Land / Land improvements		
b.	Building	\$ 80,000.00	
c.	Leasehold Improvements	\$ 12,000.00	
	Subtotal		\$ 92,000.00
16.	Facility - Maintenance :		
	Maintenance person - Salary & Benefits :		
a.	Number <u>0</u> x Annual Salary \$ <u>-</u>	\$ -	
b.	Benefits (retirement, social security, insurance, etc.) _____		
c.	Contracted Services	\$ 5,000.00	
d.	Maintenance - Materials and Supplies / Repairs		
e.	Maintenance - Equipment Rental for repairs		
f.	Other: _____		
	Subtotal		\$ 5,000.00
17.	Custodial Services :		
	Custodian's - Salary & Benefits :		
a.	Number _____ x Annual Salary _____		
b.	Benefits (retirement, social security, insurance, etc.) _____		
c.	Contracted Services	\$ 24,000.00	
d.	Cleaning Supplies		
e.	Equipment	\$ -	
f.	Other: Garbage disposal (690x12 = 8280 annual) & alarm monitoring (3,476 annual)		
	Subtotal		\$ 24,000.00
18.	Utilities :		
a.	Electricity / Water	\$ 30,000.00	
b.	Gas	\$ -	
c.	Other _____	\$ -	
	Subtotal		\$ 30,000.00
19.	Student Transportation :		
a.	Transportation Vehicle payments (Vans, Buses, etc.)		
b.	Bus Driver's <u>0</u> x Hourly Wage \$ <u>-</u> x hrs/day x 180 _____	\$ -	
c.	Benefits (retirement, social security, insurance, etc.) <u>0%</u> _____	\$ -	
d.	Maintenance and Repairs	\$ -	
e.	Insurance	\$ -	
f.	Gas	\$ -	
g.	Contracted Bus Services/JTA	\$ 60,000.00	
	Subtotal		\$ 60,000.00
20.	Insurance :		
a.	Property and Casualty	\$ 14,000.00	
b.	Liability		
c.	Fidelity Bond		
d.	Other _____	\$ -	
	Subtotal		\$ 14,000.00
21.	Administrative Fees to the District :	\$ 55,794.88	
a.	FEFP / Categorical Sources		
b.	Federal Start-up / Continuation Grants	\$ -	
c.	Other _____	\$ -	
	Subtotal		\$ 55,794.88

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 200)
2017 -2018 Budget

General Support cont'd:

22. Professional Fees :			
a. Accounting Services		\$	5,000.00
b. Payroll Services		\$	5,000.00
c. Auditing Services		\$	12,000.00
d. Legal Services		\$	5,000.00
e. Educational Consulting/AdvancePath		\$	68,750.00
f. Other _____			
		Subtotal	\$ 95,750.00
23. Food Services :			
Food Servers - Salaries & Benefits :			
a. Number <u>2</u> Annual Salary <u>\$ 20,000.00</u>		\$	40,000.00
b. Benefits (retirement, social security, insurance, etc.) _____		\$	-
c. Number <u>0</u> x Annual Salary <u>\$ -</u>		\$	-
d. Benefits (retirement, social security, insurance, etc.) <u>0%</u>		\$	-
e. Kitchen Equipment/Dining Room Furniture & Equipment		\$	-
f. Food Purchases (for self-operated kitchen)		\$	40,000.00
g. Bottled Gas (for self-operated kitchen)			
h. Kitchen/Dining Room supplies			
i. Other: supplies			
j. Other - repairs & maintenance			
		Subtotal	\$ 80,000.00
24. Repayment of Debt :			
a. Principal			
b. Interest			
		Subtotal	\$ -
25. Other Costs - not covered above :			
a. Contingencies:			
b. Erate invoice			
c.			
d.			
		Subtotal	\$ -
		Total General Support - 10 through 25 above >	\$ 683,915.69
		Total Instructional Support - 7 through 9 above >	\$ 42,591.00
		Total Academic Instruction - 1 through 5 above >	\$ 439,391.00

Total Estimated Expenditures >	\$ 1,165,897.69
Total Estimated Revenues >	\$ 1,165,897.69
Difference - Surplus / (Deficit) >	\$ (0.00)

NOTES:

- 1 This budget format must not be changed. Details or line items may be added, but no line items may be deleted.
- 2 Attach Schedules and/or narratives, where applicable, to explain certain budget line items presented in the worksheets provided.
- 3 If the Total Estimated Expenditures and the Total Estimated Revenues do not balance, explain the difference.
- 4 Use the Carry Forward Balances worksheet below.

CARRY FORWARD BALANCES

Restricted Balances :

State Grants and Programs - Specify _____	\$	-	
Federal Grants and Programs - Specify _____	\$	-	
Other - Specify _____	\$	-	\$ -
			\$ -
			\$ -

CHARTER SCHOOL FEFP REVENUE WORKSHEET (2018-2019)
THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL (UFTE Enrollment cap @ 275)

2018-2019 Monthly Allocations

1. FEFP State and Local - 2018/2019 values

FEFP Program	Jul 07 FTE Proj UFTE	Program Cost Factor	WFTE (b) x (c)	Base Student Allocation		Base Funding (d) x (e) x (f)
				BSA (e)	District Cost Differential (f)	
(a)	(b)	(c)	(d)	(e)	(f)	(g)
101 Basic K-3		1.117	0.00 X	3,752.30	1.0135	= \$ -
101 Basic K-3 Dropout Prevention		1.117	0.00 X	3,752.30	1.0135	= \$ -
111 Basic K-3 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$ -
102 Basic 4-8		1.000	0.00 X	3,752.30	1.0135	= \$ -
102 Basic 4-8 Dropout Prevention		1.000	0.00 X	3,752.30	1.0135	= \$ -
112 Basic 4-8 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$ -
103 Basic 9-12	265.00	1.011	267.92 X	3,752.30	1.0135	= \$ 1,018,888.00
103 Basic 9-12 Dropout Prevention		5.044	0.00 X	3,752.30	1.0135	= \$ -
113 Basic 9-12 with ESE Services	10.00	1.011	10.11 X	3,752.30	1.0135	= \$ 38,448.00
254 Exceptional Level 4		0.999	0.00 X	3,752.30	1.0135	= \$ -
255 Exceptional Level 5		5.022	0.00 X	3,752.30	1.0135	= \$ -
130 ESOL		1.167	0.0000 X	3,752.30	1.0135	= \$ -
300 Vocational Ed. 6-12		0.999	0.00 X	3,752.30	1.0135	= \$ -
Total Basic FEFP Funding	275.00		278.03			\$ 1,057,336.00

2. Additional Funding From ESE Guaranteed Allocation For 251, 252 and 253 students:

2a.

Program	ESE Level	Factor	WFTE	BSA	District Cost Differential	Base Funding
Program 112:	ESE Level 251	10.00	791.00	3,752.30	1.0135	3,000,000.00
	ESE Level 252		3,330.00	3,752.30	1.0135	12,500,000.00
	ESE Level 253		6,669.00	3,752.30	1.0135	25,000,000.00
Total number of students in this program:		10.00				\$ 38,500,000.00

2b.

Program 112:	ESE Level 251	10.00	x	791.00	=	7,910.00
	ESE Level 252		x	3,330.00	=	-
	ESE Level 253		x	6,669.00	=	-
Total number of students in this program:		10.00				Total \$ 7,910.00

2c.

Program 112:	ESE Level 251	10.00	x	791.00	=	7,910.00
	ESE Level 252		x	3,330.00	=	-
	ESE Level 253		x	6,669.00	=	-
Total number of students in this program:		10.00				Total \$ 7,910.00

Total Base FEFP Funding, Additional ESE Guaranteed Allocation and Additional Hold Harmless Funding

3. Supplemental Academic Instruction (UFTE share)			x		=	\$ 1,065,246.00
4. Class Size Reduction (Grades PK-3) - WFTE	0.00	(e)	x	1,341.00	=	\$ -
5. Class Size Reduction (Grades 4-8) - WFTE		(e)	x	917.02	=	\$ -
Class Size Reduction (Grades 9-12) - WFTE		(e)	x	917.02	=	\$ 252,181.00

6a. Divide school's Weighted FTE (WFTE) computed in (d) above: 278.03
 By the District's WFTE => 0.2018%
 Equals the school's WFTE % Entered here: 0.2018% => Use in items 4, 6, and 8

6b. Divide school's Unweighted FTE (UFTE) computed in (b) above: 275.00
 By the District's UFTE => 0.2167%
 Equals the school's UFTE % Entered here: 0.2167% => Use in items 7, 9, 10, and 11

6c. Divide school's High School Unweighted FTE (UFTE) total computed in (b) above: 275.00
 By the District's UFTE => 0.2167%

7. Other FEFP (WFTE share)

Program Related Requirements:	Factor	WFTE	BSA	District Cost Differential	Base Funding
8. Safe Schools	(a)	x	0.2018%		\$ 6,861.00
9. Discretionary Local Effort (Millage WFTE share)	(d)	x	0.2018%		\$ 76,120.00
9a. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	x	0.2167%		\$ 17,477.00
9b. Discretionary Millage Compression Allocation .250 Mills (UFTE share)	(b)	x	0.2167%		\$ -
10. State Fiscal Stabilization Fund Entitlement (WFTE share)	(a)	x	0.2018%		\$ -
11. Proration to Funds Available (WFTE Share)	(a)	x	0.2018%		\$ -
12. School Improvement (from Discretionary Lottery Funds)	(e)	x			\$ -
13a. Instructional Materials Allocation (UFTE share)	(c)	x	0.1655%		\$ 15,749.69
13b. Science Laboratory Materials (High School Only)	(c)	x	0.2167%		\$ -
14. Student Transportation	(e)	x		\$ 334.00	\$ 91,850.00
Student Transportation ESE Riders				\$ 1,249.00	\$ -
15d. Lead Teachers Program	(f)	x		\$ 200.00	\$ -

Total Other State Categorical Funding (total 3 to 13) -> \$ 460,238.69

Total GROSS amount calculated: FEFP Revenue (basic and categorical) \$ 1,525,484.69

		Less: Other add'l charges - See payment summary in Month incurred		
		Total NET amount disbursed: FEFP Revenue (basic and categorical)		\$ 1,449,210.46
16	National Lunch Program (student lunch reimbursement)	32000		
16a	Breakfast(\$20,000), purchased lunches (\$3,000) & a la carte (\$12,000)	34000	\$ 55,000.00	
	Total Food Service Revenue			\$ 55,000.00
17	Federal Project Revenue:	(f)		
17a.	Title I Assistance Plus 268 x 700 (187,600)	Fund 4XXXX		
17b.	Title I - Parental Involvement	Fund 4XXXX		
17c.	other			
17d.	Other -		\$ -	
	Total Federal Project Revenue			\$ -
18	Capital Outlay Revenue: 226x 429 = 97,812			
18a.	Capital Outlay Funds - Balance from prior year	Fund 10107	\$ -	
18b.	Capital Outlay Funds for FY 2007-2008 Per DOE's Capital Outlay Allocations	(g) 0.0000% of \$ 357,500.00		
18c.	Interest Income on SBA Account - FY 2018-2019		\$ -	
	Total Capital Outlay Revenue			\$ -
19	Other Revenue from the District:			
19a	Math Coach - INTERVENTIONIST	Fund 11109		
19b	Reading Coach - INTERVENTIONIST			
19c	MAP Performance Pay			
19d	Urban Institute			
19e				
19f				
	Total Other Revenue from the District			\$ -
20	Other Revenue to be raised from sources other than the District:			
20a	Donations and Contributions		\$ 10,000.00	
20b	Fund Raising		\$ 5,000.00	
20c				
	Total Other Revenue to be raised from sources other than the District			\$ 15,000.00
TOTAL ESTIMATED REVENUE =				\$ 1,595,484.69

NOTES:

- (*) The Instructional Materials Allocation will be distributed as follows: 50% in July, 35% plus adjustment per the October FTE survey, 15% plus any adjustment per the February FTE Survey, and final adjustment, if necessary, from the fourth calculation.
- (**) Lead Teachers money is distributed in one lump sum in the September monthly allocation. Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (***) There is no funding for the Teacher Recruitment and Retention program in 2018-2019.
- (e) Enter district allocations and multiply by percentage from item 3a.
- (b) Enter district allocations and multiply by percentage from item 3b.
- (c) Enter proceeds of millage levy and multiply by percentage from item 3a.
- (d) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (e) Other state categorical allocations are based on students or programs meeting the criteria of categorical funding sources:
 - School Improvement Funds (Allocation provided is deducted from the Discretionary Lottery Allocation)
 - Class Size Reduction (PK - 3, 4 - 8, and 9 - 12)
 - Summer Reading Program - Non-recurring Funds is \$ 10.00 per student (\$1,246,197 divided by 129,594.86)
 - Only available if you have 3rd and 12th grade students
 - Pre-K Early Intervention
 - Teachers Lead Program
 - Summer School for the PK-12 courses offered beyond the regular 180 day school year including intercessions, with the exception of DJJ Programs, are funded through the Supplemental Academic Instruction categorical. The FTE for intercession and summer is reported even though FTE does not earn FEFP funds.
- Allocation to the charter school will depend on program criteria and conditions of the charter school contract.
- (f) Federal aid sharing will depend on meeting program eligibility requirements.
- (g) 1/15th capital outlay funds (distributed over the first fifteen years of charter school operation as recently passed by the legislature) are computed by multiplying the cost-per-student-station by the projected enrollment and divide by fifteen years. The cost per student station are as follows:

	Cost Per Student Station for FY 2018-2019	1/15 Value
Elementary school	\$ 18,057.00	\$ 1,203.80
Middle school	\$ 19,500.00	\$ 1,300.00
High school	\$ 25,328.00	\$ 1,688.53

Charter School Estimated Expenditure Worksheet - cont'd

THE AAJP SCHOOL (UFTE Enrollment Cap @ 275)

2018 -2019 Budget

Instruction:

1. Instructional Services :

Basic Education Teachers - Salaries & Benefits :

a.	Number	<u>8</u>	x	Average Salary	\$ 38,000.00		\$ 304,000.00
b.				Benefits (retirement, social security, insurance, etc.)	13%		\$ 39,520.00

Basic Education P.E. Para Salary & Benefits

c.	Number	<u>2</u>	x	Average Salary	\$ 20,400.00		\$ 40,800.00
d.				Benefits (retirement, social security, insurance, etc.)			\$ -

Exceptional Education (ESE) Teachers - Supplement :

e.	Number	<u>1</u>	x	Supplement	\$ 39,000.00		\$ 39,000.00
f.				Benefits (retirement, social security, insurance, etc.)	13%		\$ 5,070.00

Exceptional Education (ESE) Teacher Aides - Salary & Benefits :

g.	Number	<u>0</u>	x	Average Salary	\$ -		\$ -
h.				Benefits (retirement, social security, insurance, etc.)	0%		\$ -

Vocational/Other Education (Sub) Teachers - Salaries & Benefits :

i.	Number	<u>2</u>	x	Average Salary	\$ 20,000.00		\$ 40,000.00
j.				Benefits (retirement, social security, insurance, etc.)			\$ -

Subtotal \$ 468,390.00

Other Instructional Services :

Full-time :

k.	Art Teacher	<u>0</u>	x	Annual Salary	\$ -		\$ -
l.				Benefits (retirement, social security, insurance, etc.)	0%		\$ -

k.	Music Teacher	<u>1</u>	x	Annual Salary	\$ 35,600.00		\$ 35,600.00
l.				Benefits (retirement, social security, insurance, etc.)	0%		\$ -

m.	Electives		x	Annual Salary			\$ -
n.				Benefits (retirement, social security, insurance, etc.)			\$ -

Subtotal \$ 35,600.00

Part-time :

o.	Art Teacher	<u>1</u>	x	Hourly Wage	\$ 13.00	x hours/week	<u>260</u>	\$ 3,380.00
p.				Benefits (retirement, social security, insurance, etc.)	0%			\$ -

q.	Computer Teacher	<u>0</u>	x	Hourly Wage	\$ -	x hours/week	<u>-</u>	\$ -
r.				Benefits (retirement, social security, insurance, etc.)	0%			\$ -

s.	Music Teacher	<u>1</u>	x	Hourly Wage	\$ 13.00	x hours/week	<u>260</u>	\$ 3,380.00
t.				Benefits (retirement, social security, insurance, etc.)	0%			\$ -

u.	Other Personnel (Substitute Teachers, which needs to include 7.65% for FICA)(81x10=807x11=8882)							\$ 5,000.00
----	---	--	--	--	--	--	--	-------------

v. Other Personnel (Issp Contracted Specialist & Parent Liaison)

w. Contracted Exceptional Education Speech Specialists(3hrs @ week x 36wks = 108hrs x \$85hr=9180)

x. Contracted Exceptional Education Specialists(20hrs @ week x 25wks = 600hrs x \$24hr= 12000)

y. Early Return Program/Turn Around Workshops

z. MAP Performance Pay Program

aa. Lead Teacher Program

Subtotal \$ 11,760.00

2. Instructional Materials & Equipment :

a.	Instructional Materials (textbooks, workbooks, testing materials, etc.)						\$ 391.00
----	---	--	--	--	--	--	-----------

b.	AV equipment/Other Instructional Equipment						\$ -
							Subtotal \$ 391.00

3. Other Instructional Expenses :

a.	Classroom Supplies (Other than in # 2 above)						\$ 2,000.00
----	--	--	--	--	--	--	-------------

b.	AV equipment/Other Instructional Equipment						\$ -
							Subtotal \$ 2,000.00

4. Technology :

a.	Computer Equipment - rental (lease purchase)						\$ 5,000.00
----	--	--	--	--	--	--	-------------

b.	Training and Installation and consulting						\$ -
							Subtotal \$ 5,000.00

5. Classroom/Vocational Equipment (Desks, chairs, tables, etc.)

a.	Desks, chairs, tables, and Equipment/Furniture/Furnishings other than Audio Visual and PCs						\$ -
							Subtotal \$ -

Total Academic Instruction - 1 through 5 above > \$ 523,141.00

Charter School Estimated Expenditure Worksheet - cont'd

THE AAJP SCHOOL (UFTE cap @ 275)

2018 -2019 Budget

Instructional Support:

6. Pupil Personnel Services:

Coordinator / Counselor - Salary & Benefits :

a.	Number	<u>1</u>	x	Annual Salary	<u>\$ 45,000.00</u>	\$	<u>45,000.00</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	
							Subtotal	\$ 45,000.00

7. Curriculum Development:

Curriculum Specialist / Writer's - Salaries & Benefits :

a.	Number	<u> </u>	x	Annual Salary	<u> </u>	\$	<u>-</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	
c.				Curriculum Development - Materials and Supplies		\$	<u>30,091.00</u>	
d.				Curriculum Development - Equipment		\$	<u>-</u>	
							Subtotal	\$ 30,091.00

8. Staff Development

a.	Number	<u>0</u>	x	Annual Salary	<u> </u>	\$	<u>-</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	
a.				Seminars, workshops, Other Professional Development	<u> </u>	\$	<u>15,000.00</u>	
							Subtotal	\$ 15,000.00

9. Media:

Media Specialist - Salary & Benefits :

a.	Number	<u>0</u>	x	Annual Salary	<u> </u>	\$	<u>-</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	

Librarian - Salary & Benefits :

c.	Number	<u>1</u>	x	Annual Salary	<u>\$ 15,000.00</u>	\$	<u>15,000.00</u>	
d.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	
e.				Media - Materials and Supplies		\$	<u>30,000.00</u>	
f.				Media - Equipment		\$	<u>20,000.00</u>	
							Subtotal	\$ 65,000.00

Total Instructional Support - 7 through 9 above > \$ 155,091.00

General Support:

10. Administrative Services - Salaries & Benefits :

a.	<i>Executive Director</i>	<u>1</u>	x	Annual Salary	<u>\$ 55,125.00</u>	\$	<u>55,125.00</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>7,166.00</u>	
c.	<i>Principal</i>	<u>1</u>	x	Annual Salary	<u>\$ 56,724.00</u>	\$	<u>56,724.00</u>	
d.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>7,374.00</u>	
e.	<i>Admin Assistant</i>	<u>1</u>	x	Annual Salary	<u>\$ 40,821.00</u>	\$	<u>40,821.00</u>	
f.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>5,307.00</u>	
e.	<i>CRT</i>	<u>1</u>	x	Annual Salary	<u>\$ 32,306.00</u>	\$	<u>32,306.00</u>	
f.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>4,200.00</u>	
e.	<i>Business Admin.</i>	<u>1</u>	x	Annual Salary	<u>\$ 44,000.00</u>	\$	<u>44,000.00</u>	
f.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>5,720.00</u>	
							Subtotal	\$ 258,743.00

11. Office/Administration Expenses :

a.	Equipment / Furniture / Furnishings		\$	<u>20,000.00</u>	
b.	Repair and Maintenance		\$	<u>5,000.00</u>	
c.	Other: Printer Rental		\$	<u>9,000.00</u>	
				Subtotal	\$ 34,000.00

12. Telephone & Communication Services :

a.	Telephone / Communication Services (monthly bills)		\$	<u>10,000.00</u>	
b.	Equipment (including any training and installation)		\$	<u>3,000.00</u>	
c.	Other	<u> </u>			
				Subtotal	\$ 13,000.00

13. Mailing & Marketing :

a.	Postage / Courier Services		\$	<u>3,000.00</u>	
b.	Other: Advertising		\$	<u>10,000.00</u>	
				Subtotal	\$ 13,000.00

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 275)
 2018 -2019 Budget

General Support cont'd:			
14. Printing and Copying :			
a.	Materials and Supplies	\$ 3,600.00	
b.	Equipment	\$ 3,000.00	
c.	Other: Software	\$ 10,000.00	
	Subtotal		\$ 16,600.00
15. Facilities :			
a.	Land / Land improvements	\$ 80,000.00	
b.	Building	\$ 5,000.00	
c.	Leasehold Improvements		
	Subtotal		\$ 85,000.00
16. Facility - Maintenance :			
	<i>Maintenance person - Salary & Benefits :</i>		
a.	Number _____ x Annual Salary _____		
b.	Benefits (retirement, social security, insurance, etc.) _____		
c.	Contracted Services	\$ 15,000.00	
d.	Maintenance - Materials and Supplies / Repairs	\$ 10,000.00	
e.	Maintenance - Equipment Rental for repairs		
f.	Other: _____		
	Subtotal		\$ 25,000.00
17. Custodial Services :			
	<i>Custodian's - Salary & Benefits :</i>		
a.	Number _____ x Annual Salary _____		
b.	Benefits (retirement, social security, insurance, etc.) _____		
c.	Contracted Services	\$ 20,000.00	
d.	Cleaning Supplies		
e.	Equipment	\$ -	
f.	Other: Garbage disposal (690x12 = 8280 annual) & alarm monitoring (3,476 annual)		
	Subtotal		\$ 20,000.00
18. Utilities :			
a.	Electricity / Water	\$ 30,000.00	
b.	Gas	\$ -	
c.	Other _____	\$ -	
	Subtotal		\$ 30,000.00
19. Student Transportation :			
a.	Transportation Vehicle payments (Vans, Buses, etc.)		
b.	Bus Driver's 0 x Hourly Wage \$ - x hrs/day x 180 _____	\$ -	
c.	Benefits (retirement, social security, insurance, etc.) 0%	\$ -	
d.	Maintenance and Repairs	\$ -	
e.	Insurance	\$ -	
f.	Gas	\$ -	
g.	Contracted Bus Services	\$ 120,000.00	
	Subtotal		\$ 120,000.00
20. Insurance :			
a.	Property and Casualty	\$ 14,000.00	
b.	Liability		
c.	Fidelity Bond		
d.	Other _____	\$ -	
	Subtotal		\$ 14,000.00
21. Administrative Fees to the District :		\$ 76,274.23	
a.	FEFP / Categorical Sources		
b.	Federal Start-up / Continuation Grants	\$ -	
c.	Other _____	\$ -	
	Subtotal		\$ 76,274.23

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 275)
2018 -2019 Budget

General Support cont'd:

22.	Professional Fees :		
a.	Accounting Services	\$	185.46
b.	Payroll Services	\$	5,500.00
c.	Auditing Services	\$	12,000.00
d.	Legal Services	\$	5,000.00
e.	Educational Consulting/AdvancePath	\$	68,750.00
f.	Other _____		
	Subtotal	\$	91,435.46
23.	Food Services :		
	Food Servers - Salaries & Benefits :		
a.	Number <u>1</u> Annual Salary <u>\$ 20,000.00</u>	\$	20,000.00
b.	Benefits (retirement, social security, insurance, etc.) <u>13%</u>	\$	2,600.00
c.	Number <u>1</u> x Annual Salary <u>\$ 20,000.00</u>	\$	20,000.00
d.	Benefits (retirement, social security, insurance, etc.) <u>13%</u>	\$	2,600.00
e.	Kitchen Equipment/Dining Room Furniture & Equipment	\$	-
f.	Food Purchases (for self-operated kitchen)	\$	75,000.00
g.	Bottled Gas (for self-operated kitchen)		
h.	Kitchen/Dining Room supplies		
i.	Other: supplies		
j.	Other - repairs & maintenance		
	Subtotal	\$	120,200.00
24.	Repayment of Debt :		
a.	Principal		
b.	Interest		
	Subtotal	\$	-
25.	Other Costs - not covered above :		
a.	Contingencies:		
b.	Erate invoice		
c.			
d.			
	Subtotal	\$	-
	Total General Support - 10 through 25 above >	\$	917,252.69
	Total Instructional Support - 7 through 9 above >	\$	155,091.00
	Total Academic Instruction - 1 through 5 above >	\$	523,141.00
	Total Estimated Expenditures >	\$	1,595,484.69
	Total Estimated Revenues >	\$	1,595,484.69
	Difference - Surplus / (Deficit) >	\$	(0.00)

NOTES:

- 1 This budget format must not be changed. Details or line items may be added, but no line items may be deleted.
- 2 Attach Schedules and/or narratives, where applicable, to explain certain budget line items presented in the worksheets provided.
- 3 If the Total Estimated Expenditures and the Total Estimated Revenues do not balance, explain the difference.
- 4 Use the Carry Forward Balances worksheet below.

CARRY FORWARD BALANCES

Restricted Balances :

State Grants and Programs - Specify _____	\$	-	
Federal Grants and Programs - Specify _____	\$	-	
Other - Specify _____	\$	-	\$ -
			\$ -
			\$ -

CHARTER SCHOOL FEFP REVENUE WORKSHEET (2019-2020)
THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL (UFTE Enrollment cap @ 275)

2018-2019 Monthly Allocations

1. FEFP State and Local - 2018/2019 values

FEFP Program	Jul 07 FTE Proj UFTE	Program Cost Factor	WFTE (b) x (c) (d)	Base Student Allocation		DCD Factor (f)	Base Funding (d) x (e) x (f) (g)
				BSA (e)	District Cost Differential		
(a)	(b)	(c)	(d)	(e)	(f)	(g)	
101 Basic K-3		1.117	0.00 X	3,752.30	1.0135	= \$	-
101 Basic K-3 Dropout Prevention		1.117	0.00 X	3,752.30	1.0135	= \$	-
111 Basic K-3 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$	-
102 Basic 4-8		1.000	0.00 X	3,752.30	1.0135	= \$	-
102 Basic 4-8 Dropout Prevention		1.000	0.00 X	3,752.30	1.0135	= \$	-
112 Basic 4-8 with ESE Services		1.000	0.00 X	3,752.30	1.0135	= \$	-
103 Basic 9-12	265.00	1.011	267.92 X	3,752.30	1.0135	= \$	1,018,888.00
103 Basic 9-12 Dropout Prevention		5.044	0.00 X	3,752.30	1.0135	= \$	-
113 Basic 9-12 with ESE Services	10.00	1.011	10.11 X	3,752.30	1.0135	= \$	38,448.00
254 Exceptional Level 4		0.999	0.00 X	3,752.30	1.0135	= \$	-
255 Exceptional Level 5		5.022	0.00 X	3,752.30	1.0135	= \$	-
130 ESOL		1.167	0.0000 X	3,752.30	1.0135	= \$	-
300 Vocational Ed. 6-12		0.999	0.00 X	3,752.30	1.0135	= \$	-
Total Basic FEFP Funding	275.00		278.03				\$ 1,057,336.00

2. Additional Funding from ESE Guaranteed Allocation (For 911, 988 and 113 students)

2a. [Redacted Table]

2b. Program 112:

ESE Level 251	10.00	x	791.00	=	7,910.00
ESE Level 252		x	3,330.00	=	-
ESE Level 253		x	6,669.00	=	-
Total number of students in this program	10.00				Total \$ 7,910.00

2c. [Redacted Table]

Total \$ 7,910.00

3. Supplemental Academic Instruction (UFTE share) = \$

4. [Redacted] 0.00 x 0.00 = \$

5. Class Size Reduction (Grades PK-3) - WFTE 0.00 (e) x \$ 1,341.00 = \$

Class Size Reduction (Grades 4-8) - WFTE [Redacted] (e) x [Redacted] = \$

Class Size Reduction (Grades 9-12) - WFTE [Redacted] (e) x \$ 917.02 = \$ 252,181.00

6a. Divide school's Weighted FTE (WFTE) computed in (d) above: 278.03
 By the District's WFTE = > = > Use in Items 4, 6, and 8
 Equals the school's WFTE % Entered here: = > Use in Items 4, 6, and 8

6b. Divide school's Unweighted FTE (UFTE) computed in (b) above: 275.00
 By the District's UFTE = > = > Use in Items 7, 9, 10, and 11
 Equals the school's UFTE % Entered here: = > Use in Items 7, 9, 10, and 11

6c. Divide school's High School Unweighted FTE (UFTE) total computed in (b) above: 275.00
 By the District's UFTE = > = > Use in Items 7, 9, 10, and 11

7. [Redacted]

Program Related Requirements:

8. Discretionary Local Effort (Millage WFTE share)	[Redacted]	(a)	x	0.2018%	=	\$ 6,861.00
9a. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	[Redacted]	(b)	x	0.2167%	=	\$ 17,477.00
9b. Discretionary Millage Compression Allocation .250 Mills (UFTE share)	[Redacted]	(b)	x	0.2167%	=	\$ -
10. State Fiscal Stabilization Fund Entitlement (WFTE share)	[Redacted]	(a)	x	0.2018%	=	\$ -
11. Proration to Funds Available (WFTE Share)	[Redacted]	(a)	x	0.2018%	=	\$ -
12. School Improvement (from Discretionary Lottery Funds)	[Redacted]	(e)	x		=	\$ -
13a. Instructional Materials Allocation (UFTE share)	15,749.69	(b)	x	0.1655%	=	\$ 15,749.69
13b. Science Laboratory/Materials (High School Only)	91,850.00	(c)	x	0.2167%	=	\$ 91,850.00
14. Student Transportation	275.00	(e)	x		=	\$ 334.00
Student Transportation ESE Riders	0.00	(e)	x		=	\$ 1,249.00
15d. Lead Teachers Program		(f)	x		=	\$ 200.00

Total Other State Categorical Funding (total 3 to 13) ----> \$ 460,238.69
 Total GROSS amount calculated: FEFP Revenue (basic and categorical) \$ 1,525,484.69

		Less: Other add'l charges - See payment summary in Month incurred		
		Total NET amount disbursed: FEFP Revenue (basic and categorical)		\$ 1,449,210.46
16	National Lunch Program (student lunch reimbursement)	32000		
16a	Breakfast(\$20,000), purchased lunches (\$3,000) & a la carte (\$12,000)	34000	\$ 55,000.00	\$ 55,000.00
	Total Food Service Revenue			\$ 55,000.00
17	Federal Project Revenue:			
				(f)
17a.	Title I Assistance Plus 268 x 700 (187,600)	Fund 4XXXX		
17b.	Title I - Parental Involvement	Fund 4XXXX		
17c.	other			
17d.	Other -		\$ -	
	Total Federal Project Revenue			\$ -
18	Capital Outlay Revenue:	228x 429 = 97,812		
18a.	Capital Outlay Funds - Balance from prior year	Fund 10107	\$ -	
18b.	Capital Outlay Funds for FY 2007-2008Per DOE's Capital Outlay Allocations	(g) 0.0000% of \$ 357,500.00		
18c.	Interest Income on SBA Account - FY 2019-2020		\$ -	
	Total Capital Outlay Revenue			\$ -
19	Other Revenue from the District:			
19a	Math Coach - INTERVENTIONIST	Fund 11109		
19b	Reading Coach - INTERVENTIONIST			
19c	MAP Performance Pay			
19d	Urban Institute			
19e				
19f				
	Total Other Revenue from the District			\$ -
20	Other Revenue to be raised from sources other than the District:			
20a	Donations and Contributions		\$ 10,000.00	
20b	Fund Raising		\$ 5,000.00	
20c				
	Total Other Revenue to be raised from sources other than the District			\$ 15,000.00
TOTAL ESTIMATED REVENUE =				\$ 1,595,484.69

NOTES:

- (*) The Instructional Materials Allocation will be distributed as follows: 50% in July, 35% plus adjustment per the October FTE survey, 15% plus any adjustment per the February FTE Survey, and final adjustment, if necessary, from the fourth calculation.
- (**) Lead Teachers money is distributed in one lump sum in the September monthly allocation. Teacher Lead Program Allocation per 1012.71, Florida Statutes
- (***) There is no funding for the Teacher Recruitment and Retention program in 2019-2020.
- (a) Enter district allocations and multiply by percentage from item 3a.
- (b) Enter district allocations and multiply by percentage from item 3b.
- (c) Enter proceeds of millage levy and multiply by percentage from item 3a.
- (d) Consistent with Chapter 1006.21, Florida Statutes and DOE Student Transportation General Instructions
- (e) Other state categorical allocations are based on students or programs meeting the criteria of categorical funding sources:
 - School Improvement Funds (Allocation provided is deducted from the Discretionary Lottery Allocation)
 - Class Size Reduction (PK - 3, 4 - 8, and 9 - 12)
 - Summer Reading Program - Non-recurring Funds is \$ 10.00 per student (\$1,246,197 divided by 129,594.86)
 - Only available if you have 3rd and 12th grade students
 - Pre-K Early Intervention
 - Teachers Lead Program
 - Summer School for the PK-12 courses offered beyond the regular 180 day school year including intercessions, with the exception of DJJ Programs, are funded through the Supplemental Academic Instruction categorical. The FTE for intercession and summer is reported even though FTE does not earn FEFP funds.
- Allocation to the charter school will depend on program criteria and conditions of the charter school contract.
- (f) Federal aid sharing will depend on meeting program eligibility requirements.
- (g) 1/15th capital outlay funds (distributed over the first fifteen years of charter school operation as recently passed by the legislature) are computed by multiplying the cost-per-student-station by the projected enrollment and divide by fifteen years. The cost per student station are as follows:

	Cost Per Student Station for			
	FY 2019-2020			1/15 Value
Elementary school	\$	18,057.00	\$	1,203.80
Middle school	\$	19,500.00	\$	1,300.00
High school	\$	25,328.00	\$	1,688.53

Charter School Estimated Expenditure Worksheet - cont'd

THE AAJP SCHOOL (UFTE Enrollment Cap @ 275)

2019 -2020 Budget

Instruction:

1. Instructional Services :

Basic Education Teachers - Salaries & Benefits :

a.	Number	<u>8</u>	x	Average Salary	<u>\$ 38,000.00</u>		\$	<u>304,000.00</u>
b.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>		\$	<u>39,520.00</u>

Basic Education P.E. Para Salary & Benefits

c.	Number	<u>2</u>	x	Average Salary	<u>\$ 20,400.00</u>		\$	<u>40,800.00</u>
d.				Benefits (retirement, social security, insurance, etc.)	<u> </u>		\$	<u>-</u>

Exceptional Education (ESE) Teachers - Supplement :

e.	Number	<u>1</u>	x	Supplement	<u>\$ 39,000.00</u>		\$	<u>39,000.00</u>
f.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>		\$	<u>5,070.00</u>

Exceptional Education (ESE) Teacher Aides - Salary & Benefits :

g.	Number	<u>0</u>	x	Average Salary	<u>\$ -</u>		\$	<u>-</u>
h.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>

Vocational/Other Education (Sub) Teachers - Salaries & Benefits :

i.	Number	<u>2</u>	x	Average Salary	<u>\$ 20,000.00</u>		\$	<u>40,000.00</u>
j.				Benefits (retirement, social security, insurance, etc.)	<u> </u>		\$	<u>-</u>

Subtotal \$ 468,390.00

Other Instructional Services :

Full-time :

k.	Art Teacher	<u>0</u>	x	Annual Salary	<u>\$ -</u>		\$	<u>-</u>
l.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>

k.	Music Teacher	<u>1</u>	x	Annual Salary	<u>\$ 35,600.00</u>		\$	<u>35,600.00</u>
l.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>		\$	<u>-</u>

m.	Electives	<u> </u>	x	Annual Salary	<u> </u>		\$	<u>-</u>
n.				Benefits (retirement, social security, insurance, etc.)	<u> </u>		\$	<u>-</u>

Subtotal \$ 35,600.00

Part-time :

o.	Art Teacher	<u>1</u>	x	Hourly Wage	<u>\$ 13.00</u>	x hours/week	<u>260</u>	\$	<u>3,380.00</u>
p.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>			\$	<u>-</u>

q.	Computer Teacher	<u>0</u>	x	Hourly Wage	<u>\$ -</u>	x hours/week	<u>-</u>	\$	<u>-</u>
r.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>			\$	<u>-</u>

s.	Music Teacher	<u>1</u>	x	Hourly Wage	<u>\$ 13.00</u>	x hours/week	<u>260</u>	\$	<u>3,380.00</u>
t.				Benefits (retirement, social security, insurance, etc.)	<u>0%</u>			\$	<u>-</u>

u. Other Personnel (Substitute Teachers, which needs to include 7.65% for FICA)(81x10=807x11=8882) \$ 5,000.00

v. Other Personnel (Issp Contracted Specialist &Parent Liaison)

w. Contracted Exceptional Education Speech Specialists(3hrs @ week x 36wks = 108hrs x \$85 hr=9180)

x. Contracted Exceptional Education Specialists(20hrs @ week x 25wks = 600hrs x \$24hr=12000)

y. Early Return Program/Turn Around Workshops

z. MAP Performance Pay Program

aa. Lead Teacher Program

Subtotal \$ 11,760.00

2. Instructional Materials & Equipment :

a. Instructional Materials (textbooks, workbooks, testing materials, etc.) \$ 391.00

b. AV equipment/Other Instructional Equipment

Subtotal \$ 391.00

3. Other Instructional Expenses :

a. Classroom Supplies (Other than in # 2 above) \$ 2,000.00

b. AV equipment/Other Instructional Equipment \$ -

Subtotal \$ 2,000.00

4. Technology :

a. Computer Equipment - rental (lease purchase) \$ 5,000.00

b. Training and Installation and consulting

Subtotal \$ 5,000.00

5. Classroom/Vocational Equipment (Desks, chairs, tables, etc.)

a. Desks, chairs, tables, and Equipment/Furniture/Furnishings other than Audio Visual and PCs

Subtotal \$ -

Total Academic Instruction - 1 through 5 above > \$ 523,141.00

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 275)
2019 -2020 Budget

Instructional Support:

6. Pupil Personnel Services:

Coordinator / Counselor - Salary & Benefits :

a.	Number	<u>1</u>	x	Annual Salary	<u>\$ 45,000.00</u>	\$	<u>45,000.00</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	
							Subtotal	\$ 45,000.00

7. Curriculum Development:

Curriculum Specialist / Writer's - Salaries & Benefits :

a.	Number	<u> </u>	x	Annual Salary	<u> </u>	\$	<u>-</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	
c.	Curriculum Development - Materials and Supplies					\$	<u>30,091.00</u>	
d.	Curriculum Development - Equipment					\$	<u>-</u>	
							Subtotal	\$ 30,091.00

8. Staff Development

a.	Number	<u>0</u>	x	Annual Salary	<u> </u>	\$	<u>-</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	
							Subtotal	\$ 15,000.00
a.	Seminars, workshops, Other <u> </u> Professional Development <u> </u>					\$	<u>15,000.00</u>	
							Subtotal	\$ 15,000.00

9. Media:

Media Specialist - Salary & Benefits :

a.	Number	<u>0</u>	x	Annual Salary	<u> </u>	\$	<u>-</u>
b.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>

Librarian - Salary & Benefits :

c.	Number	<u>1</u>	x	Annual Salary	<u>\$ 15,000.00</u>	\$	<u>15,000.00</u>	
d.				Benefits (retirement, social security, insurance, etc.)	<u> </u>	\$	<u>-</u>	
e.	Media - Materials and Supplies					\$	<u>30,000.00</u>	
f.	Media - Equipment					\$	<u>20,000.00</u>	
							Subtotal	\$ 65,000.00

Total Instructional Support - 7 through 9 above > \$ 155,091.00

General Support:

10. Administrative Services - Salaries & Benefits :

a.	<i>Executive Director</i>	<u>1</u>	x	Annual Salary	<u>\$ 55,125.00</u>	\$	<u>55,125.00</u>	
b.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>7,166.00</u>	
c.	<i>Principal</i>	<u>1</u>	x	Annual Salary	<u>\$ 56,724.00</u>	\$	<u>56,724.00</u>	
d.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>7,374.00</u>	
e.	<i>Admin Assistant</i>	<u>1</u>	x	Annual Salary	<u>\$ 40,821.00</u>	\$	<u>40,821.00</u>	
f.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>5,307.00</u>	
e.	<i>CRT</i>	<u>1</u>	x	Annual Salary	<u>\$ 32,306.00</u>	\$	<u>32,306.00</u>	
f.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>4,200.00</u>	
e.	<i>Business Admin.</i>	<u>1</u>	x	Annual Salary	<u>\$ 44,000.00</u>	\$	<u>44,000.00</u>	
f.				Benefits (retirement, social security, insurance, etc.)	<u>13%</u>	\$	<u>5,720.00</u>	
							Subtotal	\$ 258,743.00

11. Office/Administration Expenses :

a.	Equipment / Furniture / Furnishings					\$	<u>20,000.00</u>	
b.	Repair and Maintenance					\$	<u>5,000.00</u>	
c.	Other: Printer Rental					\$	<u>9,000.00</u>	
							Subtotal	\$ 34,000.00

12. Telephone & Communication Services :

a.	Telephone / Communication Services (monthly bills)					\$	<u>10,000.00</u>	
b.	Equipment (including any training and installation)					\$	<u>3,000.00</u>	
c.	Other <u> </u>							
							Subtotal	\$ 13,000.00

13. Mailing & Marketing :

a.	Postage / Courier Services					\$	<u>3,000.00</u>	
b.	Other: Advertising					\$	<u>10,000.00</u>	
							Subtotal	\$ 13,000.00

Charter School Estimated Expenditure Worksheet - cont'd

THE AAJP SCHOOL (UFTE cap @ 275)

2019 -2020 Budget

General Support cont'd:

14. Printing and Copying :

a.	Materials and Supplies	\$	3,600.00	
b.	Equipment	\$	3,000.00	
c.	Other: Software	\$	10,000.00	
			Subtotal	\$ 16,600.00

15. Facilities :

a.	Land / Land improvements			
b.	Building	\$	80,000.00	
c.	Leasehold Improvements	\$	5,000.00	
			Subtotal	\$ 85,000.00

16. Facility - Maintenance :

Maintenance person - Salary & Benefits :

a.	Number	_____	x	Annual Salary	_____		
b.				Benefits (retirement, social security, insurance, etc.)	_____		
c.	Contracted Services				\$	15,000.00	
d.	Maintenance - Materials and Supplies / Repairs				\$	10,000.00	
e.	Maintenance - Equipment Rental for repairs						
f.	Other:						
						Subtotal	\$ 25,000.00

17. Custodial Services :

Custodian's - Salary & Benefits :

a.	Number	_____	x	Annual Salary	_____		
b.				Benefits (retirement, social security, insurance, etc.)	_____		
c.	Contracted Services				\$	20,000.00	
d.	Cleaning Supplies						
e.	Equipment				\$	-	
f.	Other: Garbage disposal (690x12 = 8280 annual) & alarm monitoring (3,476 annual)						
						Subtotal	\$ 20,000.00

18. Utilities :

a.	Electricity / Water	\$	30,000.00	
b.	Gas	\$	-	
c.	Other _____	\$	-	
			Subtotal	\$ 30,000.00

19. Student Transportation :

a.	Transportation Vehicle payments (Vans, Buses, etc.)								
b.	Bus Driver's	0	x	Hourly Wage	\$ -	x hrs/day x 180	-	\$	-
c.				Benefits (retirement, social security, insurance, etc.)	0%			\$	-
d.	Maintenance and Repairs				\$	-			
e.	Insurance				\$	-			
f.	Gas				\$	-			
g.	Contracted Bus Services				\$	120,000.00			
						Subtotal		\$ 120,000.00	

20. Insurance :

a.	Property and Casualty	\$	14,000.00	
b.	Liability			
c.	Fidelity Bond			
d.	Other _____	\$	-	
			Subtotal	\$ 14,000.00

21. Administrative Fees to the District :

a.	FEFP / Categorical Sources			
b.	Federal Start-up / Continuation Grants	\$	76,274.23	
c.	Other _____	\$	-	
			Subtotal	\$ 76,274.23

Charter School Estimated Expenditure Worksheet - cont'd
THE AAJP SCHOOL (UFTE cap @ 275)
 2019 -2020 Budget

General Support cont'd:

22.	Professional Fees :		
a.	Accounting Services	\$	185.46
b.	Payroll Services	\$	5,500.00
c.	Auditing Services	\$	12,000.00
d.	Legal Services	\$	5,000.00
e.	Educational Consulting/AdvancePath	\$	68,750.00
f.	Other _____		
	Subtotal	\$	91,435.46
23.	Food Services :		
	Food Servers - Salaries & Benefits :		
a.	Number <u>1</u> Annual Salary <u>\$ 20,000.00</u>	\$	20,000.00
b.	Benefits (retirement, social security, insurance, etc.) <u>13%</u>	\$	2,600.00
c.	Number <u>1</u> x Annual Salary <u>\$ 20,000.00</u>	\$	20,000.00
d.	Benefits (retirement, social security, insurance, etc.) <u>13%</u>	\$	2,600.00
e.	Kitchen Equipment/Dining Room Furniture & Equipment	\$	-
f.	Food Purchases (for self-operated kitchen)	\$	75,000.00
g.	Bottled Gas (for self-operated kitchen)		
h.	Kitchen/Dining Room supplies		
i.	Other: supplies		
j.	Other - repairs & maintenance		
	Subtotal	\$	120,200.00
24.	Repayment of Debt :		
a.	Principal		
b.	Interest		
	Subtotal	\$	-
25.	Other Costs - not covered above :		
a.	Contingencies:		
b.	Erate invoice		
c.			
d.			
	Subtotal	\$	-
	Total General Support - 10 through 25 above >	\$	917,252.69
	Total Instructional Support - 7 through 9 above >	\$	155,091.00
	Total Academic Instruction - 1 through 5 above >	\$	523,141.00
	Total Estimated Expenditures >	\$	1,595,484.69
	Total Estimated Revenues >	\$	1,595,484.69
	Difference - Surplus / (Deficit) >	\$	(0.00)

NOTES:

- 1 This budget format must not be changed. Details or line items may be added, but no line items may be deleted.
- 2 Attach Schedules and/or narratives, where applicable, to explain certain budget line items presented in the worksheets provided.
- 3 If the Total Estimated Expenditures and the Total Estimated Revenues do not balance, explain the difference.
- 4 Use the Carry Forward Balances worksheet below.

CARRY FORWARD BALANCES

Restricted Balances :

State Grants and Programs - Specify _____	\$	-		
Federal Grants and Programs - Specify _____	\$	-		
Other - Specify _____	\$	-	\$	-
			\$	-
			\$	-

Curriculum

Apex Learning Catalog and Course Descriptions

ENGLISH COURSE DESCRIPTIONS

English 9

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Course Materials

Semester 1: Optional

The Metamorphosis. Fraz Kafka. David Wylie, translator. (Classix Press, 2009). ISBN-10: 1557427666 / ISBN-13: 9781557427663. Other editions acceptable. NOTE: This book is provided in digital format in the course. If students wish to read offline, the above purchase is recommended.

Semester 2: Optional

Macbeth. William Shakespeare. Barbara A. Mowat and Paul Werstine, eds. (Simon & Schuster, 2003). ISBN-10: 074377103 / ISBN-13: 8780743477109 Other editions acceptable. NOTE: This book is provided in digital format in the course. If students wish to read offline, the above purchase is recommended.

English 10

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the Common Core State Standards for English Language Arts.

Course Materials

Semester 1: Required

American Born Chinese. Gene Luen Yang. (Suare Fish, 2008). ISBN-10: 0312384483 / ISBN-13: 9780312384487. Other editions acceptable.

Fast Food Nation. Eric Schlosser. (Mariner Books, 2012). ISBN-10: 0547750331 / ISBN-13: 9780547750330. Other editions acceptable.

English 11

In English 11, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. As well, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

English 11 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

English 12

English 12 asks students to delve into the mingled history of British and World literature. It asks students to imagine: Face to face with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, what you can take, or what you can share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? Students explore how humans interact with and influence each other — historically, socially, and otherwise — and examine the complexities of cultural identity in our global and fast-changing world.

English 12 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

Creative Writing

Core

Creative Writing is an English elective course that focuses on the exploration of short fiction and poetry, culminating in a written portfolio that includes one revised short story and three to five polished poems. Students draft, revise, and

polish fiction and poetry through writing exercises, developing familiarity with literary terms and facility with the writing process as they study elements of creative writing.

Elements of fiction writing explored in this course include attention to specific detail, observation, character development, setting, plot, and point of view. In the poetry units, students learn about the use of sensory details and imagery, figurative language, and sound devices including rhyme, rhythm and alliteration. They also explore poetic forms ranging from found poems and slam poetry to traditional sonnets and villanelles.

In addition to applying literary craft elements in guided creative writing exercises, students engage in critical reading activities designed to emphasize the writing craft of a diverse group of authors. Students study short stories by authors such as Bharati Mukherjee and Edgar Allan Poe, learning how to create believable characters and develop setting and plot. Likewise, students read poetry by canonical greats such as W. B. Yeats and Emily Dickinson as well as contemporary writers such as Pablo Neruda, Sherman Alexie, and Alice Notley. Studying the writing technique of a range of authors provides students with models and inspiration as they develop their own voices and refine their understanding of the literary craft.

By taking a Creative Writing course, students find new approaches to reading and writing that can affect them on a personal level, as the skills they gain in each lesson directly benefit their own creative goals. Students who are already actively engaged writers and readers learn additional tools and insight into the craft of writing to help them further hone their skills and encourage their creative as well as academic growth.

All English elective content is based on the National Council of Teachers of English (NCTE) standards.

Reading Skills and Strategies

Core

Reading Skills and Strategies is a course is designed to help the struggling reader develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy, which are the course's primary content strands. Using these strands, the course guides the student through the skills necessary to be successful in the academic world and beyond. The reading comprehension strand focuses on introducing the student to the varied purposes of reading (e.g., for entertainment, for information, to complete a task, or to analyze). In the vocabulary strand, the student learns specific strategies for understanding and remembering new vocabulary. In the study skills strand, the student learns effective study and test-taking strategies. In the media literacy strand, the

student learns to recognize and evaluate persuasive techniques, purposes, design choices, and effects of media. The course encourages personal enjoyment in reading with 10 interviews featuring the book choices and reading adventures of students and members of the community.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Writing Skills and Strategies

Core

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the work place. Practice in these forms is scaffolded to accommodate learners at different skill levels.

The content is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

Florida English IV: College Prep

Core

Florida English IV: College Prep provides a fourth-year English curriculum focusing on developing the mastery of skills identified as critical to postsecondary readiness in reading and writing. This full-year course aligns to Florida's Postsecondary Readiness Competencies in reading and writing and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include vocabulary acquisition and use; use of academic and domain-specific words; reading for key ideas and details; reading non-fiction; persuasive, informative and narrative writing; and research.

Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers to internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets

support engagement with direct instruction and develop note-taking and study skills.

The content is specifically aligned to Florida Postsecondary Readiness Competencies.

Florida Reading for College Success

Core

Florida Reading for College Success provides an English curriculum focused on developing the mastery of skills identified as critical to postsecondary readiness in reading. This single semester elective aligns to Florida's Postsecondary Readiness Competencies in reading and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include vocabulary acquisition and use; use of academic and domain-specific words; reading for key ideas and details; reading non-fiction; and research.

Select activities target text-handling skills and promote improved performance on commonly assessed literary analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is specifically aligned to Florida Postsecondary Readiness Competencies.

Florida Writing for College Success

Core

Florida Writing for College Success provides an English curriculum focused on developing the mastery of skills identified as critical to postsecondary readiness in writing. This single semester elective aligns to Florida's Postsecondary Readiness Competencies in writing and targets students required to complete additional instruction based on their performance on the Postsecondary Education Readiness Test (PERT). Course topics include grammar and usage; essential writing skills; persuasive, informative and narrative writing; and research.

Robust scaffolding in the form of process guides and graphic organizers helps reluctant writers internalize strategies and develop composition skills. Select activities target text-handling skills and promote improved performance on commonly assessed analysis and response standards. Study sheets support engagement with direct instruction and develop note-taking and study skills.

The content is specifically aligned to the Florida Postsecondary Readiness Competencies.

English Foundations I

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling.

Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text.

Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance.

Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

This course guides students through the reading, writing, and basic academic skills needed to prepare for success in academic coursework. At the end of the course, the student should be poised for continued success in the academic world. The content is based on extensive national and state standards research and consultation with reading specialists and classroom teachers. It aligns to state standards for reading and writing and to NCTE/IRA reading and writing standards.

English Foundations II

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help

struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy. Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

The reading program content is based on the National Council of Teachers of English (NCTE), International Reading Association (IRA), National Reading Program (NRP), and McREL, standards and aligned to state standards. The writing program is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

MATHEMATICS COURSE DESCRIPTIONS

Algebra I

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity

of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Geometry

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Algebra II

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations.

Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and

sample distributions and confidence intervals.

This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Math Foundations I

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress in acquiring 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies for honing their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence, and is aligned with state standards.

Math Foundations II

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to

expedite student progress in acquiring 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as middle school curriculum. The program simultaneously builds the computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

The course's carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies for honing their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, *Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*, and is aligned with state standards.

SCIENCE COURSE DESCRIPTIONS

Earth Science

Core Honors

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space.

Course topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Physical Science

Core

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills.

Course topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the periodic table of elements; molecular bonding; chemical reactivity; gases; and an

introduction to nuclear energy. Teacher-scored labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned with state standards.

Biology

Core

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and the interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

The content is based on the National Science Education Standards (NSES) and is aligned with state standards.

Chemistry

Core

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students

learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Physics

Core

Physics offers a curriculum that emphasizes students' understanding of fundamental physics concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, math for physics, energy, kinematics, force and motion, momentum, gravitation, chemistry for physics, thermodynamics, electricity, magnetism, waves, nuclear physics, quantum physics, and cosmology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how physics concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply learned concepts and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Psychology

Core

Psychology provides a solid overview of the field's major domains: methods, biopsychology, cognitive and developmental psychology, and variations in individual and group behavior.

By focusing on significant scientific research and on the questions that are most important to psychologists, students see psychology as an evolving science. Each topic clusters around challenge questions, such as "What is happiness?" Students answer these questions before, during, and after they interact with direct instruction.

The content is based on the American Psychological Association's National Standards for High School Psychology Curricula. The teaching methods draw from the National Science Teachers Association (NSTA) teaching standards.

Science Foundations

Science Foundations provides students with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous high school science courses. The course is appropriate for use as remediation at the high school level or as a bridge to high school.

Science Foundations is a two-semester course, with each semester containing 10 mini-units. Each mini-unit is composed of three lessons. The first lesson focuses on key concepts found in Earth science, physical science, and life science. The second lesson reinforces reading and math skills students need to be successful with the content introduced in the first lesson. The third lesson introduces scientific inquiry and critical thinking skills that will help students thrive in science as well as other disciplines. Carefully paced, guided instruction is accompanied by engaging and accessible interactive practice. Checkup activities provide an opportunity to review content prior to assessment. Practice activities offer an opportunity to apply concepts that were presented in Study activities.

The course is based on the National Science Education Standards (NSES) for middle school science.

HISTORY COURSE DESCRIPTIONS

World History

Core

In World History, students learn to see the world today as a product of a process that began thousands of years ago when humans became a speaking, travelling, and trading species. Through historical analysis grounded in primary sources, case studies, and research, students investigate the continuity and change of human culture, governments, economic systems, and social structures.

Students build and practice historical thinking skills, learning to connect specific people, places, events and ideas to the larger trends of world history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. In discussion activities, students respond to the position of others while staking and defending their own claim. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills. This course is aligned to state standards and the Common Core State Standards for Literacy in Social Studies.

U.S. History

Core

U.S. History traces the nation's history from the pre-colonial period to the present. Students learn about the Native American, European, and African people who lived in America before it became the United States. They examine the beliefs and philosophies that informed the American Revolution and the subsequent formation of the government and political system. Students investigate the economic, cultural, and social motives for the nation's expansion, as well as the conflicting notions of liberty that eventually resulted in civil war. The course describes the emergence of the United States as an industrial nation and then focuses on its role in modern world affairs.

Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

ELECTIVE COURSE DESCRIPTIONS

Multicultural Studies

Core

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity.

The content and skill focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

Sociology

Core

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

In online discussions and polls, students reflect critically on their own experiences and ideas, as well as on the ideas of sociologists. Interactive multimedia activities include personal and historical accounts to which students

can respond, using methods of inquiry from sociology. Written assignments provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

FOREIGN LANGUAGE COURSE DESCRIPTIONS

French I

Core

French I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as sports, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the verb system, adjective agreement, formal and informal address, reflexive verbs, and past tense. Students also gain an understanding of the cultures of French-speaking countries and regions within and outside Europe, as well as insight into Francophone culture and people.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

French II

Core

French II teaches students to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal address. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms in cooking, geography, and architecture. Instruction in language structure and grammar includes present- and past-tense verb forms and uses, negation, and direct and indirect objects. Students deepen their knowledge of French-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish I

Core

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

Core

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives - both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues.

The material in this course is presented at a moderate pace.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

Core

In Spanish III, students build upon the skills and knowledge they acquired in

Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously.

Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish.

Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress.

Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language.

The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Health Opportunities through Physical Education (HOPE)

Core

Health Opportunities through Physical Education (HOPE) combines instruction in health and physical education in a full-year, integrated course. It focuses on developing skills, habits and attitudes to maintain a healthy lifestyle and applying lessons learned to physical fitness. Through active participation and real-world simulations, the course aims to demonstrate firsthand the value of conscientious lifestyle management.

HOPE lays a foundation for making healthy decisions by building seven skills: accessing valid health information; analyzing internal and external influences; self-management; interpersonal communication; decision-making; goal setting; and advocacy. Students apply these skills to a variety of topics throughout the course, including mental and social health; physical activity; nutrition; substance prevention; disease and disorders; injury prevention and safety; and personal

health. HOPE requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

This course is based on and aligns to the National Science Teachers Association (NSTA) standards and the Florida Next Generation Sunshine State Standards for health and physical education

Physical Education

Core

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities.

Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.

Financial Literacy

Core

Financial Literacy helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their understanding of key ideas and extending their knowledge through a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer advice on how to buy, rent, or lease a car or house.

These topics are solidly supported by writing and discussion activities. Journal activities provide opportunities for students to both apply concepts on a personal scale and analyze scenarios from a third-party perspective. Discussions help

students network with one another by sharing personal strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Financial Literacy includes audio resources in English.

This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Art Appreciation

Core

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

Coverage of each artistic movement highlights historical context and introduces students to key artists that represent a variety of geographic locations. Throughout the course, students apply what they have learned about art critique to analyze and evaluate both individual artists and individual works of art.

Art Appreciation is based on national standards developed by the Consortium of National Arts Education Associations, as well as key state standards. It encompasses a variety of skills to enable students to critique, compare, and perhaps influence their own works of art.

Music Appreciation

Core

Music Appreciation is a streamlined course that introduces student to the history, theory, and genres of music, from the most primitive surviving examples, through the classical to the most contemporary in the world at large. The course is offered in a two-semester format: The first semester covers primitive musical forms, classical music, and American jazz. The second semester presents the rich modern traditions, including: gospel, folk, soul, blues, Latin rhythms, rock and roll, and hip-hop.

The course explores the interface of music and social movements and examines how the emergent global society and the Internet is bringing musical forms together in new ways from all around the world.



PAIDEIA
ACTIVE LEARNING

The National Paideia Center
Phone: (919) 962-3128
Web: www.paideia.org
E-mail: info@paideia.org

PAIDEIA SEMINAR PLAN

Text: "We Wear the Mask"

Publication Date: 1896

Author: Paul Laurence Dunbar (1872-1906)

Ideas & Values: identity, secrecy, perception, communication, diversity

Process Steps

BEFORE SEMINAR

Who* What to Do

- F Describe ideal dialogue. Note purpose for this practice.
- F Review role of facilitator and expectations for participants (norms, goals, ground rules).
- F/P Make and take suggestions for group process goal. Reach consensus and display goal.
- P View list of personal participation goals. Individually select and record goal.

AFTER SEMINAR

Who* What to Do

- P Reflect on personal goal. Record self-assessment of performance.
- F/P Reflect on group process goal. Discuss/assess group dialogue.
- F/P Discuss group process goal of next seminar. Make note for future reference.

Seminar Steps

Opening Question

Identify main ideas from text.

- What is the most significant word or phrase in this poem? (round-robin response)
 - Why? (spontaneous discussion)

Closing Question

Personalize and apply ideas.

- Why would someone in our school, city, state, or world choose to wear a mask instead of revealing their diversity?

Core Questions

Analyze textual details.

- According to this poem, what does the outside of the mask look like?
- What is behind the mask?
- According to Dunbar's poem, why does one wear the mask?
- What is meant by line 14, "But let the world dream otherwise"?

*F = Facilitator, P = Participants

Content Steps

BEFORE SEMINAR

Who* What to Do

Introductory Step

- F/P → *Identify ideas and values. Discuss.*
- P → *Perform quick pre-write.* Record responses to questions below and then briefly discuss.
- Why do people wear masks?
 - Can you recall a time that you concealed your true thoughts or feelings?
- P → *Perform mask activity.* Obtain paper. Draw two pictures (one on each side): your true/private face and your public face or mask. Also complete short journal entry about significance of each drawing.
- F → *Provide background information.* Paul Laurence Dunbar was the first African-American to gain national eminence as a poet. Born in 1872 in Dayton, Ohio, he was the son of ex-slaves and the classmate of Orville Wright of aviation fame. Although he lived to be only 33 years old, Dunbar was prolific, writing short stories, novels, librettos, plays, songs and essays as well as the poetry for which he became well known. He was popular with contemporary black and white readers, and his works are celebrated today by scholars and school children alike.

Inspectional Reading

- F/P → *Identify important vocabulary.* Highlight words, phrases, and sentences of import and interest. Use context clues to clarify meaning of unfamiliar words.
- F/P → *Mark structural features of text.* Number lines.

Analytical Reading

- P → *Read for meaning, grasping big ideas.* Read poem silently and individually. Then read aloud as group.

AFTER SEMINAR

Who* What to Do

Writing Activity

- F → *Present task and question prompts.* Ask participants to write expository essay in response to one question below. Remind participants that purpose of expository writing is to explain, clarify, or provide reader with information.
- What one thing most makes you who you are? Consider your unique features as well as your appearance, personality, preferences, heritage, etc. Support your ideas with examples and details from your personal experiences.
 - Can you recall a time when you encountered someone very different from you? Describe what you learned about the other person as well as what you learned about yourself. Support your ideas with examples and details.
- F → *Support generative process.*
- P → *Perform steps of generative process.*
- ↓ *Plan.* Select topic. Reflect on seminar discussion and personal experiences.
 - ↓ *Create.* Write essay.
 - ↓ *Revise, if necessary.*
 - ↓ *Display.*



PAIDEIA
ACTIVE LEARNING

The National Paideia Center
Phone: (919) 962-3128
Web: www.paideia.org
E-mail: info@paideia.org

PAIDEIA SEMINAR PLAN

Text: "Mother to Son"

Publication Date: 1922

Author: Langston Hughes (1902-1967)

Ideas & Values: determination, perseverance, encouragement, symbolism

Process Steps

BEFORE SEMINAR

- Who* What to Do
- F Describe ideal dialogue. Note purpose for this practice.
- F Review role of facilitator and expectations for participants (norms, goals, ground rules).
- F/P Make and take suggestions for group process goal. Reach consensus and display goal.
- P View list of personal participation goals. Individually select and record goal.

AFTER SEMINAR

- Who* What to Do
- P Reflect on personal goal. Record self-assessment of performance.
- F/P Reflect on group process goal. Discuss/assess group dialogue.
- F/P Discuss group process goal of next seminar. Make note for future reference.

Seminar Steps

Opening Question

Identify main ideas from text.

- What is the poem about? (round-robin response)
 - How do you know? (spontaneous discussion)

Closing Question

Personalize and apply ideas.

- What does this poem teach you about determination?
- OR
- If you were giving advice to a younger brother or sister based on your experiences in life thus far, what would you advise?

Core Questions

Analyze textual details.

- Which line of the poem is most significant to you?
- What kind of life has the mother had?
- Why does the mother repeat the phrase in lines 2 and 20 that "Life for me ain't been no crystal stair"?
- What advice is the mother giving?

*F = Facilitator, P = Participants

Content Steps

BEFORE SEMINAR

Who* What to Do

Introductory Step

- F/P → *Identify ideas and values. Discuss.*
P → *Perform quick pre-write.* Ask participants to record response to question below and then briefly discuss.
- What important piece of advice have you received from an adult?
- F → *Provide background information.* Define symbolism and provide examples.

Inspectional Reading

- F/P → *Identify important vocabulary.* Highlight words, phrases, and sentences of import and interest. Use context clues to clarify meaning of unfamiliar words.
- F/P → *Mark structural features of text.* Number lines.

Analytical Reading

- P → *Read for meaning, grasping big ideas.* Read poem silently and individually. Then read aloud as group.
- P → *Begin to analyze details.* Contemplate symbolism of poem.

AFTER SEMINAR

Who* What to Do

Writing Activity

- F → *Present tasks.* Ask participants to read *Coming Home*, the story of Hughes's childhood, and then select one of the options below.
- What things/events are the "tacks" and "splinters" in your life? Write a self-addressed letter, advising yourself about how you should handle these problems. Use standard formatting.
 - Can you recall a time when somebody encouraged you (or didn't)? Write a short story about your experience.
 - Have you ever moved and then missed your previous home? Write a short story about the experience.
- F → *Support generative process.*
P → *Perform steps of generative process.*
- ↓ *Plan.*
 - ↓ *Create.*
 - ↓ *Revise, if necessary.*
 - ↓ *Display.*

Our students are so excited to have the opportunity to participate in a 'virtual school' within their traditional high school day. I want to thank Apex Learning for making such alternative and creative educational opportunities accessible for our students.

— Rebecca Austin
Education Specialist
West Forsyth High School
Cumming, GA

Why a Virtual School?

As school districts and state legislatures increasingly recognize the significance of online learning, a virtual school is becoming a valuable and necessary option for schools to meet the needs of students. A compelling aspect of a virtual school is the flexibility it provides to districts, teachers, and students.

Flexibility for Districts

Apex Learning customizes its offerings to meet the virtual school needs of a district by integrating district policies into any virtual school program design; maximizing teacher resources by using local or Apex Learning teachers or a combination of both; providing a comprehensive high school catalog of high-quality online courses to meet the needs of all students in the district.

Flexibility for Teachers

With a virtual school powered by Apex Learning, teachers have the ability to individualize instruction; teachers spend more time working one-on-one with students since the time consuming tasks of lesson planning and assessment grading are largely automated; the role of the teacher changes from lecturer to learning facilitator and instructional interventionist.

Flexibility for Students

A virtual school provides a high degree of flexibility for students seeking a distance learning environment for a variety of reasons, including graduating ahead of schedule; limited or conflicting class schedule; desire an alternative to a traditional school setting; living with illness or other challenges; professional careers in athletics or the arts.



Virtual School Program

Blended Learning Implementation

While Apex Learning courses are well suited for virtual schools, they are also highly effective with blended learning programs.

In a blended learning implementation, students access Apex Learning digital curriculum within a school building. Whether students are assigned a class period or have access to in-school labs, the expectation in a blended learning environment is that students have considerable face-to-face time with assigned teachers. Students learn at their own pace and receive teacher support and guidance when and where they need it. Like a virtual school program, blended learning may be used in a variety of programs to meet the diverse needs of schools and districts and to support academic success for all students.

How Does a Virtual School Work?

A virtual school program can be adjusted any number of ways to address district goals and policies and to meet the needs of teachers and students. Options range from original credit to credit recovery; full-time to part-time student enrollment; completely at a distance to part-time distance; and using district teachers, Apex teachers, or a mix of both.

Why Use Apex Learning for Your Virtual School?

With nearly 15 years of experience and as a partner in virtual schools around the country, Apex Learning is uniquely positioned to provide a virtual school option that quickly and seamlessly integrates into any district's program offerings.

Quality, Standards-Based Digital Curriculum. Apex Learning provides accredited, standards-based courses to meet high school graduation requirements.

Media and the Learning Experience. A purposeful use of interactive media in every Apex Learning course provides active learning experiences.

Individualized Learning. Students benefit from a self-paced environment, taking as much or as little time as necessary to master a concept or skill.

Qualified Teaching Staff. Apex Learning sets high teaching standards and has a comprehensive program for monitoring its online teachers to guarantee that instruction is consistently of the highest quality.

Extensive Instructional Management Capabilities. A proprietary learning management system is tailored to the virtual school environment and includes comprehensive, real-time reports; intuitive online Grade Book and homework management system; online discussion boards; and security features to support academic integrity

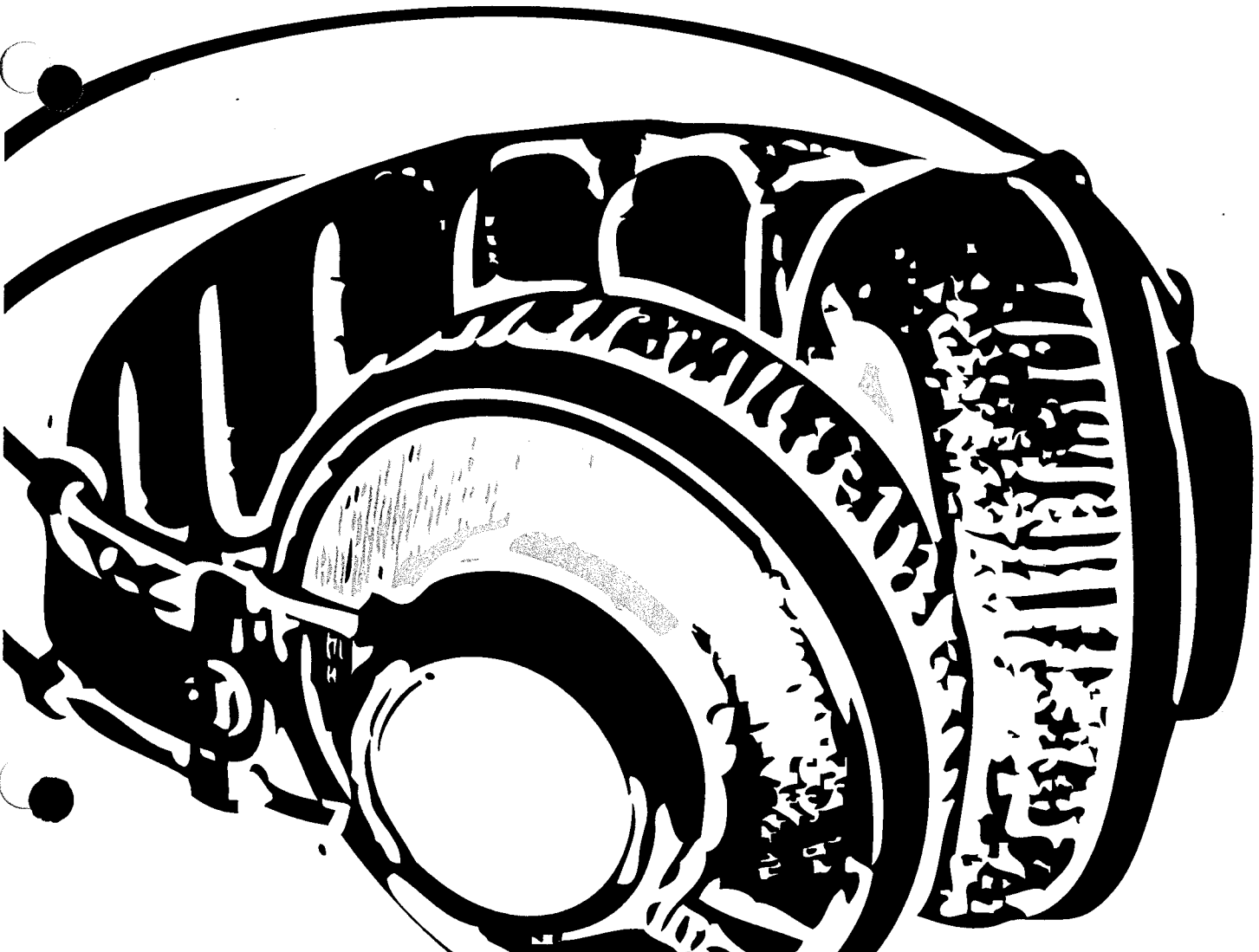


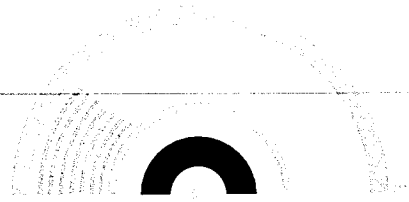
Apex Learning 1215 Fourth Avenue, Suite 1500 Seattle, WA 98161
800-453-1454 inquiries@apexlearning.com www.apexlearning.com

Copyright © 2012 Apex Learning Inc. Apex Learning®, the Apex Learning logo, ClassTools®, ClassTools Achieve®, ClassTools Virtual™, and Literacy Advantage™ are either registered trademarks or trademarks of Apex Learning Inc.

9-12

SAMPLE CURRICULUM





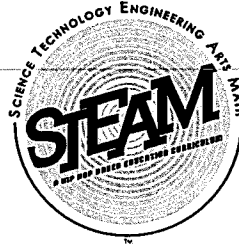
EDUCATION THROUGH
 entertainment & arts
PARTNERSHIP
 a hip hop based educational company

Education through Entertainment & Arts Partnership
 School Beats Academy
 Sample Curriculum 9-12
 Copyright © 2013

All rights reserved. Except where otherwise noted, no part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the written permission of the publisher.

School Beats Academy Personnel

- Troy McNair Sr..... President/Founder
- Ebony Payne-EnglishCurriculum Development Manager
- Travis "Trav'sty" Thomas Record Producer/Audio Engineer
- Grace Bio Illustrator
- Michelle Carroll Graphic Designer
- Shantel McClain Office Manager
- Theadford Christian..... Videographer



School Beats Academy

STEAM

(Science, Technology, Engineering, Arts, Mathematics Initiative)

Interactive • Creative • Engaging

Elementary, Middle and High School Programs Available
A Music and Entertainment Industry Studies Program Project Based

Company Overview

Education Through Entertainment & Arts Partnership's (EEAP) mission is to inspire students with an enjoyable learning experience through a personalized education curriculum that is applicable to the real world. As a culturally relevant educational lifestyle company, we assist our students by offering a fundamentally different approach to education. School Beats Academy Curriculum is designed to address the needs of 21st century learners. EEAP provides student-centered arts instruction in digital music production, filmmaking, visual arts, language arts, design, theatre, photography, and dance. Our goals are simple:

- To improve academic literacy.
- To promote Science, Technology, Engineering, Arts, and Math.
- To promote positive youth development.
- To promote personal growth through motivation, dedication, and academic performance.
- To provide entrepreneurial education in response to high unemployment rates and poverty.

To learn more about our project based learning initiatives contact us at:

Education through Entertainment and Arts Partnership

7899 Baymeadows Way, Suite 1

Jacksonville, FL 32256

WWW.REMIXINGEDUCATION.COM

info@remixingeducation.com

(904)-262-0623

Lesson 3 Bring in the Bass

ABOUT THIS LESSON:

This lesson will satisfy the Science, Technology, Engineering, Arts, and Math manipulatives of the STEAM program. Students will be required to identify, create, and apply sounds through the use of musical instrumentation and computer software. Students will construct an original composition to a rhythmic pattern and time count.

Lesson Goals

- Students will learn definition of Cymatics.
- Students will learn definition of bass.
- Students will learn definition of decibel.
- Students will learn the function of sonic vibrations.
- Students will learn the function of studio monitors.
- Students will learn to manipulate sonic waves.
- Students will further familiarize themselves with production equipment and software.
- Students will compose 8 bars of music.
- Students will continue building a collaborative musical production.

Materials

- School Beats Student Workbooks
- School Beats Production Equipment
- Computer with School Beats Production Software
- Television/Projector with DVD player
- School Beats "Beat Anatomy" Video Tutorial Part 3
- School Beats "Bring In The Bass" Instrumental
- School Beats Thumb Drive
- 6 X 1.4inch(150mm X 30mm) Petri Dishes
- Corn Starch
- Water
- Food Coloring
- CD player attached to Activity Speaker

Lesson Plan

Focus Activity: Play the School Beats "Bring In The Bass" instrumental using the School Beats Activity Speaker. Fill a Petri Dish 1/3 with water and 2/3 with corn starch. Use a pencil to stir the mixture. Place the Petri Dish onto the speaker and increase the volume of the music. Allow students to watch the mixture take form and dance to the beat. Inform students what they are witnessing is an example of Cymatics. Cymatics is the study of visible sound and vibration. Allow students to return to their seats. Distribute School Beats Student Workbooks.

1. Inform students Cymatics is strongly affected by the power or intensity of a frequency. Today, students will be adding to their production the element that gives a beat its power and intensity. In this lesson, students will be bringing in the bass.
2. Play School Beats "Beat Anatomy" Video Tutorial Part 3.
3. Instruct students to disperse into their production teams from the previous exercise.
4. Each group will have 10 minutes with the School Beats Production Equipment to compose an 8 bar bass loop in cohesion with their piano and bass compositions.

5. When students are either finished with their production time or waiting for their group's turn with the equipment, instruct students to complete the "Bring In The Bass" Workbook Activity #2. Provide each group with Petri Dishes, Corn Starch, Water, and Food Coloring. Students will take turns using the Activity Speaker to complete the Workbook Activity. Continue to play the "Bring In The Bass" instrumental through the speaker until each student has completed the experiment.
6. Once every group has completed their 10 minute interval, play each group's beat progression for the students. Ask students to share how they feel about the production. Allow students to convey their ideas.
7. Review the Unit 1 WordPlay List and ask probing questions to reveal learning outcomes.

Student Workbook Activity #2: "Bring In The Bass"

1. Fill a Petri Dish with $\frac{1}{3}$ water and $\frac{2}{3}$ corn starch.
2. Use a pencil to stir the mixture.
3. Place the Petri Dish onto the speaker and increase the volume of the music.
4. Observe and record what happens next.

Lesson 4 No Strings Attached

ABOUT THIS LESSON:

This lesson will satisfy the Science, Technology, Engineering, Arts, and Math manipulatives of the STEAM program. Students will be required to identify, create, and apply sounds through the use of musical instrumentation and computer software. Students will construct an original composition to a rhythmic pattern and time count.

Lesson Goals

- Students will learn definition of staccato.
- Students will learn definition of legato.
- Students will learn definition of transpose.
- Student will learn definition of pitch bend.
- Students will compose 8 bars of music.
- Students will continue building a collaborative musical production.

Materials

- School Beats Student Workbooks
- School Beats Production Equipment
- Television/Projector with DVD player
- Computer with School Beats Production Software
- School Beats “Beat Anatomy” Video Tutorial Part 4
- School Beats Thumb Drive
- School Beats “Strum” instrumental

Lesson Plan

Focus Activity: Play the “Strum” instrumental for students. Ask students to name the primary source of instrumentation for the beat. Allow students to take turns sharing their ideas. Inform students the primary source of instrumentation for this production is a section called strings. Strings are an important section and are essential for production.

1. Play School Beats “Beat Anatomy” Video Tutorial Part 4.
2. Instruct students to disperse into their production groups from the prior exercise.
3. Each group will have 10 minutes with the School Beats Production Equipment to compose an 8 bar string loop in cohesion with their drum, piano, and bass compositions.
4. When students are either finished with their production time or waiting for their group’s turn with the equipment, give instruction to complete “Beat Anatomy” Workbook Activity #3.
5. Once all groups have completed their 10 minute intervals, play each group’s beat progression for the students. Ask students to share how they feel about the production. Allow students to convey their ideas.
6. Review the Unit 1 WordPlay List and ask probing questions to reveal learning outcomes.
7. Student Workbook Activity 3: “No Strings Attached”
8. Draw a line to link the School Beats WordPlay term to its correct definition.

Lesson 4 "No Strings Attached": Activity #3

Draw a line to link the School Beats WordPlay term to its correct definition.

Hardware	a smooth glide in passing from one tone to the other; used mainly in stringed instrumentation
Software	to reproduce in a different key by raising or lowering pitch
Scale	a group of musical tones organized in order from lowest to highest
Chord	the lowest pitch or range
Octave	an order of notes played that are smooth and connected
Modulation	the transition from one key to another
Cymatics	physical equipment used in a computer system
Bass	a combination of three or more musical tones sounding simultaneously
Decibel	an order of notes played that are separated and detached
Staccato	a space between musical notes in which the higher tone is
Legato	six whole tones above the lower
Transpose	a unit used to express the intensity of a sound wave
Pitch Bend	anything that is not hardware but is used with hardware
	such as programs used to direct the operation of a computer
	the study of visible sound and vibrations

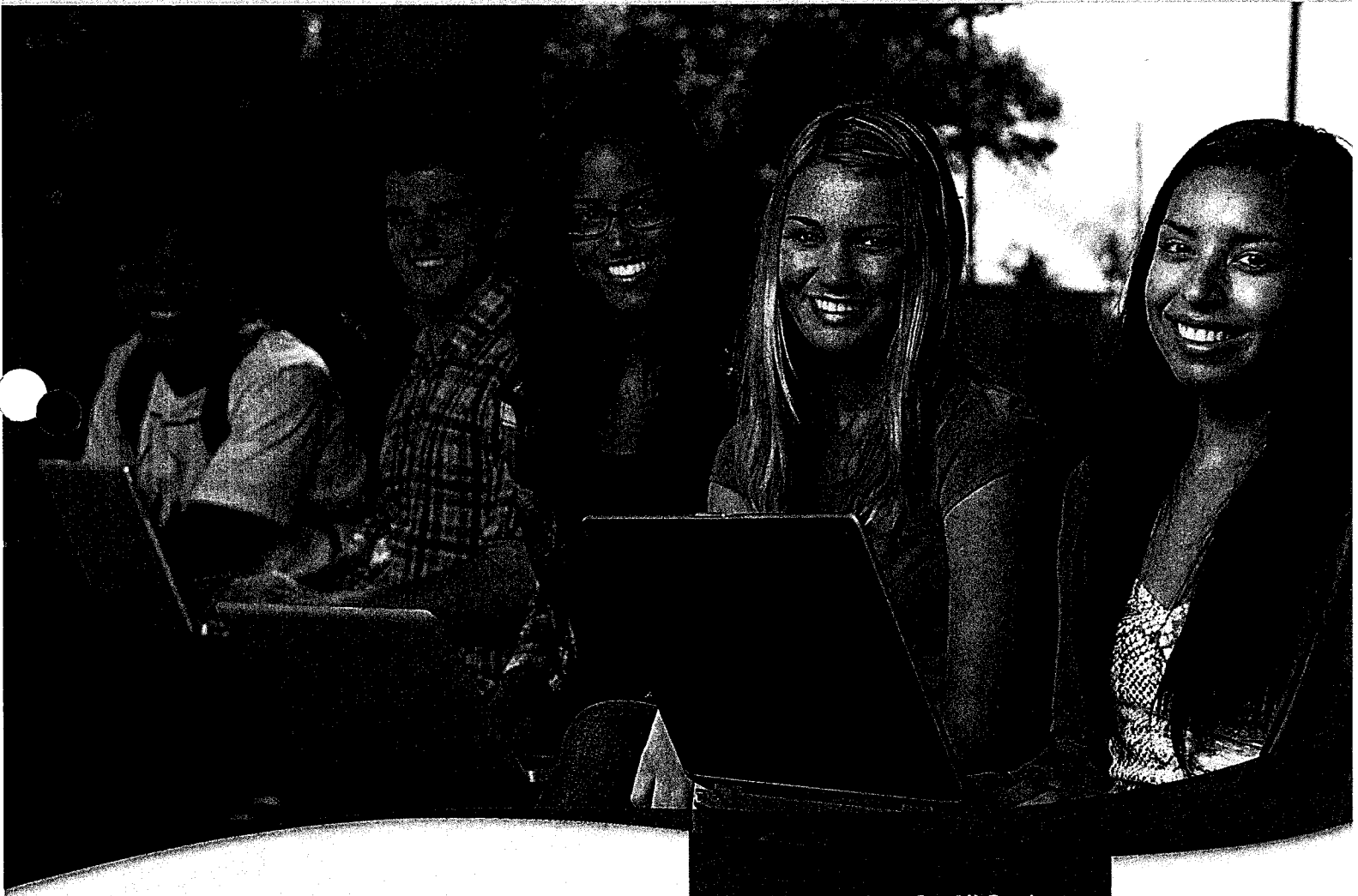


Education through Entertainment and Arts Partnership
Troy Mcnair Sr. office: 904-262-0623/ 904-318-8128
7899 Baymeadows Way, Suite 1 Jacksonville, FL 32256
WWW.REMIXINGEDUCATION.COM

© 2013 Education Through Entertainment & Arts Partner



2014-2015
Digital Curriculum Catalog



High Expectations for All Students

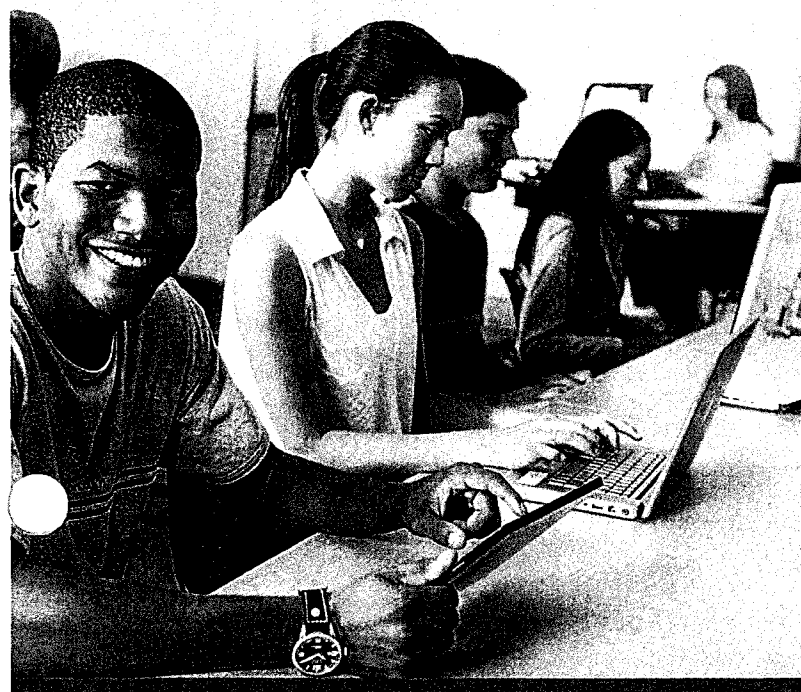
Comprehensive Courses

Apex Learning® Comprehensive Courses deliver a wide range of solutions for original credit, Advanced Placement (AP)*, credit recovery, and Common Core preparedness. Our rigorous standards-based courses in math, science, English, social studies, world languages and electives meet high school graduation requirements — providing a complete course of study that offers breadth of standards coverage, depth of instruction, and integrated formative and summative assessment.

Students discover concepts and apply knowledge through real-world examples that help them visualize concepts and extend their learning. Each lesson includes multiple opportunities for students to explore, apply, practice and confirm their learning.

Used for original credit and credit recovery, Comprehensive Courses engage students in active learning to develop critical thinking skills and prepare them for college and work.

*AP and Advanced Placement are registered trademarks of the College Board.



Literacy Advantage
Core
Honors
Advanced Placement
Foundations
Electives
Prescriptive

Math

Math Foundations I				✓		
Math Foundations II				✓		
Algebra I Common Core	❖					✓
Geometry Common Core	❖					✓
Algebra II Common Core	❖					✓
Mathematics I Common Core	❖					✓
Mathematics II Common Core	❖					✓
Mathematics III Common Core	❖					✓
Precalculus	✓	✓				
Calculus AB				✓		
Statistics				✓		
Financial Literacy*	✓					✓
Liberal Arts Math	✓					✓
Mathematics of Personal Finance	✓					✓
Probability and Statistics*	✓					✓
Introductory Algebra	✓					
Algebra I-A	✓					
Algebra I-B	✓					
Algebra I	✓	✓	✓			✓
Geometry	✓	✓	✓			✓
Algebra II	✓	✓	✓			✓
Integrated Math I	✓					
Integrated Math II	✓					

Literacy Advantage
Core
Honors
Advanced Placement
Foundations
Electives
Prescriptive

Science

Science Foundations				✓		
Earth Science		✓	✓		✓	
Physical Science	✓	✓	✓			✓
Biology	✓	✓	✓	✓		✓
Chemistry	✓	✓	✓	✓		✓
Physics		✓	✓			✓
Psychology*		✓		✓	✓	

English

English Foundations I				✓		
English Foundations II				✓		
English 9 Common Core		❖				✓
English 10 Common Core		❖				✓
English 11 Common Core (N)		❖				✓
English 12 Common Core (N)		❖				✓
English I	✓	✓	✓			✓
English II	✓	✓	✓			✓
English III	✓	✓	✓			✓
English IV		✓	✓			✓
English Language and Composition (N)				✓		
English Literature and Composition				✓		
Creative Writing*		✓			✓	
Media Literacy*		✓			✓	
Reading Skills and Strategies*		✓			✓	
Writing Skills and Strategies*		✓			✓	

Literacy Advantage
Core
Honors
Advanced Placement
Foundations
Electives
Prescriptive

Social Studies

Geography and World Cultures*		✓	✓			
World History		❖				✓
World History to the Renaissance		✓	✓			
World History since the Renaissance		✓	✓			
U.S. History	✓	✓	✓	Ⓝ		✓
U.S. History to the Civil War*	✓	✓	✓			✓
U.S. History since the Civil War	✓	✓	✓			✓
U.S. Government and Politics*	✓	✓	✓	✓		✓
U.S. and Global Economics*		✓	✓			✓
Macroeconomics*				✓		
Microeconomics*				✓		
Multicultural Studies*		✓				✓
Sociology*		✓				✓

World Languages

French I		✓	✓			
French II		✓	✓			
Spanish I		✓	✓			
Spanish II		✓	✓			
Spanish III		✓				
Spanish Language					✓	
Mandarin Chinese I**		✓				
Mandarin Chinese II**		✓				
Latin I**		✓				
Latin II**		✓				
German I**		✓				
German II**		✓				

Literacy Advantage
 Core
 Honors
 Advanced Placement
 Foundations
 Electives
 Prescriptive

Other		
College and Career Preparation I*	✓	✓
College and Career Preparation II*	✓	✓
Art Appreciation*	✓	✓
Music Appreciation	✓	✓
Physical Education*	✓	✓
Skills for Health*	✓	✓

NEW! Career and Technical Education Courses (CTE)

Career and Technical Education (CTE) courses address popular career clusters. Courses are grouped into programs of study in which students progress through introductory, intermediate and capstone courses.

Career and Technical Education (CTE)		
Business Applications * N	✓	✓
Introduction to Health Science * N	✓	✓
Information Technology Applications * N	✓	✓
Intermediate Health Science * N	✓	✓

- N** Available Summer 2014
- N** Available During 2014-2015 School Year
- ◆ Enhanced Scaffolding
- * One Semester
- ** Available only through Apex Learning Virtual School

Meet Students Where They Are

Students come to high school at varying levels of readiness. Apex Learning has developed its courses with multiple curricular pathways and opt-in scaffolds embedded directly into the content to provide additional support when a student needs it.

Comprehensive Course Pathways

Apex Learning is the only digital curriculum provider with five curricular pathways that meet students at their individual levels of academic readiness.

General Studies – Cover the same college preparatory standards across three pathways:

- Literacy Advantage** – Subject-area courses with extensive literacy supports
- Core** – Subject-area courses with scaffolding to support student success
- Honors** – Subject-area courses with opportunities to extend knowledge

Foundations – Develop foundational skills and strategies in math, science, reading, and writing.

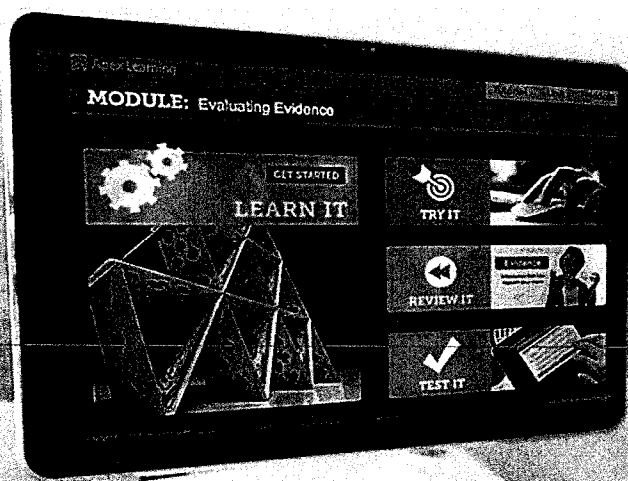
AP – Authorized by the College Board, courses meet higher-education expectations and prepare students to demonstrate achievement through success on the AP exams.

Prescriptive Features

For the courses most often needed to meet graduation requirements, prescriptive settings and pretests have been added to enable personalized learning for every student. Students are able to accelerate through content over which they have demonstrated mastery and are pointed to specific content based on areas of deficiency. The prescriptive features help students efficiently recover credits.

NEW! Courses Developed for Common Core

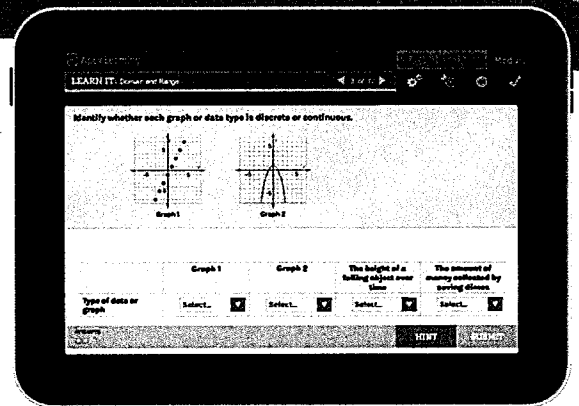
Common Core Comprehensive Courses in math and English language arts cover the full breadth and depth of the Common Core State Standards. Courses are designed to ensure that the rigorous material required to meet the standards is accessible to all students. Enhanced, opt-in scaffolding is embedded throughout each Common Core course to provide the right amount of support for every student. Assessments integrated throughout the courses are consistent with the expectations of Common Core assessments.



➤ New! Apex Learning Math and ELA Tutorials

Apex Learning Tutorials provide teachers with a solution to support students in rising to the expectations of college and career readiness standards.

With content developed specifically for the Common Core State Standards, Tutorials in math and English language arts offer direct instruction, practice, review, and assessment to build the required knowledge and skills.



*Apex Learning Tutorials are tablet-ready.**

Key Component to Effective Blended Learning

Tutorials provide classroom teachers with key instructional resources to ensure all students are prepared for success on high stakes exams, offer focused remediation for exam retakes, provide targeted intervention and just-in-time remediation throughout the school year, and enhance instruction for all students.

High School

Available Now

English

- English 9
- English 10
- English 11
- English 12

Math

- Algebra I
- Geometry
- Algebra II
- Mathematics I
- Mathematics II
- Mathematics III

Middle School

Available Fall 2014

English

- English 8

Math

- Math 8

Available During 2014-2015 School Year

English

- English 7
- English 6

Math

- Math 7
- Math 6

* Accessible via web browser on any device with an internet connection including tablets, laptops, netbooks, and desktops.

High Expectations

Apex Learning believes in high expectations for all students, and that philosophy is reflected in our goals for our digital curriculum:

Rigorous Content

Deliver instruction to meet the expectations of the standards and challenge each student.

Accessible Content

Meet each student at his or her individual level of academic readiness and provide support to master rigorous content.

Student-Centered Learning

Empower students to participate in and construct their own learning.

Active Learning

Encourage students to learn by doing to develop critical thinking skills and deepen understanding.

Apex Learning digital curriculum is successfully used by schools and districts for original credit, credit recovery, remediation, and enhancing classroom instruction. In blended and virtual learning environments, Apex Learning digital curriculum supports a wide variety of programs:

- Acceleration
- Adolescent Literacy
- Advanced Placement
- Alternative Education
- Credit Recovery
- Dropout Prevention and Recovery
- English Language Learners
- Gifted and Talented
- Middle to High School Transition
- Remediation and RTI
- Special Education
- Summer School

About Apex Learning

Apex Learning sets the industry standard for effective blended and virtual learning solutions. We partner with educators to raise student achievement, increase on-time graduation rates, and prepare all students for college and careers. Through our digital curriculum and professional services, we serve schools and districts with a wide range of solutions for their original credit, AP, credit recovery, and remediation and intervention programs.

With Comprehensive Courses and Tutorials, Apex Learning digital curriculum empowers educators to deliver personalized learning and supports students in developing critical thinking skills and deep understanding that prepares them for success.

Quick Facts

- Accredited by the Northwest Accreditation Commission, an accrediting division of AdvancEd.
- Comprehensive Courses approved for NCAA eligibility.
- During the 2012-2013 school year, we served 435,000 students with over 1.5 million course enrollments.



1215 Fourth Avenue, Suite 1500, Seattle, WA 98161

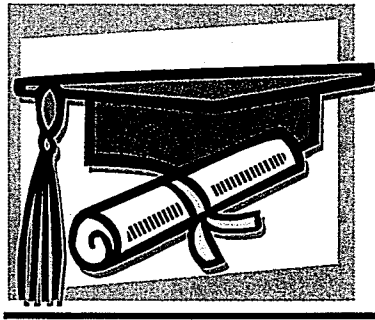
800-453-1454

inquiries@apexlearning.com

apexlearning.com

Student Progression

STUDENT PROGRESSION **PLAN**



REQUIREMENTS AND PROCEDURES
2012-2013

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

Revised September 4, 2012

Introduction

The purpose of the Student Progression Plan is to present to school staff, parents and interested community members a guide to student progression which reflects state statute, school district policies, and administrative procedures. The changes in this document reflect statute and policy changes as well as a slightly altered format designed to make the document more "user friendly." This year, for example, each section will be published as separate files to help users at each level locate information more easily. Student Progression Plan Steering Committee members for the 2011-2012 document include the following:

Wendy Dunlap, Specialist, Guidance Services
Meredith Fredeking- Osgathorpe, Supervisor, Admissions/Placement, EE/SS
Michele Green, Specialist, Social Studies
Sherry Kaufman, Coordinator, Program Compliance, EE/SS
Kathy LeRoy, Chief Officer, Academic Services
Joni Shook, District Level Counselor, Guidance Services
Nan Worsowicz, Supervisor, Guidance Services

FOREWORD

In June 1976, the Florida State Legislature enacted the Educational Accountability Act of 1976. It requires that each school district in the State of Florida establish a comprehensive program for student progression. The Student Progression Plan is a contract delineating what a student must know and be able to do to be promoted and what the district will do to help the student meet the requirements for promotion. It is the responsibility of

- the school board and district administration to provide students with effective instructional and remedial programs that monitor progress, promote continuous achievement, and make provisions for individual differences;
- students to assume responsibility for learning, being at school and in class, and to engage instruction;
- parents for their children's attendance and for promoting an interest in learning and ensuring their children's proper conduct while at school;
- the principal for required records and reports; and
- teachers for providing effective instruction and remediation and documenting instruction in and students' mastery of the Sunshine State Standards.

The district is committed to the implementation of a Response to Instruction/Intervention framework to integrate/align efforts to improve educational outcomes and meet the academic/behavioral needs of all students. The district will provide high quality instruction/intervention matched to student needs and use learning rate and level of performance to inform instructional decisions—including decisions regarding promotion, acceleration, retention, and remediation. Response to Instruction/Intervention is "data-based decision making" process applied to education. A four-step problem-solving method and the systematic use of assessment data—at the district, school, grade, class, and individual level—will guide decisions about the allocation of resources and intensity of instruction/interventions needed to improve learning and/or behavior.

The Florida Statutes, Chapter 1008.25, states as follows:

- (1) It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, by criteria that reflect the student's proficiency in the Sunshine State Standards (s. 1003.41, F.S.) and upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.
- (2) Each district school board and administration shall establish a comprehensive program for student progression which must include [the following]:
 - (a) the use of assessment data (universal screening and ongoing progress monitoring) to evaluate the effectiveness of instruction, identify students needing more intensive instruction support, and monitor the student's response to implemented instruction/interventions;
 - (b) standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education.
 - (c) specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner, below which a student must receive remediation, or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style.
 - (d) appropriate alternative placement for a student who has been retained 2 or more years.
 - (e) student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity.
- (3) District school boards shall allocate remedial and supplemental instruction resources to students in the following priority:
 - (a) Students who are deficient in reading by the end of Grade 3.
 - (b) Students who fail to meet performance levels required for promotion consistent with the district school board's plan for student progression required in paragraph (2) (b).
 - (c) Students not meeting grade level expectations receive increasingly intense instruction/intervention services implemented to support student academic proficiency. Students are matched to the instruction/intervention tier based on screening, progress monitoring, and diagnostic assessments.
 - (d) Each student must participate in the statewide assessment tests required by s. 1008.22, F.S. (See Appendix D.) Each student who does not meet specific levels of performance as determined by the district school board in reading, writing science, and mathematics for each grade level, or who does not meet specific levels of performance

determined by the commissioner on statewide assessments at selected grade levels, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty the areas of academic need, and strategies for appropriate instruction/intervention. The areas of academic need and intervention strategies are identified through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments. If a student has been identified as having a deficiency in reading, the K-12 comprehensive reading plan required by s. 1011.62(9), F.S. shall include instructional and support services to be provided to meet the desired levels of performance.

- (e) In addition to the requirements in paragraph (5) (b), each district school board must annually report to the parent of each student the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The district School Board must report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress must be based upon the student's classroom work, observation, tests, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in a format adopted by the district school board.
- (f) Beginning with the 2001-2002 school year, each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:
 - 1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.
 - 2. By grade, the number and percentage of all students in grades 3 through 10 performing at Level 1 and 2 on the reading portion of the FCAT.
 - 3. By grade, the number and percentage of all students retained in grades 3 through 10.
 - 4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6) (b).
 - 5. Any revisions to the district school board's policy on student retention and promotion from the prior year.
- (g) Districts shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of requested reports as required in paragraph (7) (b) 9.
- (4) The Florida Statutes, 1003.33, states that K – 12 report cards must clearly depict and grade the student's academic performance; conduct and behavior; and attendance, including absences and tardiness. In addition, the final report card for a school year shall indicate end-of-the-year status regarding performance or non-performance at grade level, acceptable or non-acceptable behavior and attendance, and promotion of retention:
 - (a) The State Board of Education shall have authority as provided in s.1008.32, F.S. to enforce this section.
 - (b) The State Board of Education shall adopt rules pursuant to s. 120.536, F.S. (1) and s.120.540, F.S. for the administration of this section.
- (5) The department shall provide technical assistance as needed to aid district school boards in administering this section.

*Pursuant to s. 1008.25, F.S., the Commissioner of Education has determined that students with the following performance levels on state assessments must receive remediation provided through a progress monitoring plan. This remediation will be offered after school or during the summer.

<u>Assessment</u>	<u>Grade</u>	<u>Achievement Level</u>
FCAT Reading	3 rd – 10 th	1 and 2
FCAT Math	3 rd – 10 th	1 and 2
FCAT Science	5 th , 8 th , 11 th	1
FCAT Writing+	4 th , 8 th , 10 th	Below score of 2

- (6) The State Board, after a public hearing and consideration, shall make provision in its rules required herein for appropriate modification of testing instruments and procedures for students with identified handicaps or disabilities in order to ensure that the results of the testing represent the student's achievement, rather than reflecting the student's impaired sensory, manual, speaking, or psychological process skills.
- (7) The public hearing and consideration required in subsection (8) shall not be construed to amend or nullify the requirements of security relating to the contents of examinations or assessment instruments and related materials or data as prescribed in s. 1008.23, F.S.

The Student Progression Plan has been developed in response to the state's accountability legislation and to fulfill the requirements of School Board Policy.

Student Progression: Glossary of Terms

Accelerated Learning Centers – Credit Recovery (ALC) – Credit recovery services are provided for students during the school day and after school through replication of the two-hour block of instruction featured in the Comprehensive Accelerated Learning Center model. Like the Comprehensive Accelerated Learning Centers, the Accelerated Learning Center – Credit Recovery programs feature strong staff support, consistent parental contact, and flexible scheduling. Students earn credits through successful completion of the same rigorous course matrices used in the Comprehensive Accelerated Learning Centers (Grades 9-12).

Access Points for Students with Significant Cognitive Disabilities – The Next Generation Sunshine State Standards Access Points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Sunshine State Standards, Access Points reflect the core intent of the standards with reduced levels of complexity.

Accommodations – Changes to the way a student is taught or how a student is tested.

Accreditation – Duval County Public Schools are accredited based on the standards set by the Southern Association of Colleges and Schools (SACS).

Alternate Assessment – The Florida Alternate Assessment is an alternate achievement, performance-based test that is aligned with the Next Generation Sunshine State Standards Access Points for students with significant cognitive disabilities who, as determined by the IEP team, meet the two exemption criteria defined by state legislation (determined by responses of “yes” on each of five questions on the *Florida Alternate Assessment Participation Checklist*) for whom participation in state- and district-wide assessments is deemed to be inappropriate.

Alternative Assessment – An assessment, other than the FCAT, that is given to third grade students to show proficiency in the tested benchmark areas (examples: SAT 9/10, portfolio, etc.).

AYP (Adequate Yearly Progress) – No Child Left Behind federal legislation requires that each child make adequate yearly progress.

Comprehensive Accelerated Learning Centers – Provide dropout prevention recovery for at-risk students who are in danger of dropping out of school, who have dropped out of school, or who are in need of additional course credits. The comprehensive Accelerated Learning Centers are characterized by strong staff support, consistent parental contact, and flexible scheduling. Students earn credits through successful completion of rigorous course matrices which meet all district and state standards (Grades 9-12).

Comprehensive English Language Learning Assessment (CELLA) – An assessment that the State of Florida uses to measure the growth of students classified as English Language Learners (ELL) in mastering the areas of reading, writing, listening, and speaking in English.

ELL (English Language Learners) – ELL and Limited English Proficient (LEP) are frequently used interchangeably to describe a student whose first language is not English while ESOL refers to the program itself.

EP (Educational Plan) – A legal written plan required by the Florida Department of Education for students in the gifted program. It is developed, reviewed, and revised in a meeting with the EP team at the time the student is staffed into the gifted program, at the end of 2nd grade, the end of 5th grade and the end of 8th grade.

ESE (Exceptional Student Education) – This is the name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called special education.

ESOL (English for Speakers of Other Language) – This is a program for students whose first language is not English. Special teaching materials, techniques, strategies, and testing accommodations are used to assist these students in achieving English proficiency.

Extended Day – Before and after school enrichment for students of working parents in the areas of academic enhancement, tutoring and remediation that reflects the standards-based efforts of Duval County Public Schools.

Extended School Year Services (ESY) – Individualized instructional services beyond the regular 180 day school year for eligible students with disabilities receiving Exceptional Student Education services.

FAPE (Free Appropriate Public Education) – Guaranteed by the Individuals with Disabilities in Education Act (IDEA), a Free Appropriate Public Education is an educational right of disabled children in the United States. FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit. To provide FAPE to a child with a disability, schools must provide students with an education, including specialized instruction and related services that prepares the child for further education, employment, and independent living. It is provided to a student through the age of 21

Fast ForWord (FFW) – A research-based, CD-Rom and internet-based cognitive skill-building program which assists students in the development of memory, attention, processing, and sequencing (MAPS). While it is not a reading program per se, it prepares the brain for learning and thus accelerates the learning process so students can better understand the reading instruction provided within the regular classroom setting.

Florida Comprehensive Assessment Test (FCAT or FCAT 2.0) – The State of Florida's assessment given annually to students in grades 3-10.

Formative Assessments – Classroom-based assessments that are utilized to assess mastery of concepts and skills taught in the specific course which informs teachers of instructional adjustments to help students master standards.

GED Exit Option – Provides intense instructional preparation for students in order to facilitate successful completion of FCAT and GED testing leading to the awarding of a district-designated high school diploma (e.g., high school students whose peers are graduating or have already graduated) [PBD and GI].

Good Cause Exemption – One of six possible reasons defined in Florida Statutes for a third grade student who has not scored Level 2 on FCAT Reading to be promoted to fourth grade.

Graduation Initiative Program (GI) – The Graduation Initiative Program is designed to provide an opportunity for students to earn a district high school diploma through successful completion of the GED Exit Option strategy. The Graduation Initiative is designed for students who are overage for grade, have not been successful in the traditional school environment, and have no realistic hope of graduating through the traditional manner. In order to participate in this program, students must score at the 7.0 level on the Test of Adult Basic Education (TABE) and the class they entered school with must either be seniors or already graduated. To earn a district high school diploma via the Graduation Initiative, students must pass both the FCAT and GED tests (Grades 9-12).

Health Opportunities through Physical Education (H.O.P.E.) – This one credit physical education course includes integration of health and is required for graduation for those students who elected a standard diploma and who entered the 9th grade for the first time in 2007-2008 and beyond. It replaces for those students the ½ credit personal fitness, ½ credit elective PE, and ½ credit Health/Life Management. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

High School Ramp-Up - This program, if available, is designed to assist seniors who have graduated with only a Certificate of Completion and Graduation Initiative students an opportunity to review and practice for the June administration of the FCAT (Grades 11, 12).

IEP (Individual Education Plan) - A written, legal plan required by the Individuals with Disabilities Act that is developed, reviewed, and revised in a meeting with an IEP team, not less than annually, for a student with a disability.

Intensive Mathematics – Improve math skills of students who have scored a Level 1 on FCAT Mathematics.

Intensive Reading – Intensive reading instruction or reading intervention is required for students who scored a Level 1 or Level 2 disfluent on FCAT Reading in grades 6 – 12. This is in addition to the regular English class. This provides extended instructional time in reading strategies for students.

Kindergarten Screening – A statewide screening to assess the readiness of students based on state performance standards. The kindergarten screening is required within the first 30 days of the student's enrollment.

LAS (The Language Assessment Scales Test) – This test is administered to assess the aural/oral skills of a student for whom English is a second language.

Mid-Year Promotion - Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level (Appendix L).

Modifications – Changes to what a student is expected to learn. If a course is modified, there is a reduction to the amount of material a student must master in order to pass the course. Modifications to core academic grade level standards are reflected as Special Standards.

Performance-Based Diploma (GED Exit Option) - - An academic and career oriented program designed to assist students in obtaining a district high school diploma. The program is for students 16 years or older, who perform below grade level, have academic deficiencies, a history of absenteeism, and a desire to complete requirements to obtain a high school diploma. The program addresses the student's need to develop and improve academic performance and work ethic (e.g., student 16 years or older who are at risk of not graduating).

Portfolio – The student portfolio contains a systematic collection of evidence used by a teacher or home school parent to monitor the student's academic growth over a period of time.

Pre-Kindergarten – Pre-kindergarten classes for four-year-olds who meet the educational need criteria of selection in highest need schools .
Progress Monitoring Plan (PMP) – A school-wide or individualized student plan to target instruction and to identify methods to assist the student or school in meeting state and district expectations for proficiency. Students with an IEP, ELL Plan or 504 plan which addresses deficits in reading, writing, science, and/or mathematics meet the requirements of a progress monitoring plan for a documented deficit.

READ 180 – Scholastic READ 180 is an intensive reading intervention program designed to meet the needs of students in grades 4 – 12 whose reading achievement is below the proficient level. The program directly and systemically addresses individual needs through a daily 90-minutes instructional model of adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills. READ 180 will be used to service all Level 1 readers and disfluent Level 2's in all middle and high schools.

Regular Standards – Grade-level New Standards Performance Standards (NCEE) aligned with the Sunshine State Standards in DCPS courses. The IEP team determines if the student will follow regular standards.

Renaissance Academy – The Renaissance Academy Program is designed to provide students in grades 4-11, who have experienced two or more retentions, with a non-traditional, intensive, alternative academic program using prescribed technology, strong relationships, mentorship, and stimulating delivery of instruction. The goal of the Renaissance Academy is to enable Academy students to master course content at an accelerated pace in a comprehensive, holistic, and supportive environment in order to return to their peer group in progressing towards high school graduation. Through participation in this program, students in grades 4-11 may accelerate their grade placement.

Safety Net Programs – Designed at each school to assist students in grade recovery before, during, and after the school day.

SAT /9 or SAT/10– A standardized, norm-referenced test that assesses reading, math and language.

Special Standards – Modified (below grade level) New Standards Performance Standards (NCEE) aligned with the Sunshine State Standards as determined by the IEP team. These may include modified general education curriculum and/or the General Education Curriculum with Modifications/Sunshine State Standards with Access Points. The IEP team determines if the student will follow special standards.

SRI (Scholastic Reading Inventory) – Used to determine lexile levels.

Stanford Diagnostic Math Test (SDMT) – A diagnostic tool that gives a profile on math level, math development, and math deficits.

Stanford Diagnostic Reading Test (SDRT) – A diagnostic tool that gives a profile on reading level, reading development, and reading deficits.

Standards-Based Promotion- is designed to assist students in grades 6, 7, and 8 who are at least one year overage for their grade due to retention. By attending additional classes in math and/or literacy and by successfully completing all program requirements, each student in grades 6 and/or 7 has the opportunity to accelerate his/her grade placement. Eighth grade students may not earn a double promotion, because required high school graduation credits must be earned in ninth grade.

STAR (Students Taking Academic Responsibility) – This is an educational alternative program that provides innovative and specific instruction for students in grades 2 through 5 who are overage due to retention. Instruction is based on the Sunshine State Standards. In order to help students reach their peer grade level placement, every effort is made to remediate skills and accelerate student learning so students may master the standards. Students in all elementary schools who meet eligibility criteria and are accepted into the program will be provided transportation to a designated STAR center.

State End of Course Exam(EOC) – beginning in 2010-2011 students taking certain high school courses will be required to take a state EOC which will impact their final grade either by 30% or pass/fail depending on the student's 9th grade entry year.

Summer Educational Programs (SEP) - A variety of educational offerings are provided during the summer to students enrolled in the Duval County Public Schools. These offerings include a Summer Credit Recovery Program, Elementary Summer Reading School for enrichment, a Summer Technology Program for enrichment, and Senior FCAT Ramp-Up.

Next Generation Sunshine State Standards (SSS) – A set of standards approved by the State of Florida to provide expectations for student achievement in Florida. These standards indicate the grade level content that students should master.

Sunshine State Standards with Access Points – Expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Sunshine State Standards, Access Points reflect the core intent of the standards with reduced levels of complexity.

Third Grade Summer Reading School – A summer program required for 3rd grade students who score a Level 1 on FCAT. The camps give students an opportunity to demonstrate proficiency through alternative assessments.

Transition Individual Education Plan (IEP) – A transition plan that prepares a student with disabilities for further education, employment, and independent living as he/she transitions from school to adult life. It includes postsecondary goals, transition services with goals and objectives, as well as agency linkages and responsibilities. This plan is developed by an IEP team composed of educators, therapists, parents, the student, and/or agency representatives at least annually starting at age 14 (or at eighth grade, whichever comes first) and continuing as long as the student is enrolled or reaches age 21.

SECTION I: ENROLLMENT AND PROMOTION WITHIN THE ELEMENTARY SCHOOL
A. GENERAL PROCEDURE/OVERVIEW

1. **STANDARDS FOR PROMOTION:** The school district is committed to a standards-based program with a well-defined hierarchy of instructional standards. Student promotion in the Duval County Public Schools is based upon an evaluation of each student's achievement. Standards for promotion established in this Student Progression Plan are consistent with School Board Policy, Florida Statutes (F.S.), and/or State Board of Education Rules (S.B.R.).

2. **STATE STANDARDS:** The Duval County K-12 curriculum is aligned with the applicable state standards. Students will demonstrate acceptable progress in meeting the standards as indicated in district administrative guidelines. Students who have difficulty achieving acceptable progress in meeting the standards will be provided supplemental instruction as available.

Students in Grade 3 must meet state levels of performance in reading as defined by the Commissioner of Education in order to be promoted (s. 1008.25, F.S.). The criteria for third grade promotion can be found in Section I: Elementary Student Progression Procedures, Part 3: Promotional Requirements for Basic Education.

3. **GRADE PLACEMENT:**

If the student is a military child, refer to the Interstate Compact on Educational Opportunity for Military Children in Appendix P.

- a. **Initial Placement:** Upon entry into the school system, it is the responsibility of the principal to determine proper grade placement. The grade placement of students transferring into Duval County Public Schools will be contingent upon verification of records.
- b. **Grade Placement for Retainee:** A student who has been retained may be assigned to the next higher grade during the next school year if the principal determines that the student has met applicable academic standards and will be able to benefit from instruction at the higher grade. This assignment must be approved by the appropriate Cluster Office. This provision does not apply to retained third grade students who have not achieved Level 2 on FCAT 2.0 2.0 Reading.

However, no student may be assigned to a grade level based *solely* on age or other factors that constitute social promotion (s. 1008.25 (6)(a), F.S.). A school district must consider an appropriate alternative placement for a student who has been retained two or more years (s. 1008.25 (2)(c), F.S.).

- c. **Accelerated Grade Placement:** Accelerated educational experiences should be provided to students within their assigned grade levels. Where accelerated educational experiences seem indicated for an individual student, consideration should be given for gifted program eligibility. Accelerated placement of students in succeeding grade levels may be considered for students who demonstrate exceptionally rapid mastery of grade level objectives and who have attained an adequate level of social maturity. A placement committee consisting of the principal, classroom teacher, and any other personnel designated by the principal will make recommendations concerning accelerated placement. The committee shall review student performance data such as standardized tests results, report card grades, core curriculum area assessments, discipline records, and behavior observations.

The probable long-range academic, social, and emotional effects of the decision will be considered on a case-by-case basis. The principal, with the approval of the appropriate Cluster Office, has the responsibility for making such assignments.

A parent conference will be held. The parent will be notified formally, in writing, if the student is approved to receive an accelerated grade placement to the next higher grade. A student will not be accelerated without written parental consent. Documentation will be placed in the cumulative record. The student's cumulative record and report card will be worded "accelerated grade placement" and will include the major reason(s) for the assignment and the name of the principal who made the placement.

EXCEPTION(S):

1. Students who are enrolled in kindergarten for the first time are excluded from receiving advanced grade placements to the first grade (s. 1003.21(1)(a), F.S.).
 2. Students who are enrolled in Grade 2 are excluded from receiving accelerated grade placement to Grade 4.
 3. Students who are enrolled in Grade 5 are excluded from receiving accelerated grade placement to Grade 7.
- d. **Grade Placement for Students without Records:** A student enrolling for the first time who has no verifiable scholastic records will be placed by the principal in appropriate classes. The course or grade placement will be validated through the following:
1. satisfactory completion of academic work within a grading period;
 2. successful completion of appropriate subject or grade level examinations; and
 3. overall classroom performance.
- e. **Transfer of Grades/Grade Placement:** Grade placements and/or grades shall be granted at face value when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the credit was earned (s. 1003.25 (3), F.S.; (S.B.R. 6A-109941). Private Kindergarten students who did not meet the age requirement for public school Kindergarten (5 years old on or before Sept. 1 of the school year), are not eligible for a transfer to public school Kindergarten during that school year. When a student does not have an official transcript or is a home education student without an official transcript, the grade placement (not grades) shall be validated through performance during the first forty-five days in which the student is enrolled.

When the student is placed at the appropriate sequential level and is academically unsuccessful during the first grading period, the school, parent, and teacher may reconsider the placement. Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher) at the end of the first forty-five days of enrollment. Alternative validation procedures include successful completion of course work, successfully passing teacher-made exams, minimum grade equivalent score on the Stanford Diagnostic Reading Test (SDRT) and/or the Stanford Diagnostic Math Test (SDMT), and/or demonstrate mastery of the district's Kindergarten and/or first grade standards.

4. **IEP PROGRESS REPORTS FOR STUDENTS WITH DISABILITIES:** Progress Reports for Individual Education Plan (IEP) annual goals must be provided to parents to communicate student progress toward annual goals. IEP Progress Reports must be provided at least as often as that of general education students in their assigned school or more frequently as identified by the IEP (IDEA 2004). This requirement is in addition to the academic progress reports and report cards.

5. **REPORT CARD GRADES:**

- a. **Required Components:** Report cards must clearly depict and grade the student's academic performance in each class or course in grades 1-12, the student's conduct and behavior, and the student's attendance, including absences and tardies (s. 1003.33(1), F.S.). The final report card of the school year shall contain a statement indicating end-of-year status or performance/nonperformance at grade level; acceptable/unacceptable behavior and attendance; and promotion/non-promotion (s. 1003.33(2), F.S.).

- b. **Assignment of Report Card Grades for Transfers from Out of District:** A student who transfers from another school district into Duval County Public Schools and who has been enrolled in a Duval County public school 15 days or more during the grading period will receive a grade on his/her report card.

Grades for a student who enrolls from another school district after the thirtieth day of the grading period may be determined by the school district from which the student is transferring. In the event the transferring school district will not issue a grade for a transferring student, the receiving school principal may utilize appropriate achievement data from grade level tests to determine grades for promotional purposes, or a grade of "NG" (No Grade/Insufficient Enrollment) may be assigned. If a grade of "NG" is reported, parents will be notified when there has been sufficient time to assess student progress.

- c. **Assignment of Report Card Grades for a Transfer Within the District:** A student enrolled in a school for a period of fifteen (15) days or more in a grading period will receive a grade from that school. Grades for a student who transfers from one school to another school within the district will be determined by the school in which the student is enrolled at the time grade documents are produced.

For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school used by the receiving school, based on the percentage of days the student was enrolled in each school.

- d. **Assignment of Report Card Grades for English Language Learners (ELL):** No student should be assigned a failing grade solely due to the lack of English proficiency.
- e. **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year, no final grades are required. In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.

NOTE: A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may impact final grades and promotion. See Appendix C.

6. **RETENTION POLICY:** Students who do not satisfactorily achieve established performance standards for promotion will be assigned to the same grade for the next school year. Instruction will be provided to help these students make acceptable progress. (See Table 1, Elementary Program of Study.)

a. **Parent Notification:**

1. A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any subject. Electronic communications do not meet this requirement. (See Appendix A.) The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "U" or "F" if this procedure has not been followed.
2. Schools are required to provide formal written notification of anticipated retention at the end of the first semester or any time thereafter that a student is in danger of failing a subject. Electronic communications do not meet this requirement. A student shall not be retained if this procedure is not followed, except third grade students who score a Level 1 on FCAT 2.0 Reading pursuant to s. 1008.25, F.S.

- b. **Parent Request for Retention:** A parent request for retention of a student who has met minimum promotional standards must be submitted in writing to the principal for review. The principal will determine grade placement for the next year based on teacher recommendation(s) and review of appropriate evaluations. If approved by the principal, this shall be considered a retention in the student's records. Written notification will be provided to the parent that the request for retention is approved for the school year indicated.

- c. **Implementation of the Remediation and Retention Provisions for Students with Disabilities:** The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP.

The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.

- d. **Implementation of the Remediation and Retention Provisions for ELL Students:**
1. The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - a. amount of time in the country;
 - b. academic experience(s);
 - c. time needed to reach proficiency based on research;
 - d. oral language proficiency in English;
 - e. reading and writing proficiency in English; and
 - f. cultural background.
 2. No ELL student may be retained solely due to language acquisition. Teachers must be able to document the use of ESOL teaching strategies appropriate to the level of the student's language. This documentation must be recorded in the teacher's lesson plan book.
 3. The ELL Committee must meet to discuss any ELL student in grades K – 5 recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand.
 4. A copy of the ELL Committee Outcomes form must be included in the student's red folder to document the ELL Committee's involvement in the retention decision for each student.

7. **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM:**

- a. **Eligibility for ESOL Services:** Initial Listening, Speaking, Reading and Writing assessment is completed by district testers using the Language Assessment System (LAS Links) test as soon as possible after initial enrollment and shall be completed within four weeks (20 school days). Students in grades 3-5 must complete the Reading/Writing assessment within the same four weeks [20 school days]. The test is administered at the neighborhood school, district office, or the Center for Language and Culture (CLC).

Eligibility for ESOL Program

GRADE	Sub-Test	ELIGIBLE	INELIGIBLE
K – 2	Listening Speaking	LAS Links Oral Level 1, 2, or 3	LAS Links Level 4 or 5
3 – 5	Listening Speaking Reading & Writing	LAS Links Oral, Reading, or Writing Level 1, 2, or 3	LAS Links Level 4 or 5
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ELL Recommendation		

- b. **Provision to Notify Parent/Guardian in Home Language when Testing is Delayed:** A letter, developed by the district, shall be sent to the parent/guardian in the child's home language advising that their child's English language assessment has not been completed within the required time period according to federal/state guidelines.
- c. **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student's ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in Duval County Public Schools. The indicators used are the following:
1. content test given in home language;
 2. informal math and content tests;
 3. academic records;
 4. parent interview, student interview, bilingual interpreter interview; and
 5. grade or course placement.

Students who do not have documentation of educational records are placed based on age. Upon the student's entry into the school system, it is the responsibility of the principal to determine proper grade placement through programmatic and academic assessment.

- d. **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year, the following procedure should be followed:
- The student should be placed in the appropriate grade level for the following school year based on his/her age,
 - At the end of the school year, final grades MUST NOT be entered,

- Genesis will assign an "N"; therefore, the student will remain in the same grade level,
 - Student will be neither promoted nor retained.
- c. **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
-
- f. **Exemption from Statewide Assessments on an Individual Basis:** According to S.B.R 6A-6.0909, ELL students receiving services in an approved district program for one year or less may be exempted from FCAT 2.0 administration. However, exemption is an option only if an alternative assessment is administered. Since a Duval County or Department of Education alternative ESOL assessment does not currently exist, all ELL students must take the FCAT 2.0 2.0.
- g. **Provision of Alternative Assessment Methods for Students Exempted from Statewide Assessments:** Duval County has no alternative test. Therefore, ELL students are not exempt from participation in FCAT 2.0 administration.
- h. **Extension of Services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the student's third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- i. **CELLA Testing:** In accordance with the Federal mandates outlined in No Child Left Behind (NCLB), all English Language Learners (ELL) K – 12 will be assessed annually each spring using the Comprehensive English Language Learners Assessment (CELLA) in the areas of language acquisition: reading, writing, listening, and speaking. It is administered by school-based personnel.
- j. **Implementation of the Remediation and Retention Provisions for ELL Students:**
1. The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - a. amount of time in the country;
 - b. academic experience(s);
 - c. time needed to reach proficiency based on research;
 - d. oral language proficiency in English;
 - e. reading and writing proficiency in English; and
 - f. cultural background.
 2. No ELL student may be retained solely due to language acquisition without proof that the teacher used ESOL teaching strategies. Documentation of the use of appropriate ESOL teaching strategies appropriate to the student's level of English proficiency must be recorded in the teacher's lesson plans.
 3. The ELL Committee must meet to discuss any student recommended for retention prior to the retention of that student. A teacher will inform parents in a language they understand.
- k. **Summer Educational Programs Services (SEP):** SEP services will be offered to active ELL students for acquisition and maintenance of English language. This is a non-promotional program.
- l. **Program Exit Procedures:** Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting FCAT 2.0 and CELLA. Students may exit from the ESOL program and are classified as English proficient when the exit criteria indicated below are met.

ESOL Program Exit Options

Exit Option	GRADES	EXIT INDICATOR
Exit by Test Scores	K - 2	CELLA scores of "Proficient" on each subtest: listening, speaking, reading, and writing.
	3 - 5	CELLA scores of "Proficient" on each subtest: listening, speaking, reading, and writing and FCAT 2.0 Reading score of Level 3 or higher.
Exit by ELL Committee		ELL Committee Recommendation
Exit by IEP/ELL Committee		IEP/ELL Recommendation

The ELL or IEP/ELL Committee will consider the following criteria to override low test scores:

1. extent and nature of prior educational and social experiences and student interview;
2. written recommendation and observation by current and previous instructional and supportive services staff;
3. level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
4. grades from the current or previous year; and
5. test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language, where feasible, will be sent home to the parents by the District Office. Also, the monitoring section, ELL Plan Part C must be completed at the appropriate reporting periods.

8. **HOME EDUCATION PROGRAM STUDENTS ENROLLMENT IN PUBLIC SCHOOL CLASSES (s. 1006.15 (3)(a)4(c)5, F.S.):** A home education student is eligible to participate in interscholastic extracurricular student activities at a public school. An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. A home education student must be able to participate in curricular (class) activities if that is a requirement of the extracurricular activity, such as chorus. (See Appendix J.)
9. **SCHOOL BOARD WAIVER OF DISTRICT STANDARDS/REQUIREMENTS:** The Duval County School Board, by a positive vote of two-thirds of its membership, may waive any district standards or requirements for grade placement, retention, and/or accrual of credit toward graduation or promotion. The waiver may be granted by the Board if the evidence presented is based on "the successful completion of" an alternative at least equal to the standards or requirements as specified in this plan.
10. **STANDARDS-BASED INSTRUCTION:** All school instruction shall be standards-based using the applicable state standards for applicable curriculum planning, instruction, and evaluation of student progress. The Duval County Public Schools Technology Standards for Students will be implemented as technology is available.

B. ELEMENTARY STUDENT PROGRESSION PROCEDURES

1. **ENROLLMENT/PLACEMENT PROCEDURES:** If the student is a military child, refer to the Interstate Compact on Educational Opportunity for Military Children in Appendix P.
 - a. **Pre-Kindergarten Admission:** Before admittance to pre-kindergarten, the principal shall require evidence of the child's age. Pre-K students must meet the specific age criteria for the PK program in which they are enrolling. Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted.
 1. birth certificate
 2. certificate of baptism showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent
 3. an insurance policy on the child's life that has been in force for at least 2 years
 4. a bona fide religious record of the child's birth accompanied by an affidavit sworn to by the parent
 5. a passport or certificate of arrival in the United States showing the age of the child

If none of the evidences listed above can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 30 school days (s. 1003.21 (4)(1-g), F.S.).

In addition to proof of age, the principal shall require the following:

1. certification of school entry health examination performed within one year prior to enrollment (initial attendance) (s. 1003.22 (1), F.S.),
 2. an updated immunization record (s. 1003.22 (3), F.S.),
 3. proof of home address, and
 4. a request for the child's social security number.
- b. **Kindergarten Admission:** Children are eligible for admission to public kindergarten if they have attained age 5 on or before September 1 of the current school year. Children who have attained the age of six years by February 1 of any school year are required to attend school regularly during the entire school year. If a child enters public school at age 6 without evidence of kindergarten completion on an official transcript, then they will be placed in the first program of study, and that is kindergarten (s. 1003.21 (1)(a) 1., F.S.). Before admittance to kindergarten, the principal shall require evidence of the child's age. Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted.
 1. birth certificate
 2. certificate of baptism showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent
 3. an insurance policy on the child's life that has been in force for at least 2 years
 4. a bona fide religious record of the child's birth accompanied by an affidavit sworn to by the parent
 5. a passport or certificate of arrival in the United States showing the age of the child
 6. a transcript of record of age in the child's educational record showing at least 4 years prior to application, stating date of birth

If none of the evidences listed above can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate age signed by a public health officer or by a public school physician, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 30 school days (s. 1003.21(4)(a-g), F.S.).

In addition to proof of age, the principal shall require for any initial enrollment to public school:

1. certification of school entry health examination performed within one year prior to enrollment (initial attendance) (s. 1003.22(1), F.S.),
2. an updated immunization record (s. 1003.22(3), F.S.),

3. proof of home address, and
 4. a request for the child's social security number.
- c. **Kindergarten Screening:** Beginning with the 2006-2007 school year, each school must administer the statewide kindergarten screening within the first thirty (30) days of each school year. The statewide kindergarten screening shall provide objective data concerning each student's readiness for kindergarten and progress in attaining the performance standards adopted by the department under s. 1002.67(1), F.S. This screening shall incorporate mechanisms for recognizing potential variations in kindergarten readiness rates for students with disabilities. Reading instruction/interventions are provided based upon the screening results and diagnostic assessment. Designated district schools will administer the statewide kindergarten screening for children admitted to kindergarten in a nonpublic school. (s. 1002.69, F.S.).

Grade K Eligibility

<ul style="list-style-type: none"> • 5 years of age on or before September 1 of the school year, OR • Student satisfactorily completed a non-public kindergarten with evidence of completion on an official transcript AND • Student is not eligible for enrollment in first grade based on age requirement (Provisional Placement, section F).
<p>Exception: Any student who transfers from an out-of-state public school and who does not meet the regular age requirements for admission to kindergarten in Florida public schools may be admitted to kindergarten if the student meets the age requirements for public schools within the state from which he/she is transferring, and an official transcript is provided (s. 1003.21 (2)(a); s. 1003.25 (3), F.S.), F.S.; S.B.R. 6A-1.0985, 6A-109941).</p>

- d. **Entry Requirements for Students Who Transfer from Out-of-State, U.S. Territories and/or Out-of-Country and Do Not Meet Regular Age Requirements for Admission to Florida Public Schools (s. 1003.21 (2)(a), F.S.; 6A-1.0985 F.A.C.):**
1. In order for a student to be admitted to Florida schools from an out-of-state, U.S. territories and/or out-of-country school, the following data must be provided:
 - a. official verification that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in and attended school,
 - b. an official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student,
 - c. evidence of immunization against communicable diseases as required in s. 1003.22, F.S,
 - d. evidence of date of birth in accordance with s. 1003.21 (4), F.S., and
 - e. evidence of a medical examination completed within the last twelve months in accordance with s. 1003.22, F.S.
 2. Any student who transfers from an out-of-state, U.S. territories and/or out-of-country public school and who does not meet regular age requirements for admission to Florida public schools will be admitted upon presentation of the data required.
 3. Any student who transfers from an out-of-state, U.S. territories and/or out-of-country non-public school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets the age requirements for public schools within the state from which he is transferring, and an official transcript is provided. Prior to admission, the parent or guardian must also provide the data required.
- e. **First Grade Admission:** Children who have satisfactorily completed kindergarten in a public or nonpublic school and will attain the age of six years on or before September 1 will be admitted to the first grade at any time during the school year (s. 1003.21 (1)(b)(4), F.S.).

Evidence of age may be documented by the following. If the first is not available, the next in order shall be accepted.

1. birth certificate
2. certificate of baptism showing the date of birth and place of baptism accompanied by an affidavit sworn to by the parent
3. an insurance policy on the child's life that has been in force for at least 2 years
4. a bona fide religious record of the child's birth accompanied by an affidavit sworn to by the parent
5. a passport or certificate of arrival in the United States showing the age of the child
6. a transcript of record of age in the child's educational record showing at least 4 years prior to application, stating date of birth.

If none of the evidences listed above can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, which states that the health officer or physician has examined the child and believes that the age as stated in the affidavit is correct.

A homeless child shall be given temporary exemption to the above requirements for 30 school days (s. 1003.21 (4)(a-g), F.S.).

Grade 1 Eligibility

<ul style="list-style-type: none"> • 6 years of age on or before September 1 of the school year, AND • satisfactorily completed kindergarten in a public school, OR
<ul style="list-style-type: none"> • 6 years of age on or before September 1 of the school year, AND • satisfactorily completed kindergarten in a non-public school with evidence of completion on an official transcript (Provisional Placement, section F).
<p>Exception: Any student who transfers from an out-of-state public school and who does not meet the regular age requirements for admission to first grade in Florida public schools may be admitted to first grade if the student meets the age requirements for public schools within the state from which he is transferring, and an official transcript is provided. (s. 1003.21, 1003.25 (3), F.S.; S.B.R. 6A-1.0985, 6A-1.09941)</p>

- Children who enter public school for the first time in first grade must be administered a district screening assessment.
- f. **Provisional Placement in First Grade:**
1. **Meets Age Requirement:** Students who have successfully completed a full-time, non-public kindergarten program and provide an official transcript AND who are six years of age on or before September 1 of the school year will be enrolled and provisionally placed in Grade 1. By the end of the first 20 days of enrollment, the student will be assessed through teacher observation and district and state assessments to demonstrate mastery of the applicable state standards for kindergarten. The provisional status will be removed if validated through this process during the 20-day period. If the student does not demonstrate mastery of the standards, he/she will be reassigned to and placed in kindergarten.
 2. **Does Not Meet Age Requirement:** Students who have successfully completed a full-time, non-public kindergarten program and provide an official transcript BUT who will be six years of age between September 2 and January 1 of the school year will be enrolled and placed in kindergarten, as specified by state statute. By the end of the first 20 days of enrollment the student will be assessed through teacher observation and district and state assessments to demonstrate mastery of the applicable state standards for kindergarten. If mastery is demonstrated and if teacher judgment warrants, the student will remain assigned to a kindergarten homeroom and may be provisionally placed in first grade classes for instruction. As required by state law, the student *must* remain classified as a kindergarten student (kindergarten homeroom); however, he/she is eligible for promotion to Grade 2 if first grade standards are demonstrated. If a student does not demonstrate mastery of district kindergarten standards during the first 20 days, he/she will remain assigned to kindergarten.

First Grade Provisional Placement (for students transferring from non-public kindergarten)

Meets Age Requirement	Eligibility	Procedure
Yes	<ul style="list-style-type: none"> 6 years of age on or before September 1 of the school year appropriate documentation of satisfactory completion of a full-time, non-public kindergarten program 	<ul style="list-style-type: none"> enroll and provisionally place in Grade 1 assess prior to the end of the first 20 days of enrollment remove provisional Grade 1 status if the student demonstrates mastery of the kindergarten standards reassign and place in kindergarten if the student does not demonstrate mastery of the standards
No	<ul style="list-style-type: none"> 6 years of age between September 2 and January 1 of the school year appropriate documentation of satisfactory completion of a full-time, non-public kindergarten program 	<ul style="list-style-type: none"> enroll and place in kindergarten assess prior to the end of the first 20 days of enrollment place provisionally in Grade 1 if student demonstrates mastery of kindergarten standards and teacher judgment warrants promote to Grade 2 at the end of the year upon mastery of first grade standards remain assigned to kindergarten if mastery of kindergarten standards is not demonstrated

2. **REQUIRED PROGRAM OF STUDY K-5:** The required program of study for elementary students in the Duval County Public Schools reflects state and local requirements for elementary education. The areas of study required for each grade, kindergarten through 5, are shown in Table 1.

**TABLE 1
ELEMENTARY PROGRAM OF STUDY**

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Communications*	Communications*	Reading *	Reading *	Reading *	Reading *
Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics*
Science	Science	Science	Science	Science**	Science**
		Language Arts (includes oral and written language)	Language Arts (includes oral and written language)	Language Arts (includes oral and written language)	Language Arts (includes oral and written language)
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies **	Social Studies **
Health	Health	Health	Health***	Health***	Health***
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music
Character Education	Character Education	Character Education	Character Education	Character Education	Character Education

*Passing grade is required for promotion
 ** Passing grade is required for promotion in Science or Social Studies in 4th and 5th grade.
 ***Not required for students with disabilities on Alternate Assessment.

- a. **HEALTH EDUCATION REQUIREMENTS:** Students will receive the minimum amount of instruction in health education, to include human sexuality, substance use prevention, HIV/AIDS, bullying prevention, and other topics as specified in s. 1003.42 and s. 1003.46, F.S.

Grade	Hours
K-3	25 hours/year
4-5	36 hours/year

Any student whose parent presents a written request to the principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption (s. 1003.42 (3), F.S.).

- b. **CHARACTER EDUCATION PROGRAM:** A character development program shall be required in elementary grades K-5 (s. 1003.42 (2)(s), F.S.).
- c. **PHYSICAL EDUCATION REQUIREMENTS:** Beginning with the 2007-2008 school year, all students in grades K-5 will receive a minimum of 150 minutes of physical education per week (s. 1003.455, F.S.).
- d. Duval County students in grades K-12 may enroll full-time in the Duval Virtual Instruction Academy (DVIA) (Appendix O).
- e. **Acceleration Mechanisms For Elementary Students**
Fourth and Fifth grade students who scored a level 4 or 5 on the Reading or Math FCAT 2.0 the previous year have the opportunity to take accelerated middle school courses in the area of language arts and mathematics. Additional testing to verify mastery of current grade level standards is required. 1002.37 F.S.

Acceleration Options			
Grade 4		Grade 5	
Student scoring Level 4 or 5 on Grade 3 FCAT 2.0 Reading	Student scoring Level 4 or 5 on Grade 3 FCAT 2.0 Math	Student scoring Level 4 or 5 on Grade 4 FCAT 2.0 Reading	Student scoring Level 4 or 5 on Grade 4 FCAT 2.0 Math
5 th Grade Language Arts*	5 th Grade Math*	MJ Language Arts I Advanced* (6 th grade course)	MJ Math I Advanced* (6 th grade course)
The courses listed above are prerequisites for the following courses:			
MJ Language Arts I Advanced (6 th grade course)	MJ Math I Advanced (6 th grade course)	MJ Language Arts II Advanced* (7 th grade course)	MJ Pre-Algebra Advanced* (7 th grade course)

*Course sequence based on skill acquisition needed for success in upper level courses.

Middle school courses taken in elementary school shall be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades the student earns will become a part of the middle school academic record, including failing grades, and may impact promotion in both elementary and middle school.

The advanced middle school courses may be taken

- through classroom instruction during the school day (if available),
- through classroom instruction after the elementary school day at the student's neighborhood middle school (if available, transportation must be provided by the parent),
- during the school day through courses taught by the District Virtual Instructional Academy (DVIA) (if available), or
- after school via Florida Virtual School (FLVS) middle school courses only, which will result in a loss of funding to the school.

NOTES:

- Students must also complete the required 4th and 5th grade Math and Language Arts standards in addition to any accelerated course work.
- Scores on one test may not give a thorough picture of a student's readiness for acceleration courses and other factors and assessments may need to be considered.
- Accelerated courses used for the purposes of promotion must be completed with a passing grade, prior to the end of the school year.
- Courses taught through FLVS and DVIA will result in a loss of funding to the school regardless of when the instruction is received.
- Completion of middle school courses in elementary school may result in the students having to remain on an accelerated track through middle and high school, based on student performance.
- Due to loss of FTE for courses taken through FLVS, the student's school day may be shortened.
- Students who withdraw from a Florida Virtual School (FLVS) course after the designated drop/add period will receive a "withdrawal F" which will become a part of the student's middle school academic record.

3. **PROMOTIONAL REQUIREMENTS FOR BASIC EDUCATION: No student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement. This does not prevent students from being promoted based upon exemptions according to state law and district policy.**

- a. **Kindergarten:** Promotion of students in Grade K is based on the following:
 1. teacher judgment that the student has met applicable state standards in communications (oral and written language) and mathematics indicated by a final grade of E, S or N. (See Appendices A and B,) and
 2. demonstration of grade level reading proficiency evidenced by a Probability of Reading Success (PRS) score of 54 percent or greater on Assessment Period 3 of the Florida Assessments for Instruction in Reading (FAIR) or score at or above the 50th percentile on the SESAT2.*
- b. **Grade 1:** Promotion of students in Grade 1 is based on the following:
 1. teacher judgment that the student has met applicable state standards in communications (oral and written language) and mathematics indicated by a final grade of E, S or N. (See Appendices A and B), and
 2. demonstration of grade level reading proficiency evidenced by a Probability of Reading Success (PRS) score of 49 percent or greater on Assessment Period 3 of the Florida Assessments for Instruction in Reading (FAIR) or score at or above the 50th percentile on the SAT/10.*
- c. **Grade 2:** Promotion of students in Grade 2 is based on the following:
 1. teacher judgment that the student has met applicable state standards in reading and mathematics indicated by a final grade of D or above (see Appendices A and B) or final grade of S or N for students at J. Allen Axson (see Appendix F), and
 2. demonstration of grade level reading proficiency evidenced by a Probability of Reading Success (PRS) score of 54 percent or greater on Assessment Period 3 of the Florida Assessments for Instruction in Reading (FAIR) or score at or above the 50th percentile on the SAT/10.*

NOTE: Mid-year Promotion of 2nd Grade STAR students: A Grade 2 student who is performing above average on multiple student measures, including promotional criteria based on applicable state standards and who has earned a grade level equivalency as evidenced by scores on a norm referenced assessment such as the SDR7/SDMT, beyond 2nd grade shall be eligible for consideration for a mid-year promotion. This process must be completed by mid-year in order for the student to take the mandatory 3rd grade FCAT 2.0. If he/she scores a level 1, he/she has the same rights and privileges for exemptions as any other 3rd grader. If he/she scores a level 2 or above on the FCAT 2.0, the student will be eligible for promotion to 4th grade at the end of the year. (See Appendix M.)

***Students in grades K-2 who are retained based ONLY on a demonstrated reading deficiency will be required to attend an intensive summer reading program at a Duval County Public School. Promotion from the summer intensive reading program will be based on the student meeting the attendance requirements (a minimum of 25 of 29 instructional days.) In very limited circumstances, students may be granted a waiver for the intensive summer reading program but will be required to take the SESAT 2 or SAT/10 at the end of the summer program and score 50th percentile or higher to be promoted. A request for a waiver must be approved by the school principal and the appropriate Cluster administrator prior to the beginning of the summer program.**

The following students are exempt from the demonstration of reading proficiency promotion requirement:

- a. Students who are active participants (coded "LY") in an English for Speakers of Other Languages (ESOL) program. The parents of these students may request their student attend the intensive summer reading program, or
- b. Students with a disability who have an IEP or Section 504 plan AND were previously retained in grades K, 1, or 2. The parents of these students may request their student attend the intensive summer reading program, or
- c. Students with a disability who have an IEP who have been determined to be eligible for Access Point Standards.

NOTE: Allowable Testing Accommodations: For any student with a disability with an IEP or Section 504 Plan that has an assessment accommodation that may invalidate the Probability of Reading Success (PRS) component of the FAIR, an alternate assessment protocol will be used to assess the student. For students in the Deaf/Hard of Hearing Total Communication Program, an alternate assessment which does not require auditory access will be utilized in place of the FAIR (K-2) and SESAT2 (K only).

- d. **Grades 3:** Promotion of students in Grade 3 is based on the following:
 1. Teacher judgment that the student has met applicable state standards in reading and mathematics indicated by a final grade of D or above (see Appendices A and B) or final grade of S or N for students at J. Allen Axson (see Appendix F), and
 2. A score of Level 2 or above on the FCAT 2.0 Reading SSS Assessment as specified in s.1008.25, F.S. The School Board may only exempt students from mandatory retention for good cause.

If a student does not score at Level 2 or above, the student must meet the current teacher's judgment and academic requirements AND at least ONE of the following good cause exemptions to be promoted (s. 1008.25(6)(b)5, F.S.):

- a. Have less than two years of instruction in an English for Speakers of Other Languages (ESOL) program, or
- b. Have an Individual Education Plan (IEP) for a student with disabilities which indicates that participation in the FCAT 2.0 is not appropriate, or
- c. Score at or above the 51st percentile on the SAT/9 at the end of the school year or the end of Summer Reading School, or
- d. Complete a Student Portfolio in accordance with district guidelines demonstrating that they are reading equal to at least a Level 2 performance on the Reading FCAT 2.0, or
- e. Be a student with a disability who participates in FCAT 2.0 and has an IEP or Section 504 plan that reflects that the student has received intensive reading remediation for more than two years but still demonstrates a deficiency in reading AND was previously retained in grades K, 1, 2, or 3 (See Appendix 1), or

- f. Received intensive reading remediation for two or more years and was previously retained in K, 1, 2, or 3 for a total of two years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers. (See Appendix I.)

NOTE: Double Promotion of STAR Students: STAR students in Grade 3 who meet the promotional criteria referenced above and who earn a grade level equivalency as evidenced by scores on a norm referenced assessment such as the SDRT/SDMT, beyond 3rd grade shall be eligible for consideration for double promotion at the end of the year. (See Appendix M.)

- e. **Grade 4:** Promotion of students in Grade 4 is based on the following:
1. teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in reading and math and
 2. a grade of D or above in either science or social studies (see Appendices A and B) or final grade of S or N for students at J. Allen Axson (see Appendix F).

NOTE: Double Promotion of STAR Students: STAR students in Grade 4 who meet promotional criteria based on applicable state standards and who earn a grade level equivalency as evidenced by scores on a norm referenced assessment such as the SDRT/SDMT beyond 4th grade shall be eligible for consideration for double promotion at the end of the year.

- f. **Grade 5:** Promotion of students in Grade 5 is based on the following:
1. teacher judgment that the student has met applicable state standards as indicated by a final grade of D or above in reading and math and
 2. a grade of D or above in either science or social studies (see Appendices A and B).

NOTE: Promotion of STAR Students: STAR students in Grade 5 must meet the promotional criteria referenced above in section 3f. There are no double promotions for fifth grade students.

3. PROCEDURES FOR STUDENTS NOT MEETING GRADE LEVEL STANDARDS

- a. **Progress Monitoring Plans (PMP)** (s. 1008.25(4), F.S.): Each school must develop, in consultation with the student's parent, a progress monitoring plan for each student who is not meeting proficiency levels for promotion in each grade in any and each of the areas of reading, writing, science, and/or mathematics. A student shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
1. a federally-required student plan*,
 2. a school-wide system of progress monitoring for all (grades 3-5), or
 3. an individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. The PMP, a specific and detailed prescription for remedying the student's deficiencies, addresses the following:

- the specific diagnosed academic needs to be remediated,
- the success-based intervention strategies to be used,
- a variety of remedial instruction to be provided, and
- the monitoring and re-evaluation activities to be used.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency.

*Federally-required student plans include the following:

- **Individual Educational Plan (IEP)**
An IEP is defined as a written statement for each student with a disability that is developed, reviewed and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act 2004. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual Progress Monitoring Plan. (Example: A "Speech-only" IEP which does not address the academic deficits would not suffice.)

For students with disabilities whose IEP team has determined that an alternate assessment is appropriate, an IEP, an individual progress monitoring plan, or a school-wide progress monitoring plan must be developed to address his/her deficits in reading, math, science or writing on the Florida Alternate Assessment (FAA).

- **Section 504**
A Section 504 plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual PMP.

- **English Language Learner (ELL) Plan**

The individual student ELL plan provides documentation of ELL student status, assessment data, equal access and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (FSBEAR 6A- 6.0901 (6)). The plan consists of three parts. Part A includes the programmatic assessment and eligibility assessment for entry and exit and annual evaluation. Part B includes the student schedule while part C is used for post- reclassification monitoring of exited students. If the student's ELL plan does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring plan or an individual PMP.

In addition to the requirement of a progress monitoring plan for each student who is not meeting proficiency levels for promotion in each grade in any and each of the areas of reading, writing, science, and/or mathematics, the district has determined that students with the following performance levels on state assessments must receive remediation provided through a progress monitoring plan:

<u>Assessment</u>	<u>Grade</u>	<u>Achievement Level</u>
FCAT 2.0 Reading	3-5	1 and 2
FCAT 2.0 Math	3-5	1 and 2
FCAT 2.0 Science	5	1
FCAT 2.0 Writing	4	Below score of 2

The school must develop and implement the appropriate plan outlined above in consultation with the student's parent for each student who has been identified as not meeting district or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Each school will develop programs or strategies to assist low performing students in meeting subject or promotional requirements through Safety Net Programs. These may include but are not limited to the following:

- Differentiated classroom instruction
- School-based programs designed by administration and staff
- Before, during, and after school tutoring
- Saturday School
- Computer-assisted instruction
- Summer Enrichment programs
- Extended Day services
- Dropout prevention services (STAR)
- Exceptional Student Education services
- ESOL services
- Mentoring
- Intensive skills development programs
- Summer Reading School
- Summer Educational Programs

(Note: ESOL students or students with disabilities are entitled to participate in all safety nets offered.)

b. Reading Deficiency and Parental Notification:

K-3 Reading: If any student exhibits a substantial reading deficiency as determined by assessment or teacher observation, the parent shall be immediately notified and consulted in the development of a detailed individualized progress monitoring plan or other federally-required student plan which addresses the reading deficiency and shall be informed that the student will be given daily intensive reading instruction immediately following identification of the reading deficiency and will continue with this instruction until the deficiency is corrected. Students must have their reading proficiency reassessed, including teacher observation, at the beginning of the grade following the intensive instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied (s. 1008.25 (5)(a), F.S., State Board Rule 6A06.054, F.A.C.).

Beginning with 2002-2003 school year, the parent of any K-3 student who exhibits a substantial reading deficiency must be notified in writing of the following (s. 1008.25 (5)(c), F.S.):

1. that his or her child has been identified as having a substantial deficiency in reading,
2. a description of the current services that are provided to the child,
3. a description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency,
4. that if the child's reading deficiency is not remediated by the end of Grade 3; the child must be retained unless he/she is exempt from mandatory retention for good cause,
5. strategies for parents to use in helping their child succeed in reading proficiency,
6. that the FCAT 2.0 is not the sole determiner of promotion and those additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion, and
7. mid-year promotion criteria; mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level (Appendix L).

The progress monitoring plan shall identify the following:

1. the student's specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary;
2. the desired levels of performance in these areas; and
3. the instructional and support services to be provided to meet the desired levels of performance.

Schools shall also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. District school boards shall assist schools and teachers to implement research-based reading activities that have been shown to be successful in teaching reading to low performing students. (See Appendix N.)

- c. **Retention:** Each student who does not meet minimum performance expectations on the FCAT 2.0 in reading, writing, science, and/or mathematics must continue remedial or supplemental instruction until expectations are met. A student shall be retained in the current grade unless one of the following occurs:
- the student has met the applicable state standards,
 - the student's documented deficiency is remediated according to the school-wide progress monitoring plan or an individualized progress monitoring plan, or IEP Plan, ELL Plan or 504 plan,
 - the student meets at least one good cause exemption in Grade 3.

Students who are retained, and students needing remediation or intensive instructional support, will be matched to strategic and intensive instruction/interventions based on screening, progress monitoring, and diagnostic assessments.

If a student is retained in any grade, it must be within an intensive program that is different from the previous year's program, and that takes into account the student's learning style (s.1008.25(2)(b), F.S.).

An appropriate alternative placement is required for a student retained two or more years (s. 1008.25(2) (c), F.S.). Some possible alternative placements for students who qualify are as follows:

- Students Taking Academic Responsibility (STAR) (See Appendix M.)
- Transition Class (See Appendix L.)
- Intensive Acceleration Class (See Appendix L.)
- Exceptional Student Education

In addition, with the appropriate Cluster Office approval, a principal may administratively place a student who has been retained two or more years into an appropriate alternative education program. Those programs are as follows:

- Standards-Based Promotion (grade 6)
- Schools for the Future

1. **Retention in Grade K-2:** If the Grade K-2 promotional requirements are not met (See Section I: Elementary Student Progression Procedures, Part 3: Promotional Requirements for Basic Education.), the student must be retained.
2. **Retention in Grade 3:** Beginning with the 2002-2003 school year, if a student's reading deficiency is not remediated by the end of Grade 3, as demonstrated by scoring at Level 2 or above on the FCAT 2.0 in reading for Grade 3, the student *must be retained* (s. 1008.25 (5) (b), F.S.).
 - a. These students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency as identified by a valid and reliable diagnostic assessment. This intensive intervention must include the following:
 - effective instructional strategies,
 - participation in the school district's Third Grade Summer Reading School, and
 - appropriate teaching methodologies to assist the student in becoming successful readers able to read at or above grade level and be ready for promotion to the next grade (s. 1008.25 (7) (a), F.S.).
 - b. In compliance with Florida Statute 1008.25 7(b), beginning with the 2004-2005 school year, the school district shall
 - i. Conduct a review of school-wide progress monitoring plans, individualized progress monitoring plans, IEP Plans, ELL Plans, and 504 plans for all students who did not score above a Level 1 on FCAT 2.0 reading and did not meet the criteria for a good cause exemption. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. The school district shall require for each student the completion of a student portfolio which must be an organized collection of evidence of the student's mastery of each benchmark that is assessed by the Grade 3 reading FCAT 2.0 (S.B.R. 6A-1.094221, FAC).

NOTE: Every retained third grade student who may qualify for a promotion for good cause must have the opportunity to have a portfolio.
 - ii. Provide students with intensive instruction/intervention in reading which must include effective instructional strategies to remediate the identified areas of reading deficiency and assist those students in becoming successful readers able to read at or above grade level, and ready for promotion to the next grade level, including the following:
 - Provide a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies prescribed by the school district which may include, but are not limited to the following:

- small group instruction
 - reduced teacher-student ratio that is lower than other classrooms at the same grade level in the school
 - more frequent progress monitoring
 - transition classes containing 3rd and 4th grade students
 - tutoring or mentoring
 - extended school day, week, or year
 - Summer Reading School (See Appendix H.)
- iii. Provide written notification to the parent that his/her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. The notice must comply with the provisions of s. 2002.20. (14), F.S. and include a description of proposed instruction/interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.
 - iv. Provide a mid-year promotion for any student retained in Grade 3 due to a reading deficiency as evidenced by scoring a Level 1 on FCAT 2.0 reading, who can demonstrate that he/she is a successful and independent reader, reading at or above grade level, and ready to be promoted to Grade 4. Tools that school districts may use in reevaluating any student retained may include subsequent assessments, alternative assessments, and portfolio reviews (s. 1008.25(7) (b) 4, F.S.). (See Appendix L.)
 - v. Provide a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
 - vi. Provide parents of students to be retained with at least one of the following instructional options in addition to required reading enhancement and acceleration strategies:
 - supplemental tutoring in scientifically research-based services in addition to the regular reading block, including tutoring before and/or after school,
 - a "Read at Home" plan outlined in a parental contract, including participation in a "Families Building Better Readers Workshops" and regular parent-guided home reading, or
 - a mentor or tutor with specialized reading training.
 - vii. Establish a Reading Enhancement and Acceleration Development (READ) Initiative to prevent the retention of Grade 3 students and to offer intensive accelerated reading instruction to Grade 3 students who failed to meet standards for promotion to Grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. (See Appendix K.)
 - viii. Establish at each school, where applicable, an intensive acceleration class for any student in Grade 3 who scored at a Level 1 on FCAT 2.0 reading and who was retained in Grade 3 the prior year because of scoring level 1 on FCAT 2.0 reading. The focus of the class shall be to increase a child's reading level at least 2 grade levels in one school year. This is for a student who would be spending his/her third year in third grade. Through this class, a retained third grader could be promoted from third grade to fifth grade. (See Appendix L.) Students who qualify for the intensive acceleration class will be eligible for placement in Option C STAR. (See Appendix M.)
 - ix. Provide a student who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency. (See Appendix L.)
3. Retention in Grade 4: If the Grade 4 promotional requirements are not met (See Section I: Elementary Student Progression Procedures, Part 3: Promotional Requirements for Basic Education.), the student must be retained.
 4. Retention in Grade 5: If the Grade 5 promotional requirements are not met (See Section I: Elementary Student Progression Procedures, Part 3: Promotional Requirements for Basic Education.), the student must be retained.
- d. **PROMOTIONAL REQUIREMENTS FOR STUDENTS WITH DISABILITIES WITH AN IEP:** Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student's Individual Education Plan [IEP] and intensive instruction/intervention. All school instruction shall be standards-based using the applicable state standards. DCPS must provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

NOTE: The following grade placement consideration process is applicable only to those students with disabilities with an IEP, grades K -5, who were transitioned from *modified* standards to general education grade level standards for the 2011-2012 school year and have one or more retentions.

EXCEPTION: The promotional requirements (FCAT 2.0), along with the Good Cause Exemption criteria (F.S. 1008.25), supersede any ability for the Student Monitoring and Advocacy Review Team (SMART) to make grade level placement recommendations at the third grade level. This exception does NOT preclude the implementation of all other elements of the consideration process such as development of the intervention plan, application of the interventions, progress monitoring activities, etc.

The purpose of the SMART Team is to systematically monitor and review student academic/behavioral performance throughout the school year to support individual student achievement through implementation of the core curriculum and required supplemental interventions/remediation strategies designed to address areas of identified deficits. Regular intervals of progress monitoring will be used to identify and refine intervention

supports. At the end of the school year, the SMART Team will use the data/documentation from the SMART process to make recommendations regarding student grade level advancement or retention (Refer to Appendix Q).

Regardless of student grade level advancement or retention, a mandatory element of the final grade level recommendation process will be an individualized, prescriptive intervention/remediation plan that must be implemented during the following school year.

-
- e. EXTENDED SCHOOL YEAR FOR STUDENTS WITH DISABILITIES WITH AN IEP: Extended School Year (ESY) services must be provided for students with disabilities whose IEP team has determined that the services are necessary for the provision of a Free and Appropriate Public Education (FAPE) as documented and recommended on the IEP. This is a non-promotional program.

ELEMENTARY SCHOOL APPENDIX A

STANDARDIZED NUMERICAL GRADING SCALE AND DESCRIPTORS FOR GRADES K-5

School Board Policy (Chapter 4, Section 4.80) addresses the descriptive section of the grading scale. In an effort to promote uniformity among schools in this district, a standard scale with descriptors is required. See Appendix F for the grading scale for the Montessori program.

1. GRADING SYSTEM FOR ALL STUDENTS IN GRADES KINDERGARTEN AND 1:

Grade	Definition
E*	Excellent Progress
S*	Satisfactory Progress
N	Needs Improvement (Lowest Acceptable Progress)
U**	Unsatisfactory Progress**

E, S, N, and U are used on the Kindergarten and grade 1 report cards for Reading and Math. S and N are used for all other subject areas.

* Kindergarten and first grade teachers may use plus (+) and minus (-) symbols as part of this grading system with the letter grades in reporting to parents.

2. GRADING SYSTEM FOR ALL STUDENTS IN GRADES 2-5:

Grade	Grading Scale	Definition
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F**	00-59	Failure**
S (for grading art, music, physical education, and grade 2 social studies, science, and health)		Satisfactory Progress
N (for grading art, music, physical education, and grade 2 social studies, science, and health)		Needs Improvement

For Grades K-5:

I (Incomplete): All grades of "I" (Incomplete) shall be made-up as soon as possible but no later than the end of the next grading period or a failing grade shall be assigned.

NG (No Grade/Insufficient Enrollment)

NOTE: An asterisk beside a course grade indicates a student is working below grade level standards.

**** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course/subject. Electronic communication does not meet this requirement. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "U" or "F" if this procedure has not been followed.**

ELEMENTARY SCHOOL APPENDIX B

GUIDELINES FOR IMPLEMENTING TEACHER JUDGMENT CRITERION

The professional judgment of the teacher is the major factor in determining promotion. Students must demonstrate mastery of the applicable grade level standards to be promoted. Schools may adopt a plan whereby teachers will consider a student's performance on the FCAT 2.0 when determining that student's final grades. The following guidelines are recommended when evaluating student progress:

1. Mastery of standards is documented by teacher judgment as evidenced by the following:
 - A. Tests
 - teacher-developed
 - district-developed
 - state
 - national
 - textbook
 - supplemental materials
 - B. Assessment activities
 - portfolio samples of student daily work
 - records on observations of oral and written student work (for example, classroom participation, completion of assignments, quality of work)
 - student projects and/or presentations
 - student research activities
2. Teachers will assess student performance based on assignments and classroom participation. A variety of assessment procedures will be used to determine mastery of standards for promotional purposes. Teachers shall maintain adequate documentation and evidence of student work.
3. Promotional standards designated for each grade level shall be defined by the district and applicable state standards. Teachers should use the evaluation criteria in instructional guides, and applicable state standards in available curriculum areas.
4. Teachers are encouraged to maintain a portfolio of students' daily assignments, writing journals, reading samples, classroom observations, etc., to document student performance.
5. A student portfolio contains a systematic collection of evidence used by the teacher to monitor the student's academic growth over a period of time. Portfolio assessment shall be defined in terms of the following characteristics:
 - A. ongoing;
 - B. multidimensional, providing a variety of measures;
 - C. student-centered; and
 - D. authentic, requiring students to apply what they have learned.
6. Quarterly report card grades communicate a student's progress and mastery of standards to parents.
7. Final grades shall reflect a student's overall mastery of the grade level standards (not necessarily an average of the four quarter grades).

ELEMENTARY SCHOOL APPENDIX C

ATTENDANCE POLICY FOR STUDENTS IN GRADES K-5

School attendance is the direct responsibility of parents and students (s.1003.24, F.S.). All students are expected to attend school regularly, receive total instructional time, and to be on time for classes to benefit from the instructional program. It is important for students to develop habits of punctuality, self-discipline, and responsibility.

The critical attendance concerns are:

- excessive absences,
- tardiness, and
- early sign-out.

Open communication between parents and schools is an integral component of the educational process. Schools and parents should work together to encourage students to attend school regularly. Regular attendance in each grading period is necessary for a student to be successful in school. Missed work shall be made up, as established by the district school Board by rule and Section 1003.26, F.S. for all absences (i.e., a day of make-up work for each day of absence when appropriate).

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to prove an exemption from any academic performance requirement (s. 1003.33(2), F.S.).

A student is eligible for the Homebound/Hospital program if the following criteria are met:

1. certification by a licensed Florida physician that the student is expected to be absent from school due to a physical and/or psychiatric condition for at least fifteen (15) consecutive school days or due to a chronic condition for at least fifteen (15) school days, which need not run consecutively,
2. confinement to home or hospital,
3. ability to participate in and benefit from an instructional program,
4. receiving medical care for illness or injury which is acute or catastrophic or chronic in nature, and
5. ability to receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

A medical form can be obtained from the counselor at the student's school or by calling the Homebound/Hospital Program office at 348-7849.

Within each grading period, parents shall be notified in writing upon the fifth absence of the student from any school day to request their cooperation in preventing further absences. Principals may authorize a waiver of notification if the school has determined the student has contracted an illness, such as a communicable childhood disease, resulting in an extensive number of absences.

Students who have five or more unexcused absences within the grading period shall be referred to the school level Attendance Intervention Team [refer to Sec. 11-63, "Presentation of absences and excuses," Rules of the Duval County School Board, for definition of excused absences as prescribed by law (s. 1003.436, F.S.)]. The Attendance Intervention Team will schedule a meeting with the parent and a representative from the district attendance office. A contract will be developed and signed by the participating parties. If the contract is violated, the case will be referred to the State Attorney's office.

Students who are absent shall receive a grade of 0 (Zero) for work missed for the day(s) in which the absence(s) occur. Students shall be responsible for making up missed work for each absence when appropriate. Students shall receive appropriate grades for the make-up work to replace the 0 (Zero). The principal shall determine appropriate length of time for completion of assignments. (Refer to Code of Student Conduct, "Attendance.")

Each elementary school shall develop a written incentive plan for encouraging and motivating students to attend school. Incentives may include certificates, awards, special events, or participation grades for exemplary attendance. Each elementary school shall submit its incentive plan for approval to the appropriate Cluster Office.

NOTE: A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may impact final grades and promotion.

ELEMENTARY SCHOOL APPENDIX D
FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT 2.0)

Grade	FCAT 2.0 Writing	Reading	Math	Science
		Next Generation Sunshine State Standards (NGSSS)		
3		T	T	
4	T	T	T	
5		T	T	T

T = Grade Level Administered

ELEMENTARY SCHOOL APPENDIX E

PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

Every student should have the opportunity to participate in quality physical education. The American Alliance for Health, Physical Education, Recreation, and Dance defines physical education as "the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being. Program outcomes will include: 1) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child; b) fitness education and assessment to help children understand, improve and/or maintain their physical well-being; c) the development of cognitive concepts about motor skill and fitness; d) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective; and 3) the promotion of regular amounts of appropriate physical activity now and throughout life.

1. Beginning with the 2007-2008 school year, all elementary students (grades K-5) will receive a minimum of 150 minutes per week of physical education (s. 1003.455, F.S.).
2. Elementary physical education may be taught by any instructional personnel defined in s. 1012.01 (2), F.S.
3. All elementary students will be expected to participate in physical education activities to meet state standards and program outcomes. Physical education specialists will work cooperatively with parents, physicians, guidance counselors, and administrators to design/adapt physical activities to meet the needs of all students.
4. Recess which is defined as unstructured school time DOES NOT satisfy this requirement.
5. Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE as determined in their IEP's.
6. Funding for elementary physical education programs will be centralized at the district level and be based on a resource formula.
7. Physical activity, recess, and physical education are not to be withheld as punishment.
8. Every effort shall be made to increase the amount of physical activity students receive. This will help students meet standards and program outcomes and support the recommendations made in the February 2004 *Report to the e Board on Ways to Increase the Physical Activity Levels of Elementary Children in the Duval County Public Schools*.

ELEMENTARY SCHOOL APPENDIX F

**GRADING AND PROMOTIONAL REQUIREMENTS FOR STUDENTS
ENROLLED IN MONTESSORI SCHOOLS**

Grading and promotional criteria for students enrolled in the following K-5 magnet programs: J. A. Axson and John E. Ford

1. PROMOTIONAL CRITERIA/ACADEMIC LEVEL ASSIGNMENTS:

A student shall progress at his/her own pace on a curriculum continuum aligned with the applicable state standards. On-going assessments and annual reviews shall be used to determine a student's level of performance.

2. ASSESSMENTS:

On-going comprehensive assessments providing annual benchmark measures that are aligned with the applicable state standards shall be used to determine individual student performance. The student's performance shall be compared to a standardized expected level of performance for the child's chronological age to determine progression on the curriculum continuum. (Appropriate standardized tests shall be used to evaluate the program.)

3. GRADING AND REPORT CARDS:

A student's progression on a curriculum continuum, aligned with the applicable state standards, shall be determined by teacher judgment. Teacher judgment shall be based on the student's academic achievement as indicated on a student performance checklist aligned with the applicable state standards applicable for that grade level. The student performance checklist shall include appropriate skills aligned with the applicable state standards applicable for that grade level in the curriculum objectives as well as expected developmental behaviors.

Documentation of teacher judgment may be based on any of the following procedures:

- applicable tests or evaluation activities selected from the district textbook program or other school-selected instructional materials;
- applicable samples of students' daily work assignments;
- records of observations of student work (oral and written); and
- teacher-made assessments.

Report cards are vehicles by which students' achievements are communicated to parents. The report card shall include student performance in a variety of areas with teacher comments and regularly scheduled parent conferences. Parents of students not enrolled in the Montessori programs shall be given the option of letter grades instead of the above reporting system.

Any waivers to these requirements that are necessary to implement this program shall be approved by the Superintendent or his designee prior to implementation.

J. Allen Axson Grading Scale

Grades K and 1:

Grade	Definition
E*	Excellent Progress
S*	Satisfactory Progress
N	Needs Improvement (Lowest Acceptable Progress)
U**	Unsatisfactory Progress**

E, S, N, and U are used on the Kindergarten and grade 1 report cards for Reading and Math. S and N are used for all other subject areas.

*Kindergarten and first grade teachers may use plus (+) and minus (-) symbols as part of this grading system.

Grades 2 and 3:

Grade	Definition
S*	Satisfactory Progress
N	Needs Improvement (Lowest Acceptable Progress)
U**	Unsatisfactory Progress**

*Teachers may use plus (+) and minus (-) symbols as part of this grading system.

Grades 4 and 5:

Grade	Grading Scale	Definition
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F**	00-59	Failure**
S		Satisfactory Progress
N		Needs Improvement
U**		Unsatisfactory Progress**

Grade 4: A, B, C, D, and F are used for grading Reading, Math, and Conduct. S, N, and U are used for grading all other subjects.

Grade 5: A, B, C, D, and F are used for grading all subjects except art, music, and physical education, which receive S or N.

ELEMENTARY SCHOOL APPENDIX F (continued)
John E. Ford Grading Scale

1. Grades K and 1:

Grade	Definition
E*	Excellent Progress
S*	Satisfactory Progress
N	Needs Improvement (Lowest Acceptable Progress)
U**	Unsatisfactory Progress**

E, S, N, and U are used on the Kindergarten and grade 1 report cards for Reading and Math. S and N are used for all other subject areas.
 *Kindergarten and first grade teachers may use plus (+) and minus (-) symbols as part of this grading system.

2. Grades 2 - 5:

Grade	Grading Scale	Definition
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F**	00-59	Failure**
S (for grading art, music, physical education, and grade 2 social studies, science, and health)		Satisfactory Progress
N (for grading art, music, physical education, and grade 2 social studies, science, and health)		Needs Improvement

For Grades K-5:

I (Incomplete): All grades of "I" (Incomplete) shall be made-up as soon as possible but no later than the end of the next grading period or a failing grade shall be assigned.

NG (No Grade/Insufficient Enrollment)

NOTE: An asterisk beside a course grade indicates a student is working below grade level standards. This will be applied programmatically based on course code number ("77" courses) or grades of "D", "F", or "U".

**** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course/subject. Electronic communication does not meet this requirement. The parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "U" or "F" if this procedure has not been followed.**

ELEMENTARY SCHOOL APPENDIX G AND H

APPENDIX G
POLICY REGARDING OUT-OF-COUNTY OR PRIVATE SCHOOL STUDENTS
ATTENDING SUMMER EDUCATIONAL PROGRAMS

Out-of-county or private school students may NOT attend the Duval County Public School's Summer Educational Programs, if offered.

Exception: Students transferring from another school district into Duval County Public Schools must be enrolled in a Duval County public school 15 days or more to receive a grade on his/her report card; this may assist in determining eligibility for the Summer Educational Programs.

ELEMENTARY SCHOOL APPENDIX H

PROCEDURES FOR DUVAL COUNTY PUBLIC SCHOOL STUDENTS ATTENDING A PRIVATE SCHOOL'S
OR OUT-OF-COUNTY SCHOOL'S SUMMER SESSIONS

This option for promotion does NOT apply to a third grade student who was retained due to a Level 1 FCAT 2.0 reading score or to students in K-2 who are required to attend an intensive summer reading remediation program at a Duval County Public School.

1. The parents/guardian of the student must submit a written request with the current school principal for permission to attend a summer school session outside Duval County Public Schools for promotional credit in the area(s) of retention for reading or math. This request shall be submitted to the student's current school principal prior to the beginning of the summer session.
2. Approval must be granted in writing by the current school principal prior to enrollment in the non-district summer school if the completion of the summer school is for promotional credit. For permission to be granted for attendance at a private school or out-of-county school's summer session to meet promotional criteria for grades K - 5, the school summer program must consist of 120 instructional hours. Tutoring does not qualify as summer school, nor does it meet the teacher judgment certification requirement for promotion.
3. In order for the student to be promoted, the parent shall present to the school principal who granted approval a transcript verifying academic progress and attendance, including any appropriate evaluation data such as norm-referenced test results from the summer school 5 school days prior to the opening of the new school year.
4. When a student attends an accredited private school* and submits an official transcript, validation of course grade is not necessary. The transfer grade is accepted at face value.
5. When a student does not attend an accredited private school and/or does not submit an official transcript, the course grade shall be validated through successful ("C") performance during the first forty-five days of enrollment during the next school year (s. 1003.25(3), F.S.; S.B.R.6A-109941). If the student makes satisfactory progress ("C") during the first 45 days of enrollment, further validation procedures are not necessary. The transfer grade will be accepted at face value.
6. Alternative validation procedures are to be used when the student HAS NOT made satisfactory progress at the end of the first quarter. Alternative validation procedures include successfully passing teacher-made exams and/or minimum grade equivalent scores on the Stanford Diagnostic Reading Test (SDRT), the Stanford Diagnostic Math Test (SDMT), and/or district benchmark assessment, if applicable. The principal/designee will then utilize the data received from the summer school and the testing data to make final determination of grade placement/promotion and/or course grade.

*A directory of private schools with their accreditation is provided on the Florida Department of Education Web site at <http://www.floridaschoolchoice.org/Information/PrivateSchoolDirectory>

ELEMENTARY SCHOOL APPENDIX I

EXEMPTION FROM RETENTION FOR GOOD CAUSE (3rd Grade Only)

PROCEDURES

Florida Statute 1008.25 addresses reading and requires remediation of deficiencies in grades 1-3. It states "Beginning with the 2002-2003 school year, if the student's reading deficiency, as identified in paragraph (a), is not remedied by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for Grade 3, the student must be retained." In addition, this statute specifies the conditions for granting exemptions for good cause. Good cause exemptions shall be limited to the following:

1. ELL students who have had less than 2 years of instruction in an ESOL program.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0.
5. Students with disabilities who participate in the FCAT 2.0 and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3. (NOTE: this applies to students with disabilities who participate in the FCAT 2.0, but still demonstrate a deficiency in reading after more than 2 years of intensive remediation, and were previously retained in kindergarten, first, second, or third grade.)
6. Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, Grade 1, Grade 2, or Grade 3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers.

Further, the statute specifies how requests for good cause exemptions must be made. The requirements are as follows:

1. The student's teacher shall submit to the school principal documentation that indicates the promotion of the student is appropriate based on the student's academic record. Documentation shall only consist of the following:
 - a. the existing progress monitoring plan
 - b. individual educational plan/ELL Plan, if applicable
 - c. report cards, or
 - d. student portfolio
2. The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the appropriate Cluster Office to accept or reject the school principal's recommendation in writing.

Checklist Production:

After the FCAT 2.0 scores have been entered into the computer, Information Management will produce a checklist and a parent letter for every third grade student who meets the following criteria:

1. An identified reading deficiency in grades K, 1, 2, and/or 3 based on locally determined or statewide assessments or teacher observations.
2. Participation in a school-wide progress monitoring plan or have an individualized progress monitoring plan, IEP, ELL Plan, or 504 plan in Reading in grades K, 1, 2, and/or 3 and
3. An FCAT 2.0 SSS Reading 3 score below Level 2.

Checklists and instructions will be sent to the schools within 3 days of the application of the data tape. A committee consisting of the principal/designee, the classroom teacher and other needed personnel will meet to discuss whether the student is eligible to be exempted from mandatory retention due to failure on the FCAT 2.0. The parent shall be invited to participate in this process. The committee will assess student performance by reviewing the factors listed on the *3rd Grade Exemption from Retention Checklist*. (See the 2012 sample checklist.) Documentation must be maintained in the student's cumulative folder if the student is exempt. Though no student is automatically exempted from the provisions of this law, various factors to consider when discussing exemption may include, but are not limited to, the following:

1. A student with disabilities with an IEP that specifies alternate assessment.
 2. The student has an undeniable volume of documented work that shows both scores are not a true reflection of the student's reading abilities.
 3. The child is an ELL student whose scores will not count in the school's grade, but the student was required to be tested.
- The committee will decide the following:
- The child is retained in the third grade (mandatory retention due to failure on the FCAT 2.0 Reading) or
 - The child is exempted from the mandatory retention due to failure on the FCAT 2.0 Reading.

Duval County Public Schools
3RD GRADE EXEMPTION FROM FCAT 2.0 RETENTION CHECKLIST

Student Name: _____
 School: _____ Homeroom: _____
 Student Number: _____ Date of Birth: _____

I. **FCAT 2.0 Reading 2013**
 SSS Reading Level: _____

PMP (or previous AIP) Legend:
 N- Needs Remediation
 P- Parent Waived
 S- Successfully Remediated
 T- Teacher determined need for Remediation
 W-Teacher Waived Remediation

II. OTHER INFORMATION

Reading Grades
 First Quarter _____ Second Quarter _____ Third Quarter _____ Fourth Quarter _____
 Primary Exceptionality or 504 (if applicable) _____
 LEP Code (if applicable) _____
 Retention Grade / Year _____

III. GOOD CAUSE EXEMPTIONS (1008.25(6)(b), F.S.)

- a. ESOL
ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages program
- b. Florida Alternate Assessment
Students with disabilities whose IEP indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- c. Alternative Assessment Instrument (SAT/9)
Students who demonstrate an acceptable level of performance on the SAT 9 (>=51st percentile).
- d. Portfolio
Students who demonstrate through a student portfolio that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT 2.0.
- e. ESE Previously Retained
Students with disabilities who participate in the FCAT 2.0 and who have an IEP, or a 504 plan, that reflects the student has received reading remediation for more than two years but still demonstrates a deficiency in Reading and was previously retained in grades K, 1, 2, or 3.
- f. Twice Retained
Students who have received reading remediation for two or more years and were previously retained in K, 1, 2, or 3 for a total of two years.

If a student does not qualify for A-F, above, the student shall be retained in third grade.

- Retained for Reading Deficiency (Please note: District Summer Reading School will be provided at selected school sites for students who lack satisfactory FCAT 2.0 reading scores.)

Only students enrolled in District Summer Reading School and those students for whom prior arrangements have been made (at least a week in advance of the test date) will be allowed to take a special alternative assessment (SAT 9) that will be administered at the end of Summer Reading School.

Teacher: _____ Date: _____
 Principal: _____ Date: _____
 Parent: _____ Date: _____

Copies to: Parent, Cumulative Folder, Research and Evaluation

ELEMENTARY SCHOOL APPENDIX J

HOME SCHOOL GUIDELINES AND PROCEDURES

A Home Education Program, as defined in Section 1002.01, Florida Statutes, is the sequentially progressive instruction of a student directed by his/her parent(s) or guardian in order to satisfy the requirements of Sections 1002.41, 1003.01(13) (d), and 1003.21(1)(b), F.S.

A. Guidelines and Procedures for the Home Education Program

1. The parent shall notify the district school superintendent of the county in which the parent resides of her or his intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent's office within 30 days of the Establishment of the home education program. A written notice of termination of the Home Education Program shall be filed in the district school superintendent's office within 30 days after said termination.
2. The parent shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
 - A log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used.
 - Samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district School superintendent, or the district school superintendent's agent, upon 15 days' written notice. Nothing in this Section shall require the district school superintendent to inspect the portfolio.
3. The parent shall provide for an annual educational evaluation in which is documented the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the district school superintendent's office in the county in which the student resides. The annual educational evaluation shall consist of one of the following:
 - A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
 - The student shall take any nationally-normed student achievement test administered by a certified teacher;
 - The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
 - The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of s.490.003(7) or (8), F.S.; or
 - The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parent resides.
4. The district school superintendent shall review and accept the results of the annual educational evaluation of the student in a Home Education Program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in Section 1002.41 (1) (c), F.S. Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.
5. Home Education students may participate in interscholastic extracurricular student activities in accordance with the provisions of s. 1006.15 (3)(a), F.S.
 - The student must meet the requirements of the Home Education program (s. 1002.41, F.S.).
 - During the period of participation, the Home Education student must demonstrate educational progress in all subjects taken in the Home Education Program by a method of evaluation agreed upon by the parent and the school principal which may include:
 - 1) review of the student's work by a certified teacher chosen by the parent,
 - 2) grades earned through correspondence,
 - 3) grades earned in courses at a post-secondary institution, or
 - 4) standardized test scores above the 35th percentile, or any other method in s. 1002.41 (1)(c), F.S.
 - The student must meet the same residency requirements as other students in the school at which he or she participates
 - The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
 - The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A Home Education student must be able to participate in curricular activities (school courses) if that is a requirement for an extracurricular activity.
 - A student who transfers from a Home Education Program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.
 - Any public school or non-public school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a Home Education student until the student has successfully completed one grading period in Home Education fulfilling the requirements for interscholastic extracurricular eligibility (s. 1006.15 (3) (a) 2, F.S.) to become eligible to participate as a Home Education student.

Any insurance provided by district school boards for participants in extracurricular activities shall cover the participating Home Education student. If there is an additional premium for such coverage, the participating Home Education student shall pay the premium (s.1006.15 (7), F.S.).

**FLORIDA STATUTES AND STATE DEPARTMENT OF EDUCATION RULES GOVERNING
THE HOME EDUCATION PROGRAM WHERE INSTRUCTION IS PROVIDED TO STUDENTS
GRANT EXEMPTION FROM COMPULSORY PUBLIC SCHOOL ATTENDANCE.**

**B. Guidelines and Procedures for Students Who Have Left the Home Education Program to Return to Duval County Public Schools
PLACEMENT PROCEDURES FOR STUDENTS LEAVING HOME SCHOOL AND ENTERING DUVAL COUNTY PUBLIC
SCHOOLS IN GRADES K – 5**

- a. **KINDERGARTEN PLACEMENT:** A student who enters a Duval County Public School from a kindergarten Home Education Program must meet the entrance requirements for kindergarten as outlined in Section I: Enrollment and Promotion within the Elementary School in the Student Progression Plan.
- b. **FIRST GRADE PLACEMENT:** With appropriate documentation of satisfactory completion of a Home Education Program and verification that the student meets the age requirement for entrance in to first grade, a student shall be provisionally placed in a first grade class. During the first 20 days of enrollment, the student shall be assessed through teacher observation and district and state assessments to demonstrate mastery of the applicable state standards for kindergarten. If the student does not demonstrate mastery of the standards, he/she shall be reassigned to and placed in kindergarten.
- c. **SECOND THROUGH FIFTH GRADE PLACEMENT:** With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for these grades. This provisional placement will be validated before the end of the first 45 days in the program as follows:
 - i. The judgment of the teacher(s) to whom the student is assigned that the grade placement is correct. This judgment will be based on the student's classroom performance as outlined in Appendix C, and
 - ii. A minimum Grade Equivalent score (see Table A) on the Stanford Diagnostic Reading Test (SDRT) and the Stanford Diagnostic Math Test (SDMT).

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

Student is entering the following grade:	Student enters during the following month:									
	August	September	October	November	December	January	February	March	April	May
Grade 2	1.8	1.9	1.9	2.0	2.0	2.1	2.2	2.2	2.3	2.3
Grade 3	2.4	2.5	2.6	2.6	2.7	2.8	2.9	3.0	3.0	3.1
Grade 4	3.2	3.2	3.3	3.3	3.3	3.4	3.4	3.4	3.4	3.5
Grade 5	3.5	3.7	3.9	4.1	4.3	4.5	4.7	4.9	5.1	5.3

ELEMENTARY SCHOOL APPENDIX K

DCPS ENHANCEMENT AND ACCELERATION DEVELOPMENT (READ) INITIATIVE

Pursuant with s. 1008.25(7) (b) 7, F.S., the school district must establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of Grade 3 students and to offer intensive accelerated reading instruction to Grade 3 students who failed to meet standards for promotion to Grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:

- a. Be provided to all K-3 students at risk of retention as identified by the statewide assessment system used in Reading First schools. The assessment must measure phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- b. Be provided during regular school hours in addition to the regular reading instruction.
- c. Provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research at Florida State University and meets, at a minimum, the following specifications:
 - (1) assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level.
 - (2) provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - (3) provides scientifically based and reliable assessment.
 - (4) provides initial and ongoing analysis of each student's reading progress.
 - (5) is implemented during regular school hours.
 - (6) provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

ELEMENTARY SCHOOL APPENDIX L

ACCELERATED CLASS, TRANSITION CLASS, AND MID-YEAR PROMOTION

Intensive Acceleration Class

Beginning with the 2004-2005 school year, each school district shall establish at each school, where applicable, an Intensive Acceleration Class for any student in Grade 3 who scored level 1 on FCAT 2.0 reading and who was retained in Grade 3 the prior year because of scoring Level 1 on FCAT 2.0 reading. The focus of the class shall be to increase a child's reading level at least two grade levels in one school year (s. 1008.25 (7) (b) 8, F.S.). The Intensive Acceleration Class shall

- A. be provided to any student in Grade 3 who scores at Level 1 on the reading portion of the FCAT 2.0 and who was retained in Grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT 2.0.
- B. have a reduced teacher-student ratio which is lower than other classrooms at the same grade level.
- C. provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the Grade 4 Sunshine State Standards in other core subject areas.
- D. use a reading program that is scientifically research-based from the state-approved District K – 12 Comprehensive Reading Plan and has proven results in accelerating student reading achievement within the same school year.
- E. provide intensive language and vocabulary instruction using a scientifically researched-based program, including the use of a speech language therapist.
- F. include weekly progress monitoring measures to ensure progress is being made.
- G. report to the Department of Education, in the manner described by the department, the progress of students in the class at the end of the first semester.
- H. report to the State Board of Education, as requested, on the specific intensive reading instruction/interventions and supports implemented at the school district level.
- I. Provide a student who has been retained in grade 3 and has received intensive instructional services, but is still not ready for 4th grade, the option of being placed in a transition class.

Transition Class

A student who has been retained in Grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, has the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet Grade 4 performance standards while continuing to remediate the areas of reading deficiency (s. 1008.25 (7) (b)10, F.S.). The Transition Class provides an opportunity for promotion prior to November 1 of the current school year for students in Grade 3 for those:

- (1) who score at Level 1 on the reading portion of the FCAT 2.0 and who were retained, and
- (2) have a partially completed portfolio, and
- (3) have been granted administrative approval.

Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity.

The Transition Class shall

- (1) have a reduced teacher-student ratio, and
- (2) will use a reading program listed in the state-approved District K – 12 Comprehensive Reading Plan.

Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity.

Mid-Year Promotion

Mid-year promotion is an option to any Grade 3 student who has been retained due to scoring a Level 1 on FCAT 2.0 Reading who can demonstrate that he or she is a successful and independent reader at or above grade level and is ready to be promoted to Grade 4. Students promoted during the school year after November 1 must demonstrate proficiency above that required to score at Level 2 on the Grade 3 FCAT 2.0 (s. 1008.25 (7) (b)4, F.S.). Student progression decisions consider the student's response to evidence-based instruction/interventions implemented with fidelity.

Criteria for Mid-Year Promotion

Students who were retained in Grade 3 due to FCAT 2.0 Level 1 and have been provisionally placed in a transitional class or an accelerated class must demonstrate:

- Prior to November 1, grade level mastery as evidenced by the Third Grade Benchmark Assessment Portfolio Level A (3.6-3.9 readability) with appropriate signatures, or
- After November 1 and before the end of the second grading period, appropriate fourth grade benchmark mastery consistent with the month of promotion to fourth grade as measured by either:
- a locally selected standardized assessment. There must be evidence that the student scored at or above grade level in reading comprehension, as demonstrated by standard scores or percentiles, OR,
- grade level mastery as evidenced by the Third Grade Reading Assessment Portfolio Level A (3.6-3.9 readability) AND mastery of Fourth Grade Reading Assessment Portfolio Level B (4.0-4.5 readability) (SB 6A-1.094222).

ELEMENTARY SCHOOL APPENDIX M

STUDENTS TAKING ACADEMIC RESPONSIBILITY (STAR) PROGRAM

STAR is an alternative education program for students in grades 2-5 who are overage for their grade due to retention. The goal of the program is to provide students who have been unable to meet promotional requirements in the basic instructional program an opportunity to achieve success through standards completion and to build competencies in the basic skills, which may enable them to accelerate their grade level status. STAR students are required to meet regular educational standards and FCAT 2.0 requirements. Classes will use curriculum materials and strategies specifically designed to improve achievement for overage students. Students will have the opportunity to continue working on skills not yet mastered, as needed, to improve student achievement during the current academic year. This cannot exempt a third grade student from retention due to scoring a level 1 on FCAT 2.0 Reading. STAR classrooms will often be comprised of multiple grade levels. Transportation will be provided to the designated STAR center for any students identified by the district as qualifying for the program. Refer to the District Dropout Prevention Plan for program eligibility criteria and timeline.

Third graders repeating third grade for the third time due to FCAT 2.0 will be placed in a STAR classroom servicing 4th and/or 5th graders.

STAR Promotion Policy: STAR students in grades 2 through 4 may advance one year, based on mastery of applicable state standards. A mid-year or double promotion for students in grades 2 through 4 is dependent upon the mastery of applicable state standards, a grade equivalency as evidenced by scores on a norm referenced assessment such as SDRT/SDMT beyond their current grade level, and the approval of the appropriate elementary cluster chief. No student shall be allowed to accelerate beyond his/her age peers in accordance with Florida statute. Students who enter STAR in Grade 5 and are promoted based on mastery of applicable state standards shall advance to 6th grade. If the student meets the standards for the assigned grade level and is not mid-year or double promoted, the student may be eligible for an additional year in the STAR program.

ELEMENTARY SCHOOL APPENDIX N

PROGRESS MONITORING PLANS

Pursuant to s. 1008.25, F.S., progress monitoring plans should include federally-required student plans, and

1. include school-wide, classroom-wide, and individualized progress monitoring on student proficiency on grade level applicable state standards for ALL students, and/or
2. an individual student progress monitoring plan or
3. an IEP, ELL Plan, or 504 plan which addresses identified deficits in reading, writing, science, or mathematics, as required by s. 1008.25 (4) (a), F.S.

Components that must be included in a school-wide progress monitoring system include the following:

1. Student progress data reported a minimum of three times per year (If a D or F graded school within the last three years, this requirement is monthly.) available to the district, principal, teacher, and parent in the areas of
 - reading
 - mathematics,
 - science, and
 - strongly encouraged for social studies.
2. Progress data must include
 - student reading progress monitoring through the PMRN or the Automated Student Data Base system,
 - student proficiency on grade level SSS (including access points for students with significant cognitive disabilities or English Language Learners (ELL) students),
 - classroom proficiency on grade level SSS, and
 - school proficiency on grade level SSS.
3. Progress data must be used to
 - evaluate and revise classroom instruction,
 - determine individual student remediation needs,
 - evaluate and revise implementation of the school improvement plan,
 - evaluate and revise teacher professional development plans,
 - evaluate and revise the district assistance and intervention plan,
 - evaluate the fidelity of the implementation of the district K-12 reading plan, and
 - evaluate teacher performance.

ELEMENTARY SCHOOL APPENDIX O

DUVAL VIRTUAL INSTRUCTION ACADEMY (DVIA) PROGRAMS

1. ~~Duval County students in grades K-12 may enroll full-time in the Duval Virtual Instruction Academy (DVIA).~~
2. Students who enroll in the DVIA full-time program must participate in all required State assessments (e.g., FCAT 2.0, FAIR, CELLA, etc.). Students who do not participate in all required State assessments will not be eligible to return to DVIA the following school year.
3. Once enrolled in DVIA, it is recommended that students remain through the end of the semester. Failure to complete a semester may impact promotion and the ability for a student to transition to a neighborhood/attendance area school.
4. Students who withdraw from DVIA should complete an exit interview and will be offered counseling along with available information on alternative educational programs. Students must also return all virtual school curriculum materials and cease all submissions to the virtual provider. Work submitted after official withdrawal from DVIA will not be accepted or considered for promotion.
5. Failure to submit coursework and/or communicate with instructors on a regular basis may be considered non-attendance in the virtual environment and will be reported to the District Truancy Office for action.
6. No part-time DVIA program is offered to elementary students.

APPENDIX P

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (S. 1000.36)

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

1. Active-duty members of the uniformed services, including National Guard and Reserve on active-duty orders;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
3. Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact does not apply to the children of:

1. Inactive members of the National Guard and military reserves;
2. Members of the uniformed services now retired, except as provided in section above;
3. Veterans of the uniformed services, except as provided in the section above; and
4. Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Educational Records and Enrollment

1. If a child's official educational records cannot be released to the parents for transfer, parents shall be provided a set of unofficial records containing uniform information as determined by the Interstate Commission. Upon receipt of unofficial educational records, the school shall enroll and appropriately place the student based on this information (pending validation by official records) as quickly as possible.
2. Requests for official educational records shall be processed and furnished within 10 days.
3. Students must be given 30 days from the date of enrollment to obtain any immunization required. For a series of immunizations, initial vaccinations must be obtained within the first 30 days.
4. Student shall be allowed to continue their enrollment at the grade level in which they were enrolled in the sending state, including Kindergarten, at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the previous state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year shall enter school on their validated level from an accredited school in the sending state.

Placement and Attendance

1. If at student transfers before or during the school year, the receiving school shall initially honor placement of the student in educational courses based on the student's previous enrollment. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.
2. The receiving school must initially honor placement of the student in educational programs based on current educational assessments conducted by the sending school or participation or placement in like programs in the sending state. Such programs include, but are not limited to Gifted and talented programs, and ESOL.

Eligibility

When considering the eligibility of a child for enrolling in school:

1. A special power of attorney relative to the guardianship of a child of a military family is sufficient for enrolling the child in school and for all other actions requiring parental participation and support.
2. A transitioning military child who is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's attendance area different from that of the custodial parent, may continue to attend the school in which he/she is enrolled while residing with the custodial parent.
3. Schools must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

ELEMENTARY SCHOOL APPENDIX Q

GRADE PLACEMENT CONSIDERATION FOR STUDENT WITH DISABILITIES ELEMENTARY, GRADES K-5

Context: As a result of FLDOE course option changes, many students with disabilities, who have been following a modified course of study, are now required to address general education grade level standards for the first time. Recognizing the significant challenge facing these students, a grade placement consideration process has been developed to honor the expectation of rigorous academic achievement while, at the same time, acknowledging the impact of disability and the need for intensive, individualized intervention. This process cannot override promotion/retention at third grade level as dictated by F.S. 1008.25.

- **Student Criteria:**
 - Is an ESE student who was transitioned from modified general education curriculum (*special standards*) to regular standards with accommodations only (during 2010-11 school year), and
 - Is an ESE student who is not fully meeting regular education grade level standards, and
 - Is an ESE student on regular standards with one or more previous retentions.

*(Beginning with the 2012 – 2013 school year, any ESE student who was previously advanced by the school SMART team.)
- **Student Monitoring and Advocacy Review Team (SMART) Membership:**
 - Principal/Designee
 - School Guidance Counselor
 - Current general education teacher(s) of the ESE student (Core member)
 - ESE teacher of the student with disabilities (Core Member)
 - Representative from the next grade level (3rd Grading Period Initiation)
 - District Disability Specialist- (serving as consultative resource, as appropriate)
 - Instructional Coach (if available)
 - Parent (Core Member, Invited)
 - Other
- **SMART Team Schedule:**
 - Full Team- The Full Team will meet a minimum of two times per school year – (1) At the midpoint of the first grading period and (2) one/two weeks prior to submission of final grades.
 - Core Team- In addition to participation as Full Team members, the Core Team will meet at the midpoint and at the end of each of the first three grading periods.
- **Sequence of SMART Team Activities:**
 - Initial Meeting
 - Full Team meets to review individual data for any ESE student not currently meeting grade level standards in order to complete the *Academic Intervention Documentation* (RtI Template) OR to review the existing intervention documentation from the previous school year, if applicable. Identify member of Core SMART Team as the case manager to facilitate intervention plan implementation.
 - Midpoint/End of Each Grading Period Meetings
 - Core Team meets to develop and continually refine progress monitoring activities. If applicable, the Core Team may recommend revisions to the current IEP.
 - Final Meeting
 - Full Team meets to review all available data from SMART/RtI activities and any other relevant/impacting data such as academic history, attendance, academic gains, and availability of remediation alternatives in order to make a grade placement recommendation to the principal. Recommendations will be provided to the principal using the *SMARTeam Grade Placement Recommendation and Authorization* form [available on EE/SS Portal Website]. Regardless of advancement or retention, a mandatory element of the recommendation process will be a comprehensive, rich narrative identifying the specific strategies/elements that will be put in place for effective remediation/intervention for the student. This narrative must include specific minimum requirements for implementation of each strategy, (i.e., number of times per week, amount of time each session, student group size, etc.).
- **Principal Responsibilities:**
 - Review student data relevant to SMART Team grade placement rationale and resulting recommendations.
 - Authorize grade placement decision.
 - Grade advancements will be entered in Genesis using the “Administrative Promotion” code.

Appeal Process

Once an advancement/retention recommendation has been presented to the principal and a decision has been authorized by the principal, should there be a ‘challenge’ to the decision, all documentation of the process will be reviewed by the appropriate Cluster Chief or Executive Director for final authorization.

SECTION II:

I. GENERAL PROCEDURES/OVERVIEW ENROLLMENT AND PROMOTION WITHIN THE MIDDLE SCHOOL

- 1) **STANDARDS FOR PROMOTION:** The school district is committed to a standards-based program with a well-defined hierarchy of instructional standards. All school instruction shall be standards-based using the applicable state standards for curriculum planning, instruction, and evaluation of student progress. The Duval County Public Schools Technology Standards for Students will be implemented as technology is available.

Student promotion in the Duval County Public Schools is based upon an evaluation of each student's achievement. Standards for promotion established in this Student Progression Plan are consistent with School Board Policy, Florida Statutes (F.S.), and/or State Board of Education Rules (S.B.R.). Students in grades 6, 7, and 8 who are not enrolled in schools with a middle grades configuration are subject to the promotion requirements as stated in Standards for Promotion section per s. 1003.4156(2), F.S.

The Duval County School Board, by a positive vote of two-thirds of its membership, may waive any district standards or requirements for grade placement, retention, and/or accrual of credit toward graduation or promotion. The waiver may be granted by the Board, if the evidence presented is based on "the successful completion of" an alternative at least equal to the standards or requirements as specified in this plan.

- 2) **STATE STANDARDS:** The Duval County 6-8 curriculum is aligned with the applicable state standards as well as the applicable state standards with Access Points. Students will demonstrate acceptable progress in meeting the standards as indicated in district administrative guidelines. Students who have difficulty achieving acceptable progress in meeting the standards will be provided supplemental instruction as available.

- 3) **GRADE PLACEMENT: IF THE STUDENT IS A MILITARY CHILD REFER TO THE INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (See Appendix O).**

a. **Initial Placement:** Upon a student's entry into the school system, it is the responsibility of the principal to determine proper grade placement. The grade placement of students transferring into Duval County Public Schools will be contingent upon verification of records.

- 1) **Grade Placement for Student with Records:** Grade placement from the previous school shall be honored when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, course number, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (s. 1003.25 (3), F.S.; S.B.R. 6A-109941).

- 2) **Grade Placement for Students without Records, Including Home School Students without Records.** A student enrolling for the first time who has no verifiable scholastic records will be placed by the principal/principal's designee in appropriate classes. The grade placement will be validated in the first forty-five days of school enrollment through the following:

- successful completion of appropriate subject or grade level examinations (60 percent or higher);
- successful completion of course work ("D" or higher/1.5 GPA);
- successfully passing teacher-made exams (60 percent or higher);
- minimum grade equivalent score on the Stanford Diagnostic Reading Test (SDRT) and/or the Stanford diagnostic Math Test (SDMT); and/or
- overall satisfactory classroom performance.

b. **Grade Placement for Retainee:** A student who has been retained may be assigned to the next higher grade during the next school year if the principal determines that the student has met applicable academic standards and will be able to benefit from instruction at the higher grade. This assignment must be approved by the appropriate Cluster Office.

However, no student may be assigned to a grade level based solely on age or other factors that constitute social promotion. A school district must consider an appropriate alternative placement for a student who has been retained two or more years (s. 1008.25 (6)(a), F.S.).

Accelerated Grade Placement: Accelerated educational experiences should be provided to students within their assigned grade levels. Where accelerated educational experiences seem indicated for an individual student, consideration should be given for gifted program eligibility. Accelerated placement of students in succeeding grade levels may be considered for students who demonstrate exceptionally rapid mastery of grade level objectives and who have attained an adequate level of social maturity. A placement committee consisting of the principal, classroom teacher, and any other personnel designated by the principal will make recommendations concerning accelerated placement. The committee shall review student performance data such as standardized tests results, report card grades, core curriculum area assessments, discipline records, and behavior observations.

The probable long-range academic, social, and emotional effects of the decision will be considered on a case-by-case basis. The principal, with the approval of the appropriate Cluster Office, has the responsibility for making such assignments.

A parent conference will be held. The parent will be notified formally, in writing, that the student is eligible to receive an accelerated grade placement to the next higher grade. A student will not be accelerated without written parental consent. Documentation will be placed in the cumulative record. The student's cumulative record and report card will be worded "accelerated grade placement" and will include the major reason(s) for the assignment and the name of the principal who made the placement.

4. **TRANSFER OF CREDITS:** The State Board Rule on the State Uniform Transfer of Students in the Middle Grades was established to determine uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's Public Schools composed of middle grades 6, 7, and 8(S.B.R. 6A-1.09942).

- a. **Transfer of Credits: Grades /Courses earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation.**
- b. **Transfer of Credits with an Official Transcript: Courses/Credits from the previous school shall be honored when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent electronically or by mail and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, the course, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (s. 1003.25 (3), F.S.; S.B.R. 6A-109941). Home school parents are responsible as the school administrator to provide to the school a transcript which provides the information noted above. The parent may type or hand-write this information, sign, and date.**

When a student enrolls from a foreign country and provides academic records indicating that the student has completed a course with a passing grade, the student should receive that credit/grade. If the student is transferring from a foreign country and studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as M/J Language Arts 1, 2, 3. For example, if the student took two years of Italian, enter the appropriate M/J Language Arts course number. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for world language (FLDOE SALA office).

- c. **Transfer of Credits without an Official Transcript: Students transferring into the Duval County Public Schools without an official transcript will be required to validate their current course or grade placement within the first forty-five days of enrollment and to complete appropriate subject or grade level examinations successfully. (See Appendix L.) The final determination for course placement or grades will be based primarily on classroom performance and not on any single test score. The receiving school principal/designee may utilize appropriate achievement data from grade level/subject tests such as teacher-made or final quarterly exams, MAP exams, minimum grade equivalent score on the SDRT/SDMT, portfolio evaluation by the superintendent or his designee, and/or appropriate end-of-course exams to determine grades for course credit or promotional purposes. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in this paragraph per s. 1003.4156 (3), F.S.**

If, when the student is placed at the appropriate sequential level and is academically unsuccessful during the first grading period, the school, parent, and teacher may reconsider the course placement and/or course grades. Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher/2.0 GPA) at the end of the first forty-five days of enrollment. Alternative validation procedures include successful completion of course work, successfully passing teacher-made exams, successfully completing appropriate subject/grade level exams, and/or minimum grade equivalent score on the SDRT/SDMT. When a home school student has made satisfactory progress ("C" or higher/2.0 GPA) during the first forty-five days of enrollment, further validation is not necessary. The school must honor the grade placement/courses/grades recorded on the student's transcript. Students must be provided at least ninety (90) days from the date of transfer to prepare for assessments outlined in this paragraph per s. 1003.4156 (3), F.S.

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

In order to be promoted to Grade 9, a student from a foreign country who enters middle school having completed credits for which there is no documentation for these credits is required to have the same number of core course credits and GPA as any student at that grade level. For instance, a student entering in the 7th grade will need two credits in each of the four core subjects and 1.5 GPA to promote to Grade 9; while a student entering as an 8th grade student will only need one credit in each of the four core subjects and 1.5 GPA to promote to Grade 9. The course or grade placement is validated through satisfactory completion of academic work within a grading period; successful completion of appropriate subject or grade level examination; and overall classroom performance (FLDOE SALA office).

- d. **Determining Course Placement/Grades/Course Credit: In the event that a student enrolls from another school with fifteen (15) days or less left of a course and the course on the student's schedule is not available at the receiving school, the student shall be enrolled in the most comparable course available or in an independent study to complete the course credit.**

Course credit or grades for students who enroll from another school district with fifteen (15) days or less left of the grading period may be determined by the school district from which the student is transferring. In the event that the transferring school district shall not issue a grade or credit for such a transferring student, the receiving school principal/designee may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotional purposes or a grade of "NG" or "O" (No Grade/Insufficient Enrollment) may be assigned. Eighth grade students transferring into Duval

County Public Schools with ninety (90) or fewer school days left of the school year may be promoted to Grade 9 using achievement/report card data from the school district from which the student transferred.

For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school be used by the receiving school, based on the percentage of days the student was enrolled in each school.

- e. **Evaluation of Transfer Credits/Course Placement:** For grades 6-8, course placements from other educational institutions shall be accepted at face value. If validation is required (See SPP, Item #4 C "Transfer of Credits Without an Official Transcript."), the validation must be completed within the first forty-five days of a student's enrollment. Once validation is complete and all appropriate courses/credits entered, a transcript for the student may be printed.

NOTE: All Duval County Public School requirements, prior to the date of entry, shall not be retroactive for transfer students provided the student has met the requirements of the school district or state from which he or she is transferring.

- f. **Requirements for Earning Credit Taken While Enrolled in the Duval County School System:** In order for a course credit to be transferable when taken outside of Duval County Public Schools, that credit shall be earned only through the following Board-authorized means for acquiring additional credit.

PROGRAM

Florida Virtual School
Private or Out-of-County Summer School (pre-approved)
Compass Odyssey

ADDITIONAL INFORMATION

Appendix K
Appendix I

5. TRANSFER OF STUDENTS:

- a. Students transferring into the Duval County Public Schools after Grade 6 from private, home school, or out of state shall meet all district requirements that can be appropriately met during the time period that the students are in attendance in the Duval County Public Schools. All state and district testing requirements or other applicable district promotion requirements shall be met. Students shall be enrolled in courses which shall enable them to meet the graduation and/or promotional requirements of the Duval County School Board and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. When appropriate, students transferring in to DCPS with reading and/or math deficiencies should be scheduled into an Intensive Reading and/or Intensive Math course.
- b. When a student enters from private, home school, or out of state who has been promoted to Grade 7, he/she shall be considered to have successfully completed one (1) English course, one (1) mathematics course, one (1) social studies course, and one (1) science course in order to satisfy the General Requirements for Middle Grades promotion pursuant to s. 1003.4156, F.S.
- c. When a student enters from private, home school, or out of state who has been promoted to Grade 8, he/she shall be considered to have successfully completed two (2) English courses, two (2) mathematics courses, two (2) social studies courses, and two (2) science courses in order to satisfy the General Requirements for Middle Grades promotion pursuant to s. 1003.4156, F.S.
- d. A student transferring within Duval County Public Schools who is enrolling in a school with a period schedule different from the school from which he or she is transferring shall be scheduled into the courses most closely aligned with promotion and/or graduation requirements.

6. LEARNING RECOVERY:

Learning recovery should be an ongoing process throughout the grading period. It is meant to assist students who have not yet mastered required course standards.

To be eligible for the Learning Recovery Program at the end of a quarter, a student

- must have earned a "D" or "F" as a quarter grade.
- must have been given the opportunity to complete all work that was missed due to a violation (or a sanction for a violation) of the Student Code of Conduct and opportunities for make-up work as specified in the attendance policy as determined in the School Board Policy Manual: File: JH (2) "Missed work shall be made up for all absences; a day of make-up work shall be allowed for each day of absence, when appropriate, pursuant to the Student Progression Plan Appendix D. Each student shall receive full credit for such work."
- must complete learning recovery using the district-approved program, when available*, prior to the end of the following grading period, unless the principal determines that an extension of time is appropriate,
- must have completed a minimum of 75% of the class assignments for the nine weeks.
- must have taken advantage of available learning recovery options during the nine weeks,
- must begin immediate recovery if he/she is making less than satisfactory progress at any point in the 4th quarter and must complete the recovery prior to the end of the school year, unless the principal determines that an extension of time is appropriate. The extension of time should be based on individual review on a case by case basis.
- must have a parent or guardian participate in a required parent/teacher conference, phone conference, email conference, or learning recovery orientation at their school to review the expectations and timelines for learning recovery.

NOTE: The school may determine which assessments must be taken at school under supervision.

*Learning recovery requirements for courses not offered through the district-approved program shall be developed by the school based Professional Learning Community (PLC), in collaboration with the district level subject area supervisor when appropriate, and approved by the principal.

A student who participates in the Learning Recovery Program to improve a quarterly grade of "D" or "F" may not receive a grade higher than a "C." A Learning Recovery Program grade of 60-69% will result in a quarterly grade of "D." A Learning Recovery Program grade of 70% or higher will result in a quarterly grade of "C." Students must demonstrate mastery of the skills to be awarded the higher grade.

NOTE: Teachers may remove assignments in the district-approved Learning Recovery Program for standards mastered prior to the start of Learning Recovery.

When a student transfers to another school, Learning Recovery Program must be initiated by the parent/student with the sending school. The sending school is responsible for providing the learning recovery work, grading-and assigning the appropriate grade. The learning recovery process of the sending school will apply.

Because our district believes in standards based learning, it is not a requirement that students complete every assignment as part of learning recovery. Students should be remediating standards for which mastery has not been demonstrated.

If the district-approved learning recovery program for a specific course contains a pretest, learning path, and posttest the grade earned on the posttest should be used to determine the learning recovery quarter grade. A comprehensive teacher final is not a part of the learning recovery grade in this case.

If a major assignment such as a science project, history project, research paper or other major project was part of the quarter grade, this must be completed as part of learning recovery.

7. **IEP PROGRESS REPORTS FOR STUDENTS WITH DISABILITIES:** Progress Reports for Individual Education Plan (IEP) annual goals must be provided to parents to communicate student progress toward annual goals. IEP Progress Reports must be provided at least as often as that of general education students in their assigned school or more frequently as identified by the IEP (IDEA 2004). This requirement is in addition to the academic progress reports and report cards sent for all students.

8. **REPORT CARD GRADES:**

- a. **Required Components:** Report cards must clearly depict and grade 1) the student's academic performance in each class or course in grades 6-8, 2) the student's conduct and behavior, and 3) the student's attendance, including absences and tardies (s. 1003.33(1), F.S.). An asterisk beside a course grade indicates a student is working below grade level standards. The final report card of the school year shall contain a statement indicating end-of-year status or performance/nonperformance at grade level; acceptable/unacceptable behavior and attendance; and promotion/nonpromotion (s. 1003.33(2), F.S.).

NOTE: The grade from a Final Exam or Final Project may only be used as a final examination grade. See Appendix B for grade calculation.

- b. **Assignment of Report Card Grades for Transfers from Out of District:** A student who transfers from another school district into Duval County Public Schools and who has been enrolled 15 days or more during the grading period in a traditional or A/B class or 8 days or more during the grading period on a semesterized (4x4) class will receive a grade on his/her report card. Course credit or grades for a student who enrolls from another school district after the thirtieth day of the grading period may be determined by the school district from which the student is transferring. In the event the transferring school district will not issue a grade or credit for a transferring student, the receiving school principal may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotional purposes. In the event that a student enrolls from another school with fifteen (15) days or less during the grading period in a traditional or A/B class or eight (8) days or less during the grading period on a semesterized (4x4) class and no comparable course is available, the student shall be enrolled in the most comparable course available or in independent study to complete the course credit unless course credit has been awarded by the transferring school.
- c. **Assignment of Report Card Grades for a Transfer within the District:** A student enrolled in the district for a period of fifteen (15) days or more in a grading period will receive a grade from that school. Course grades for a student who transfers from one school to another school within the district will be determined by the school in which the student is presently enrolled.

For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school used by the receiving school, based on the percentage of days the student was enrolled in each school.

- d. **Assignment of Report Card Grades for English Language Learners (ELL):** No ELL student should be assigned a failing grade due solely to lack of English proficiency. Teachers must be able to provide proof of documentation of use of ESOL teaching strategies appropriate to the level of language. This must be recorded in the teacher's lesson plan book.

- e. **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year, no final grades are required. In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.

NOTE: A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may impact final grades and promotion. All state End Of Course (EOC) exams, district EOCs and final exams will be administered following the district testing calendar. No exams may be given prior to the approved exam window. See Appendix D

9. **FORGIVENESS POLICY:**

The forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement (S.B.R. 6A-1.0955(3)(a)(7), Florida Administrative Code [FAC]).

- a. In the calculation of the Middle School Yearly GPA, a grade of "D" or "F" in a core academic course taken during the regular school year can be replaced with the same or comparable standard or advanced level course taken subsequently in the same school year (including summer school) if the new grade is higher than the original grade.
 - b. **Repeating a High School Course Taken while still in Middle School:** In the calculation of the Middle School Yearly GPA, a grade "D" or "F" in a high school course can be replaced with a higher grade in the same or comparable high school course when both courses are taken during middle school. (s. 1003.43, F.S.).*
 - c. Any course grade not replaced by this policy shall be included in the calculation of the yearly grade point average required for middle school promotion and/or high school graduation (s. 1003.43, F.S.).
 - d. Out-of-district and/or private school grades shall be included in the student's yearly GPA. High school courses taken out-of-district and/or in a private school shall have those grades included in the student's cumulative graduation and ranking GPA.
10. **RETENTION POLICY:** Students who do not satisfactorily achieve established performance standards for promotion will be assigned to the same grade for the next school year. Teachers and administrators have an obligation to provide timely intervention in an effort to prevent retention of students who have potential to overcome academic deficits in selected areas without repeating an entire year of study. Students shall be referred for further evaluation for possible alternative program placement (e.g., alternative education, exceptional education, or other services).

- a. **Parent Notification:** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course/subject. Electronic communication does not meet this requirement. (See Appendix A.) The student will be given the opportunity to complete Grade Recovery, if eligible, and the parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "F" if this procedure has not been followed.
- b. **Parent Request for Retention:** A parent request for retention of a student who has met minimum promotional standards must be submitted in writing to the principal for review. The principal will determine grade placement for the next year based on teacher recommendation(s) and review of appropriate evaluations.
- c. **Implementation of the Remediation and Retention Provisions for Students with Disabilities:**
 - The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP.
 - The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.
- d. **Implementation of the Remediation and Retention Provisions for ELL Students:**
 - 1) The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - amount of time in the country;
 - academic experience(s);
 - time needed to reach proficiency based on research;
 - oral language proficiency in English;
 - reading and writing proficiency in English; and
 - cultural background.
 - 2) No ELL student may receive a grade of "F" solely due to language acquisition. Teachers must be able to document the use of ESOL teaching strategies appropriate to the level of the student's language. This documentation must be recorded in the teacher's lesson plan book.
 - 3) The ELL Committee must meet to discuss any ELL student in grades 6-8 recommended for retention prior to the retention of that student. For middle school students who may potentially fail a course, the teacher will inform parents in a language that they understand.

- 4) A copy of the ELL Committee meeting minutes must be included in the student's red folder to document the ELL Committee's involvement in the retention decision for each child.

11. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM:

- a. **Eligibility for ESOL Services:** Initial Listening, Speaking, Reading and Writing assessment is completed by district testers using the Language Assessment System (LAS Links) test as soon as possible after initial enrollment and shall be completed within four weeks (20 school days). The test is administered at the neighborhood school, district office, or the Center for Language and Culture (CLC).

- b. **Eligibility for ESOL Program**

Grade	Sub-Test	Eligible	Ineligible
6-8	Listening Speaking Reading & Writing	LAS Links Oral, Reading, or Writing Level 1, 2, or 3	LAS Links Level 4 or 5
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ELL Recommendation		

- c. **Provision to Notify Parent/Guardian in Home Language when Testing is Delayed:** A letter, developed by the district, will be sent to the parent/guardian in the child's home language advising that their child's English language assessment has not been completed within the required time period according to federal/state guidelines.
- d. **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in the DCPS system. The indicators used are the following:
- content test given in home language;
 - informal math and content tests;
 - academic records;
 - parent interview, student interview, bilingual interpreter interview; and
 - grade or course placement.
- Students who do not have documentation of educational records are placed based on age. Upon entry into the school system, it is the responsibility of the principal to determine proper grade placement through programmatic and academic assessment.
- e. **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year, the following procedure should be followed:
- The student should be placed in the appropriate grade level for the following school year based on his/her age
 - At the end of the school year final grades MUST NOT be entered
 - Genesis will assign an "N"; therefore, the student will remain in the same grade level
 - Student will be neither promoted nor retained
- f. **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
- g. **Exemption from Statewide Assessments on an Individual Basis:** According to Florida State Board of Education Rule 6A-6.0909, ELL students receiving services in an approved district program for one year or less may be exempted from FCAT 2.0 administration. However, exemption is an option only if an alternative assessment is administered. Since a Duval County or Department of Education alternative ESOL assessment does not currently exist, all ELL students must take the FCAT 2.0.
- h. **Provision of Alternative Assessment Methods for Students Exempted from Statewide Assessments:** Duval County has no alternative test. Therefore, ELL students are not exempt from participation in FCAT 2.0 administration.
- i. **Extension of services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the students' third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- j. **CELLA Testing:** In accordance with federal mandates outlined in NCLB, all English Language Learners (ELL) K-12 will be assessed annually each spring using the Comprehensive English Language Learners Assessment (CELLA) in the areas of language acquisition: reading, writing, listening, and speaking. It is administered by school-based personnel.
- k. **Implementation of the Remediation and Retention Provisions for ELL Students:**
- 1) An ELL Committee may exempt ELL students in the program for two years or fewer from mandatory retention. Exemption considerations include the following:

- amount of time in the country;
- academic experience(s);
- time needed to reach proficiency based on research;
- oral language proficiency in English; and
- cultural background.

- 2) No ELL student may be retained solely due to language acquisition without documentation that the teacher used ESOL teaching strategies.
 - 3) The ELL Committee must meet to discuss any ELL student recommended for retention prior to the retention of that student. For secondary students with potential course failure, the teacher will inform parents in a language they understand.
 - 4) A copy of the ELL Committee Outcomes form must be included in the student's red folder to document the ELL committee involvement in the retention decision for each child.
- l. **Summer Educational Programs:** ESOL maintenance will be offered to active ELL students for acquisition and maintenance of English language. This is a non-promotional program.
 - m. **Program Exit Procedures:** Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting FCAT 2.0 and CELLA. Students may exit from the ESOL program and are classified as English Proficient when the exit criteria indicated below are met.

ESOL PROGRAM EXIT OPTIONS, Grades 6 – 8

Exit Option	Exit Indicator	
Exit by Test Scores	Grade 6-8	CELLA scores of "Proficient" on each subtest: listening, speaking, reading, and writing. FCAT 2.0 score of Level 3 or higher on the Reading subtest
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

EXIT OPTION	EXIT INDICATOR
Exit by Test Scores	CELLA composite scale score of ≥ 2200 and CELLA Reading scale score of ≥ 759 and FCAT 2.0 Reading score of Level 3 or higher.
Exit by ELL Committee	ELL Committee Recommendation – convened any time at the request of school personnel or the parent to review student progress, for the purpose of recommending program exit. Recommendation for exit submitted to the district ESOL office for final approval.
Exit by IEP/ELL Committee	IEP/ELL Committee Recommendation – for ELL students also served in ESE who may not be able to meet test score exit criteria. The IEP/ELL Committee will submit the recommendation via the IEP/ELL Review Committee Outcome form to the district ESOL office for final approval.

The ELL or IEP/ELL Committee will consider the following criteria to override low test scores:

- extent and nature of prior educational and social experiences and student interview;
- written recommendation and observation by current and previous instructional and supportive services staff;
- level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
- grades from the current or previous year; and
- test results other than those used in initial language proficiency assessment.

Once the student is exited, ELL Student Plan Part A must be completed. An exit letter in the home language (when feasible) will be sent home to the parents by the district office. Also, ELL Plan Part C, the monitoring section, must be completed within two years.

12. **HOME EDUCATION PROGRAM STUDENTS ENROLLMENT IN PUBLIC SCHOOL CLASSES (s. 1006.15 (3)(a)4(c)5, F.S.):** A home education student is eligible to participate in interscholastic extracurricular student activities at a public school. An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. A home education student must be able to participate in curricular (class) activities if that is a requirement of the extracurricular activity, such as chorus. Home school students may only participate at their attendance area school. (See Appendix L.)
13. **STATE REQUIREMENTS FOR INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES:**
 - a. In order for a middle school student to participate in interscholastic extracurricular student activities, a student must be promoted to 7th grade. Thereafter the student must maintain a 2.0 GPA for each grading period and pass five subjects to remain eligible during the 7th and 8th grades, except the eligibility for the first nine weeks of 8th grade which will be based on the entire previous school year's GPA. Home school students may only participate at their attendance area school.

- b. Participation in other interscholastic extracurricular student activities requires a 2.0 GPA for the grading period prior to the event. Eligibility for the first nine weeks will be based on meeting the previous year's promotion requirements.
- c. Additionally, a student must maintain satisfactory conduct. All students are subject to the DCPS Code of Student Conduct prior to, during, and after athletic contests or extracurricular events.

14. ~~**SCHOOL BOARD-WAIVER OF DISTRICT STANDARDS/REQUIREMENTS:** The Duval County School Board, by a positive vote of two-thirds of its membership, may waive any district standards or requirements for grade placement, retention, and/or accrual of credit toward graduation or promotion. The waiver may be granted by the Board if the evidence presented is based on "the successful completion of" an alternative at least equal to the standards or requirements as specified in this plan.~~

15. **CRITERIA FOR EARNING CREDIT/STUDENT EVALUATION:** In order to earn standard course credit, and unless otherwise stated, each student (including students with disabilities) shall demonstrate mastery of the specific objectives for all required courses in which the student is enrolled, as determined by the teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement standards are being met.

Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning course credit. Each course in each academic program in grades 6-8 must have district performance standards. A comprehensive exam or comprehensive project will be given to all students in all courses for each grading period. A mandatory final examination in each subject shall be given to all students and shall count as part of the student's final course average. Each student shall take the comprehensive district End-of-Course (EOC) exam for appropriate courses. The EOC shall count as one half of the student's final exam grade. The letter grade on an EOC exam is averaged with the letter grade on the subject area teacher's final exam to determine the final exam grade for the course. With the exception of the final grading period of the school year, make-up EOC exams will be completed during the first ten school days of the following grading period. Make-up EOC exams for the final grading period of the school year must be completed by the last day of school. (See Appendix B.)

16. **STANDARDS-BASED INSTRUCTION:** All school instruction shall be standards-based using the state standards for applicable curriculum planning, instruction, and evaluation of student progress. The Duval County Public Schools Technology Standards for Students will be implemented as technology is available.

17. **COURSE OR LEARNING RECOVERY PROGRAMS:** Dropout prevention and academic intervention programs may differ from traditional educational programs and schools in scheduling, curriculum, or setting and shall employ alternative teaching methodologies, learning activities, and diagnostic/assessment procedures to meet the needs, interests, abilities, and talents of eligible students. Middle school students enrolled in these programs, as defined in Duval County's Comprehensive Dropout Prevention Plan, shall be exempt from the hourly instructional requirements for earning credit as defined in s. 1003.436(1)(a) and (b), F.S.

Students in each of these programs shall not be awarded credit nor shall they be promoted unless they have demonstrated mastery of the student performance standards in the course of study as provided by the rules of the Duval County School Board (s. 1003.436(2), F.S.). These programs would include Standards-Based Promotion, Compass Odyssey, Learning and Credit Recovery, Grand Park Career Center, Mattie V. Rutherford Alternative Education Center, and the Self-Paced Academic Component at the PACE Center for Girls.

18. Department of Juvenile Justice (DJJ)-Retained eighth grade students in a year-long Department of Juvenile Justice (DJJ) program may complete the 12 core middle school academic credits and then enroll in any high school course which is academically appropriate. Promotion to high school will happen at the end of the school year.

B. **MIDDLE SCHOOL STUDENT PROGRESSION PROCEDURES:** No student shall be assigned to a grade level based solely on age or other factors that constitutes social promotion or administrative placement. The student progression from one grade to another is partially based on proficiency in reading, writing, science, and mathematics. This does not preclude students from being promoted based upon state law and district policy. In order to be promoted to the next grade level, the student must meet the current teacher judgment, credit, and GPA requirements as outlined in the document. Each school must hold a parent meeting either in the evening or on a weekend to inform parents about the course curriculum and activities.

1. **PROMOTIONAL REQUIREMENTS WITHIN MIDDLE SCHOOL (Standard Education)**

To be promoted within middle school at the end of a given year, a student must pass a minimum number of core courses as indicated below and maintain an annual, minimum GPA of 1.5.

Table 1 Middle School Promotion Requirements (6-8)		
To Grade	Course Requirements	GPA ⁴
7	Successfully complete three or more 6 th grade core courses ^{1,2,3}	1.5 or above
8	Successfully complete three or more 7 th grade core courses and recover the core course not passed in 6 th grade, if applicable ^{1,2,3}	1.5 or above
9	Successfully complete all four 8 th grade core courses and recover the core course not passed in 7 th grade, if applicable ^{1,2,3}	1.5 or above

¹ Core courses are language arts, mathematics, science, and social studies.
² Teachers and administrators have an obligation to provide timely intervention so that students may recover courses (core or elective) during the academic year.
³ One core course failed and not recovered during the academic year may be recovered during DCPS Summer Education Programs (if available) or during the summer through a private or out-of-county provider to meet course requirements for promotion.
 Note: A student with a disability who has been grade-adjusted through the ESE Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade-adjustment.

Note: Middle school students taking Geometry or Biology during the 2011-2012 school year are required to take the state End of Course Exam (EOC). If results are available when 4th quarter grades are processed, the state EOC will replace the value of the district EOC in the final grade (1/18). If EOC results are not available, the final grade will be calculated without an EOC. Beginning in the 2011-12 school year the awarding of high school credit for Algebra 1 will require passing the state EOC. Beginning in the 2012-2013 year the awarding of high school credit for Geometry or Biology will require passing the state EOC.

Note: A student with a disability, as defined in s 1007.02 (2), for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student's course grade and completing the requirements for middle grades promotion. This process cannot take place until AFTER the student has taken and failed the state EOC.

2. **PROMOTION TO HIGH SCHOOL**

Promotion of students from middle school to high school will be based on

- a minimum final grade of "D" in all 12 required core courses in the middle school required curriculum,
- an annual GPA of 1.5 or higher, and
- for students entering grade 6 during the 2006 -2007 school year and thereafter, successfully passing a social studies courses which integrates career and education planning including the creation of an Academic Plan. Students enrolled full-time in the Duval Virtual Instruction Academy (DVIA) may meet this career and education planning requirement through a standalone, half credit career course (M/J Career Education 2305000).

3. **INTENSIVE REMEDIATION**

- a. **Intensive Reading Remediation:** For each year in which a student scores at Level 1 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers will be in either an intensive reading course or a content area course in which reading strategies are delivered which shall be determined by diagnosis of reading needs. The department [FLDOE] shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(8), F. S. ; s. 1003.428 (2)(b)2(c), F.S.) For ELL students, M/J Developmental Language Arts through ESOL will fulfill the intensive reading course requirement.

Note: Exemption – A middle grade student who scores at a Level 1 or Level 2 on FCAT 2.0 Reading, but who did not score below Level 3 in the previous 3 years may be granted a one year exemption from the Reading remediation requirement. This requires that such a student has an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted as required by s. 1007.02 (1)(b) F.S.

- b. **Intensive Mathematics Remediation:** For each year in which a student scores at Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation in the following year required by s. 1003.428 (2)(b)2(d), F. S. The remediation may be integrated into a required mathematics course if not provided in a separate intensive mathematics course.

NOTE: A student entering middle school without FCAT 2.0 scores from the previous year may be required to take a remediation course if the student's transcript or other information from the previous school suggests that it may be an appropriate placement. A remediation class may be required at the discretion of the school administrator.

4. **PROGRAM OF STUDY**

Students in grades 6 through 8 will receive a progressive course of instruction. Beginning with students entering Grade 6 in the 2006–2007 school year, promotion from a school including grades 6, 7, 8 requires that the student must successfully complete academic courses as follows:

Table 2 Middle School Curriculum	
Required Courses Grades 6 - 8	Middle School Credits
Language Arts ^{1,2,3,4}	3
Mathematics ^{1,2,3,5}	3
Science ^{1,2,3}	3
Social Studies ^{1,2,3,6}	3
Physical Education ^{7,11}	2.25
Health ^{7,11}	0.75
Electives ^{8,9,10,11}	3
Total Credits	18

- ¹ Core course in grades 6 – 8.
² Any student who scores a level 3 or above on FCAT 2.0 Reading or Mathematics should be considered for placement in advanced coursework.
³ Three middle school or higher courses are required in the curricular area.
⁴ These courses shall emphasize literature, composition, and technical text.
⁵ These courses may include M/J Mathematics 1 and 2, pre-algebra, Algebra I, Algebra I Hon., geometry, and geometry Hon. in the indicated sequence.
⁶ These courses must include world history, geography, and US history – one semester of which must include the study of state and federal government and civics education. Career and education planning, which includes the creation of an Academic Plan must be integrated into the appropriate 8th grade social studies course. Students enrolled full-time in the Duval Virtual Instruction Academy (DVIA) may meet this career and education planning requirement through a standalone, half credit career course (M/J Career Education 2305000).
⁷ Students should be enrolled in three quarters of physical education and one quarter of health (which includes instruction on bullying prevention, teen dating violence and abuse prevention in grades 7-8, and character education) each year. Schools are encouraged to provide 225 minutes per week of PE in grades 6 – 8.
⁸ All 6th graders who scored Level 3 or above on FCAT 2.0 Reading will take the required semester reading course.
⁹ All students in grades 6 – 8 who score Level 1 or 2 on FCAT 2.0 Reading must be enrolled in an Intensive Reading course or a reading intervention based on their FCAT 2.0 reading level and fluency level as prescribed by the student reading placement requirements for DCPS.
¹⁰ All students in grades 6 – 8 who score Level 1 or 2 on FCAT 2.0 Mathematics must receive remediation the following year. The remediation may be integrated into a regular mathematics course if not provided in a separate intensive mathematics course.
¹¹ The required intensive reading course or reading intervention may take the place of an elective or, if necessary, required physical education/ health course. If a student is not enrolled during a school year in health, the student must receive instruction on bullying prevention, teen dating violence and abuse prevention in grades 7-8, and character education through an alternate method.

Note: A student with a disability who has been grade-adjusted through the ESE Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade-adjustment. **Note:** Middle school students taking Geometry or Biology during the 2011-2012 school year are required to take the state End of Course Exam (EOC). If results are available when 4th quarter grades are processed, the state EOC will replace the value of the district EOC in the final grade (1/18). If EOC results are not available, the final grade will be calculated without an EOC. Beginning in the 2011-12 school year the awarding of high school credit for Algebra 1 will require passing the state EOC. Beginning in the 2012-2013 year the awarding of high school credit for Geometry or Biology will require passing the state EOC.

Note: A student with a disability, as defined in s 1007.02 (2), for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student's course grade and completing the requirements for middle grades promotion. The waiver process requires that the student take and fail the assessment.

**TABLE 3
ACCESS POINT COURSES- MIDDLE SCHOOL (Grades 6-8)**

Access Point Courses for students with a Significant Cognitive Disability/Deficiency as determined by the IEP team	
Required Courses Grades 6 - 8	Middle School Credits
Language Arts	3
Mathematics	3
Science	3
Social Studies ¹	3
PE ²	2.25
Health ²	0.75
Electives ³	3
Total Credits*	18

¹ Based on direction from FLDOE, every student must create an Academic Plan to be promoted to 9th grade.

² Students should be enrolled in three quarters of physical education and one quarter of health (which includes instruction on bullying prevention, teen dating violence and abuse prevention in grades 7-8, and character education) each year. Schools are encouraged to provide 225 minutes per week of PE in grades 6-8. If a student is not enrolled in health during a school year, the student must receive instruction on bullying prevention, teen dating violence and abuse prevention in grades 7-8, and character education through an alternate method.

³ Electives may be a combination of general education elective courses and exceptional student education special skills courses.

* A student with a disability who has been grade-adjusted through the ESE Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by the student due to the grade adjustment.

- a. **Accelerated Promotion:** A student participating in a dropout prevention program, such as Standards Based Promotion and the Middle School LEAP Forward program, who completes all the criteria of the program as described in the district dropout prevention plan may be promoted during the school year or double promoted at the end of the school year. All promotions of this type must be approved by the drop-out prevention administrator.
- b. **ESOL Course Substitutions:** ELL students scoring LAS Levels 1, 2, or 3 or CELLA oral score of 712 or lower should be scheduled into M/J Development Language Arts through ESOL and NOT into Intensive Reading. Those scoring LAS Levels 4 and 5 or CELLA oral skills of 713 or higher may be scheduled into Intensive Reading.
- c. **Final Examination Requirement:** A mandatory final examination in each subject, to include appropriate end-of-course (EOC) tests with all allowable accommodations as identified on the IEP or Section 504 Plan, will be given to all students and will count as part of the student's final average.
- d. **Florida Virtual School:** Middle school students may enroll in academically appropriate courses available through the Florida Virtual School and be awarded credit for successful completion of such courses.
- e. **Duval Virtual Instruction Academy (DVIA):** Duval County students in grades K-12 may enroll full-time in the DVIA. See Appendix N.
- f. **High School Courses Taken by Middle School Students:** Beginning with the 2007-2008 school year and thereafter, a middle school student who successfully completes a high school course and passed the state EOC (if EOC is applicable) in middle school shall receive high school credit.
 Note: For students entering ninth grade for the first time in 2011-2012 and thereafter, the Algebra 1 requirement MUST be satisfied by passing the State of Florida Algebra 1 End of Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state. For students entering ninth grade for the first time in 2012-2013 and thereafter, Geometry and Biology requirements MUST be satisfied by passing the State of Florida Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state.

 Middle school students earning a high school credit through a state approved virtual education provider shall satisfy the one on-line course requirement for high school graduation.
- g. **Repeating a High School Course Taken in Middle School:** Students may earn credit toward graduation by repeating a high school course taken in middle school that is designated in the State Course Code Directory as a Level 2 or Level 3 subsequent or comparable high school course if they received a final grade of "C," "D," or "F." Only the new grade shall be used in the calculation of the student's state grade point average. All attempts will remain on the high school transcript and will be included in the student's high school district (ranking) GPA.
 Note: For students entering ninth grade for the first time in 2011-2012 and thereafter, the Algebra 1 requirement MUST be satisfied by passing the State of Florida Algebra 1 End of Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state. For students entering ninth grade for the first time in 2012-2013 and thereafter, Geometry and Biology requirements MUST be satisfied by passing the State of Florida Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state.

- h. **Middle School Courses Taken in Elementary School:** Middle school courses passed in elementary school may result in the students having to remain on an accelerated track through middle and high school based on student performance. Students may also be scheduled with students outside their normal grade level.
- i. **Hourly Instructional Requirement for Credit:** Pursuant to s. 1003.436, F.S., for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards. The hourly requirements for one-half credit are one-half the requirements specified for a full credit (hours).
- j. **Instructional Levels:** In grades 6 – 8 all schools will offer comprehensive science and standard and advanced courses in language arts, mathematics, and social studies. Students will be encouraged to enroll in rigorous academic course work.
- k. **Academic Plan:** For middle school students entering Grade 8 in the 2007-2008 school year and thereafter must complete an Academic Plan.
- l. **Parent Notification of Graduation Option:** Students in grades 6 - 12 and their parents will be provided with the three comprehensive high school graduation options listed in s. 1003.429 (1), F.S. Selection of the option is the responsibility of the student and parents. If a graduation option is not selected, the 24-Credit General Requirement option will be considered the selection (s. 1003.429 (2) (3), F.S.).
- m. **Progress Monitoring Plans (PMP) (s. 1008.25(4), F.S.):** Each school must develop, in consultation with the student's parent or guardian, a progress monitoring plan for each student who is not meeting proficiency levels for promotion in each grade in any and each of the areas of reading, writing, science, and/or mathematics. A student shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:
 - 1) a federally required student plan*;
 - 2) a school-wide system of progress monitoring for all (grades 6 – 8); or
 - 3) an individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. The PMP, a specific and detailed prescription for remedying the student's deficiencies, must address the following:

- 1) the specific, diagnosed academic needs to be remediated;
- 2) the success-based intervention strategies to be used;
- 3) a variety of remedial instruction to be provided; and
- 4) the monitoring and re-evaluation activities to be used.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency.

*Federally-required student plans include the following:

ii. **Individual Education Plan (IEP)**

An IEP is defined as a written statement for each student with a disability that is developed, reviewed, and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act (2004). If the student's IEP does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan. (Example: A speech-only IEP which does not address the academic deficits would not suffice.)

For students with disabilities whose IEP team has determined that an alternate assessment is appropriate, an IEP, an individual progress monitoring plan, or a school-wide progress monitoring plan must be developed to address his/her deficits in reading, math, science or writing on the Florida Alternate Assessment (FAA).

- **Section 504 plan:**
A Section 504 plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan.
- **English Language Learners (ELL) Plan**
The individual student ELL Plan provides documentation of ELL student status, assessment data, equal access, and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (S.B.R. 6A- 6.0901(6)). The plan consists of three parts. Part A includes documentation of programmatic assessment and the eligibility assessment for entry and exit and annual evaluation. Part B includes the student schedule while Part C is used for post-reclassification monitoring of exited students. If the student's ELL Plan does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan.

In addition to the requirement of a progress monitoring plan addressed above, the district has further determined that students with the following performance levels on state assessments must receive remediation provided through a progress monitoring

plan until the completion of 8th grade or the student scores at Level 3 or above on the appropriate FCAT 2.0. This determination is based on the indicated year's test scores.

Grade Level	Reading	Math	Science	Writing
	Level/Grade	Level/Grade	Level/Grade	Level/Grade
6	1 and 2/5	1 and 2/5	1/5	1/4
7	1 and 2/6	1 and 2/6		NA
8	1 and 2/7	1 and 2/7		NA

The school must develop and implement the appropriate plan outlined above in consultation with the student's parent or guardian for each student who has been identified as not meeting district or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent/guardian understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Each school will develop programs or strategies to assist low performing students in meeting subject or promotional requirements through Safety Net programs.

- n. **School Safety Nets:** Each school will offer nine weeks course recovery classes, as well as learning recovery, safety nets or strategies to assist low performing students in meeting course or promotional requirements.

Learning recovery is a safety net program in which students work with classroom teachers during the school year, in a technological recovery program (ex. Compass Odyssey), or in a Florida Virtual School course to improve a failing grade. Each student is provided the opportunity to improve a failing quarter grade for core area subjects throughout the school year as the district's alternative to summer school. A student may attempt work during the next quarter of the school year to recover a previous quarter's failing grade. (See Learning Recovery.)

Each school will develop *Safety Net Programs* to assist low performing students in achieving academic success. These may include but are not limited to the following:

- Differentiated classroom instruction,
- Before, during, and after-school tutoring,
- Saturday School,
- Computer-Assisted instruction,
- Vacation enrichment camps,
- Mentoring,
- Intensive skills development programs,
- ESOL services,
- Exceptional Student Education services,
- Program designed by school administration and staff,
- TEAM UP,
- Florida Virtual School,
- Grade recovery,
- Compass Odyssey, and/or
- Drop-Out prevention programs.

Note: ELL students and students with disabilities shall not be excluded from appropriate safety nets available at their schools.

5. **PROMOTIONAL REQUIREMENTS FOR STUDENTS WITH DISABILITIES CURRICULUM OPTION CONTINUUM:** Students with disabilities following the general education curriculum must meet the state or district levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student's IEP and intensive instruction/intervention. All school instruction shall be standards-based using the *Next Generation Sunshine State Standard or, the Next Generation Sunshine State Standards Access Points*, DCPS must provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

A student with a disability who has been grade adjusted through the Reevaluation Review Team shall be promoted based on the credits earned in the years completed during middle school. Promotion for these students is not dependent on credits for grades missed by students due to the grade adjustment.

NOTE: The following grade placement consideration process is applicable only to those students with disabilities with an IEP, grades 6 - 8, who were transitioned from *modified* standards to general education grade level standards for the 2011-2012 school year and has one or more retentions. The purpose of the Student Monitoring and Advocacy Review Team (SMART) is to systematically monitor and review student academic/behavioral performance throughout the school year to support individual student achievement through implementation of the core curriculum and required supplemental interventions/remediation strategies designed to address areas of identified deficits. Regular intervals of progress monitoring will be used to identify and refine intervention supports. At the end of the school year, the SMART Team will use the

data/documentation from the SMART process to make recommendations regarding student grade level advancement or retention (Refer to Appendix P).

Regardless of student grade level advancement or retention, a mandatory element of the final grade level recommendation process will be an individualized, prescriptive intervention/remediation plan that must be implemented during the following school year.

-
6. **EXTENDED SCHOOL YEAR (ESY) FOR STUDENTS WITH DISABILITIES WITH AN IEP:** Extended School Year services must be provided for students with disabilities whose IEP team has determined that the services are necessary for provision of a Free and Appropriate Public Education (FAPE) as documented and recommended on the *IEP*. This is a non-promotional program.

MIDDLE SCHOOL APPENDIX A

STANDARDIZED NUMERICAL GRADING SCALE AND DESCRIPTORS FOR GRADES 6-8

School Board Policy (Chapter 4, Section 4.80) addresses the descriptive section of the grading scale. In an effort to promote uniformity among schools in this district, a standard scale with descriptors is required.

GRADING SYSTEM FOR GENERAL EDUCATION STUDENTS IN GRADES 6-8:

Grade	Grade Point Average	Value	Definition
A*	90-100	4	Outstanding Progress
B*	80-89	3	Above Average Progress
C*	70-79	2	Average Progress
D*	60-69	1	Lowest Acceptable Progress
F*	0-59	0	Failure**

I (Incomplete) All grades of "I" shall be made-up as soon as possible but no later than the end of the next grading period or a failing grade shall be assigned.

NG (No Grade/Insufficient Enrollment) For secondary schools the alphabetic letter "O" is recorded.

NOTE: An asterisk (*) beside a course grade indicates a student is working below grade level standards.

*Teachers may use plus (+) and minus (-) symbols as part of this grading system with the letter grades in reporting to parents.

** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work which may lead to failure in any course/subject. The student will be given the opportunity to complete Grade Recovery if eligible, and the parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "F" if this procedure has not been followed.

MIDDLE SCHOOL APPENDIX B

DETERMINING THE FINAL AVERAGES FOR CREDIT/ONE-HALF CREDIT COURSES

1. Assign final averages as follows:

<u>Grade</u>	<u>Middle/High School Points</u>
A= 90% - 100%	3.5- 4.0
B= 80% - 89%	2.5 - 3.4
C= 70% - 79%	1.5 -2.4
D= 60% - 69%	1.0 -1.4
F= (59% and below)	Below 1.0

2. Assign points to each grading period (GP) grade, the final exam grade, and the appropriate district assessment instrument as follows:

<u>Grade</u>	<u>Quality Points</u>
A = 90% - 100%	4
B = 80% - 89%	3
C = 70% - 79%	2
D = 60% - 69%	1
F = (59% and below)	0

3. Final grade will be determined based on the following formulas:

<u>Courses with a district-EOC</u>
For a 1.0 credit courses with district EOC the district EOC will count as 20% of the final grade: $(Q1 + Q2 + Q3 + Q4)/4 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$ $(C + B + C + B)/4 \times .8 + (C \times .2) = \text{final grade}$ $(2 + 3 + 2 + 3)/4 \times .8 + (2 \times .2) = \text{final grade}$ $(2.5 \times .8) + .4 = \text{final grade}$ $2 + .4 = 2.4 = C$
For a .50 credit course with a district EOC: $(Q1 + Q2)/2 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$ $(A + B)/2 \times .8 + (B \times .2) = \text{final grade}$ $(4 + 3)/2 \times .8 + (3 \times .2) = \text{final grade}$ $3.5 \times .8 + .6 = \text{final grade}$ $2.8 + .6 = 3.4 = B$
For a .25 or .75 credit course with a District EOC: $(\text{Average of Quarterly Grades}) \times .8 + EOC \times .2 = \text{final grade}$
<u>State mandated, re-averaging of a course grade</u>
When a student fails one half of a full credit high school course and the averaging of the two halves would result in a passing grade for a full credit the grades obtained in each half : $(Q1 + Q2 + Q3 + Q4)/4 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$ $(F + D + C + B)/4 \times .8 + (C \times .2) = \text{final grade}$ $(0 + 1 + 2 + 3)/4 \times .8 + (2 \times .2) = \text{final grade}$ $(1.5 \times .8) + .4 = \text{final grade}$ $1.2 + .4 = 1.6 = C$
Note: per State Board Rule this only applies to the first attempt at the courses. Subsequent retakes of the courses fall under the grade forgiveness policy.
<u>Students with Disabilities</u>
Students with Disabilities with an IEP (with the exception of Gifted and Hospital Homebound) For students with a disability pursuing a regular course of study: if the student has demonstrated mastery of all course standards and it has been determined that the comprehensive district EOC will not serve as an accurate measure of the student's mastery of the course content, a failed district EOC may be waived in the final grade calculation. For students with a disability pursuing a special diploma option: if the student has demonstrated mastery of all course standards, but failed the district EOC, the impact of the EOC will be waived in the final grade calculation NOTE: For the purpose of calculation correctness no values are rounded to whole numbers. Calculations are carried out 6 decimal places until the final grade average.

Courses with state -EOCs

For students for which the state End of Course Exam (EOC) will count as 30% of the student's final grade, a final 1.0 credit grade will be awarded for the course based on the following formula:

$$((Q1 + Q2 + Q3 + Q4)/4 \times .70) + (\text{state EOC [converted to 0-4]} \times .3) = \text{Final Grade}$$

Note: For the final grade of D, no rounding will occur. The student must earn at least a 1.0 to earn a credit.

Note: A student with a disability, as defined in s 1007.02 (2), for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student's course grade. The final grade will be based on the average of the 4 quarter grades.

For students for which the state End of Course Exam (EOC) is pass/fail for high school credit to be awarded, a final grade will be awarded for the course based on the following formula. Add each quarter grade and divide the total points by 4. Credit will ONLY BE AWARDED upon passing the state EOC.

$$\frac{(Q1 + Q2 + Q3 + Q4)/4}{(B + A + B + A)/4} = \frac{14/4}{3.5} = A$$

Note: Teachers may give final exams, but they will need to be averaged in with the 4th quarter grade.

Note: For the final grade of D, no rounding will occur. The student must earn at least a 1.0 to earn a credit.

Note: A student with a disability, as defined in s 1007.02 (2), for whom the Individual Education Plan Team determines that an end of course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived and credit will be awarded if a passing grade was earned in the course.

4. General:

- a. When there is not a state End Of Course Exam (EOC) the district EOC will count as 20% of the year long, stand alone half credit, or second semester final grade (of a two semester course)
Note: EOC is defined as District End of Course Exam, Post-CAST Assessment, or teacher final (when EOC or Post-CAST assessments do not currently exist).
- b. Each teacher arrives at a grading period grade based upon examinations as well as written papers, class participation and other academic performance criteria and must include the student's performance or nonperformance at his or her grade level.
- c. For courses without a district- EOC or state-EOC, a mandatory final exam or project shall be given to all students and shall count as 20% of their final grade.
- d. For courses with a State End of Course Exam (EOC) grades will be calculated based on state designated formulas.
- e. For the purpose of grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school averaged with grades by the receiving school.
- f. Students who have transferred into Duval County Public Schools and have a missing quarter grade may have the grades of their first grading period within this district counted twice for the purposes of determining the final grade averages and the ranking of seniors. A student enrolled in Duval County Public Schools, but who has not been enrolled in the sending or receiving school the minimum fifteen (15) days in a traditional or A/B or eight (8) days on a semesterized (four-by-four) class during a grading period, may be assigned an independent study to complete the course work or the principal may utilize appropriate achievement data from the subject level tests to determine course credit.
- g. Standard mathematical procedures for rounding off shall be used in computing final grade averages. When computing grade point averages for the final course averages, divide to the hundredth's place (two digits to the right of the decimal point). If the hundredth's digit is 5 or greater, "round up" to the 10th's place (1st place behind the decimal). If the hundredth's digit is less than 5, then leave the 10th's digit as is.
- h. The school district shall maintain a one-half credit earned system, (except in the case of a course with a state-EOC). A one-half credit shall be awarded if the student successfully completes either the first or the second half of a one credit course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a one credit course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student shall be awarded the whole credit.

Note: Middle school students taking high school Algebra, Geometry or Biology are required to take the state End of Course Exam (EOC). High school credit will be awarded when the state EOC is passed.

MIDDLE SCHOOL APPENDIX C

GUIDELINES FOR IMPLEMENTING TEACHER JUDGMENT CRITERION

The professional judgment of the teacher is the major factor in determining promotion. Students must demonstrate mastery of the grade level standards to be promoted. The following guidelines are recommended when evaluating student progress:

1. Documentation of teacher judgment is evidenced by
 - a. Tests
 - teacher-developed
 - district-developed
 - state
 - national
 - textbook
 - b. Assessment activities
 - portfolio samples of student daily work
 - assignments including homework activities
 - records on observations of oral and written student work (classroom participation, completion of assignments, quality of work)
 - student projects and/or presentations
 - student research activities
2. Teachers will assess student performance based on assignments and classroom participation. A variety of assessment procedures will be used to determine mastery of standards for promotional purposes. Teachers shall maintain adequate documentation of student mastery of standards.
3. Promotional standards designated for each grade level shall be defined by the district and state standards. Teachers should use the evaluation criteria in instructional guides, applicable state standards with Access Points, and applicable state standards for the designated grade level.
4. A student portfolio contains a systematic collection of evidence used by the teacher to monitor the student' academic growth over a period of time. Portfolio assessment shall be defined in terms of the following characteristics:
 - Ongoing,
 - multidimensional, providing a variety of measures,
 - student-centered, and
 - authentic, requiring students to apply what they have learned.
5. Teachers are encouraged to maintain a portfolio of students' daily assignments, writing journals, reading samples, classroom observations, etc., to document student performance.
6. Report cards communicate a student's achievement to parents. Report card grades shall reflect a student's mastery of standards.

MIDDLE SCHOOL APPENDIX D

ATTENDANCE POLICY FOR STUDENTS IN GRADES 6-8

School attendance is the direct responsibility of parents and students (s. 1003.24, F.S.). All students are expected to attend school regularly, receive total instructional time, and to be on time for classes to benefit from the instructional program. It is important for students to develop habits of punctuality, self-discipline, and responsibility.

The critical attendance concerns are

- excessive absences
- tardiness, and
- early sign-out.

Open communication between parents and schools is an integral component of the educational process. Schools and parents should work together to encourage students to attend school regularly. Regular attendance in each grading period is necessary for a student to be successful in school. Missed work shall be made up, as established by the district school board by rule and s. 1003.26, F.S., for all absences (i.e., a day of make-up work for each day of absence when appropriate).

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (s. 1003.33(2), F.S.).

A student is eligible for the Homebound/Hospital program if the following criteria are met:

1. certification by a licensed Florida physician that the student is expected to be absent from school due to a physical psychiatric condition for at least fifteen (15) consecutive school days or due to a chronic condition for at least fifteen (15) school days, which need not run consecutively,
2. confinement to home or hospital,
3. ability to participate in and benefit from an instructional program,
4. receiving medical care for illness or injury which is acute or catastrophic or chronic in nature, and
5. ability to receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

A medical form can be obtained from the counselor at the student's school or by calling the Homebound/Hospital Program office at 348-7849.

During each grading period, the principal and/or designated personnel shall notify parents by phone or in writing on or before the third absence of the student from any class period or school day. Within each grading period parents shall be notified in writing upon the fifth absence of the student from any class period or school day to request their cooperation in preventing further absences.

Any student who misses more than eight (8) days of a course during one grading period must meet both criteria below to be eligible for a passing grade (A-D) in that course:

1. The student passes the required comprehensive quarter exam or the required comprehensive project in the course. A comprehensive exam or comprehensive project will be given to all students in all courses for each grading period, and
2. The student has an overall passing grade in the course for the grading period.

Students who are absent shall receive a grade of 0 (Zero) for work missed for the day(s) or class period(s) in which the absence(s) occur. Students shall be responsible for making up missed work for each absence. Students shall receive 100% credit for all make-up work for all absences completed within the allotted time, (i.e., a day of make-up work for each day of absence when appropriate, or as determined by the principal).

Students participating in teenage parent programs shall be exempt from minimum attendance requirements for absences related to pregnancy or parenting, but shall be required to make up work missed due to absence.

Students with unexcused absences shall be held accountable through provisions in the Code of Student Conduct, "Minor Offenses," Class 1.10. Other appropriate penalties, such as detention beyond the regular school schedule or appropriate counseling programs for students and parents, may be administered at the discretion of the school principal or designee. [Refer to School Board Policy, File: JH, for definition of excused absences as prescribed by law (s. 1003.436, F.S.).]

Each secondary school shall develop a written plan for encouraging and motivating students to attend school. Such plans may include certificates, awards, special events, and participation grades for exemplary attendance during a grading period.

NOTE: A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may impact final grades and promotion. All state End Of Course (EOC) exams, district EOCs and final exams will be administered following the district testing calendar. No exams may be given prior to the approved exam window.

MIDDLE SCHOOL APPENDIX E

FLORIDA COMPREHENSIVE ASSESSMENT TEST (FCAT 2.0)

Grade	FCAT Writing	Reading	Math	Science
		State Standards		
6		T	T	
7		T	T	
8	T	T	T	T

T = Grade Level Administered

STATE END-OF-COURSE EXAM

For middle school students taking Algebra in the 2011-2012 school year and thereafter, the passing of the State End of Course (EOC) Exam is a requirement for being awarded high school Algebra 1 credit.

For middle school students taking Geometry or biology during the 2011-2012 school year and thereafter, taking the State End of Course (EOC) Exam is a requirement and the grade from the state EOC will replace the value of the district EOC in the final grade calculation.

School Year	Algebra I EOC	Geometry EOC	Biology EOC
Before 2010-2011	1/18 th of Final Grade	1/18 th of Final Grade	1/18 th of Final Grade
2010-2011	1/18 th of Final Grade	1/18 th of Final Grade	1/18 th of Final Grade
2011-2012	Pass/Fail*	1/18 th of Final Grade	1/18 th of Final Grade
2012-2013	Pass/Fail*	Pass/Fail*	Pass/Fail*

*A middle school student taking Algebra I, Algebra I Honors, Geometry, Geometry Honors, Biology or Biology Honors must pass the EOC to earn high school Algebra I, Algebra I Honors, Geometry, Geometry Honors, Biology or Biology Honors credit. The middle school course grade comes from the work completed in the classroom, but the high school credit comes from passing the EOC, so a student could earn a B in the course but if they failed the EOC would earn 0.00 high school credit. A student who earns a passing grade in the class but fails the EOC will receive middle school credit for the purpose of promotion.

MIDDLE SCHOOL APPENDIX F

PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

Every student should have the opportunity to participate in quality physical education. The American Alliance for Health, Physical Education, Recreation, and Dance defines physical education as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of well being.” Program outcomes will include: a) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child; b) fitness education and assessment to help children understand, improve and/or maintain their physical well-being; c) the development of cognitive concepts about motor skill and fitness; d) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective; and e) the promotion of regular amounts of appropriate physical activity now and throughout life.

1. All middle school physical education courses will be taught by certified physical education teachers.
2. Physical education will be regularly scheduled each year along with a health education course. (See Table 2.) Schools are encouraged to provide 225 minutes per week of PE in grades 6 – 8. Any variation from this plan requires the approval from the appropriate Cluster Office.
3. One-on-one counseling concerning the benefits of physical education will be made available for students in the school’s guidance office.
4. All middle school students will participate in physical education activities to meet state standards and program outcomes. Physical education teachers will work cooperatively with parents, physicians, guidance counselors, and administrators to design/adapt physical activities to meet the needs of all students.
5. Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE as determined in their IEPs. State Waivers: The only approved waivers from the State of Florida for the yearly scheduled middle school physical education* are the following:
 1. Students who are required to enroll in a remedial course;
 2. Students who are participating in physical activities outside the school day which are equal to or in excess of the mandated 225 minutes per weeks; OR
 3. Students who wish to enroll in another course which
 - a. is required for credit recovery to insure promotion to the next grade level,
 - b. is required for acceptance to a high school magnet program, OR
 - c. is providing broadened academic options or increased depth of study for a particular course.

Parents/Guardians who wish to waive the student from physical education to participate in a physical activity outside the school or to enroll in another course must request, in writing to the middle school principal, for permission for this specific state-approved waiver.

***NOTE:** Receiving a waiver for physical education does NOT excuse a student from participating in the state-mandated health course.

MIDDLE SCHOOL APPENDIX G

GRADING AND PROMOTIONAL REQUIREMENTS FOR STUDENTS
ENROLLED IN MONTESSORI SCHOOLS

Grading and promotional criteria for students enrolled in the John E. Ford K-8 magnet program.

1. PROMOTIONAL CRITERIA/ACADEMIC LEVEL ASSIGNMENTS:

A student shall progress at his/her own pace on a curriculum continuum aligned with the applicable state standards. On-going assessments and annual reviews shall be used to determine a student's level of performance.

2. ASSESSMENTS:

On-going comprehensive assessments providing annual benchmark measures that are aligned with the applicable state standards shall be used to determine individual student performance. The student's performance shall be compared to a standardized, expected level of performance for the child's chronological age to determine progression on the curriculum continuum. (Appropriate standardized tests shall be used to evaluate the program.)

3. GRADING AND REPORT CARDS:

A student's progression on a curriculum continuum, aligned with the applicable state standards, shall be determined by teacher judgment. Teacher judgment shall be based on the student's academic achievement as indicated on a student performance checklist aligned with the applicable state standards appropriate for that grade level. The student performance checklist shall include appropriate skills aligned with the applicable state standards appropriate for that grade level in the curriculum objectives as well as expected developmental behaviors. Documentation of teacher judgment may be based on any of the following procedures:

- applicable tests or evaluation activities selected from the district textbook program or other school-selected instructional materials,
- applicable samples of students' daily work assignments,
- records of observations of student work (oral and written), and
- teacher-made assessments.

Report cards are vehicles by which students' achievements are communicated to parents. The report card shall include student performance in a variety of areas with teacher comments and regularly scheduled parent conferences. Parents of students not enrolled in the Montessori programs shall be given the option of letter grades instead of the above reporting system.

Any waivers to these requirements that are necessary to implement this program shall be approved by the superintendent or his designee prior to implementation.

MIDDLE SCHOOL APPENDIX H AND I

MIDDLE SCHOOL APPENDIX H

**POLICY REGARDING OUT-OF-COUNTY OR PRIVATE SCHOOL STUDENTS
ATTENDING DCPS SUMMER EDUCATIONAL PROGRAMS**

Out-of-county or private school students may NOT attend the Duval County Public School's Summer Educational Programs (SEP), if offered.

Exception: Students transferring from another school district into Duval County Public Schools must be enrolled in a Duval County public school 15 days or more to receive a grade on his/her report card. This may assist in determining eligibility for the Summer Educational Programs.

MIDDLE SCHOOL APPENDIX I

**PROCEDURES FOR DUVAL COUNTY PUBLIC SCHOOLS STUDENTS
ATTENDING AN ACCREDITED PRIVATE SCHOOL'S OR OUT-OF-COUNTY SCHOOL'S SUMMER SESSIONS**

- 1) The parents/guardian of the student must submit a written request to the current school principal for permission to attend a summer school session outside Duval County Public Schools (DCPS) for promotional credit. This request shall be submitted to the student's current school principal prior to the beginning of the summer session.
- 2) Approval must be granted by the current school principal/designee prior to enrollment for DCPS credit to be awarded. For permission to be granted for attendance at a private school or out-of-county school's summer session for promotion, to earn credit, and/or to improve GPA, the school's summer program must consist of 120 instructional hours or more for a maximum of one credit (or two one-half credits) earned. Tutoring does not qualify as summer school, nor does it meet the teacher judgment certification requirement for promotion or earning of course credit.
- 3) In order for the student to be awarded credit, the parent shall present to the school principal/designee who granted approval a transcript verifying academic progress and attendance, including any appropriate evaluation data from the summer school prior to the opening of the new school year.
- 4) When a student attends an accredited private school* and an out-of-county public school and submits an official transcript, validation of course/grades is not necessary. The transfer grade is accepted at face value.
- 5) When a student does not attend an accredited private school and/or does not submit an official transcript, the course grade/credit shall be validated through successful ("C"/2.0 GPA) performance during the first forty-five days of the new school year (s. 1003.25(3), F.S.; S.B.R. 6A-109941). If the student achieves the 2.0 GPA during the first 45 days of enrollment, further validation procedures are not necessary. The transferred summer grade will be accepted at face value.
- 6) Alternative validation procedures are to be used when the student HAS NOT made satisfactory progress at the end of the first 45 days of enrollment. Alternative validation procedures include successfully passing teacher-made exams, and/or minimum grade equivalent score on the Stanford Diagnostic Reading Test (SDRT), the Stanford Diagnostic Math Test (SDMT), and/or district benchmark assessment, if applicable, and/or a passing score of 60% or higher on the appropriate end-of-course exam. The principal and/or designated instructional staff may utilize the data received from the summer school and the testing data to make the final determination of grade placement and/or course grade/credit.
- 7) Florida Virtual School is not an appropriate program for a summer school session for credit recovery of a one credit course.

* A directory of private schools with their accreditation is provided on the Florida Department of Education web site at <http://www.floridaschoolchoice.org>.

Students attending a DCPS summer school program for the purpose of promotion may enroll in up to two full credit courses through DCPS and Florida Virtual School or DCPS and Duval Virtual Instructional Academy.

MIDDLE SCHOOL APPENDIX J

6-8 SCHOOL SAFETY NET PROGRAMS

Grades	On-Going School Safety Net Programs (These may include but are not limited to the programs listed below.)
6-8	<ul style="list-style-type: none"> • School-based programs designed by school administration and staff • TEAM UP • Florida Virtual School* • Compass Odyssey • Differentiated classroom instruction • Before, during, and after-school tutoring • Saturday School • Computer-Assisted instruction • Vacation enrichment camps • Mentoring • Intensive skills development programs • ESOL services • Learning Recovery • Drop-Out prevention programs <p>Note: ELL students and/or students with disabilities shall not be excluded from safety nets available at their schools.</p> <p>* Florida Virtual School courses are not appropriate for credit recovery during the summer educational programs for a one credit course.</p>

MIDDLE SCHOOL APPENDIX K

FLORIDA VIRTUAL SCHOOL POLICIES

1. Middle school students may take courses for promotion and take test preparation courses through Florida Virtual School (FLVS). This refers to courses taken independently by the student during and/or after the regular school day, if available. Enrollment in FLVS is based on their capacity and is therefore not guaranteed. If a student wants to access all of his/her courses through FLVS, then the student would need to be homeschooled.
2. Courses taken for promotion from FLVS must be approved courses of the Duval County School Board as listed in the Duval County Public Schools Course Title File.
3. Students requesting to take a course through FLVS must have administrative and parental approval. School personnel should carefully evaluate a student's request prior to granting approval to ensure that the FLVS course is academically appropriate for that student (i.e., student has met all prerequisites). The student's Course Request Form will be approved online at the school by the counselor after the student/parent registers online. The registration process will not be complete until the student receives information from FLVS indicating enrollment in the course with section number.
4. Students are required to adhere to the FLVS Rules and Procedures as found in the current Affiliation Agreement with the Duval County School Board.
5. Florida Virtual School courses are eligible for inclusion in meeting the requirements for NCAA initial eligibility.
6. Duval County Public Schools does not have a no-drop policy, and a student's GPA will not be penalized for dropping an independent course taken through FLVS. FHSAA rulings for eligibility for students taking courses from FLVS will be forthcoming.
7. For non-promotional courses taken independently by the student, it is the student's responsibility, not Duval County Public Schools', to meet all requirements set forth by FLVS. (Example – Some of the courses offered by Florida Virtual School require the student to be certified by an outside agency in a particular performance skill.)
8. Upon completion of a course, it is the student's responsibility to provide the final grade report to guidance personnel at his/her home school to insure inclusion in the student's academic record. Only final grades for courses that have been previously approved by the DCPS counselor will be recorded.
9. Students cannot be enrolled in the same course simultaneously at FLVS and at their home school. Schools should not withdraw a student from a course at school until they have received documentation that the student is ENROLLED in the course through FLVS.
10. Florida Virtual School is not recommended for recovery during the summer if the student needs to recover a whole credit.
11. Middle school students earning a high school credit through a state approved virtual education provider shall satisfy the one on-line course requirement for high school graduation.
12. Because Duval County Public Schools schedules high school courses with State End of Course Exams as year long, full credit classes, a student attempting to recover OR earn initial credit in these courses through FLVS must complete the entire course (semester 1 and semester 2) to satisfy the DCPS requirement and have the grade posted to his/her academic record.
13. High school courses approved for middle school students via virtual education currently include: any appropriate math, world languages, Earthspace Science, Biology, HOPE, Computing for Colleges and Careers, Guitar, Critical Thinking and Study Skills, and Drivers Ed (if the student is at least 14 and a half years old).

NOTE: Earthspace and Biology will not meet the middle school science promotion requirements unless the student has taken and passed 6th, 7th and 8th grade science standards.

14. A student of the Florida Virtual School full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend, pursuant to district or interdistrict controlled open enrollment policies, if the student:
 1. During the period of participation in the interscholastic extracurricular activity, meets the requirements in paragraph (a).
 2. Meets any additional requirements as determined by the board of trustees of the Florida Virtual School.
 3. Meets the same residency requirements as other students in the school at which he or she participates.
 4. Meets the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.
 5. Registers his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. A Florida Virtual School student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.
 - (f) A student who transfers from the Florida Virtual School full-time program to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year pursuant to paragraph (a).
 - (g) A public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a Florida Virtual School student until the student successfully completes one grading period in the Florida Virtual School pursuant to paragraph (a).1006.15.

NOTE: FLVS CANNOT be the only Safety Net or grade recovery option.

MIDDLE SCHOOL APPENDIX L

HOME SCHOOL GUIDELINES AND PROCEDURES

A Home Education Program, as defined in Section 1002.01, Florida Statutes, is the sequentially progressive instruction of a student directed by his/her parent(s) or guardian in order to satisfy the requirements of Sections 1002.41, 1003.01(13)(d), and 1003.21(1)(b), F.S.

A. Guidelines and Procedures for The Home Education Program

1. The parent shall notify the district school superintendent of the county in which the parent resides of her or his intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent's office within 30 days of the establishment of the home education program. A written notice of termination of the Home Education Program shall be filed in the district school superintendent's office within 30 days after said termination.
2. The parent shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
 - a log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used and
 - samples of any writings, worksheets, workbooks, or creative materials used or developed by the student.

The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district school superintendent, or the district school superintendent's agent, upon 15 days' written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.

3. The parent shall provide for an annual educational evaluation in which is documented the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the district school superintendent's office in the county in which the student resides. The annual educational evaluation shall consist of one of the following:
 - A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
 - The student shall take any nationally-normed student achievement test administered by a certified teacher;
 - The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
 - The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of s. 490.003(7) or (8), or F.S.;
 - The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parents resides.
4. The district school superintendent shall review and accept the results of the annual educational evaluation of the student in a Home Education Program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have one year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the one-year probationary period, the student shall be reevaluated as specified in s. 1002.41 (1) (c), F. S. Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.
5. Home Education students may participate in interscholastic extracurricular student activities in accordance with the provisions of s. 1006.15 (3)(a), F.S.
 - The student must meet the requirements of the Home Education Program (s. 1002.41 (1)(3), F.S.).
 - During the period of participation, the Home Education student must demonstrate educational progress in all subjects taken in the Home Education Program by a method of evaluation agreed upon by the parent and the school principal which may include the following:
 - a. review of the student's work by a certified teacher chosen by the parent,
 - b. grades earned through correspondence,
 - c. grades earned in courses at a postsecondary institution, or
 - d. standardized test scores above the 35th percentile, or any other method in s. 1002.41, F.S.
 - The student must meet the same residency requirements as other students in the school at which he or she participates. Home school students may only participate at their attendance area school.
 - The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
 - The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A Home Education student must be able to participate in curricular activities (school courses) if that is a requirement for an extracurricular activity.
 - A student who transfers from a Home Education Program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.
 - Any public school or non-public school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a Home Education student until the student has successfully completed one grading period in Home Education fulfilling the requirements for interscholastic extracurricular eligibility (s. 1006.15 (3)(a)2, F.S.) to become eligible to participate as a Home Education student.

Any insurance provided by district school boards for participants in extracurricular activities shall cover the participating Home Education student. If there is an additional premium for such coverage, the participating Home Education student shall pay the premium (s. 1006.15 (7), F.S.).

FLORIDA STATUTES AND STATE DEPARTMENT OF EDUCATION RULES GOVERNING THE HOME EDUCATION PROGRAM WHERE INSTRUCTION IS PROVIDED TO STUDENTS GRANT EXEMPTION FROM COMPULSORY PUBLIC SCHOOL ATTENDANCE.

B. Guidelines and Procedures for Students Who Have Left the Home Education Program to Return to Duval County Public Schools

1. GRADE LEVEL PLACEMENT PROCEDURES FOR STUDENTS LEAVING HOME SCHOOL AND ENTERING DUVAL COUNTY PUBLIC SCHOOLS IN GRADE 6

With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for 6th grade. This provisional grade level placement will be validated before the end of the first 45 days in the program as follows:

- a. The judgment of the teacher(s) to whom the student is assigned that the grade placement is correct. This judgment will be based on the student's classroom performance as outlined in Appendix C, and
- b. a minimum score on the Stanford Diagnostic Reading Test (SDRT) and the Stanford Diagnostic Math Test (SDMT) that falls within the average percentile range for that grade level.

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

2. GRADE LEVEL/COURSE PLACEMENT PROCEDURES FOR STUDENTS LEAVING HOME SCHOOL AND ENTERING DUVAL COUNTY PUBLIC SCHOOLS IN GRADES 7 AND 8

With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for grades 7 and 8.

- a. This provisional grade level AND course placement will be validated before the end of the first 45 days of enrollment. (S.B.R. 6A-109941)
 - 1) Validation of courses/grades/credits will be based on performance in classes at the receiving school. The judgment of the teacher(s) to whom the student is assigned will determine if the grade level/course placement is correct. This judgment will be based on the student's classroom performance as outlined in Appendix C. If a student has a minimum grade point average of 2.0 at the end of the first 45 days of enrollment, further validation of grade/course placement and acceptance of grades/credits will not be necessary.
 - 2) If a student does not earn a 2.0 GPA by the end of the first 45 days of enrollment, further validation is required. Validation methods may include the following:
 - Portfolio evaluation by the superintendent or designee;
 - A passing score of 60% or higher on a District End-of -Course Exam (EOC) can be used to demonstrate mastery, to assign a grade, and to receive course credit. [To determine course mastery, assign a grade, and award credit(s) for courses without an EOC, a teacher-made test, benchmark assessments, if appropriate, and/or any other valid measurement tool shall be used for validation.];
 - Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - Demonstrated proficiencies on Compass Odyssey assessment(s); or
 - Demonstrated proficiencies on the FCAT 2.0 in appropriate subject areas.

Note: Students must be provided at least 90 days from the date of enrollment to prepare for validation assessments outlined above.
- b. Awarding of credit is limited to courses available in the State Course Code Directory.
- c. Students transferring from a Home Education Program into the Duval County Public Schools may not accrue credits in one school year that exceed the number of credits that may be accrued through the Student Progression Plan.
- d. Students cannot be promoted to Grade 9 without official documentation of courses/grades/GPA earned in grades 6 -8.

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

MIDDLE SCHOOL APPENDIX M

PROGRESS MONITORING PLANS

Pursuant to s. 1008.25 (4), F.S., progress monitoring plans should include federally-required student plans, and

1. include school-wide, classroom-wide, and individual progress monitoring on student proficiency on applicable grade level state standards for ALL students, and/or
2. an individual student progress monitoring plan or
3. an IEP, ELL, or 504 plan which addresses identified deficits in reading, writing, science, or mathematics, as required by 1008.25 (4)(a), F.S.

Components that must be included in a school-wide progress monitoring system include the following:

1. Student progress data reported a minimum of three times per year which available to the district, principal, teacher, and parent in the areas of
 - reading,
 - mathematics,
 - science, and
 - strongly encouraged for social studies.If a school is graded D or F within the last three years this is a monthly requirement.
2. Progress data must include the following:
 - student reading progress monitoring through the PMRN or the Automated Student Data Base system,
 - student proficiency on grade level SSS (including access points for students with significant cognitive disabilities or English Language Learners (ELL) students),
 - classroom proficiency on grade level SSS, and
 - school proficiency on grade level SSS.
3. Progress data must be used to
 - evaluate and revise classroom instruction,
 - determine individual student remediation needs,
 - evaluate and revise implementation of the school improvement plan,
 - evaluate and revise teacher professional development plans,
 - evaluate and revise the district assistance and intervention plan,
 - evaluate the fidelity of the implementation of the district K-12 reading plan, and
 - evaluate teacher performance.

MIDDLE SCHOOL APPENDIX N

DUVAL VIRTUAL INSTRUCTION ACADEMY (DVIA) PROGRAMS

1. Duval County students in grades K-12 may enroll full-time in the Duval Virtual Instruction Academy (DVIA).
2. Students who enroll in the DVIA full-time program must participate in all required State assessments (e.g., FCAT 2.0, EOC's, FAIR, etc).
3. Duval County students in grades 6 – 12 enrolled in any public school may enroll part-time at DVIA to repeat a course, take advanced coursework or to take a course that is otherwise unavailable due to class size mandates. The principal or designee of both the school of enrollment and DVIA must approve the courses. Scheduling at the school of enrollment to account for course(s) will be required.
4. Once enrolled in Duval Virtual Instruction Academy (DVIA) it is recommended that students remain through the end of the semester. Failure to complete a semester may impact promotion and the ability for a student to transition to a neighborhood/attendance area school.
5. Students who withdraw from Duval Virtual Instruction Academy (DVIA) should complete an exit interview and will be offered counseling along with available information on alternative educational options.
6. Failure to submit coursework and /or communicate with instructors on a regular basis may be considered non-attendance in the virtual environment and will be reported to the District Truancy Office for action.

MIDDLE SCHOOL PROGRAM

7. Retained 8th grade students enrolled full-time in Duval Virtual Instruction Academy (DVIA) may complete the required 12 core middle school academic credits and then enroll in any high school course which is academically appropriate.. Promotion to high school will take place at the end of the school year.
8. Students enrolled full-time in the Duval Virtual Instruction Academy (DVIA) may meet the career and education planning requirement for middle school students through a standalone, half credit career course (M/J Career Education 2305000).
9. Middle school students earning a high school credit through a state approved virtual education provider shall satisfy the one on-line course requirement for high school graduation.
10. High school courses approved for middle school students via virtual education currently include: any appropriate math, world languages, Earthspace Science , Biology, HOPE, Computing for Colleges and Careers, Guitar, Critical Thinking and Study Skills, and Drivers Ed (if the student is at least 14 and a half years old).

NOTE: Earthspace and Biology will not meet the middle school science promotion requirements unless the student has taken and passed 6th, 7th and 8th grade science standards.

MIDDLE SCHOOL APPENDIX O

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (S. 1000.36)

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- Active-duty members of the uniformed services, including National Guard and Reserve on active-duty orders;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired, except as provided in section above;
- Veterans of the uniformed services, except as provided in the section above; and
- Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Educational Records and Enrollment

- If a child's official educational records cannot be released to the parents for transfer, parents shall be provided a set of unofficial records containing uniform information as determined by the Interstate Commission. Upon receipt of unofficial educational records, the school shall enroll and appropriately place the student based on this information (pending validation by official records) as quickly as possible.
- Requests for official educational records shall be processed and furnished within 10 days.
- Students must be given 30 days from the date of enrollment to obtain any immunization required. For a series of immunizations, initial vaccinations must be obtained within the first 30 days.
- Student shall be allowed to continue their enrollment at the grade level in which they were enrolled in the sending state, including Kindergarten, at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the previous state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year shall enter school on their validated level from an accredited school in the sending state.

Placement and Attendance

- If a student transfers before or during the school year, the receiving school shall initially honor placement of the student in educational courses based on the student's previous enrollment. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.
- The receiving school must initially honor placement of the student in educational programs based on current educational assessments conducted by the sending school or participation or placement in like programs in the sending state. Such programs include, but are not limited to Gifted and talented programs, and ESOL.

Eligibility

When considering the eligibility of a child for enrolling in school:

- A special power of attorney relative to the guardianship of a child of a military family is sufficient for enrolling the child in school and for all other actions requiring parental participation and support.
- A transitioning military child who is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's attendance area different from that of the custodial parent, may continue to attend the school in which he/she is enrolled while residing with the custodial parent.
- Schools must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

MIDDLE SCHOOL APPENDIX P

GRADE PLACEMENT CONSIDERATION FOR STUDENT WITH DISABILITIES MIDDLE SCHOOL, GRADES 6 - 8

Context: As a result of FLDOE course option changes, many students with disabilities, who have been following a modified course of study, are now required to address general education grade-level standards for the first time. Recognizing the significant challenge facing these students, a grade placement consideration process has been developed to honor the expectation of rigorous academic achievement while, at the same time, acknowledging the impact of disability and the need for intensive, individualized intervention.

- **Student Criteria:**
 - Is an ESE student who was transitioned from modified general education curriculum (*special standards*) to regular standards with accommodations only (during 2010-11 school year), and
 - Is an ESE student who is not fully meeting regular education grade level standards, and
 - Is an ESE student on regular standards with one or more previous retentions.

*(Beginning with the 2012 – 2013 school year, any ESE student who was previously advanced by the school SMART team.)
- **Student Monitoring and Advocacy Review Team (SMART) Membership:**
 - Principal/Designee
 - School Guidance Counselor
 - Current general education teacher(s) of the ESE student (Core member)
 - ESE teacher of the student with disabilities (Core Member)
 - Representative from the next grade level (3rd Grading Period Initiation)
 - District Disability Specialist- (serving as consultative resource, as appropriate)
 - Instructional Coach (if available)
 - Parent (Core Member, Invited)
 - Other
- **SMART Team Schedule:**
 - Full Team- The Full Team will meet a minimum of two times per school year – (1) At the midpoint of the first grading period and (2) one/two weeks prior to submission of final grades.
 - Core Team- In addition to participation as Full Team members, the Core Team will meet at the midpoint and at the end of each of the first three grading periods.
- **Sequence of SMART Team Activities:**
 - Initial Meeting
 - Full Team meets to review individual data for any ESE student not currently meeting grade level standards in order to complete the *Academic Intervention Documentation* (Rtl Template) OR to review the existing intervention documentation from the previous school year, if applicable. Identify member of Core SMART Team as the case manager to facilitate intervention plan implementation.
 - Midpoint/End of Each Grading Period Meetings
 - Core Team meets to develop and continually refine progress monitoring activities. If applicable, the Core Team may recommend revisions to the current IEP.
 - Final Meeting
 - Full Team meets to review all available data from SMART/Rtl activities and any other relevant/impacting data such as academic history, attendance, academic gains, and availability of remediation alternatives in order to make a grade placement recommendation to the principal. Recommendations will be provided to the principal using the *SMARTeam Grade Placement Recommendation and Authorization* form [available on EE/SS Portal Website]. Regardless of advancement or retention, a mandatory element of the recommendation process will be a comprehensive, rich narrative identifying the specific strategies/elements that will be put in place for effective remediation/intervention for the student. This narrative must include specific minimum requirements for implementation of each strategy, (i.e., number of times per week, amount of time each session, student group size, etc.).
- **Principal Responsibilities:**
 - Review student data relevant to SMART Team grade placement rationale and resulting recommendations.
 - Authorize grade placement decision.
 - Grade advancements will be entered in Genesis using the “Administrative Promotion” code.

Appeal Process

Once an advancement/retention recommendation has been presented to the principal and a decision has been authorized by the principal, should there be a ‘challenge’ to the decision, all documentation of the process will be reviewed by the appropriate Cluster Chief or Executive Director for final authorization.

SECTION III: ENROLLMENT AND PROMOTION WITHIN THE HIGH SCHOOL

A. GENERAL PROCEDURES/OVERVIEW

1. **STANDARDS FOR PROMOTION:** The school district is committed to a standards-based program with a well-defined hierarchy of instructional standards. All school instruction shall be standards-based using the applicable state standards for curriculum planning, instruction and evaluation of student progress. The Duval County Public Schools Technology Standards for Students will be implemented as technology is available.

Student promotion in the Duval County Public Schools is based upon an evaluation of each student's achievement, including but not limited to, proficiency in reading, writing, science, and mathematics. No student shall be granted credit toward high school graduation for enrollment in any level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this case, a written assessment of the need must be included in the student's IEP, signed by the principal, the guidance counselor, and the parent/guardian of the student or the student if he/she is 18 years or older (s. 1003.43(7) (d) F.S.). Standards for promotion established in this Student Progression Plan are consistent with School Board Policy, Florida Statutes (F.S.), and/or State Board of Education Rules (S.B.R.).

The Duval County School Board, by a positive vote of two-thirds of its membership, may waive any district standards or requirements for grade placement, retention, and/or accrual of credit toward graduation or promotion. The waiver may be granted by the Board, if the evidence presented is based on "the successful completion of" an alternative at least equal to the standards or requirements as specified in this plan.

2. **STATE STANDARDS:** The Duval County 9-12 curriculum is aligned with the applicable state standards. Students will demonstrate acceptable progress in meeting the standards as indicated in district administrative guidelines. Students who have difficulty achieving acceptable progress in meeting the standards will be provided supplemental instruction as available.

Students entering ninth grade for the first time through the fall of 2010 must earn a passing score on the FCAT 2.0, as defined in s. 1008.22 (3) (c), F.S. or scores on a standardized test that are concordant with passing scores on the FCAT 2.0 as defined in s. 1008.22(10), F.S. to qualify for a standard high school diploma. Students entering ninth grade for the first time in the fall of 2010 will continue to take the Grade 10 FCAT 2.0 Reading Assessment and will be subject to state End Of Course assessments as defined in 1008.22 (3)(c) 2. Before the student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of assessments or Florida Alternate Assessment. Students for whom the State assessment test was the HSCT have in perpetuity to earn a passing score on the appropriate sections of the FCAT 2.0 or a concordant exam. This applies to students who have met all other graduation requirements. The FCAT 2.0 must be taken at a local public high school.

Students in Exceptional Student Education, excluding gifted only and home/hospital only, may be granted a waiver from the FCAT 2.0 requirements for graduation provided that the student is in Grade 12 and the IEP committee has determined that he/she meets the following:

1. be identified as a student with a disability, as identified in section 1007.02(2), F.S.;
2. has an IEP;
3. be a senior or student with disabilities who remains enrolled seeking a standard diploma for whom the FCAT 2.0 is the graduation test;
4. has demonstrated mastery of the Grade 10 Sunshine State Standards;
5. has taken the Grade 10 FCAT 2.0 with appropriate allowable accommodations at least twice (for example, once in Grade 10 and once in Grade 11 or if not continuously enrolled in public schools in Florida, at least once during each year enrolled in grades 10, 11, or 12);
6. has participated in intensive remediation for FCAT 2.0 Reading and/or FCAT 2.0 Mathematics if passing scores were not earned; and
7. be progressing towards meeting the state's 24 credits and 2.0 cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma.

Students in Exceptional Student Education, excluding gifted only and home/hospital only, may be granted a waiver for the state End of Course exam (EOC) requirement provided the following criteria are met:

1. the student has an active IEP,
2. the student has taken the assessment at least once and it has been determined that the student has failed to earn a passing score,
3. the IEP team has determined that the EOC assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations,
4. the IEP team determines that the student demonstrates achievement of the course standards, demonstrates skills and proficiencies needed for course credit through the review of evidence that includes, but is not limited to:
 - a) classroom work samples
 - b) coursework grades
 - c) teacher observations
 - d) relevant classroom data derived from formative assessment
 - e) intensive remediation activities on the required course standards
 - f) higher-level, related coursework (honors, advanced placement, etc.)
 - g) related post-secondary coursework through dual enrollment

3. GRADE PLACEMENT:

If the student is a military child, please refer to Appendix V for information on the Interstate Compact on Educational Opportunity for Military Children.

- a. **Initial Placement:** Upon entry into the school system, it is the responsibility of the principal to determine proper grade placement. The grade placement of students transferring into Duval County Public Schools will be contingent upon verification of records.
- b. **Grade Placement for Retainee:** A student who has been retained may be assigned to the next higher grade during the next school year if the principal determines that the student has met applicable academic standards and will be able to benefit from instruction at the higher grade. This assignment must be approved by the appropriate Cluster Office.

However, no student may be assigned to a grade level based *solely* on age or other factors that constitute social promotion. A school district must consider an appropriate alternative placement for a student who has been retained two or more years (s. 1008.25 (1)(c), F.S.).

- c. **Grade Placement for Students without Records:** A student enrolling for the first time who has no verifiable scholastic records will be placed by the principal in appropriate classes. The course or grade placement will be validated through the following:
 - satisfactory completion of academic work within 45 days of enrollment;
 - successful completion of appropriate subject or grade level examinations; and
 - overall classroom performance.
- d. **Grade Placement for Students returning from an Adult Studies or Other High School Program:** If a student does not complete the high school program at an adult studies program or a charter school, the student may re-enroll in the Duval County Public Schools. The student shall be scheduled into the appropriate program of study. All evidence of credits and grades earned in these programs will be based on an official transcript. Students who enroll in Drop Back-In Academy MAY NOT reenroll in a Duval County Public School unless they have not yet turned 21 and have an active IEP but cannot be served at Drop Back-In.
- e. **Grade Placement for Students returning from an Adult Studies GED Program:** If a student does not complete the GED program at an Adult Studies GED Program, including FSCJ, the student may reenroll in the Duval County Public Schools. The student reenrolling into the Duval County Public Schools shall be required to enter an alternative education program, such as the Graduation Initiative, GED Exit Option, Performance Based Diploma and Career Development Program, and may not enter a 24-credit graduation program.
- f. **Transfer of Credits:** Grade placements and/or credits shall be granted at face value when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the credit was earned (s. 1003.25 (3), F.S.; S.B.R. 6A-109941).

When a student does not have an official transcript or is a home education student without an official transcript, the grade placement/credits (not grades) shall be validated through performance during the first forty-five days in which the student is enrolled. If, when the student is placed at the appropriate sequential level and is academically unsuccessful during the first grading period, the school, parent, and teacher may reconsider the placement. Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher/2.0 GPA) at the end of the first forty-five days of enrollment. Alternative validation procedures include successful completion of course work, successfully passing teacher-made exams, and/or minimum grade equivalent score on the Stanford Diagnostic Reading Test (SDRT), the Stanford Diagnostic Math Test (SDMT), and/or a passing score of 60% or higher on the appropriate end-of-course exam.

NOTE: Beginning with the 2012-2013 school year, students transferring from out of state, private, or home school with earned credits in courses for which the state has an End of Course Exam (EOC) will be required to take the state EOC for validation of the credit unless the school system they came from had a State End of Course Exam in that subject.

- g. At a minimum, seniors must be enrolled in courses required to meet graduation requirements (including GPA, credits, and state remediation requirements), and must be counseled on the advantages of taking additional courses that will prepare them for their postsecondary goals; however, seniors may be part time students. Seniors in dedicated magnets or acceleration programs may be excluded from this provision. All other high school students (grades 9-11) must be scheduled as full-time students.

4. **LEARNING RECOVERY:**

Learning recovery should be an ongoing process throughout the grading period. It is meant to assist students who have not yet mastered required course standards.

To be eligible for the Learning Recovery Program at the end of a quarter, a student

- must have earned a "D" or "F" as a quarter grade.
- must have been given the opportunity to complete all work that was missed due to a violation (or a sanction for a violation) of the Student Code of Conduct and opportunities for make-up work as specified in the attendance policy as determined in the School Board Policy Manual: File: JH (2) "Missed work shall be made up for all absences; a day of make-up work shall be allowed for each day of absence, when appropriate, pursuant to the Student Progression Plan Appendix D. Each student shall receive full credit for such work."
- must complete learning recovery using the district-approved program, when available*, prior to the end of the following grading period, unless the principal determines that an extension of time is appropriate,
- must have completed a minimum of 75% of the class assignments for the nine weeks.

- must have taken advantage of available learning recovery options during the nine weeks,
- must begin immediate recovery if he/she is making less than satisfactory progress at any point in the 4th quarter and must complete the recovery prior to the end of the school year, unless the principal determines that an extension of time is appropriate. The extension of time should be based on individual review on a case by case basis.
- must have a parent or guardian participate in a required parent/teacher conference, phone conference, email conference, or learning recovery orientation at their school to review the expectations and timelines for learning recovery.

NOTE: The school may determine which assessments must be taken at school under supervision.

*Learning recovery requirements for courses not offered through the district-approved program shall be developed by the school based Professional Learning Community (PLC), in collaboration with the district level subject area supervisor when appropriate, and approved by the principal.

A student who participates in the Learning Recovery Program to improve a quarterly grade of "D" or "F" may not receive a grade higher than a "C." A Learning Recovery Program grade of 60-69% will result in a quarterly grade of "D." A Learning Recovery Program grade of 70% or higher will result in a quarterly grade of "C." Students must demonstrate mastery of the skills to be awarded the higher grade.

NOTE: Teachers may remove assignments in the district-approved Learning Recovery Program for standards mastered prior to the start of Learning Recovery.

When a student transfers to another school, Learning Recovery Program must be initiated by the parent/student with the sending school. The sending school is responsible for providing the learning recovery work, grading and assigning the appropriate grade. The learning recovery process of the sending school will apply.

Because our district believes in standards based learning, it is not a requirement that students complete every assignment as part of learning recovery. Students should be remediating standards for which mastery has not been demonstrated.

If the district-approved learning recovery program for a specific course contains a pretest, learning path, and posttest the grade earned on the posttest should be used to determine the learning recovery quarter grade. A comprehensive teacher final is not a part of the learning recovery grade in this case.

If a major assignment such as a science project, history project, research paper or other major project was part of the quarter grade, this must be completed as part of learning recovery.

NOTE: Dual enrollment courses offered at Duval County high schools, and approved by Florida State College at Jacksonville, are college courses housed on a high school campus. Since dual enrollment courses must conform to the District Dual Enrollment Articulation Agreement between DCPS and Florida State College at Jacksonville (FSCJ), students may be able to recover missed work by a date established by the instructor. However, students may not recover work for dual enrollment courses after the grade has been recorded in the FSCJ student management system.

5. FORGIVENESS POLICY:

The forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement (6A-1.0955(3) (a) (7), Florida Administrative Code [FAC]).

- For students not electing one of the two 3-year accelerated high school graduation options and entering the ninth grade for the first time in 2000-2001 school year and thereafter, the following will apply. When a student has earned the 24 credits required by state law for high school graduation but has not met the GPA requirement, the forgiveness policy takes effect and recalculation occurs based on the following criteria. While a student can repeat any course in which he/she has earned a "C" or higher, the new grade will not "forgive" the previous grade, and both grades will be used in the calculation of the student's unweighted GPA. For high school courses taken in middle school, see "Repeating a High School Course Taken in Middle School."
 - a. A grade of "D" or "F" in a required course can be replaced with a grade of "C" or higher earned subsequently in the same or comparable course (refer to Equivalent/Comparable Course List in Master scheduling Guidelines). This includes Level 1 courses in English, Reading and Math for students following Standard Diploma Option 2 (Program of Study S) or any special diploma option (s. 1003.43, F.S.)
 - b. The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course (s. 1003.43, F.S.). An elective course with a grade of "D" or "F" can be forgiven by any other subsequent elective course with a grade of "C" or higher. In addition to courses usually defined as electives, credits in excess of the courses required for graduation are defined as "electives."
 - c. Any course grade not replaced by this policy shall be included in the calculation of the cumulative grade point average required for graduation (s. 1003.43, F.S.). (Note: Districts may no longer select the best 24 credits of all courses taken to meet the cumulative grade point average for graduation requirements; therefore, all course grades not forgiven by this policy will be included in the calculation of the State GPA.)
 - d. Out-of-state and/or private school grades shall be included in the student' cumulative GPA.

NOTE: students for whom the state EOC is 30% of the final grade may retake a semester, the full credit, or the state EOC to improve a D or F grade. The formula below applies to the recalculation of the grade. A student must improve the grade through one of the approved ways to have

a second attempt posted to the permanent record for grade and credit. No grade (NG), no credit (NC) will be posted to the permanent record if forgiveness does not improve the grade. The grade will be calculated

$$(Q1 + Q2 + Q3 + Q4/4 \times .70) + (\text{state EOC (converted to 0-4)} \times .3) = \text{Final Grade}$$

- For students electing one of the two 3-year accelerated high school graduation options and entering the ninth grade for the first time in 2003-2004 school year and thereafter, the following will apply. When a student has earned the 18 credits required by state law for high school graduation but has not met the GPA requirement, the forgiveness policy takes effect and recalculation occurs based on the following criteria.
 - a. A grade of "D" or "F" in a required course can be replaced with a grade of "C" or higher earned subsequently in the same or comparable course (s. 1003.43, F.S.).
 - b. The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course (s. 1003.43, F.S.). An elective course with a grade of "D" or "F" can be forgiven by any other subsequent elective course with a grade of "C" or higher. In addition to courses usually defined as electives, credits in excess of the English, mathematics, science, and social studies requirements for graduation are defined as "electives."
 - c. Out-of-state and /or private school credit grades shall be included in the student's cumulative GPA.

NOTE: Students for whom the state EOC is 30% of the final grade may retake a semester, the full credit, or the state EOC to improve a D or F grade. The formula below applies to the recalculation of the grade. A student must improve the grade through one of the approved ways to have a second attempt posted to the permanent record for grade and credit. No grade (NG), no credit (NC) will be posted to the permanent record if forgiveness does not improve the grade.

$$(Q1 + Q2 + Q3 + Q4/4 \times .70) + (\text{state EOC (converted to 0-4)} \times .3) = \text{Final Grade}$$

STUDENTS WITH DISABILITIES PURSUING A SPECIAL DIPLOMA:

Students who have not earned an overall GPA of 2.0, but have earned 24 credits or more, may require hand calculation of their best 24 credits to meet the GPA requirement.

6. REPORT CARD GRADES:

- a. **Required Components:** Report cards must clearly depict and grade 1) the student's academic performance in each class or course in grades 9-12, 2) the student's conduct and behavior, and 3) the student's attendance, including absences and tardies (s. 1003.33(1), F.S.). The final report card of the school year shall contain a statement indicating end-of-year status or performance or nonperformance at grade level; acceptable or unacceptable behavior and attendance; and promotion or non-promotion (s. 1003.33(2), F.S.).

NOTE: The grade from a Final Exam or Final Project may only be used as a final examination grade. Refer to Appendix B for grade calculation information.

- b. **Assignment of Report Card Grades for Transfers from Out of District:** A student who transfers from another school district into Duval County Public Schools and who has been enrolled 15 days or more during a grading period in a traditional or A/B class or 8 days or more on a semesterized (4X4) class during the grading period will receive a grade on his/her report card.

Course credit or grades for a student who enrolls from another school district after the thirtieth day of the grading period may be determined by the school district from which the student is transferring. In the event the transferring school district will not issue a grade or credit for a transferring student, the receiving school principal may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotional purposes

- c. In the event that a student enrolls from another school with less than fifteen (15) days during a grading period in a traditional or A/B class or less than eight (8) days on a semesterized (4X4) class and no comparable course is available, the student shall be enrolled in the most comparable course available or in independent study to complete the course credit unless course credit has been awarded by the transferring school.
- d. **Assignment of Report Card Grades for a Transfer within the District:**
For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school used by the receiving school, based on the percentage of days the student was enrolled in each school.
- e. **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year, no final grades are required. In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.
- f. Final grades for dual enrollment courses offered at Duval County high schools are to be recorded the same in both the DCPS and FSCJ data systems. A dual enrollment class at a DCPS high schools use college credit courses and the instructor's syllabus will outline how the final grades shall be calculated. To this end, dual enrollment grades may not conform to district final grade calculation guidelines.

NOTE: A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion. Failure to attend through the last day of school may impact final grades and promotion. All state End Of Course (EOC) exams, district EOCs final exams will be administered following the district testing calendar. No exams may be given prior to the approved exam window. See Appendix D.

7. **RETENTION POLICY:** Students who do not satisfactorily achieve established performance standards for promotion will be assigned to the same grade for the next school year. Instruction will be provided to help these students make acceptable progress.

- a. **Parent Notification:** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course. Electronic communications do not meet this requirement. (See Appendix A.) The student will be given the opportunity to complete Learning Recovery, and the parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "F" if this procedure has not been followed.
- b. **Parent Request for Retention:** A parent request for retention of a student who has met minimum promotional standards must be submitted in writing to the principal for review. The principal will determine grade placement for the next year based on teacher recommendation(s) and review of appropriate evaluations.
- c. **Implementation of the Remediation and Retention Provisions for Students with Disabilities:**
 - The teacher must document the implementation of identified accommodations/adaptations and intensive instruction/interventions as indicated in the student's IEP before assigning a failing grade to a student with a disability with an IEP.
 - The teacher must document the implementation of identified accommodations on the Section 504 Plan and intensive instruction/interventions as indicated in the student's Progress Monitoring Plan (PMP) before assigning a failing grade to a student with a disability with a Section 504 Plan.
- d. **Implementation of the Remediation and Retention Provisions for ELL Students (s. 1008.25, F.S.):**
 1. The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention. Exemption considerations include the following:
 - amount of time in the country;
 - academic experience(s);
 - time needed to reach proficiency based on research;
 - oral language proficiency in English;
 - reading and writing proficiency in English; and
 - cultural background.
 2. NO ELL student may receive a grade of "F" solely due to language acquisition. The teacher must be able to document the use of ESOL teaching strategies appropriate to the level of the student's language. Documentation of the use of ESOL strategies must be recorded in the teacher's lesson plans.
 3. The ELL Committee must meet to discuss any ELL student in grades 9 – 12 recommended for retention prior to the retention of that student. For high school students who may potentially fail a course, the teacher will inform the parents in a language they understand.
 4. A copy of the ELL Committee outcomes form must be included in the student's red folder to document the ELL Committee's involvement in the retention decision for each child.

8. **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM:**

- a. **Eligibility for ESOL Services:** Initial oral/aural assessment is completed by district testers using the Language Assessment Scales (LAS) test as soon as possible after initial enrollment and shall be completed within four weeks (20 school days). Grades 9-12 must complete the Reading/Writing assessment within the same four weeks [20 school days]. The test is administered at the neighborhood school, district office, or the Center for Language and Culture (CLC) at parent request.

ELIGIBILITY FOR ESOL PROGRAM			
GRADE	SUB-TEST	ELIGIBLE	INELIGIBLE
9-12	Listening Speaking Reading & Writing	LAS Links Oral, Reading, or Writing Level 1, 2, or 3	LAS Links Level 4 or 5
Enter by ELL Committee	ELL Committee Recommendation		
Enter by IEP/ELL Committee	IEP/ELL Recommendation		

- b. **Provision to Notify Parent/Guardian in Home Language When Testing is Delayed:** A letter, developed by the district, will be sent to the parent/guardian in the child's home language advising that the child's English language assessment has not been completed within the required time period according to federal/state guidelines.
- c. **Programmatic and Academic Assessment:** Programmatic assessment is required prior to placement in the ESOL program. The student ELL Plan must be completed by certificated personnel with the parents/guardians at the time of the initial registration in the DCPS system. The indicators used are the following:
 - content test given in home language;
 - informal math and content tests;
 - academic records;

- parent interview, student interview, bilingual interpreter interview; and
- grade or course placement.

Students who do not have documentation of educational records are placed based on age. Upon entry into the school system, it is the responsibility of the principal to determine proper grade placement through programmatic and academic assessment.

d. **Assignment of Report Card Grades for English Language Learners (ELL) Students Enrolling During the Fourth Quarter:** If an ELL student enrolls during the 4th quarter with no records for the current school year The following procedure should be followed:

- the student should be placed in the appropriate grade level for the following year based on his/her age;
- at the end of the school year final grades MUST NOT be entered;
- promotion/retention will assign an "N", therefore the student will be projected to the same grade.

In such a case, the student will be neither promoted nor retained and will be placed in the same grade level the following year.

- e. **Accommodations for ELL Students in the Administration of Statewide Assessments:** Test accommodations are provided as indicated in the Test Administration Manuals.
- f. **Exemption from Statewide Assessments on an Individual Basis:** According to Florida State Board of Education Rule 6A-6.0909, ELL students receiving services in an approved district program for one year or less may be exempted from FCAT 2.0 administration. However, exemption is an option only if an alternative assessment is administered. Since a Duval County or Department of Education alternative ESOL assessment does not currently exist, all ELL students must take the FCAT 2.0.
- g. **Provision of Alternative Assessment Methods for Students Exempted from Statewide Assessments:** Duval County has no alternative test. Therefore, ELL students are not exempt from participation in FCAT 2.0 administration.
- h. **Extension of services:** An Annual Evaluation for extension of services must be completed by an ELL Committee on or before the students' third anniversary of the program entry date and annually thereafter for as long as he/she is an active ELL student.
- i. **CELLA Testing:** In accordance with federal mandates outlined in NCLB, all English Language Learners (ELL) K-12 will be assessed annually each spring using the Comprehensive English Language Learners Assessment (CELLA) in the areas of language acquisition: reading, writing, listening, and speaking. It is administered by school-based personnel.
- j. **Implementation of the Remediation and Retention Provisions for ELL Students:**
1. An ELL Committee may exempt ELL students in the program for two years or fewer from mandatory retention. Exemption considerations include the following:
 - amount of time in the country;
 - academic experience(s);
 - time needed to reach proficiency based on research;
 - oral language proficiency in English; and
 - cultural background.
 2. No ELL student may receive a grade of "F" solely due to language proficiency. Teachers shall be able to document the use of ESOL teaching strategies appropriate to the level of language. Documentation of the use of ESOL strategies must be recorded in the teacher's lesson plans.
 3. The ELL Committee must meet to discuss any student recommended for retention. For secondary students with potential course failure, the teacher will inform parents in a language they understand.
- k. **Summer Educational Programs:**
1. ESOL maintenance will be offered to active ELL students for acquisition and maintenance of English language. This is a non-promotional program.
 2. Students who have enrolled in an ESOL program for less than two years and have met all requirements for the standard high school diploma except passage of the Grade 10 FCAT 2.0 or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FCAT 2.0 or alternative assessment and receive a standard high school diploma upon passage of the Grade 10 FCAT 2.0 or the alternative assessment. This section will be implemented to the extent that funding is provided in the General Appropriations Act.
- l. **Program Exit Procedures:** Schools are encouraged to provide ESOL support for as long as the student has difficulty meeting FCAT 2.0 and CELLA requirements. Students may exit from the ESOL program and are classified as English Proficient when the exit criteria indicated below are met.

ESOL PROGRAM EXIT OPTIONS		
Exit Option	Exit Indicator	
	Grade 9	CELLA scores of "Proficient" on each subtest: listening, speaking, reading, and writing. FCAT 2.0 score of Level 3 or higher on the Reading subtest
	Grades 10-12	CELLA scores of "Proficient" on each subtest: listening, speaking, reading, and writing. Passing high school FCAT 2.0 score on the Reading subtest
Exit by ELL Committee	ELL Committee Recommendation	
Exit by IEP/ELL Committee	IEP/ELL Recommendation	

The ELL or IEP/ELL Committee will consider the following criteria to override low test scores:

- extent and nature of prior educational and social experiences and student interview;
- written recommendation and observation by current and previous instructional and supportive services staff;
- level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards;
- grades from the current or previous year; and
- test results other than those used in initial language proficiency assessment.

Once the student is exited, the ELL Student Plan Part A must be completed. An exit letter in the home language when feasible will be sent home to the parents by the district office. Also, ELL Plan Part C, the monitoring section, must be completed within two years.

B. HIGH SCHOOL STUDENT PROGRESSION PROCEDURES

1. **PROMOTIONAL REQUIREMENTS FOR GRADES 9-12:** Unless otherwise noted, a student's graduation requirements are the requirements in effect the first year that the student entered ninth grade.

- **Number of Credits Required:** Students in grades 9-11 or in their first three years of high school shall be scheduled full-time into required academic courses each year to earn sufficient credits toward graduation as specified in Tables 6-16. Seniors and students in their 4th and 5th year of high school may enroll full- or part-time. To be promoted within high school at the end of a given year, a student electing a 24-credit option must earn the minimum number of credits as indicated below.

To Grade	Credit Requirement	Other
10	5 credits including 1 English or 1 mathematics	
11	12 credits including 2 English and any combination of 2 mathematics and/or science	
12	18 credits including 3 English and any combination of 4 mathematics and/or science	1.5 GPA or above

Mid-year promotions requests must be submitted by mid-February, and will only be considered for students who have been retained in high school and meet the promotional criteria for a higher grade level.

Promotional requirements for students in Programs of Study C and T

To Grade	Credit Requirement	Other
10	5 credits including 2 academics*	
11	12 credits including 3 academics*	
12	18 credits including 4 academics*	1.5 GPA or above

*Academics may be used as a general term to include courses called Academic Skills, Communications Skills, Cognitive Skills, Linguistic Skills, and subject area core academic courses.

Promotional Requirements for Program of Study P

To Grade	Credit Requirement	Other
10	Any 5 credits	
11	Any 12 credits	
12	Any 18 credits	1.5 GPA or above

Students electing one of the two 18-credit options may be promoted to Grade 12 after successfully completing two years of the 18-credit program, with passing all appropriate parts of the FCAT 2.0, and after earning the following graduation credits and GPA:

College Preparatory Option	Career Preparatory Option
Minimum Credit Requirements - 12 Credits Minimum cumulative weighted GPA of 3.5	Minimum Credit Requirements - 12 Credits Minimum cumulative weighted GPA of 3.0.
2 English	2 English
2 mathematics	2 mathematics
2 science	2 science
1 ½ social studies	1 ½ social studies
1 world language	4 ½ additional credits from Table 6C
3 ½ additional credits from Table 6B	

a. **Grade Point Average (GPA) Requirements:**

- For promotion to Grade 12 a student must have a cumulative, unweighted GPA of at least 1.5.
- For graduation, students in the four-year 24-credit programs must have a cumulative, unweighted GPA of at least 2.0.
- Students electing the 18 credit Career Preparatory option must have a cumulative weighted GPA of at least 3.0, with a minimum weighted or unweighted grade that earns at least 2.0 on each of the 18 required credits.
- Students electing the 18 credit College Preparatory option must have a cumulative GPA of at least 3.5 with a minimum weighted or unweighted grade that earns at least 3.0 on each of the 18 required credits.

Students shall maintain a minimum, cumulative grade point average on a 4.0 scale, or its equivalent, in courses required by the state for graduation. This average shall be referred to as the Graduation GPA and should not be confused with the ranking GPA. (See Appendix E.) Schools shall identify students in grades 9 through 12 who are earning grade point averages less than that required for graduation and shall provide assistance to these students. Parents and guardians of students who have cumulative grade point averages less than 0.5 above the required graduation level shall be notified mid-year that the student is at risk of not meeting the GPA graduation requirement.

- b. **State Scheduling Requirements:** For the purposes of graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course that contains student performance standards, 120 hours for courses on a block schedule. The hourly requirements for one-half credit would be half of the requirement for one full credit.
- c. **High School Courses Taken By Middle School Students:** Beginning with the 2007-2008 school year and thereafter, a middle school student who successfully completes a high school course in middle school in a district approved subject shall receive high school credit. Transfer students who received high school credit while in middle school shall be awarded credit without stipulations on subject or year taken.
- d. **Repeating a High School Course Taken Middle School:** High school students may earn credit toward graduation by repeating a course that is designated in the State Course Code Directory as a Level 2 high school course and that was previously completed at the middle school level with a final grade of "C," "D," or "F." (s. 1003.428 (4)(d), F.S.)
- e. **English Course Restriction:** A student may take two required English courses concurrently only during a student's graduation year to complete graduation requirements if the student has a waiver approved by his/her school counselor and principal or an 18-credit graduation option signed by his/her school counselor and parent/guardian. Any student may remediate a failed required English course while taking the next full credit English course.
- f. **Credit for Military Basic Training:** Students who successfully complete military basic training shall earn one elective half credit toward graduation. An elective physical education will be awarded.
- g. **Programs of Study:**

- **Regular Programs of Study:** The approved regular programs of study for students in Duval County are the three Comprehensive High School Programs of Study. A sufficient number of credits shall be earned in one of these programs prior to graduation (s. 1003.43, F.S. and s.1003.429, F.S.). Career programs listed in the State Course Code Directory may be substituted for academic graduation requirements with prior approval from the superintendent and/or his designee.

Beginning with the 2004-2005 school year, the district shall provide each student in Grade 9 and his or her parents with the three comprehensive high school graduation options with the curriculum for the students and parents to select the postsecondary education or career plan that best fits their needs (s. 1003.429 (1), F.S.). This selection is the exclusive right of the student and parents. This option is limited to first time 9th graders. If the student and parent fail to select and sign a graduation option contract prior to the end of Grade 9 (or the end of a student's first semester of Grade 10 for a student who entered a Florida public school after Grade 9), the student shall be considered to have selected the 24-credit general requirement option (s. 1003.429 (2) (3), F.S.). These contracts are available in the school's guidance office.

1. **The 24-Credit General Requirement Option (See Tables 6A.):**

The general requirements for a standard high school diploma require successful completion of a minimum of 24 academic credits in grades 9 through 12. A district school board may require specific courses and programs of study within the minimum credit requirements for high school graduation. Each district school board shall establish standards for graduation from its schools, and these standards must include the following:

- a. earning passing scores on the FCAT 2.0, as defined in s. 1008.22(3) (c), F.S., or, if legislated, scores on a standardized test that are concordant with passing scores on the FCAT 2.0 as defined in s. 1008.22 (9), F.S. (Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant score, Florida's School Code does not require the student to continue taking the FCAT 2.0 for the purpose of high school graduation, however, not achieving at least level 3 on the FCAT 2.0 Reading test may require additional remedial coursework);
- b. completion of all other applicable requirements prescribed by the district school board pursuant to s. 1008.25, F.S., and
- c. achievement of a cumulative, unweighted grade point average of 2.0.

Students selecting any magnet program must select the 24-credit General Requirement Option.

2. **The 3-Year Accelerated Graduation Options (See Tables 6B/6C.):**

Students who enter Grade 9 in the 2006-2007 school year and thereafter may select one of the accelerated graduation options: college preparatory (Table 6B) or career preparatory (Table 6C).

- a. Students selecting an accelerated graduation option must meet the following requirements:
 1. meet with school personnel to discuss each of the 3 graduation options;

2. submit to the school principal and guidance counselor a signed parental consent to enter the 3-year accelerated program at any time during grades 9-12 and
 3. achieve at least an FCAT 2.0 level of 3 on reading, mathematics, and writing on the most recent assessments.
- b. To remain in a 3-Year Accelerated Program students must meet the following requirements:
1. earn passing scores on the Grade 10 FCAT 2.0 or scores on a standardized test that is concordant with passing scores on the FCAT 2.0 (ACT or SAT). Meet passing requirements on all applicable state of Course Exams (EOC).
 2. for the College Preparatory option –maintain a cumulative GPA of at least 3.5 with a minimum weighted or unweighted grade that earns at least 3.0 on each of the 18 required credits.
 3. For the Career Preparatory- maintain a weighted GPA of at least 3.0, with a minimum weighted or unweighted grade that earns at least 2.0 on each of the 18 required credits.
 4. if students are not on track to meet the credit, assessment, or grade point average requirements of the program at the end of each school year, the school shall notify the students and parents of the following:
 - 1) the requirements not being met;
 - 2) the specific performance necessary in the next school year for students to meet the accelerated program options; and
 - 3) the right of students to change to the 4-year 24 credit program set forth in s. 1003.43, F.S.
- c. Students who select one of the accelerated 3-year options shall automatically move to the 4-year program under the following conditions:
1. exercise the right to change to the 4-year program;
 2. fail to earn 5 credits by the end of Grade 9 or 12 credits by the end of Grade 10;
 3. fail to achieve GPA requirement or course credit requirement;
 4. do not achieve a score of 3 or higher on the Grade 10 FCAT 2.0 Writing assessment;
 5. do not earn passing scores on the Grade 10 FCAT 2.0 as defined in s. 1008.22(3) (c), F.S.; or
 6. fail to meet the graduation requirements of the selected three-year option diploma program. Students selecting either of the three-year options are not eligible to exit school or be awarded a Certificate of Completion.

3. **Standard and Advanced Instructional Levels:** Two instructional program levels shall be established for the subject areas of language arts, mathematics, and other designated academic areas. These levels shall be designated as advanced and standard. Both levels shall carry credit toward graduation. Students shall be counseled to enroll in the appropriate level by the school principal and/or the instructional staff after an individual evaluation of the student's academic achievement level.

4. **Remedial and Compensatory Courses:** Any Level 1 course is considered remedial and shall be granted elective credit toward graduation but shall not satisfy standard promotional or graduation requirements. No student shall be granted credit toward high school graduation for enrollment in any level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this case, a written assessment of the need must be included in the student's IEP.) s. 1003.47(7) (d), F.S.

5. **Criteria for Earning Credit/Student Evaluation:** In order to earn standard course credit for a standard diploma and unless otherwise stated in this policy, each student (including those designated as students with disabilities) shall demonstrate mastery of the specific objectives for all required courses in which the student is enrolled, as determined by the teacher. Appropriate procedures shall be followed by teachers to observe and assess each student's performance continuously throughout the school year to determine if expected achievement standards are being met.

Mastery of the specific objectives for all other courses in which the student is enrolled, as determined by the teacher, shall be the criterion for passing those courses and earning course credit. Each course of each academic program in grades 9-12 must have district performance standards. A comprehensive exam or comprehensive project will be given to all students in all courses for each grading period. A mandatory final examination in each subject shall be given to all students and shall count as part of the student's final course average. Each student shall take the comprehensive district End-of-Course (EOC) exam for appropriate courses. The EOC shall count as one-half of the student's final exam grade. The letter grade on an end-of-course examination is averaged with the letter grade on the subject area teacher's final examination to determine the final examination grade for the course. With the exception of the final grading period of the school year, make-up EOC examinations will be completed during the first ten school days of the following grading period. Make-up EOC examinations for the final grading period of the school year must be completed by the last day of school.

Note: A student with a disability, as defined in 1007.02(2) F.S., for whom the IEP committee determines that a state end of course assessment (EOC) cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived for the purpose of determining the student's course grade and credit.

6. **International Baccalaureate (IB) Program:** The requirements for the IB curriculum include completion of an extended essay and a 150-hour creative, action, and service (CAS) project. An IB Diploma will be awarded upon successful completion of IB exams, theory of knowledge, extended essay, and CAS. Students who complete the IB curriculum shall have satisfied the district and state graduation requirements. If a student withdraws from the IB program after the ninth or tenth grade year, he/she

shall be required to complete all district and state requirements for graduation. If a student withdraws after the eleventh grade year or is unable to complete the IB curriculum program requirements prior to graduation, he/she shall be required to complete all state requirements for graduation (Table 7).

7. **Advanced International Certificate of Education (AICE) Program:** The AICE curriculum includes the completion of six AICE courses and taking the examinations for each with at least one course and examination being from each of the three subject areas: Mathematics & Sciences, Languages, and Arts & Humanities. The AICE Diploma at Distinction, Merit, or Pass level will be awarded upon successfully passing a total of six AICE examinations. Students who complete the AICE curriculum shall have satisfied the district and state graduation requirements. If a student withdraws from the AICE program after ninth or tenth grade, he/she shall be required to complete all district and state requirements for graduation. If a student withdraws after the eleventh grade, he/she shall be required to complete all state requirements for graduation (Table 8).

8. **Alternative Education Programs:** To the extent that resources are available, each high school center may create an educational alternative program as described in the district's Dropout Prevention Plan. These classes with reduced adult-student ratio shall be offered to students who cannot meet promotion or graduation standards within the high school standard program. Placement of students in such a program shall be only with written parental permission. Course modifications as defined in Duval County's Comprehensive Dropout Prevention Plan may be used to waive the hourly instructional requirements for overage students who meet Dropout Prevention Plan criteria. However, students shall not be awarded credit unless they demonstrate mastery of the student performance standards in the course of study, if required by a specific program.

- a. **GED Option Component:** A GED Exit Option Component is available for students enrolled in the PBDCDP and GI programs. Students enrolled in the PBDCDP or GI shall be promoted based on performance portfolios found in their individual education plans while they are participants in this alternative education program. Students who are enrolled in the GED Exit Option Model are exempt from the minimum graduation requirements prescribed for the standard four-year, 24-credit high school diploma, including the 2.0 GPA requirement.

Students who pass the state and district requirements shall receive a State Equivalency Diploma and exit with a W10 code. The requirements include:

- 1) passing the GED test;
- 2) passing the state assessment (FCAT 2.0) or, if legislated, earning scores on a standardized test that are concordant with passing scores on the FCAT 2.0 as defined in s. 1008.22 (9), F.S. Once the student has met the assessment graduation requirement for a standard high school diploma with a concordant score [and taken and failed the Grade 10 FCAT 2.0 or Retake a total of three times, if applicable], Florida's School Code does not require the student to continue taking the FCAT 2.0 for the purpose of high school graduation); and
- 3) earning a career certificate or state-approved occupational completion points (PBDCDP only).

Students who pass only the GED requirement shall exit with a WGD code;

Note: While the national GED policy prohibits administering the GED tests to students currently enrolled in high school, an exception to this policy was authorized in 1990 for Florida students enrolled in dropout prevention programs. Table 9 lists the program of study for the Performance Based Diploma Career Development Program. Table 10 lists the program of study for the Graduation Initiative Program.

- b. **Performance Based Diploma And Career Development Program (PBDCDP) Eligibility/Earning Credit:** The PBDCDP is available to students between the ages of 16 and 19 years two months who are not successful in the regular school program. Counselors may submit an application for a student requesting a transfer to the appropriate academies of technology. The PBDCDP staff shall grant final approval for placing the student in the program. These students shall earn elective credit, and a career certificate of competency may be awarded to students who demonstrate mastery of eighty percent (80%) of the objectives in the program or who meet the state approved occupational completion points. The PBDCDP is also available to former students, ages 16-19 two months, who choose to return to the public school system for this program. The PBDCDP staff shall be responsible for identifying and approving former students' entrance into the program. These students shall earn elective credit and a career certificate of competency if 80% of the career objectives are met or if they earn the state approved occupational completion points. Placement of students in such a program shall be only with written parental permission.

Students participating in the PBD and CDP shall be permitted to earn credits in ½-credit increments to facilitate transfer up to the maximum number of credits allowed by the particular program.

- c. **Graduation Initiative Program (GI) Eligibility Requirements:** To be eligible to enroll in this program, students must meet all of the following eligibility criteria:
- 16 years old and currently enrolled in a PK-12 program,
 - enrolled in courses that meet high school graduation requirements,
 - over-age for grade; behind in credits and/or low GPA, and
 - demonstrate a minimum score of 7.0 grade level on the mathematics and reading portions of the Test of Adult Basic Education (TABE).

9. **Credit or Learning Recovery Programs:**
Dropout prevention and academic intervention programs may differ from traditional educational programs and schools in scheduling, curriculum, or setting and shall employ alternative teaching methodologies, learning activities, and diagnostic and assessment procedures to meet the needs, interests, abilities, and talents of eligible students. High school students enrolled in these programs, as defined in Duval County's Comprehensive Dropout Prevention Plan, shall be exempt from the hourly instructional requirements for earning credit as defined in s. 1003.436 (1) (a) and (b), F.S. Students shall not be awarded credit nor shall they be promoted unless they have demonstrated mastery of the student performance standards in the course of study as provided by the rules of the Duval County School Board (s. 1003.436 (2), F.S.). These programs would include the Comprehensive Accelerated Learning Centers (ALC), ALC-Credit Recovery, Renaissance Academy, Standards-Based Promotion (Option B), Compass Odyssey Grade/Credit Recovery, and the Self-Paced Academic Component at PACE Center for Girls and Grand Park Career Center.

10. The maximum number of credits a student can earn in a school year (August–July) is twelve (12).

2. **PROMOTIONAL REQUIREMENTS FOR STUDENTS WITH DISABILITIES WITH AN IEP:** Students with disabilities following the general educational curriculum must meet the state or district levels of performance for student progression when provided all allowable accommodations/adaptations documented in the student's IEP and intensive instruction/intervention. All school instruction shall be standard's based using the applicable state standards. DCPS must provide differentiated instruction to prepare students with disabilities to demonstrate proficiencies in the skill and competencies necessary for successful grade-to-grade progression and high school graduation.

3. **STATE REQUIREMENTS FOR PROMOTION AND GRADUATION AT THE HIGH SCHOOL LEVEL:**

- a. Students being promoted from high school shall also meet all requirements for graduation established by the Florida State Board of Education pursuant to their indicated programs of study and s. 1003.428 (1) (2), F.S., s. 1003.43, F.S., s. 1003.429(1) (6), F.S., or s. 1008.25, F.S. (See Foreword p. ii, iii, and pp. 40-45).
- b. According to s. 1003.43 (7)(a)(b)(c)(d), F.S., no student shall be granted credit toward a standard high school diploma for enrollment in the following courses or programs:
- more than a total of nine elective credits in remedial programs and compensatory programs,
 - more than one credit in exploratory career courses, and/or more than three credits in practical arts family and consumer sciences courses,
 - any Level 1 course unless the student's assessment indicates a more rigorous course would be inappropriate. This shall take effect for those students entering Grade 9 in 1997 and thereafter per s. 1007.21 (3) (a), F.S. In such case a written assessment of the need must be included in the IEP or student performance plan and signed by the principal, school counselor, and the parent if the student is not 18 years or older.

4. **ADDITIONAL REQUIREMENTS: GRADES 9 – 12:**

- a. **Minimum Credit Requirement:** A minimum number of credits is required for graduation with no credit being granted for extracurricular activities, including athletics. Participation in an interscholastic sport does not decrease the minimum number of credits needed for graduation. The credits and subjects specified in Tables 6A, 6B, and 6C are the minimum requirements for graduation for students in the standard program. The high school program of study shall include instruction of the state standards in the appropriate courses and align with state mandated curriculum frameworks and district designated course performance standards where applicable.
- b. **Hourly Instructional Requirement for Credit:** Pursuant to s. 1003.436, F.S., for the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards. One full credit means a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a district school that has been authorized to implement block scheduling by the district school board. The hourly requirements for one-half credit are one-half the requirements specified for a full credit (hours).

5. **PROGRESS MONITORING PLANS/SUMMER EDUCATIONAL PROGRAMS ELIGIBILITY:**

a. **Progress Monitoring Plans (PMP):**

Each school must develop, in consultation with the student's parent, a progress monitoring plan for each student who is not meeting proficiency levels for promotion in each grade in any and each of the areas of reading, writing, science, and/or mathematics (s. 1008.25 (4), F.S.). A student shall be covered by one of the following plans to target instruction and identify ways to improve his or her academic achievement:

1. a federally-required student plan*;
2. a school-wide system of progress monitoring for all (grades 9-12); or
3. an individualized progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. The PMP, a specific and detailed prescription for remedying the student's deficiencies, addresses the following:

- 1) the specific, diagnosed academic needs to be remediated;
- 2) the success-based intervention strategies to be used;
- 3) a variety of remedial instruction to be provided; and
- 4) the monitoring and re-evaluation activities to be used.

Students not meeting grade level expectations receive increasingly intense instruction/intervention services to support student academic proficiency. Students will receive a PMP that identifies instruction/intervention support through a problem-solving/response to instruction/intervention process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency.

*Federally-required student plans include the following:

- Individual Educational Plan (IEP)
An IEP is defined as a written statement for each student with a disability that is developed, reviewed and revised in accordance with Section 614(d) of the Individuals with Disabilities Education Act. If the student's IEP does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an Individual Progress Monitoring Plan. (Example: A "Speech-only" IEP which does not address the academic deficits would not suffice.) For students with disabilities whose IEP team has determined that an alternate assessment is appropriate, an IEP, an individual progress monitoring plan, or a school-wide progress monitoring plan must be developed to address his/her deficits in reading, math, science or writing on the Florida Alternate Assessment (FAA).
- Section 504
A Section 504 plan provides students with disabilities equal opportunity to benefit from educational programs, services, or activities as is provided to non-disabled peers by the provision of necessary accommodations based on the individual needs of the student. If the student demonstrates a deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either a school-wide progress monitoring system or an individual PMP.
- English Language Learners (ELL) Plan
The individual student ELL Plan provides documentation of ELL student status, assessment data, equal access and programmatic assessment for correct placement. The documents are kept in a red folder in the student's permanent record file (S.B.R. 6A-6.0901 (6)). The plan consists of three parts. Part A includes documentation of programmatic assessment and the eligibility assessment for entry and exit and annual evaluation. Part B includes the student schedule while part C is used for post-reclassification monitoring of exited students. If the student's ELL Plan does not address the student's deficiency in reading, mathematics, writing, and/or science, as required by Florida law, then the school must address these deficits in either an individual PMP or a school-wide monitoring plan.

In addition to the requirement of a progress monitoring plan for each student who is not meeting proficiency levels for promotion in each grade in any and each of the areas of reading, writing, science, and/or mathematics, the district has determined that students with the following performance levels on state assessments must receive remediation provided through a progress monitoring plan:

<u>Assessment</u>	<u>Grade</u>	<u>Achievement Level</u>
FCAT 2.0 Reading	9-10	1 and 2
FCAT 2.0 Math	9-10	1 and 2
FCAT 2.0 Writing	10	Below score of 2

The school must develop and implement the appropriate plan outlined above in consultation with the student's parent for each student who has been identified as not meeting district or state requirements for proficiency in reading, writing, science, and/or mathematics. School staff must use all available resources to achieve parent understanding and cooperation with the progress monitoring plan requirements. Additional diagnostic assessments must be administered to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction.

Each school will develop programs or strategies to assist low performing students in meeting subject or promotional requirements through Safety Net Programs. These may include but are not limited to the following:

- Differentiated classroom instruction,
- School-based programs designed by administration and staff,
- Before, during, and after school tutoring,
- Saturday School,
- Computer-assisted instruction,
- Summer Enrichment programs,
- Dropout prevention services,
- ESOL services,
- Mentoring,
- Intensive skills development programs, and/or
- Summer Educational Programs.

(Note: Students with disabilities and/or ELL students are entitled to participate in all safety nets.)

- b. Summer Educational Programs (SEP) will be offered to eligible students. These programs include the following:

- ESOL: Summer Educational Programs (SEP) services will be offered to active ELL students for acquisition and maintenance of English language. This is a non-promotional program.
- ESE: Extended School Year (ESY) services will be offered for students with disabilities who meet the eligibility criteria as defined by the federal guidelines. This is a non-promotional program.

6. TRANSFER OF CREDITS:

The State Board Rule on the State Uniform Transfer of High School Credits was established to determine uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's Public Schools (S.B.R. 6A-1.09941).

- Transfer of Credits/Grade Placement:** Grade placements and/or credits shall be granted at face value when submitted on an official transcript.
- Official Transcript:** An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent by mail or electronically and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, course number, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (s. 1003.25 (3), F.S.; S.B.R. 6A-109941).

If, when the student is placed at the appropriate sequential level and is academically unsuccessful during the first 45 days of enrollment, the school, parent, and teacher may reconsider the placement. Alternative validation procedures are to be used when the student has not made satisfactory progress ("C" or higher/2.0 GPA) at the end of the first forty-five days of enrollment. Alternative validation procedures include:

- 1 Portfolio evaluation by the superintendent or designee;
- 2 Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
- 3 Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
- 4 Demonstrated proficiencies on nationally-normed standardized subject area assessments,
- 5 Demonstrated proficiencies on the FCAT 2.0;
- 6 Written review of the criteria utilized for a given grade provided by the former school; or
- 7 Successful completion of course work, successfully passing teacher-made exams, and a minimum grade equivalent score on the Stanford Diagnostic Reading Test (SDRT) and/or the Stanford Diagnostic Math Test (SDMT).

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments as outlined in bullets 4 and 5.

When a student enrolls from a foreign country and provides academic records indicating that the student has completed a core subject with a passing grade, the student should receive that credit. If the student is transferring from a foreign country and studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as Language Arts I, II, III, and/or IV. For example, if the student took two years of Italian in high school, enter English I and English II. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for world language (FLDOE SALA office).

• **Note:** For students entering ninth grade for the first time in 2011-2012 and thereafter, the Algebra I requirement MUST be satisfied by passing the State of Florida Algebra I End of Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state.

For students entering ninth grade for the first time in 2012-2013 and thereafter, Geometry and Biology requirements MUST be satisfied by passing the State of Florida Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state.

- Transfer of Credits on an Official Transcript:** Grade placements and/or credits shall be granted at face value when submitted on an official transcript.
- Transfer of Credits Without an Official Transcript or from Home Education:** Students transferring into the Duval County Public schools without an official transcript from home schools without an official transcript will be required to validate their current course or grade placement within the first forty-five days of enrollment and to complete appropriate subject or grade level examinations successfully. (See Appendix R.) The final determination for grade placement or credits will be based primarily on classroom performance and not on any single test score. The receiving school principal may utilize appropriate achievement data from grade level/subject tests such as teacher-made exams, and/or minimum grade equivalent score on the Stanford Diagnostic Reading Test (SDRT), and/or the Stanford Diagnostic Math Test (SDMT), and/or appropriate end-of-course exams to determine grades for course credit or promotional purposes.

In order to graduate, a student who enters high school having completed credits in another country and for which there is no documentation for these credits is required to have the same number of core course credits as any student at that grade level. For instance, a student entering in the 10th grade will need 3 credits in each of the four core subjects to graduate; while a student entering as a 12th grade student will only need 1 credit in each of the four core subjects to graduate. The core or grade placement is validated through satisfactory completion of academic work within a grading period; successful completion of appropriate subject or grade level examinations; and overall classroom performance (FLDOE SALA office).

- Responsibility for Determining Grades/Course Credit:** In the event that a student enrolls from another school with fifteen (15) days in a traditional or A/B class or eight (8) days on a semesterized (4X4) class or less left of a course and no comparable course is available, the student shall be enrolled in the most comparable course available or in independent study to complete the course credit unless course credit has been awarded by the transferring school.

Course credit or grades for students who enroll from another school district with fifteen (15) days or less left of the grading period, may be determined by the school district from which the student is transferring. In the event that the transferring school district shall not issue a grade or credit for such a transferring student, the receiving school principal may utilize appropriate achievement data from subject-level tests to determine course credit and/or grades for promotional purposes, or a grade of "O" (No Grade/Insufficient Enrollment) may be assigned. Twelfth grade students transferring into Duval County Public Schools with ninety (90) or fewer school days left of the school year may receive their diplomas from the school district from which the student transferred. Twelfth grade students transferring out of Duval County Public Schools in the last 45 days of their senior year may be awarded a Duval County Public School diploma if the student has been in a state of Florida public high school for a minimum of two years and if it can be officially verified that the student has completed State of Florida and Duval County Public School requirements.

For the purpose of a grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school be used by the receiving school, based on the percentage of days the student was enrolled in each school

- f. **Evaluation of Transfer Credits/Grade Placement:** For grades 9-12, grade placements from other educational institutions shall be accepted. If validation is required (See SPP, Item #6 d "Transfer of Credits Without an Official Transcript or from Home Education."), it must be completed within the first forty-five days of a student's enrollment. Once validation is complete and all appropriate courses/credits entered, a transcript for the student will be generated.

NOTE: All Duval County Public School requirements, prior to the date of entry, shall not be retroactive for transfer students provided the student has met the requirements of the school district or state from which he/she is transferring.

- g. **Requirements for Earning Credit Taken While Enrolled in the Duval County School System:** In order for a course credit to be transferable when taken outside of Duval County Public Schools, that credit shall be earned only through the following Board-authorized means for acquiring additional credit.

PROGRAM

High School Completion
 Florida Virtual School
 Duval Virtual Instruction Academy
 Private or Out-of-County Summer School
 Dual Enrollment

ADDITIONAL INFORMATION

Appendix P
 Appendix Q
 Appendix U
 Appendix M
 Appendix F

- h. Postsecondary credit earned through dual enrollment programs approved by the Commissioner of Education (e.g. Boys and Girls State) is accepted by Duval County District Schools for high school transcripts.

7. TRANSFER OF STUDENTS:

- a. Students transferring into the Duval County Public Schools shall meet all district requirements that can be appropriately met during the time period that the students are in the Duval County Public Schools. All state and district testing requirements or other applicable state graduation requirements shall be met. Students shall be enrolled in courses, which shall enable them to meet the graduation and/or promotional requirements of the Duval County Public Board and Florida State Statutes. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. When appropriate, students transferring in to DCPS with reading and/or math deficiencies should be scheduled into an Intensive Reading and/or Intensive Math course.
- b. Transfer students who shall graduate from the Duval County Public Schools shall meet graduation requirements in terms of number and type of courses as designated by applicable State Department of Education guidelines.
- c. State and district graduation requirements, prior to the date of entry, shall not be retroactive for a transfer student provided the student has been promoted to the 11th or 12th grade and has met all requirements of the school district or state from which the student is transferring. Transfer students must earn the number of credits and courses required from the point of enrollment through their senior year (State Memorandum, DPS 84-110). However, students are not required to spend additional time in a Florida public school in order to meet Florida high school graduation requirements (State Memorandum, DPS 04-023).
- d. A student transferring within Duval County Public Schools who is enrolling into a school with a period schedule different from the school from which he or she is transferring shall be scheduled into the courses most closely aligned with promotion and/or graduation requirements.
- e. To receive a four-year, 24-credit standard high school diploma, a transfer student must pass the Grade 10 FCAT 2.0 or an alternate assessment as provided by Florida law and earn a 2.0 GPA in courses taken in a Florida public school, specified in s. 1008.22 (3), F.S. Once a junior or senior has met the assessment graduation requirement for a standard high school diploma with a concordant score, Florida's School Code does not require the student to continue taking the FCAT 2.0 for the purpose of high school graduation. However, students who have a concordant score but a Level 1 FCAT 2.0 will be required to enroll in remedial courses following state guidelines.
- f. A transfer student who enters a Florida public high school for the very first time at the Grade 12 level and provides satisfactory proof of attaining a score on an approved alternate assessment that is concordant with a passing score on the grad 10 FCAT 2.0 shall satisfy the assessment required for a standard high school diploma as provided in s. 1003.43 (5) (a), F.S. and s. 1003.43 (3) (a), F.S.

- g. For students entering ninth grade for the first time in 2011-2012 and thereafter, the Algebra I requirement MUST be satisfied by passing the State of Florida Algebra I End of Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state.
For students entering ninth grade for the first time in 2012-2013 and thereafter, Geometry and Biology requirements MUST be satisfied by passing the State of Florida Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state.

8. GRADUATION DATE:

- a. Any student who has not elected one of the two 3-year accelerated high school graduation options may graduate as soon as he/she completes all graduation requirements (s. 1003.03(3), F.S.). A student who has elected one of the two 3-year accelerated high school graduation options must remain in high school for three full years.
- b. Pursuant to S.B.R. 6A-09533; s. 1011.60 (2), F.S., schools may decrease the number of days of instruction by up to four days for twelfth grade students for the purposes of graduation.

9. GENERAL REQUIREMENTS FOR GRADUATION:

Except as otherwise authorized pursuant to s. 1003.429, F.S., accelerated high school graduation options, beginning with students entering their first year of high school in the 2007-2008 school year, graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate (IB) curriculum, or an Advanced International Certificate of Education (AICE) curriculum.

10. ADVANCED STUDIES:

The State of Florida provides several articulated programs which allow students to earn college credit for courses taken in high school. At the beginning of each school year, parents of students in or entering high school shall be notified of the opportunities and benefits of these articulated accelerated mechanisms (s. 1003.02 (1) (i), F.S.). The programs are available at various district high schools and can serve to shorten the time required to earn a high school diploma, broaden academic options, or increase the depth of study for a particular course.

- a. **Advanced Placement (AP) Program:** Administered by the College Board, the AP program is a nationwide program of 30 college-level courses and exams. A variety of these courses are offered at district high schools and through the Florida Virtual School. Courses can be taken during high school. Students earning a qualifying grade on an AP exam can earn college credit and/or advanced course placement for their efforts. Most post-secondary institutions grant college credit for AP exams with a score of 3 or higher. DCPS students enrolled in an AP course shall take the exam and shall be exempt from exam registration fees (s. 1007.27 (6), F.S.).
- b. **Dual Enrollment Program:** This program allows high school students to simultaneously earn college or career credit toward a postsecondary diploma, certificate, or degree at a Florida public institution and credit toward a high school diploma. Dual Enrollment courses are free to DCPS students including registration, matriculation, and/or lab fees. However, there are some restrictions on choice of courses.
- Courses must be approved by DCPS and FSCJ.
 - Not all college courses are available at all high schools.
 - Remedial, physical education skills, and some recreational courses are not approved for dual enrollment. Dual Enrollment courses may be taken before, during, or after school or during the summer either at the high school or at the college.

Beginning with students who entered 9th grade for the first time in 2007-2008 and thereafter, students enrolled in an articulated magnet program who desire to enroll in dual enrollment courses on the college/university campus must attend classes on the high school campus at least 75% of the regular school day. Students desiring to take fewer courses at the high school campus may do so by withdrawing from the magnet program/ career academy and reenrolling at the home high school and completing the dual enrollment application there.

Effective Fall, 2011, DCPS has established dual enrollment course limitations for students not enrolled in articulated programs of study. Articulated Programs include: Early College, Early Admissions, and some CTE Pathways. These limits are for students taking courses at the high school or at a two or four year college or university and include: 3 courses for fall, 3 courses for spring, and 2 courses during the summer. Juniors must be enrolled in a full-time schedule between the high school and the college.

NOTE EXCEPTION: Students enrolled in a magnet program or career academy which requires course attendance on the post-secondary campus to maintain program continuity are exempt from the 75% rule.

- c. **Early Admission Program:** Early admission is a form of dual enrollment in which high school students enroll in college courses on a full time basis on a college campus. A student who meets the conditions of an early admission program may be eligible for graduation when state and district graduation requirements are met. (See Appendix F.) Because early admission is a form of dual enrollment, courses taken as part of early admission will qualify for textbook reimbursement. No student shall be considered for class ranking unless he/she is in at least part-time attendance at high school; therefore, early admission students are excluded from earning awards or honors based on high school grade point average ranking, such as valedictorian or salutatorian. To assure that students are appropriately advised on post-secondary options, to be considered for Early Admissions a student must be enrolled in a DCPS high school by November 1st of their junior year.
- d. **International Baccalaureate (IB) Program:** The IB Diploma program, administered by the IB Office, is a rigorous, pre-university course of study, leading to internationally standardized exams. The program is designed as a comprehensive two-year curriculum which allows its graduates to fulfill requirements of many different nations' educational systems. As with the AP

and dual enrollment programs, students completing IB courses and exams are eligible for postsecondary education credits. The award of credit is based on scores achieved on the IB exams. DCPS students shall be exempt from exam registration fees (s. 1007.27(8), F.S.). Students can earn up to 30 postsecondary semester credits by participating in this program at the high school level. The IB Diploma recipients are eligible to receive the Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary institution. (See Table 7.)

- e. **Advanced International Certificate of Education (AICE) Program:** This international, pre-university curriculum and examination system, which is administered by the University of Cambridge Local Examinations Syndicate, emphasizes the value of broad and balanced study for academically talented students. As with AP, dual enrollment, and IB programs, students completing AICE courses and exams are eligible for postsecondary education credits. Students are guaranteed a minimum number of credits at public community colleges and universities in Florida for examination scores that are at or above the level specified by the State Articulation Coordinating Committee. DCPS students shall be exempt from the payment of any fees (s. 1007.27(9), F.S.). The AICE Diploma recipients are eligible to receive the Bright Futures Academic Scholars Award for college-related expenses at any Florida public postsecondary institution. (See Table 8.)
- f. **Three-Year, 18-Credit College or Career Preparatory Programs:** These accelerated graduation programs require fewer credits than the traditional 24-credit program. They focus more on core academic courses, which means students take fewer elective courses. Students who select one of these programs may still qualify for the other acceleration programs and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships. They may also participate in the National Merit Scholarship Program if they take the PSAT/NMSQT in the next-to-last year they are enrolled in high school. Students who choose this program, complete the 18 credits, earn a cumulative weighted GPA appropriate to their program, and pass the FCAT 2.0 must graduate at the end of three years. They cannot remain in school for a fourth year. By selecting this option, students will lose a year of potential athletic eligibility.
- 18-Credit College Preparatory Program: The requirements of this program are designed to prepare a student for admission into Florida's state universities. Students must earn at least 6 of the 18 required credits in specified rigorous level courses.
 - 18-Credit Career Preparatory Program: The requirements of this program are designed to prepare students for entrance into a technical center of community college for career preparation or for entrance into the workforce. Unlike a traditional high school program, the program requires students to earn specific credits in a single vocational or career education program.
 - The district school Board may not establish requirements or accelerated three-year high school graduation options in excess of the requirements in s. 1003.429 (1) (b), F.S., three-year standard college preparatory program, and in s. 1003.429, F.S., three-year career preparatory program.
 - Equivalency Diploma Assistance Exception, assistance to obtain a high school equivalency diploma pursuant to s. 1003.435, F.S., may only be given when all requirements for graduation are completed except for the required cumulative grade point average.

11. STATE REQUIREMENTS FOR INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES:

- a. In order for a student to participate in interscholastic extracurricular student activities, a student must achieve a cumulative high school grade point average of 2.0 or above on a 4.0 unweighted scale, or its equivalent, in the courses required by s. 1003.43 (1), F.S.
- b. Additionally, a student must maintain satisfactory conduct. If a student is convicted of or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in interscholastic extracurricular activities is contingent upon established and published school board policy.

12. PROGRAMS OF STUDY – GRADES 9-12:

- A = Standard Diploma Option 1 (Table 6A1, 6A2, 6A3)
- B = Early College- Standard Diploma Option 1 (Table 6A3)
- C = ESE Option 1 Alternative Course of Study (Table 12A or 12B: ESE Special Diploma/Alternative Course – Option 1)
- E = ESE Option 1 (Table 11A, 11B, or 11C: ESE Special Diploma – Option 1)
- F = ESE Option 1 Access Points (for Students with Disabilities Pursuing a Special Diploma)
- G = GED Career (Table 9: Performance Based Diploma and Career Development)
- H = AP Honors Standard Diploma Option 1 (Table 6A3)
- I = Academic with IB (Table 7: International Baccalaureate)
- J = Graduation Initiative/Pre-Graduation Initiative (Table 10: Graduation Initiative)
- K = ESE Option 2 (Table 15: ESE Performance Based Diploma – Option 2)
- S = Standard Diploma Option 2 (Table 6A4)
- R = 18-Credit College Preparatory Option (Table 6B: Comprehensive High School – 18 Credit College Preparatory Option)
- W = 18-Credit Career Preparatory Option (Table 6C: Comprehensive High School – 18 Credit Career Preparatory Option)
- P = ESE Participatory Level (Table 14: ESE Participatory Special Diploma – Option 1)
- Q = Academic with AICE (Table 8: Cambridge Advanced International Certificate of Education)
- T = ESE Supported Level (Table 13: ESE Supported Special Diploma – Option 1)

Programs of Study Options

Exceptionality	Programs of Study Options															
	Standard											Special				
	A	B	G	H	I	J	S	R	W	Q	C	E	F	K	P	T
Gifted only	X	X	X	X	X	X		X		X	X					
Speech Impaired only	X	X	X	X	X	X	X	X		X	X					
Hospital Homebound only	X	X	X	X	X	X		X		X	X					
Visually Impaired only	X	X	X	X	X	X	X	X		X	X					
Autism Spectrum Disorder	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Deaf or Hard of Hearing	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Emotional/Behavioral Disabilities	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Intellectual Disabilities	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Language Impaired	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Orthopedic Impairment	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Other Health Impairment	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Specific Learning Disability	X	X	X	X	X	X	X	X		X	X	X	X	X		
Traumatic Brain Injury	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X

TABLE 6A1
Comprehensive High School (HS)/Academies of Technology Full-Time (AT)
Program of Study (A), Grades 9-12

24-Credit General Requirement Option for students entering the 9th grade prior to 2006-2007

NOTE: 1. Students selecting any magnet program must select the 24-Credit General Requirement Option.

2. Students who fail to select a graduation option shall be considered to have selected the 24-Credit General Requirement Option outlined below.

SUBJECT	HIGH SCHOOL CREDIT	ACADEMIES OF TECHNOLOGY CREDIT
English ^{1,2} (English I-IV, AP, DE, IB, AICE)	4	4
Mathematics ^{1,3,5}	3	3
Science ^{1,4,5}	3	3
Additional Math or Science Credit ^{5,14}	1*	
Social Studies ^{1,6}	3	3
Practical Arts or Exploratory Career Education and/or Performing Fine Arts ⁷	1	1
Life Management Skills ^{8,9}	0.5	0.5
PE (1/2 credit Personal Fitness and 1/2 credit elective PE) ^{10,11,12}	1	1
Personal, Social, and Family Relationships ¹³	0.5	0.5
Electives or Electives plus Career Ed Courses in Planned Program	7	8
TOTAL CREDITS	24	24

¹ No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

² For each year in which a student scores at Level 1 of FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department [FLDOE] shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9), F.S. and (s. 1003.428 (2)(b)2(c), F.S. (See Appendix G.) However, ELL students scoring LAS Links Levels 1, 2, or 3 or CELLA Oral Scores of 713 or lower should be scheduled into Developmental Language Arts through ESOL (course # 100238) NOT into Intensive Reading. Those scoring LAS Links Levels 4 and 5 or CELLA Oral Scores of 714 or higher may be scheduled into Intensive Reading per s. 1003.56, F.S. These courses will not count as one of the four required English credits which have a major concentration in composition and literature but will satisfy the elective requirement.

³ Enrollment in mathematics courses is required during grades 9, 10, and 11. All students must earn one credit in Algebra I and one credit in Geometry (or their equivalent as specified in the State Course Code Directory) prior to graduation. The Algebra I graduation requirement, if not reflected on the high school transcript, can be satisfied by successful completion of Algebra II or any Level 3 mathematics course. Geometry taken in 8th grade will satisfy the geometry requirement for a high school mathematics credit. For each year that a student scores at Level 1 or 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year (s. 1003.428 (2)(b)2(d), F.S.) through applied, integrated, or combined courses.

NOTE: Students should not be enrolled in a Dual Enrollment College Algebra or Liberal Arts course after successful completion of any course after Algebra II except for Probability and Statistics and/or Advanced Topics or if the student earned a "C" or "D" in Pre-Calculus.

⁴ To ensure mastery of the core concepts of the Sunshine State Standards for Science, all students shall complete biology and two courses in the physical sciences (chemistry, physics, or earth/space science) prior to graduation. Integrated Science I may only be taken in place of earth/space science.

⁵ Of these two subjects for comprehensive high school students, 4 from one subject, and 3 from the other subjects are required or 3 from each and the "+1" academic credit in an advanced technology course.

⁶ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States.

⁷ A total of one credit shall be taken from practical arts career education, or exploratory education, and/or the performing/visual fine arts (See Course Title File.), and shall be scheduled in the 9th grade as a priority. Any career education course as defined in s. 1003.01, F.S. may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career education (s. 1003.43 (1) (h) (1), F.S.). The practical arts requirement may be fulfilled by substituting one of the basic computer education (CE) courses, journalism courses, or after earning 2 credits in the same JROTC program. If 2 credits in JROTC are used to fulfill the practical arts requirement, then this substitution may not be used to fulfill the health-life management or PE requirement.

⁸ A ½ credit course shall include minimum amount of instruction in health education, to include human sexuality, pregnancy prevention, substance use prevention, sexually transmitted diseases, HIV/AIDS, and other topics as specified in sections 1003.43, 1003.42, and 1003.46, F.S. Students may be scheduled into life management in any Grade 9-12.

⁹ The one-half credit of Health-Life Management Skills (0800300) graduation requirement will be met upon successful completion of the Air Force JROTC Leadership Education I and II (1800400/1800410)/Army JROTC Leadership Education and Training I and II (1801300/1801310)/Marine Corp JROTC Leadership Education I and II (1803300/1803310) and Naval Science I and II (1802300/1802310).. If 2 credits in JROTC are used to fulfill the health-life management requirement, then this substitution may not be used to fulfill the practical arts or the PE requirements.

¹⁰ One credit in physical education exclusive of health, first aid, and driver education is required during grades 9-12. A school board may not require the one credit in physical education be taken during the ninth grade year. The only approved waiver from the State of Florida for the entire state-required one-credit in physical education is through athletic participation and scoring a "C" or better on the competency test on personal fitness. (s. 1003.43 (1)(j), F.S.) The non-credit Interscholastic Sports Complete Course Code number is 1500430. The only approved waiver from the State of Florida for the state-required elective half-credit in physical education is by completing, with a grade of "C" or better, a band course or physical activity course that requires participation in marching band activities as an extracurricular activity or by completing, with a grade of "C" or better, a JROTC course that has a significant drill component. (s. 1003.43 (1)(j), F.S.) The non-credit Marching Band Physical Education Waiver Course Code number is 1500440 and the non-credit JROTC Physical Education Waiver Course Code number is 1500450. These two waivers are available in the school's guidance office. If the credit in JROTC is used to fulfill the PE requirement, then this substitution may not be used to fulfill the practical arts or the health-life management requirements.

¹¹ The state-required half credit in elective physical education may be satisfied by completing, with a grade of "C" or better, a ballet course at Douglas Anderson School of the Arts. This one-half credit will be applied to the student's record upon the student's successful completion of the one-half credit of Personal Fitness.

¹² Adaptive Physical Education satisfies the Personal Fitness requirement for those ESE students seeking a standard diploma who cannot be assigned to Personal Fitness. Any other Physical Education (PE) course can be used to meet the other half-credit of PE (TAP 1991-8, TAP 1999-1).

¹³ Effective 1997-98, the Personal, Social, and Family Relationships course shall be required for graduation for all eleventh grade students. Prior to enrollment parents shall have the right to request a waiver exempting their child from taking the course with no reason required and to enroll their child in another course.

¹⁴ The one additional academic credit specified for either mathematics, science, or advanced technology and the half credit in Personal, Social, and Family Relationships, and the additional credit in Intensive Reading shall apply toward meeting the state requirement for elective credits.

Note: Full-time Academies of Technology students must participate in the program two years or more in grades 9-12 to meet graduation requirements.

TABLE 6A2
Comprehensive High School (HS)/Academies of Technology Full-Time (AT)
Program of Study (A), Grades 9-12

24-Credit General Requirement Option for students entering 9th grade for the first time in 2006-2007

NOTE: 1. Students selecting any magnet program must select the 24-Credit General Requirement Option.

2. Students who fail to select a graduation option shall be considered to have selected the 24-Credit General Requirement Option outlined below.

Subject	High School Credit
English ^{1, 2} (English I-IV, AP, DE, IB, AICE)	4
Mathematics ^{1, 3}	4
Science ^{1, 4}	4
Social Studies ^{1, 5}	3
Foreign Language ^{6, 14}	2
Career Education and/or Performing/Visual Fine Arts ⁷	1
Life Management Skills ^{8, 9}	.5*
Physical Education (including ½ credit in Personal Fitness and ½ credit in elective PE) ^{10, 11, 12}	1
Electives or Electives plus Career Education Courses in a Planned Program ^{2, 13}	4.5
Total Credits	24

¹ No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

² For each year in which a student scores at Level 1 of FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department [FLDOE] shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9), F.S. and (s. 1003.428 (2)(b)2(c), F.S. (See Appendix G.) However, ELL students scoring LAS Links Levels 1, 2, or 3 or CELLA Oral Scores of 713 or lower should be scheduled into Developmental Language Arts through ESOL (course # 100238) NOT into Intensive Reading. Those scoring LAS Links Levels 4 and 5 or CELLA Oral Score of or 714 or higher may be scheduled into Intensive Reading per s. 1003.56, F.S. These courses will not count as one of the four required English credits which have a major concentration in composition and literature but will satisfy the elective requirement.

³ All students must earn one credit in Algebra I, one credit in Geometry, and one credit in Algebra II (or their equivalent as specified in the State Course Code Directory) prior to graduation. A student must earn a passing grade in BOTH Algebra IA and Algebra IB or Algebra I in order to meet the state/district Algebra I graduation requirement. The Algebra I graduation requirement, if not reflected on the high school transcript, can be satisfied by successful completion of Algebra II or any Level 3 mathematics course. For each year that a student scores at Level 1 or 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year (s. 1003.428 (2)(b)2(d), F.S.) through applied, integrated, or combined courses.

NOTE: A student who has successfully completed Algebra II may NOT be scheduled into Liberal Arts Mathematics. Students who have successfully completed Pre-Calculus may not be scheduled into Dual Enrollment Liberal Arts (MGF 1106) or College Algebra (MAC 1105) unless they earned a grade of "C" or "D."

⁴ To ensure mastery of the core concepts of the Sunshine State Standards for Science, all students shall complete biology, two courses in the physical sciences (chemistry, physics, or earth/space science) and an additional science course prior to graduation.

⁵ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States.

⁶ Two credits earned in the same world language in grades 9-12, unless a district approved waiver for Intensive Reading form is approved by the school's principal. High school courses taken in middle school in 2007-2008 and thereafter will also count as high school credits. (See Appendix T.) American Sign Language (ASL) may be used to meet the foreign language requirement. Postsecondary institutions outside of Florida may not accept ASL as a foreign language credit for college admission.

⁷ A total of one credit shall be taken from practical arts career education, or exploratory education, and/or the performing/visual fine arts (See Course Title File.), and shall be scheduled in the 9th grade as a priority. Any career education course as defined in s. 1003.01, F.S. may be taken to satisfy the high school graduation requirement for one credit in practical arts or exploratory career education (s. 1003.43 (1) (b) (1), F.S.). The practical arts requirement may be fulfilled by substituting one of the basic computer education (CE) courses, journalism courses, or after earning 2 credits in the same JROTC program. If 2 credits in JROTC are used to fulfill the practical arts requirement, then this substitution may not be used to fulfill the health-life management or PE requirements.

⁸ A ½ credit course shall include the minimum amount of instruction in health education, to include human sexuality, pregnancy prevention, substance use prevention, sexually transmitted diseases, HIV/AIDS, and other topics as specified in sections 1003.43, 1003.42, and 1003.46, F.S. Students may be scheduled into life management in any Grade 9-12.

⁹ The one-half credit of Health -Life Management Skills (0800300) graduation requirement will be met upon successful completion of the Air Force JROTC Leadership Education I and II (1800400/1800410)/Army JROTC Leadership Education and Training 1 and II (1801300/1801310)/Marine Corp JROTC Leadership Education I and II (1803300/1803310), Naval Science I and II (1802300/1802310. If 2 credits in JROTC are used to fulfill the health-life management requirement, then this substitution may not be used to fulfill the practical arts or

the PE requirements.

¹⁰ One credit in physical education exclusive of health, first aid, and driver education is required during grades 9-12. A school board may not require the one credit in physical education be taken during the ninth grade year. The only approved waiver from the State of Florida for the entire state-required one-credit in physical education is through athletic participation and scoring a "C" or better on the competency test on personal fitness (s. 1003.43 (1)(j), F.S.). The non-credit Interscholastic Sports Complete Course Code number is 1500430. The only approved waiver from the State of Florida for the state-required elective half-credit in physical education is by completing, with a grade of "C" or better, a band course or physical activity course that requires participation in marching band activities as an extracurricular activity or by completing, with a grade of "C" or better, a JROTC course that has a significant drill component (s. 1003.43 (1)(j), F.S.). The non-credit Marching Band Physical Education Waiver Course Code number is 1500440 and the non-credit JROTC Physical Education Waive Course Code number is 1500450. These two waivers are available in the school's guidance office. If the credit in JROTC is used to fulfill the PE requirement, then this substitution may not be used to fulfill the health-life management or practical arts requirements.

¹¹ The state-required half-credit in elective physical education may be satisfied by completing, with a grade of "C" or better, a ballet course at Douglas Anderson School of the Arts. This one-half credit will be applied to the student's record upon the student's successful completion of the one-half credit of Personal Fitness.

¹² Adaptive Physical Education (1500300) satisfies the Personal Fitness requirement for those ESE students seeking a standard diploma who cannot be assigned to Personal Fitness. Any other Physical Education (PE) course can be used to meet the other half-credit of PE (TAP 1991-8, TAP 1999-1)

¹³ Electives taken in the upper division must be thematic/specialized courses within an academic/learning community.

¹⁴ Students with disabilities, who are on a standard diploma track, having a handicapping condition which inhibits the acquisition and expression of a world language, may receive a waiver of the world language credits. Waiving the world language credits will not change the number of credits required for graduation. **Note:** Postsecondary institutions may require completion of the world language credits, or application for waiver/substitution of the world language credits through the Office of Students with Disabilities at the college/university to which they are applying (s. 1007, 261 (1), F.S.). In order for students to be eligible for a Bright Futures Scholarship, the world language credits must be fulfilled

TABLE 6A3
Standard Diploma Option 1
Academic Program of Study (A), Grades 9-12
Early College Program of Study (B)
AP Honors Program of Study (H)
24-Credit General Requirement Option for students entering 9th grade for the first time in 2007-2008 and thereafter

NOTE: 1. Students selecting any magnet program must select the 24-Credit General Requirement Option.
 2. Students who fail to select a graduation option shall be considered to have selected the 24-Credit General Requirement Option outlined below.
 3. Students entering ninth grade for the first time in 2011-2012 on a 24 credit standard diploma track are required to take and pass one on-line course prior to graduation.

Subject	High School Credit
English ^{1,2} (English I-IV, AP, DE, IB, AICE)	4
Mathematics ^{1,3,4}	4
Science ^{1,5}	4
Social Studies ^{1,6}	3
World Languages ⁷	2
The Arts ^{8,12}	1
Health Opportunities through Physical Education (HOPE) ^{9,10,12}	1
Electives ¹¹	5
Total Credits	24

¹ No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

² Students must successfully complete English I and II (std or adv) and English III and English IV or their equivalent AP, DE, IB, or AICE course all of which must include a major concentration in composition, reading for information, and literature. For each year in which a student scores at Level 1 of FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. The department [FLDOE] shall provide guidance on appropriate strategies for diagnosing and meeting the varying instructional needs of students reading below grade level. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by s. 1011.62(9), F.S. and s. 1003.428 (2)(b)2(c), F.S. (See Appendix G.) However, ELL students scoring LAS Links Levels 1, 2, or 3 or CELLA Oral Score of 713 or lower should be scheduled into Developmental Language Arts through ESOL (course #1002380) NOT into Intensive Reading. Those scoring LAS Links Levels 4 and 5 or CELLA Oral Score of 714 or higher may be scheduled into Intensive Reading per s. 1003.56, F.S. These courses will not count as one of the four required English credits which have a major concentration in composition, reading for information, and literature but will satisfy the elective requirement.

³ All students must earn one credit in Algebra I, one credit in Geometry, and one credit in Algebra II (or their equivalent as specified in the State Course Code Directory) prior to graduation. A student must earn a passing grade in BOTH Algebra IA and Algebra IB or Algebra I in order to meet the state/district Algebra I graduation requirement. For students entering ninth grade in 2010-2011 and earlier, the Algebra I graduation requirement, if not reflected on the high school transcript, can be satisfied by successful completion of Algebra II or any Level 3 mathematics course. Algebra I and/or geometry taken in middle school in 2007-2008 and thereafter will earn a high school mathematics credit

Note: For students entering ninth grade for the first time in 2011-2012 and thereafter the Algebra I requirement **MUST** be satisfied by passing the State of Florida Algebra I End of Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state.

For students entering ninth grade for the first time in 2012-2013 and thereafter Geometry and Biology requirements MUST be satisfied by passing the State of Florida Course Assessment or by passing a comparable standardized, statewide End of Course Assessment in another state.

NOTE: A student who has successfully completed Algebra II may NOT be scheduled into Liberal Arts Mathematics. Students who have successfully completed Pre-Calculus may not be scheduled into Dual Enrollment Liberal Arts (MGF 1106) or College Algebra (MAC 1105) unless they earned a grade of "C" or "D."

NOTE: Beginning with students entering 9th grade for the first time in 2010-2011 state EOC requirements will apply to specific courses.

⁴ For each year that a student scores at Level 1 or 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year (s. 1003.428 (2)(b)2(d), F.S.) through applied, integrated, or combined courses.

To ensure mastery of the core concepts of the Sunshine State Standards for Science, all students shall complete biology, two courses in the physical sciences (chemistry, physics, or earth/space science) and an additional science course prior to graduation. Students who complete Health Science I and Health Science II (8417100/8417110) with passing grades may substitute these two courses for their fourth science credit (Anatomy and Physiology), **NOTE:** this waives the 4th science, no SC credit is awarded.

NOTE: Beginning with students entering 9th grade for the first time in 2011-2012 state EOC requirements will apply to specific science courses.

⁶ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States.

⁷ Two high school credits earned in the same world language, unless a district approved waiver for Intensive Reading; Career Academy; multiple years of JROTC, band, chorus, or other art courses; or students with disabilities with an active IEP or Section 504 Plan is approved by the

school's principal. High school world language courses taken in middle school in 2007-2008 and thereafter shall count as high school credits. (See Appendix T.) American Sign Language (ASL) may be used to meet the world language requirement. Postsecondary institutions outside of Florida may not accept ASL as a world language credit for college admission.

⁸ A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. (See The only approved waiver from the State of Florida for the entire state-required one credit in fine arts is through satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of "C" or better in all semesters of the courses. This does not include dual enrollment ROTC classes. (requires waiver # 1500450 AND #1500460)

⁹ HOPE Core is a one credit physical education course which includes the integration of Health and Physical Education Standards, Benchmarks, and topics. A school board may not require the one credit in physical education be taken during the ninth grade year. The only approved waivers from the State of Florida for the state-required HOPE course include the following:

- *Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" on the personal fitness competency test (requires waiver # 1500410, 1500420 AND 1504030) for Interscholastic Sports/Personal Fitness test OR*
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in the same Junior Reserve Officer Training Corps (JROTC) Program with a grade of "C" or better (each semester). This DOES NOT include dual enrollment ROTC classes (requires waiver #150450 AND 1500460).

¹⁰ Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE as determined in their IEP's.

¹¹ Elective courses are selected by the student in order to pursue a complete educational program.

¹² Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) class with a grade of "C" or better satisfies the full one credit HOPE requirement and the full one credit Arts requirement when the appropriate course waivers have been entered on the transcript..

Note: An online course is defined as one which is delivered via online or using distance learning technology in an interactive learning environment.

TABLE 6A4
Standard Diploma Option 2
Academic Program of Study (S), Grades 9-12
For Students With Disabilities Not Choosing Option 1

* Student with disabilities, excluding Gifted and Home/Hospital, may choose this option at any time. A parent conference and parent sign off is required.

NOTE: Students choosing this option will not be eligible for State University (SUS) admissions or for the Bright Futures scholarship.

Subject	High School Credit
English ¹ (English I-IV, AP, DE, IB, AICE)	4
Mathematics ^{1, 2, 3}	4
Science ⁴	3
Social Studies ⁵	3
The Art ^{6, 10}	1
Health Opportunities through Physical Education (HOPE) ^{7, 8, 10}	1
Electives ⁹	8
Total Credits	24

¹ Student with disabilities, excluding Gifted and Home/Hospital only, may be granted credit toward high school graduation for enrollment in any district approved Level 1 courses. A written assessment of the need must be included in the student's IEP indicating that a more rigorous course of study would be inappropriate.

² Students entering ninth grade for the first time in 2010-2011, Algebra I and Geometry are required courses. For students entering ninth grade for the first time in 2012-2013 Algebra I, Geometry and Algebra II are required courses. Algebra I and/or geometry taken in middle school in 2007-2008 and thereafter will earn a high school mathematics credit.

Note: For students entering ninth grade for the first time in 2011-2012 and thereafter the Algebra I requirement **MUST** be satisfied by passing the State Algebra I End of Course Assessment or by having been awarded an Algebra I credit from an accredited institution at the time of enrollment.

NOTE: Beginning with students entering 9th grade for the first time in 2010-2011 state EOC requirements may be waived for students with disabilities, with an IEP, who meet state guidelines.

³ For each year that a student scores at Level 1 or 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year (s. 1003.428 (2)(b)2(d), F.S.) through applied, integrated, or combined courses.

⁴ For students who enter ninth grade for the first time in 2011-2012 and before, Biology is a required course. For students who enter ninth grade for the first time in 2013-2014 and thereafter, Biology and either Chemistry or Physics are required courses.

NOTE: Beginning with students entering 9th grade for the first time in 2010-2011 state EOC requirements may be waived for students with disabilities, with an IEP, who meet state guidelines.

⁵ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States.

⁶ A total of one credit shall be taken in fine or performing arts, speech and debate, or a state approved practical arts course. (See The only approved waiver from the State of Florida for the entire state-required one credit in fine arts is through satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of "C" or better. This does not include dual enrollment ROTC classes. (requires waiver # 1500450 AND #1500460)

⁷ HOPE Core is a one credit physical education course includes the integration of Health and Physical Education Standards, Benchmarks, and topics. A school board may not require the one credit in physical education be taken during the ninth grade year. The only approved waivers from the State of Florida for the state-required HOPE course include the following:

- Participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" on the personal fitness competency test (requires waiver # 1500410, 1500420 AND 1504030) for Interscholastic Sports/Personal Fitness test OR
- Satisfactory completion of four (4) semesters over a minimum of two (2) years in the same Junior Reserve Officer Training Corps (JROTC) program with a grade of "C" or better (each semester). This DOES NOT include dual enrollment ROTC classes (requires waiver #150450 AND 1500460).

⁸ Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities can be met through participation in adaptive or specially designed PE as determined in their IEP's.

⁹ Elective courses are selected by the student in order to pursue a complete educational program. Students who scored a Level 1 or 2 on the FCAT 2.0 Reading test must be scheduled into an appropriate Intensive Reading course as determined by state guidelines.

¹⁰ Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) class with a grade of "C" or better satisfies the full one credit HOPE requirement and the full one credit Arts requirement when the appropriate course waivers have been entered on the transcript.

TABLE 6B
Comprehensive High School (HS), Program of Study (R)
Three-Year 18-Credit College Preparatory Option (s. 1003.429 (1), F.S.)

NOTE: Students selecting any magnet program must select the 24-Credit General Requirement Option.

Subject	High School Credit
English ^{1,2,9} (English I-IV, AP, IB, Dual Enrollment, AICE)	4
Mathematics ^{1,3}	3
Science ^{1,4}	3
Social Studies ^{1,5}	3
World Language ⁶	2
Electives ⁷	3
Total Credits⁸	18

¹ No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

² ELL students scoring LAS Links Levels 1, 2, or 3 or CELLA Oral Score of 713 or lower should be scheduled into Developmental Language Arts through ESOL (course #100238) NOT into Intensive Reading. Those scoring LAS Links Levels 4 and 5 or CELLA Oral Score of 714 or higher may be scheduled into Intensive Reading per s. 1003.428 (2)(b)2(c), F.S. These courses will not count as one of the four required English credits but will satisfy the elective requirements.

³ All students must earn one credit in Algebra I, one credit in Geometry (as specified in the State Course Code Directory) and one credit in Algebra II, or higher from the list of courses that qualify for state university admission prior to graduation. The Algebra I graduation requirement, if not reflected on the high school transcript, can be satisfied by successful completion of Algebra II or any Level 3 mathematics course. Algebra and/or Geometry taken in middle school in 2007-2008 and thereafter will earn high school mathematics credits. **NOTE:** A student who has successfully completed Algebra II may NOT be scheduled into Liberal Arts Mathematics. Students who have successfully completed Pre-Calculus may not be scheduled into Dual Enrollment Liberal Arts (MGF 1106) or College Algebra (MSC 1105) unless they earned a grade of "C" or "D."

Note: For students entering ninth grade for the first time in 2011-2012 and thereafter the Algebra I requirement MUST be satisfied by passing the State Algebra I End of Course Assessment or by having been awarded an Algebra I credit from an accredited institution at the time of enrollment.

Note: Beginning with students entering 9th grade for the first time in 2010-2011 state EOC requirements will apply to specific math courses.

⁴ To ensure mastery of the core concepts of the Sunshine State Standards for Science, all students shall complete biology and two courses in the physical sciences (chemistry, physics, earth/space science) prior to graduation.

Note: Beginning with students entering 9th grade for the first time in 2011-2012 state EOC requirements will apply to specific science courses.

⁵ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States. For students entering the ninth grade in the 1997-98 school year and thereafter, the curriculum for American government shall include the study of Florida government, including the State Constitution, the three branches of state government, as well as municipal and county government.

⁶ Two high school credits in the same world language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If using demonstrated proficiency, the student shall replace the language requirement with 2 credits from the approved list for state university admissions. American Sign Language (ASL) may be used to meet the world language requirement. Students and parents should be advised that postsecondary institutions outside of Florida may not accept ASL as a world language credit.

⁷ The 3 credits shall be from the approved list for state university admissions.

⁸ At least 6 of the 18 academic credits required for completion of this program must be received in classes that are honors, dual enrollment, AP, IB, AICE, specifically listed or identified by the DOE as rigorous pursuant to s. 1009.531 93, F.S. or weighted for class ranking purposes. For students who enter Grade 9 in the 2006-2007 school year and thereafter, honors courses will no longer be accepted as part of the six credits.

⁹ These courses must have a major concentration in composition, reading for information, and literature.

Note: Students electing this graduation option must maintain a cumulative GPA of 3.5 on a 4.0 scale in required courses AND receive a weighted or unweighted grade that earns at least 3.0 or its equivalent in each of the 18 required credits.

TABLE 6C
Comprehensive High School (HS)
Program of Study (W)
Three-Year 18-Credit Career Preparatory Option (s. 1003.429 (1), F.S.)

NOTE: Students selecting any magnet program must select the 24-Credit General Requirement Option.

Subject	High School Credit
English ^{1, 2, 8} (English I-IV, IB, AP, Dual Enrollment, AICE)	4
Mathematics ^{1, 3}	3
Science ^{1, 4}	3
Social Studies ^{1, 5}	3
Career Education ⁶	3/5
Electives ⁷	2/0
Total Credits	18

¹ No student may be granted credit toward high school graduation for enrollment in any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate, in which case a written assessment of the need must be included in the student's IEP.

² ELL students scoring LAS Links Levels 1, 2, or 3 or CELLA Oral Score of 713 or lower should be scheduled into Developmental Language Arts through ESOL (course #100238) NOT into Intensive Reading. Those scoring LAS Links Levels 4 and 5 or CELLA Oral Score of 714 or higher may be scheduled into Intensive Reading per s. 1003.56, F.S. These courses will not count as one of the four required English credits but will satisfy the elective requirements.

³ All students must earn one credit in Algebra I, one credit in Geometry (as specified in the State Course Code Directory), and one other mathematics credit prior to graduation. The Algebra I graduation requirement, if not reflected on the high school transcript, can be satisfied by successful completion of Algebra II or any Level 3 mathematics course. Algebra and/or Geometry taken in middle school in 2007-2008 and thereafter will earn high school mathematics credits. For each year that a student scores at Level 1 or 2 on FCAT 2.0 Mathematics, the student must receive remediation the following year (s. 1003.4156 (1)(c), F.S.) through applied, integrated, or combined courses.

Note: A student who has successfully completed Algebra II may NOT be scheduled into Liberal Arts Mathematics. Students who have successfully completed Pre-Calculus may not be scheduled into Dual Enrollment Liberal Arts (MGF 1106) or College Algebra (MAC 1105) unless they earned a grade of "C" or "D."

Note: Beginning with students entering 9th grade for the first time in 2010-2011 state EOC requirements will apply to specific math courses

Note: For students entering ninth grade for the first time in 2011-2012 and thereafter the Algebra I requirement MUST be satisfied by passing the State Algebra I End of Course Assessment or by having been awarded an Algebra I credit from an accredited institution at the time of enrollment.

⁴ To ensure mastery of the core concepts of the Sunshine State Standards for Science, all students shall complete prior to graduation, biology and two courses in the physical sciences (chemistry, physics, earth/space science).

NOTE: Beginning with students entering 9th grade for the first time in 2011-2012 state EOC requirements will apply to specific science courses.

⁵ The credits shall include 1 credit in American history; 1 credit in world history; ½ credit in economics; and ½ credit in American government including a study of the Constitution of the United States. For students entering the ninth grade in the 1997-98 school year and thereafter, the curriculum for American government shall include the study of Florida government, including the State Constitution, the three branches of state government, as well as municipal and county government.

⁶ Three sequential credits in a single career education program or three credits in career and technical certificate dual enrollment courses, or five credits in career education courses. A single vocational or career education program consists of a sequential program of studies which requires at least three secondary school and technical credits taken over at least two academic years that will qualify a student for the Florida Gold Seal Vocational Scholars (GSV) award.

⁷ Two credits in electives unless five credits are earned in career education courses.

⁸ These courses must have a major concentration in composition, reading for information and literature.

Note: Students electing this graduation option must maintain a cumulative GPA of 3.0 on a 4.0 scale in required courses AND receive a weighted or unweighted grade that earns at least 2.0 or its equivalent in each of the 18 required credits.

TABLE 7 International Baccalaureate (IB) Program of Study*(I), Grades 9-12		
Subject	Credit/IB Curriculum	9 th Grade Beginning in 2011-2012 and thereafter
English ¹	4	4
Mathematics ²	4	5*
Science ³	4	4
Social Studies ⁴	4	4
World Language ⁵	2	2
Theory of Knowledge	1	1
The Arts/Electives ⁶	9	8
Total Credits	28	28
¹ Must be level three courses with a least one IB or Advanced Placement (AP) English course which demonstrates a major concentration in composition and literature. ² Must be level three courses (geometry and 3 higher) with at least one IB or AP course. ³ Must be level three courses (Biology 1 and 3 higher) with at least one IB or AP laboratory science. ⁴ Must be level three courses with at least one IB or AP course. ⁵ Four credits are recommended, 2 shall be required in the same world language. ⁶ May include visual arts, theatre arts, music, film, computer science, a second world language, a second science, a second social studies, a school-based syllabus approved by IBO, or any course listed in the <u>State Course Code Directory</u> for which high school credit is granted. * An IB Diploma will be awarded upon successful completion of IB exams, theory of knowledge, extended essay, and CAS. Students who complete the IB curriculum shall have satisfied the district and state graduation requirements. If a student withdraws from the IB program after ninth or tenth grade, he/she shall be required to complete all district and state requirements for graduation. If a student withdraws after the eleventh grade, he/she shall be required to complete all state requirements for graduation. Additional requirements for the IB Program of Study include the completion of an extended essay and a 150-hour creative action, and service (CAS) project.		² Must include Algebra 1 (Level 2 or Level 3 Course), Geometry Level 3 ^{2,3} Beginning with students entering 9 th grade for the first time in 2011-2012 state EOC requirements will apply to specific math and science courses.

TABLE 8 Cambridge Advanced International Certificate of Education (AICE) Program of Study*(Q), Grades 9-12 Completion of the AICE curriculum requires a student to be enrolled in six AICE courses to include at least one course/AICE examination in each area (mathematics & science, languages, and arts and humanities).		
Subject	Credit/AICE Curriculum	9 th Grade Beginning in 2011-2012 and thereafter
English ¹	4	4
Mathematics ²	4	5
Science ³	4	4
Social Studies ⁴	4	4
World Language ⁵	2	2
Thinking Skills/ Electives ⁶	10	9
Total Credits	28	28
¹ Must be level three courses with at least one AICE or Advanced Placement (AP) course which demonstrates a major concentration in composition and literature. It is recommended that the English course for the sophomore level be General Paper 1009360. ² Must be level three courses (Geometry/Pre AICE Math I I and 3 higher) with at least one AICE or Advanced Placement (AP) course. ³ Must be level three courses (Pre AICE Biology I or higher) with at least one AICE or Advanced Placement (AP) laboratory science course. ⁴ Must be level three courses with at least one AICE or Advanced Placement (AP) course. ⁵ Two credits earned in the same world language. ⁶ May include AICE Thinking Skills, and/or additional Pre AICE and AICE courses which are not part of the required curriculum. * An AICE Diploma at Distinction, Merit, or Pass level will be awarded upon successfully passing a total of six examinations to include at least one examination in each area (mathematics & science, languages, and arts and humanities). The AICE Diploma level will be dependent upon grades earned on each exam. Students who complete the AICE curriculum shall have satisfied the district and state graduation requirements. If a student withdraws from the AICE program after ninth or tenth grade, he/she shall be required to complete all district and state requirements for graduation. If a student withdraws after the eleventh grade, he/she shall be required to complete all state requirements for graduation.		² Must include Algebra 1 (Level 2 or Level 3 Course), Geometry Level 3 ^{2,3} Beginning with students entering 9 th grade for the first time in 2011-2012 state EOC requirements will apply to specific math and science courses.

TABLE 9
Performance Based Diploma and Career Development (GED Exit Option)
Program of Study (G)

Subject	Credit
Courses leading to a State Equivalency diploma*	None specified**
<p>* While enrolled in the program, students will be scheduled into intensive mathematics, intensive reading, intensive language arts, AND career education courses leading to an occupational completion point (OCP), which will lead to a Duval County District diploma.</p> <p>** Both course credits and GPA requirements are waived. Students must pass both the FCAT 2.0 or, if legislated, earn scores on a standardized test that are concordant with passing scores on the FCAT 2.0 as defined in s. 1008.22 (9), F.S. and the GED exam to receive a State Equivalency diploma. These students will be coded with a W10 withdrawal code. Students who pass the GED exam but fail to pass the FCAT 2.0 will be coded WGD.</p>	

TABLE 10
GRADUATION INITIATIVE (GED Exit Option)
PROGRAM OF STUDY (J)

Subject	Credit
Courses leading to a State Equivalency diploma*	None specified**
<p>* While enrolled in the program, students will be scheduled into intensive mathematics, intensive language arts, and intensive reading courses, which will lead to a Duval County District diploma.</p> <p>** Both course credits and GPA requirements are waived. Students must pass both the FCAT 2.0 or, if legislated, earn scores on a standardized test that are concordant with passing scores on the FCAT 2.0 as defined in s. 1008.22 (9), F.S. and the GED exam to receive a State Equivalency diploma. These students will be coded with a W10 withdrawal code. Students who pass the GED exam but fail to pass the FCAT 2.0 will be coded WGD.</p>	

TABLE 11A
Exceptional Student Education (Grades 9-12)
Program of Study (E) for Students with Disabilities Pursuing a Special Diploma, Option1

Note: For students entering 9th grade before 2006-2007 school year.

Subject	Credit
English ^{1,6}	4
Mathematics ⁶	4
Science ^{2,6}	3
Social Studies ^{3,6}	2
Career Education and/or Performing Fine Arts ⁴	3
Physical Education ^{4,5}	1
Electives and/or career courses ⁶	7
Total Credits	24

¹ May include two reading courses.

² Any Health and Safety or Science course. . Successful completion of Health-Life Management Skills and Personal, Social, Family Relations will satisfy one credit of Health and Safety 9-12 OR successful completion of Health-Life Management Skills and a waiver out of Personal, Social, and Family Relations with a replacement elective will satisfy the one credit of Health and Safety 9-12.

Schools are to schedule .50 American government and .50 economics, but any two credits in social studies will meet this requirement.

⁴ Credits may be satisfied by any combination of practical arts, career education, exploratory career education, or performing/visual fine arts.

⁵ Exclusive of health, first aid, and driver education, one credit of physical education is required during grades 9-12, which should include assessment, improvement, and maintenance of personal fitness. When appropriate, Personal Fitness should be used. Adaptive PE or Specially Designed PE satisfies the Personal Fitness requirement for students who cannot be assigned to Personal Fitness. Any PE course can be used to meet the other half-credit of PE. The only approved waiver from the State of Florida for the state-required elective half-credit in physical education is by completing, with a grade of "C" or better, a band course or physical activity course that requires participation in marching band activities as an extracurricular activity or by completing, with a grade of "C" or better, a JROTC course that has a significant drill component. (F.S. 1003.43 (1) [j]) The non-credit Marching Band Physical Education Waiver Course Code number is 1500440 and the non-credit JROTC Physical Education Waiver Course Code number is 1500450. These two waivers are available in the school's guidance office.

⁶ As appropriate, any academic credits beyond the required number will be used to satisfy an elective credit.

Note: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but who have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion.

TABLE 11B

Exceptional Student Education (Grades 9-12)
 Program of Study (E) for Students with Disabilities Pursuing a Special Diploma, Option 1
 Note: For students entering 9th grade for the first time in the 2006-2007 school year through 2010-2011.

Subject	Credit
English ^{1,6,7}	4
Mathematics ^{6,7}	4
Science ^{2,6}	3
Social Studies ^{3,6}	2
Physical Education ⁴	1
Electives and/or career courses ^{5,6}	10
Total Credits	24

¹ May include two reading courses.

² Any Health and Safety or Science course.

Schools are to schedule .50 American government and .50 economics, but any two credits in social studies will meet this requirement.

⁴ For students entering 9th grade prior to 2007-2008, personal fitness and an elective PE will fulfill the physical education requirement. For students entering 9th grade in 2007-2008 for the first time and thereafter, HOPE should be used. Adaptive PE or Specially Designed PE satisfies the PE requirement for students who cannot be assigned to HOPE. It is recommended that the HOPE course be taken in Grade 11. The only approved waivers from the State of Florida for the HOPE course include the following:

- *Participation in two seasons of any interscholastic sport at the junior varsity OR varsity levels AND a grade of "C" or better on the Florida Competency Test of Personal Fitness* (requires waiver # 1500410, 1500420 AND 1500430) OR
- Satisfactory completion of (four (4) semesters) over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) program with a grade of "C" or better (each semester). This DOES NOT include dual enrollment ROTC class (requires waiver number 1500450 AND 1500460).

⁵ Career Education and electives should be part of a planned program designed to develop career skills, as well as, completion of an Academic Plan. Electives may include academics, arts, physical education or social personal development.

⁶ As appropriate, any academic credits beyond the required number will be used to satisfy an elective credit.

⁷ Level 1 courses may satisfy this requirement.

Note: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion

SPECIAL NOTE: ALL special standards courses are unavailable for students entering 9th grade beginning in the 2011-2012 school year and will be unavailable after the 2014-2015 school year. If a student who entered high school prior to 2011-2012 continues to be scheduled in special standards courses, the instruction provided should be - to the greatest degree possible- implemented with intensive accommodations, interventions and only with minimal modifications.

TABLE 11C

Exceptional Student Education (Grades 9-12)
 Program of Study (E) for Students with Disabilities Pursuing a Special Diploma, Option 1

Note: For students entering 9th grade for the first time in the 2011 -2012 school year and thereafter.

Subject	Credit
English ^{1, 6, 7}	4
Mathematics ^{6, 7}	4
Science ^{2, 6, 7}	3
Social Studies ^{3, 6}	2
Physical Education ⁴	1
Electives and/or career courses ^{5, 6}	10
Total Credits	24

¹ May include two reading courses.

² Any Health and Safety or Science course.

³ Schools are to schedule .50 American government and .50 economics, but any two credits in social studies will meet this requirement.

⁴ Adaptive PE or Specially Designed PE satisfies the PE requirement for students who cannot be assigned to HOPE. It is recommended that the HOPE course be taken in Grade 11. The only approved waivers from the State of Florida for the HOPE course include the following:

- Participation in two seasons of any interscholastic sport at the junior varsity OR varsity levels AND a grade of "C" or better on the Florida Competency Test of Personal Fitness (requires waiver # 1500410, 1500420 AND 1500430) OR
- Satisfactory completion of (four (4) semesters) over a minimum of two years in the same Junior Reserve Officer Training Corps (JROTC) program with a grade of "C" or better (each semester). This DOES NOT include dual enrollment ROTC class (requires waiver number 1500450 AND 1500460).

⁵ Career Education and electives should be part of a planned program designed to develop career skills, as well as, completion of an Academic Plan. Electives may include academics, arts, physical education or social personal development.

⁶ As appropriate, any academic credits beyond the required number will be used to satisfy an elective credit.

⁷ Level 1 courses may satisfy this requirement.

Note: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion

TABLE 12A
Exceptional Student Education (Grades 9-12)
Program of Study (C) for Students with Disabilities Pursuing a Special Diploma, Option 1

Note: For students entering 9th grade before 2006-2007 school year.

Subject	Credit
Language Arts ¹	2
Mathematics ²	1
Science ³	1
Social Studies ⁴	1
Physical Education ⁵	1
Career/Elective	18
Total Credits	24

¹May be satisfied by any combination of standard English, English 9-12, Life Skills Communication 9-12, and/or Communication Skills for Functional Living .or a course which provides instruction toward meeting the applicable state standards for reading and writing.

²May be satisfied by any standard mathematics, Mathematics 9-12, Life Skills Mathematics, or Academic Skills for Functional Living or a course which provides instruction towards meeting applicable state standards.

³Any Health and Safety or Science course. This course must provide instruction toward meeting the applicable state standards. (Successful completion of Health-Life Management Skills and Personal/Social, Family Relations will satisfy one credit of Health and Safety 9-12, **OR** successful completion of Health-Life Management Skills and a waiver out of Personal, Social, Family Relations with a replacement elective will satisfy one credit of Health and Safety 9-12)

⁴May be satisfied by any of the required standard social studies courses, Social Studies 9-12, or Career Experiences, or a course which provides instruction toward meeting the applicable state standards.

⁵Exclusive of health, first aid, and driver education, one credit of physical education is required during grades 9-12, which should include assessment, improvement, and maintenance of personal fitness. When appropriate, Personal Fitness should be used. Adaptive PE or Specially Designed PE satisfies the Personal Fitness requirement for students who cannot be assigned to Personal Fitness. Any PE course can be used to meet the other half-credit of PE. For waiver options, refer to Appendix K.

Required: Once an alternative course of study for students in ESE has been selected and written parent approval is obtained, the request must be reviewed and approved by the EE/SS High School Support Team office.

Note: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but who have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion.

TABLE 12B
Exceptional Student Education (Grades 9-12)
Program of Study (C) for Students Pursuing a Special Diploma, Option 1

Note: For students entering 9th grade for the first time in the 2006-2007 school year and thereafter.

Subject	Credit
Language Arts ^{1,6}	2
Mathematics ^{2,6}	1
Science ³	1
Social Studies ⁴	1
Physical Education ⁵	18
Career/Elective	
Total Credits	24

¹May be satisfied by any combination of standard English, English 9-12, Life Skills Communication 9-12, and/or Communication Skills for Functional Living, or a course which provides instruction toward meeting the applicable state standards for reading and writing.

²May be satisfied by any standard mathematics, Mathematics 9-12, Life Skills Mathematics, or Academic Skills for Functional Living or a course which provides instruction toward meeting the applicable state standards for.

³ Any Health and Safety or Science course.

⁴May be satisfied by any of the required standard social studies courses, Social Studies 9-12, or Career Experiences or a course which provides instruction toward meeting the applicable state standards.

⁵ For students entering 9th grade prior to 2007-2008, personal fitness and an elective PE will fulfill the physical education requirement. For students entering 9th grade in 2007-2008 for the first time and thereafter, HOPE. should be scheduled. Adaptive PE or Specially Designed PE satisfies the PE requirement for students who cannot be assigned to HOPE. The only approved waivers from the State of Florida for the HOPE course include the following:

- *Participation in two seasons of any interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" or better on the Florida Competency Test of Personal Fitness* (requires waiver numbers 1500410, 1500420 AND 1500430)
OR
- Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) program with a grade of "C" or better (each semester). This DOES NOT include dual enrollment ROTC class (requires waiver numbers 1500450 AND 1500460).

⁶ Level 1 courses may satisfy this requirement.

Note: Students must complete an Academic Plan and may revise it yearly as part of the annual course registration process and should update their Academic Plan to reflect such revisions.

Required: Once an alternative course of study for a student with disabilities has been selected, and written parent approval is obtained, the request must be reviewed and approved by the District EE/SS High School Support Team office.

Note: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but who have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion.

SPECIAL NOTE: ALL special standards courses are unavailable for students entering 9th grade beginning in the 2011-2012 school year and will be unavailable after the 2014-2015 school year. If a student who entered 9th grade prior to 2011-2012 continues to be scheduled in special standards courses, the instruction provided should be - to the greatest degree possible - implemented with intensive accommodations, interventions and only with minimal modifications.

TABLE 13
Exceptional Student Education (Grades 9-12)
Program of Study (T) for Students with Disabilities working on the Supported Level
Pursuing a Special Diploma, Option 1
For students entering the 9th grade prior to 2011-2012

Subject	Credit
Academics which may include Language Arts ¹ , Mathematics ² , Science ³ , Social Studies ⁴	5
Physical Education ⁵	1
Career/Elective ⁶	18
Total Credits	24

¹May be satisfied by any combination of standard English, English 9-12, Life Skills Communication 9-12, and/or Communication Skills for Functional Living, Access Points English, or a course which provides instruction toward meeting the applicable state standards for reading and writing.

²May be satisfied by any standard mathematics, Mathematics 9-12, Life Skills Mathematics, or Academic Skills for Functional Living, Access Points Math, or a course which provides instruction toward meeting the applicable state standards for mathematics.

³ Any Health and Safety, Science course, or Access Points Science. (For students entering 9th grade before the 2007-2008 school year, successful completion of Health-Life Management Skills and Personal/Social, Family Relations will satisfy one credit of Health and Safety 9-12, **OR** successful completion of Health-Life Management Skills and a waiver out of Personal, Social, Family Relations with a replacement elective will satisfy one credit of Health and Safety 9-12) For students entering 9th grade in 2007-2008 and thereafter, Health and Safety 9-12 satisfies the science requirement. This course satisfies the health education requirement must provide instruction toward meeting the applicable state standards for science.

⁴May be satisfied by any of the required standard social studies courses, Social Studies 9-12, Career Experiences, "Personal Home Living for Functional Living", "Community and Social Skills for Functional Living", Access Points Social Studies, or a course which provides instruction toward meeting the applicable state standards.

⁵ One credit of physical education is required during grades 9-12. This requirement may be met by any physical education course or, Adaptive PE or Specially Designed PE..

⁶Career education and electives should be part of a planned program designed to develop career skills. Electives may include academic, arts, physical education or social personal development areas. **Note:** Students entering 9th grade for the first time in 2007-2008 and thereafter must complete an Academic Plan and may revise it yearly as part of the annual course registration process.

Note: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion.

***Must meet criteria for participation in the Florida Alternate Assessment.**

TABLE 14
Exceptional Student Education (Grades 9-12)
Program of Study (P) for Students with Disabilities working on the Participatory Level
Pursuing a Special Diploma, Option 1
For students entering the 9th grade prior to 2011-2012

Subject	Credit
Cognitive/Linguistic Skills ^{1,2,3}	6
Life Sustaining/Environmental Interaction Skills ^{1,2,3}	6
Leisure/Recreation Skills for Improvement of Quality of Life ^{1,3}	6
Developmental-Functional Motor and Sensory Skills ^{1,3}	6
Total Credits	24

¹Any of these courses may be scheduled simultaneously at any given time and/or repeated for credit.

² Applicable state standards must be addressed for all core academic courses.

³Any course may count toward these requirements.

Students with disabilities following this program of study are exempt from the Health Education requirement.

Note: Students entering 9th grade for the first time in 2007-2008 and thereafter must complete an Academic Plan and may revise it yearly as part of the annual course registration process.

Note: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion.

*Must meet criteria for participation in the Florida Alternate Assessment.

TABLE 15
Exceptional Student Education (Grades 9-12)
Program of Study (K) for Students with Disabilities Pursuing a Special Diploma, Performance-Based Diploma, Option 2

Subject	Hours per Day Instruction Credit
Community Employment and Life Skills Competencies	7*

Placement in this program of study for students with disabilities includes the following criteria:

- Student must be at least 16 years old and have been in high school at least one semester.
- Student must provide verification of the 150 hours of paid work experience (pay stubs, letter from employer, or time sheets).
- Students must provide a signed Special Diploma Option 2 parent agreement.
- Student must provide proof of full time employment via Employer Agreement.
- Student must provide a completed "Screening Packet-A".

*Promotion and graduation are determined by the student's Graduation Training Plan and the IEP and the IEP signed by the parent/guardian/surrogate, student or adult student. Credits are awarded based on the mastery of scheduled courses for each student and are used primarily for the purpose of making a diploma decision change or transferring out of the district as provided by the Florida State Board of Education 6A-1.0996. These students are exempt from the Health Education requirement.

Note: Students entering 9th grade for the first time in 2007-2008 and thereafter must complete an Academic Plan.

Note: District approval required. To initiate the referral process, contact the District Transition Specialist in the EE/SS High School Support Team office.

TABLE 16

Exceptional Student Education - (Grades 9-12)
 Program of Study (F) for Students with Disabilities Pursuing a Special Diploma, Option 1
 Access Point

Subject	Credit
English ^{1,6,7}	4
Mathematics ^{6,7}	4
Science ^{2,6,7}	3
Social Studies ^{3,6,7}	2
Physical Education ^{4,5}	.5
Health ⁵	.5
Career and Technical Education ^{6,7}	4
Electives and/or career courses ⁸	6
Total Credits	24

¹ May include two reading courses.

² Any Health and Safety or Science course.

³ Schools are to schedule .50 American government and .50 economics, but any two credits in social studies will meet this requirement

⁴ Adaptive PE or Specially Designed PE satisfies the PE requirement

⁵ One credit of Access HOPE or HOPE may satisfy this requirement. It is recommended that the Access HOPE or HOP E course be taken in Grade 11. The only approved waivers from the State of Florida for the HOPE course include the following:

- Participation in two seasons of any interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" or better on the Florida Competency Test of Personal Fitness (requires waiver numbers 1500410, 1500420 AND 1500430)
OR
- Satisfactory completion of four (4) semesters over a minimum of two years in a Junior Reserve Officer Training Corps (JROTC) program with a grade of "C" or better (each semester). This DOES NOT include dual enrollment ROTC class (requires waiver numbers 1500450 AND 1500460).

⁶ Career Education and electives should be part of a planned program designed to develop career skills, as well as, completion of an Academic Plan. Electives may include academics, arts, physical education or social personal development.

⁷ As appropriate, any academic credits beyond the required number will be used to satisfy an elective credit.

⁸ Any core content credit may be satisfied by a Level 1 or higher course.

Note: Students with disabilities who are in a special diploma program and have 24 credits as required by the district, but have not successfully met the student performance standards identified for a Special Diploma, may be given a Special Certificate of Completion

13. GRADUATION DIPLOMAS AND CERTIFICATES FOR HIGH SCHOOL STUDENTS:

- a. **Standard Diploma:** A standard diploma shall be awarded to those students who have earned sufficient high school credits as specified in the required program of study, who have earned passing scores on both parts of the FCAT 2.0 or, if legislated, earn scores on a standardized test that are concordant with passing scores on the FCAT 2.0 as defined in s. 1008.22 (9), F.S., and who have achieved a cumulative grade point average as specified in the required program of study. Once - a junior or senior has met the assessment graduation requirement for a standard high school diploma with a concordant score Florida's School Code does not require the student to continue taking the FCAT 2.0 for the purpose of high school graduation. See Tables 6A, 6B, or 6C for the listings of the credit requirements for graduation for students in a regular academic program and for full-time students in the academies of technology. The purpose of the standard diploma is to certify satisfactory achievement in the regular high school academic or career program and completion of all school board and Florida state requirements.

Students with disabilities, excluding gifted only and home/hospital only, may be granted a waiver from the FCAT 2.0 and/or EOC requirements for graduation, provided that the student meets the following criteria:

- has a current IEP,
 - has been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (ss. 1003.428(8)(a), 1003.43(11)(a), and 1008.22(3)(c)8., F.S.),
 - has met the state/district required 24 credits in an approved course of study with a cumulative 2.0 GPA,
 - Has taken the FCAT 2.0 at least twice, once in Grade 10 and once in grade 11, with appropriate accommodations and the IEP Team has determined that even with appropriate accommodations given the FCAT 2.0 is not an accurate assessment of the student's abilities. NOTE: IEP teams should strongly encourage students who have not passed one or more sections of the FCAT 2.0 to retake the assessment when offered.
- AND/OR
- Has taken required EOC(s) at least once and the IEP team has determined that the EOC(s) assessment cannot accurately measure the student's ability, taking into consideration all allowable accommodations.

- b. **Certificate of Completion:** Students electing the 24-Credit General Requirement Option who have not met all graduation requirements shall be awarded either a certificate of completion or a college placement test eligible certificate of completion. Students who receive either of the two certificates of completions are eligible to participate in graduation exercises. Students choosing one of the two 18-credit options are not eligible to receive either certificate of completion.

Students entitled to either certificate of completion may elect to remain in secondary school as full-time or part-time students for up to one additional year and receive instruction to remedy the deficiencies. At the end of the additional year, those students who successfully complete all requirements may participate in graduation exercises and receive a diploma dated that school year.

Any student who has received either certificate of completion who subsequently meets the requirements for a standard high school diploma shall be awarded a standard high school diploma whenever the requirements are completed.

- **College Placement Test Eligible Certificate of Completion:** This certificate shall be awarded to a student who has met all graduation requirements except passing the Grade 10 FCAT 2.0. The student may take the College Placement Test, be admitted to remedial or credit courses at a state community college, and be designated by a withdrawal code of W8A. This certificate of completion shall bear the designation College Placement Test Eligible.
NOTE: A student who receives a college placement test eligible certificate of completion HAS NOT been awarded a high school diploma. Students should be made aware that certain jobs which require licensure also require a standard high school diploma.

NOTE: Students who do not qualify for college level courses based on CPT/PERT/ACT/SAT scores may be ineligible for financial aid. Those students not qualifying for college level courses may opt to return to DCPS to take courses to assist them in passing the appropriate FCAT 2.0 test.

- **Certificate of Completion:** This certificate shall be awarded to the student who has passed the courses required by the State of Florida but failed to pass the Grade 10 FCAT 2.0, to pass courses required by the District, and/or achieve the required grade point average. This student will be designated by the withdrawal code of W08.

NOTE: This student must pass the GED or earn a high school diploma to take credit courses at a state community college.

- c. **State Equivalency Diploma:** A State Equivalency Diploma shall be awarded to those students who participate in and meet the applicable requirements of a County-approved GED exit option program (PBDCDP or GI).
- d. **Special Diploma:** A special diploma shall be awarded to those students who meet the applicable requirements as specified. The exceptional student education programs of study and course requirements for graduation from high school are displayed in Tables 11-16. Students must earn a standard diploma or GED to be admitted to associate degree/college credit program. The student is eligible for admission to non-college credit career certificate programs.
- e. **Special Certificate of Completion:** A special certificate of completion is available to students with disabilities who are unable to meet all of the graduation requirements for a special diploma. The special certificate of completion certifies that the student failed to master the standards required for a Special Diploma. Students earning a special certificate of completion are eligible to participate in graduation exercises.

- f. **High School Equivalency Diploma:** A candidate for a high school equivalency diploma must be at least 18 years of age on the date of the examination, except in extraordinary circumstances as defined below, in which case the candidate must have reached the age of 16.
- A candidate seeking to take the examination for an equivalency diploma prior to age eighteen must present medical evidence from one or more attending physicians attesting to the fact that said student is unable to attend school on a full-time basis; or
 - A candidate may present documented evidence from a recognized social agency or present documented evidence to the superintendent or his designee of undue hardship conditions that preclude or prohibit the student from full-time attendance in school.
- g. **Provisions for Awarding Diplomas, Certificates, and Credit for Adult Education Programs or Postsecondary Programs:** Students successfully completing adult education programs and/or advanced level instruction shall receive certificates of completion, diplomas, appropriate credit or the equivalent from Florida State College at Jacksonville through an agreement between the college and the Duval County School Board (ss. 1003.435, 1003.43, 1003.438, F.S.).
- h. **Provisions for Awarding State Equivalency Diplomas for Performance Based Diploma and Career Development Programs (PBDCDP):** The district may award a State Equivalency Diploma to students who successfully complete the requirements of the PBDCDP and who (1) earn passing scores on each section and an overall passing score on the General Equivalency Diploma (GED) exam and (2) earn passing scores on the FCAT 2.0 or, if legislated, earn scores on a standardized test that are concordant with passing scores on the FCAT 2.0 as defined in s. 1008.22 (9), F.S. In order to participate in graduation exercises and to receive a diploma dated that school year, the student must have completed all program requirements (ss. 1003.436(2), 1003.53(2) (a), 1003.53(3), F.S.; S.B.R. 6A-6.021(6)).
- i. **Provisions for Awarding State Equivalency Diplomas for Graduation Initiative Program (GI):** The district may award a State Equivalency Diploma to students who successfully complete the requirements of the GI Program and who 1) earn passing scores on each section and an overall passing score on the GED exam and 2) earn passing scores on the FCAT 2.0 or, if legislated, earn scores on a standardized test that are concordant with passing scores on the FCAT 2.0 as defined in s. 1008.22 (9), F.S. In order to participate in graduation exercises and to receive a diploma dated that school year, the student must have completed all program requirements (ss. 1003.436(2), 1003.53(2) (a), 1003.53 (3), F.S.; S.B.R.6A-6.021(6)).

14. **HONORS DIPLOMA REQUIREMENTS:** To qualify for the gold seal designating an Honors Diploma, a student must earn the following:

- a. a minimum of seven high school honors level courses including the program for the gifted courses with approved, advanced curricular objectives AND
 - b. an overall 3.5 ranking GPA calculated based on high school courses (half way through the 12th grade year).
- **SPECIAL RECOGNITION DIPLOMA SEALS:** The special recognition diploma seals listed below shall be awarded to students meeting the criteria (S.B.R. 6A-1.0995). Special diploma students are not eligible for these seals.
 - a. **Florida Ready to Work (s. 1004.99, F.S.)**
 - b. **Career Education Certified (s. 1003.431, F.S.)**
 - Completion of the requirements for high school graduation.
 - A passing score on the college entry-level placement test or an equivalent test identified by FLDOE.
 - A comprehensive program of study in career education including the following:
 1. completion of academic courses with a designation from FLDOE of level 2 or above;
 2. attainment of at least one occupational point in an industry-certified career education program or completion of at least two courses in a technology education program;
 3. completion of a one-credit course addressing workplace readiness skills;
 4. participation in work-based learning experiences, as defined in rule by the State Board of Education; and
 5. participation in a capstone activity that includes a project related to a career.
 - c. **Accelerated College Credit Completed**
 - Completion of four or more accelerated college credit courses in AP, IB, AICE or Dual Enrollment for which the student is eligible for college credit.
 - AP, IB, and AICE require a passing level on exams that meet Articulation Coordinating Committee requirements.
 - Dual Enrollment courses require a grade of "C" or better.

16. **POSTGRADUATION OPTION FOR STUDENTS WITH DISABILITIES:** All students with disabilities who have not earned a standard diploma or its equivalent are entitled to a free appropriate public education (FAPE) through the end of the school year in which they reach age 22. Students who withdraw during the school year in which they reach age 22 may not re-enroll. All of the IDEA protections continue to apply to students with disabilities ages 18 through the year the student turns 22 who are thus served. These protections include but are not limited to evaluation, reevaluation, IEP's and procedural safeguards. School districts may provide specially designed instruction and related services by offering a variety of settings, as determined appropriate by the IEP team. This determination must be based on the student's needs, preferences, interests, and postsecondary goals.

HIGH SCHOOL APPENDIX A

STANDARDIZED NUMERICAL GRADING SCALE AND DESCRIPTORS FOR GRADES 9-12

School Board Policy (Chapter 4, Section 4.80) addresses the descriptive section of the grading scale. In an effort to promote uniformity among schools in this district, a standard scale with descriptors is required.

GRADING SYSTEM FOR GENERAL EDUCATION STUDENTS IN GRADES 9 – 12:

Grade	Grade Point Average	Value	Definition
A*	90-100	4	Outstanding Progress
B*	80-89	3	Above Average Progress
C*	70-79	2	Average Progress
D*	60-69	1	Lowest Acceptable Progress
F*	0-59	0	Failure**

NG (No Grade/Insufficient Enrollment) For secondary schools the alphabetic letter "O" is recorded.

I (Incomplete) All grades of "I" (Incomplete) shall be made-up as soon as possible but no later than the end of the next grading period or a failing grade shall be assigned.

NOTE: An * beside a course grade indicates a student is working below grade level standards. This rule shall be applied to grades of "F," and "D" earned in any class, or for courses whose number begins with a 79 except for learning strategies for those students in Program of Study A.

*Teachers may use plus (+) and minus (-) symbols as part of this grading system with the letter grades in reporting to parents.

** A teacher shall send home a written scholarship warning/progress report that serves as written notification at any time during a grading period when it is apparent that a student may fail or is doing unsatisfactory work that may lead to failure in any course. The student will be given the opportunity to complete Learning Recovery, and the parents will be offered an opportunity for a conference with the teacher and/or principal/designee. A student may not receive a grade of "F" if this procedure has not been followed.

**HIGH SCHOOL APPENDIX B
DETERMINING THE FINAL AVERAGES FOR COURSES**

1. Assign final averages as follows:

Grade	High School Points
A= 90% - 100%	3.5- 4.0
B= 80% - 89%	2.5 - 3.4
C= 70% - 79%	1.5 -2.4
D= 60% - 69%	1.0 -1.4
F= (59% and below)	Below 1.0

2. Assign points to each grading period (GP) grade, the EOC and the final exam as follows:

Grade	Points
A= 90%-100%	4
B= 80% - 89%	3
C= 70% - 79%	2
D= 60% - 69%	1
F= (59% and below)	0

3. Final grade will be determined based on the following formulas:

Courses with a district-EOC

For a .50 credit course with a district EOC:

$$(Q1 + Q2)/2 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$$

$$(A + B)/2 \times .8 + (B \times .2) = \text{final grade}$$

$$(4 + 3)/2 \times .8 + (3 \times .2) = \text{final grade}$$

$$3.5 \times .8 + .6 = \text{final grade}$$

$$2.8 + .6 = 3.4 = B$$

Courses with no district or state EOC (applies to the first semester of a two semester high school course)

For a .50 credit course with no district EOC

$$(Q1 + Q2)/2 \times .8 + (\text{final exam} [converted to 0-4] \times .2) = \text{final grade}$$

$$(A + C)/2 \times .8 + C \times .2 = \text{final grade}$$

$$(4 + 2)/2 \times .8 + (2 \times .2) = \text{final grade}$$

$$(3 \times .8) + .4 = \text{final grade}$$

$$2.4 + .4 = 2.8 = B$$

State mandated re-averaging of a course grade

When a student fails one half of a full credit course and the averaging of the two halves would result in a passing grade for a full credit the grades obtained in each half :

$$(Q1 + Q2 + Q3 + Q4)/4 \times .8 + (EOC [converted to 0-4] \times .2) = \text{final grade}$$

$$(F + D + C + B)/4 \times .8 + (C \times .2) = \text{final grade}$$

$$(0 + 1 + 2 + 3)/4 \times .8 + (2 \times .2) = \text{final grade}$$

$$(1.5 \times .8) + .4 = \text{final grade}$$

$$1.2 + .4 = 1.6 = C$$

Note: per State Board Rule this only applies to the first attempt at the courses. Subsequent retakes of the courses fall under the grade forgiveness policy.

Students with Disabilities

Students with Disabilities with an IEP (with the exception of Gifted and Hospital Homebound)

For students with a disability pursuing a regular course of study: if the student has demonstrated mastery of all course standards and it has been determined that the comprehensive district EOC will not serve as an accurate measure of the student's mastery of the course content, a failed district EOC may be waived in the final grade calculation.

For students with a disability pursuing a special diploma option: if the student has demonstrated mastery of all course standards, but failed the district EOC, the impact of the EOC will be waived in the final grade calculation

NOTE: For the purpose of calculation correctness no values are rounded to whole numbers. Calculations are carried out 6 decimal places until the final grade average

Courses with state EOCs

For students for which the state End of Course Exam (EOC) will count as 30% of the student's final grade, a final 1.0 credit grade will be awarded for the course based on the following formula:

$$((Q1 + Q2 + Q3 + Q4)/4 \times .70) + (\text{state EOC} [converted to 0-4] \times .3) = \text{Final Grade}$$

Note: For the final grade of D, no rounding will occur. The student must earn at least a 1.0 to earn a credit.

Note: A student with a disability, as defined in s 1007.02 (2), for whom the Individual Education Plan Team determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purposes of determining the student's course grade. The final grade will be based on the average of the 4 quarter grades.

For students for which the state End of Course Exam (EOC) is pass/fail for high school credit to be awarded, a final grade will be awarded for the course based on the following formula. Add each quarter grade and divide the total points by 4.
Credit will ONLY BE AWARDED upon passing the state EOC.

$$\begin{array}{r} (Q1 + Q2 + Q3 + Q4) / 4 \\ (B + A + B + A) / 4 \\ (3 + 4 + 3 + 4) / 4 = 14/4 = 3.5 = A \end{array}$$

Note: Teachers may give final exams, but they will need to be averaged in with the 4th quarter grade.

Note: For the final grade of D, no rounding will occur. The student must earn at least a 1.0 to earn a credit.

Note: A student with a disability, as defined in s 1007.02 (2), for whom the Individual Education Plan Team determines that an end of course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end of course assessment results waived and credit will be awarded if a passing grade was earned in the course.

4. General:

- a. When there is not a state End Of Course Exam (EOC) the district EOC will count as 20% of the year long, stand alone half credit, or second semester final grade (of a two semester course)
Note: EOC is defined as District End of Course Exam, Post-CAST Assessment, or teacher final (when EOC or Post-CAST assessments do not currently exist).
- b. Each teacher arrives at a grading period grade based upon examinations as well as written papers, class participation and other academic performance criteria and must include the student's performance or nonperformance at his or her grade level.
- c. For courses without a district- EOC or state-EOC, a mandatory final exam or project shall be given to all students and shall count as 20% of their final grade.
- d. For courses with a State End of Course Exam (EOC) grades will be calculated based on state designated formulas.
- e. For the purpose of grading period grade, students transferring from school to school shall have the withdrawal grades from the previous school averaged with grades by the receiving school.
- f. Students who have transferred into Duval County Public Schools and have a missing quarter grade may have the grades of their first grading period within this district counted twice for the purposes of determining the final grade averages and the ranking of seniors. A student enrolled in Duval County Public Schools, but who has not been enrolled in the sending or receiving school the minimum fifteen (15) days in a traditional or A/B or eight (8) days on a semesterized (four-by-four) class during a grading period, may be assigned an independent study to complete the course work or the principal may utilize appropriate achievement data from the subject level tests to determine course credit.
- g. Standard mathematical procedures for rounding off shall be used in computing final grade averages. When computing grade point averages for the final course averages, divide to the hundredth's place (two digits to the right of the decimal point). If the hundredth's digit is 5 or greater, "round up" to the 10th's place (1st place behind the decimal). If the hundredth's digit is less than 5, then leave the 10th's digit as is.
- h. The school district shall maintain a one-half credit earned system, (except in in the case of a course with a state-EOC). A one-half credit shall be awarded if the student successfully completes either the first or the second half of a one credit course but fails to successfully complete the other half. If the student successfully completes either the first or the second half of a one credit course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade, the student shall be awarded the whole credit.

HIGH SCHOOL APPENDIX C

GUIDELINES FOR IMPLEMENTING TEACHER JUDGMENT CRITERION

The professional judgment of the teacher is the major factor in determining promotion. Students must demonstrate mastery of the grade level standards to be promoted. The following guidelines are recommended when evaluating student progress:

1. Documentation of teacher judgment is evidenced by:
 - a. Tests
 - teacher-developed
 - district-developed
 - state
 - national
 - textbook
 - b. Assessment activities
 - portfolio samples of student daily work
 - assignments including homework activities
 - records on observations of oral and written student work (classroom participation, completion of assignments, quality of work)
2. Teachers will assess student performance based on assignments and classroom participation. A variety of assessment procedures will be used to determine mastery of standards for promotional purposes. Teachers shall maintain adequate documentation of student mastery of standards.
3. Promotional standards designated for each grade level shall be defined by the district and state standards. Teachers should use the evaluation criteria in instructional guides, and the applicable state standards for the designated grade level.
4. A student portfolio contains a systematic collection of evidence used by the teacher to monitor the student's academic growth over a period of time. Portfolio assessment shall be defined in terms of the following characteristics:
 - ongoing;
 - multidimensional, providing a variety of measures,
 - student-centered, and
 - authentic, requiring students to apply what they have learned.
5. Teachers are encouraged to maintain a portfolio of students' daily assignments, writing journals, reading samples, classroom observations, etc., to document student performance.
6. Report cards communicate a student's achievement to parents. Report card grades shall reflect a student's mastery of standards.

HIGH SCHOOL APPENDIX D

ATTENDANCE POLICY FOR STUDENTS IN GRADES 9 – 12

School attendance is the direct responsibility of parents and students (s. 1003.24, F.S.). All students are expected to attend school regularly, receive total instructional time, and to be on time for classes to benefit from the instructional program. It is important for students to develop habits of punctuality, self-discipline, and responsibility.

The critical attendance concerns are

- excessive absences,
- tardiness, and
- early -sign out.

Open communication between parents and schools is an integral component of the educational process. Schools and parents should work together to encourage students to attend school regularly. Regular attendance in each grading period is necessary for a student to be successful in school. Students who have five (5) or more unexcused absences within a calendar month shall be referred to the District Attendance Office. Missed work shall be made up, as established by the district school board by rule and s. 1003.26, F.S., for all absences (i.e., a day of make-up work for each day of absence when appropriate).

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (s. 1003.33(2), F.S.).

A student is eligible for the Homebound/Hospital program if the following criteria are met:

- certification by a licensed Florida physician that the student is expected to be absent from school due to a physical or psychiatric condition for at least fifteen (15) consecutive school days or due to a chronic condition for at least fifteen (15) school days, which need not run consecutively,
- confinement to home or hospital,
- ability to participate in and benefit from an instructional program,
- receiving medical care for illness or injury which is acute or catastrophic or chronic in nature, and
- ability to receive instructional services without endangering the health and safety of the instructor or other students with whom the instructor may come in contact.

A medical form can be obtained from the counselor at the student's school or by calling the Homebound/Hospital Program office at 348-6849.

During each grading period, the principal and/or designated personnel shall notify parents by phone or in writing on or before the third absence of the student from any class period or school day. Within each grading period parents shall be notified in writing upon the fifth absence of the student from any class period or school day to request their cooperation in preventing further absences.

Any student who misses more than (4) days during one grading period must meet both criteria below to be eligible for a passing grade (A-D) in that course:

- The student passes the required comprehensive quarter exam or the required comprehensive project in the course. A comprehensive exam or comprehensive project will be given to all students in all courses for each grading period.
- The student has an overall passing grade in the course for the grading period.

Students who are absent shall receive a grade of Q (Zero) for work missed for the day(s) or class period(s) in which the absence(s) occur. Students shall be responsible for making up missed work for each absence. Students shall receive 100% credit for all make-up work for all absences completed within the allotted time, (i.e., a day of make-up work for each day of absence when appropriate, or as determined by the principal). Extensions of time should be based on individual review of extenuating circumstances.

Students participating in teenage parent programs shall be exempt from minimum attendance requirements for absences related to pregnancy or parenting, but shall be required to make up work missed due to absence.

Students with unexcused absences shall be held accountable through provisions in the Code of Student Conduct "Minor Offenses", Class 1.10. Other appropriate penalties, such as detention beyond the regular school schedule or appropriate counseling programs for students and parents, may be administered at the discretion of the school principal or designee. (Refer to School Board Policy, File: JH, for definition of excused absences as prescribed by law (s. 1003.436, F.S.).

Each secondary school shall develop a written plan for encouraging and motivating students to attend school. Such plans may include certificates, awards, special events, and participation grades for exemplary attendance during a grading period.

NOTE: A student must be enrolled through the end of the school year to receive final grades and be eligible for promotion.

Failure to attend through the last day of school may impact final grades and promotion. All state End Of Course (EOC) exams, district EOCs and final exams will be administered following the district testing calendar. No exams may be given prior to the approved exam window.

HIGH SCHOOL APPENDIX E

GRADUATION GRADE POINT AVERAGE RANKING GRADE POINT AVERAGE

Grade point averages (GPA) affecting high school students include the Graduation or State GPA and the Ranking or District GPA.

1. GRADUATION GPA

a. Requirements

A specified grade point average is a requirement for graduation.

- Students who entered 9th grade during the 1997-1998 school year and thereafter who did not elect one of the two 3-year accelerated high school graduation options must have a 2.0 cumulative GPA in courses required for graduation.
- Students who entered 9th grade during the 2004-2005 school year and thereafter who elected one of the two 3-year accelerated high school graduation options must have a 3.0 cumulative, weighted GPA in the courses required for graduation.

b. Procedures

Beginning in the 2002-2003 school year, regardless of the year the student entered ninth grade, calculation of the graduation (or state) GPA:

- is always cumulative and includes:
 - 1) For the 24-Credit General Requirement Option credits earned and attempted* at the time of the calculation.
 - 2) For either of the three-year, 18-credit options credits earned and attempted that are required for graduation at the time of calculation.
- is updated automatically with any change.
- uses final grade averages for completed courses taken that count toward high school graduation and quarter grades for courses in progress.
- replaces a grade of "D" or "F" earned in a high school course or a grade of "C" earned in a high school course taken while in middle school when a course is repeated as long as the higher grade is a "C" or better (s. 1003.43, F.S.).
- is computed to the fourth decimal place (ten thousandths).
- is based on an unweighted scale (A=4, B=3, C=2, D=1, F=0).

c. Forgiveness Policy

- For students not electing one of the 3-year accelerated high school graduation options and entering the 9th grade in 2000-2001 and thereafter, the following will apply. When the 24 credits required by state law for high school graduation have been earned, but the GPA requirement has not been met, the forgiveness policy takes effect and recalculation occurs based on the following criteria:
 - 1) Beginning in 2007-2008 school year a grade of "C," "D," or "F" in a high school course taken in middle school can be replaced with a grade of "C" or higher earned subsequently in the same or comparable course (including Level 1 courses in Reading and Math for students following Standard Diploma Option 2 or any special diploma option) (s. 1003.43, F.S.).
 - 2) The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" for a course taken in high school or beginning in 2007-2008 school year a grade of "C," "D," or "F" in a high school course taken in middle school with a grade of "C" or higher earned subsequently in another course (s. 1003.43, F.S.).
 - 3) Any course grade not replaced (#1 and/or #2 above) shall be included in the calculation of the cumulative grade point average required for graduation (s. 1003.43, F.S.).
 - 4) Out-of-state and/or private school grades shall be included in the student's cumulative GPA.
- For students electing a 3-year accelerated high school graduation option and entering the 9th grade in 2003-2004 and thereafter, the following will apply. When the 18 credits required by state law for high school graduation have been earned, but the GPA requirement has not been met, the forgiveness policy takes effect and recalculation occurs based on the following criteria:
 - 1) Beginning in the 2000-2001 school year a grade of "D" or "F" in a required course can be replaced with a grade of "C" or higher earned subsequently in the same or comparable course (s. 1003.43, F.S.).
 - 2) The forgiveness policy for elective courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course (s. 1003.43, F.S.).
 - 3) The calculation of the cumulative grade point average required for graduation shall be based on the required 18 academic credits (s. 1003.429 (5) (b), F.S.).
 - 4) Out-of-state, dual enrollment, FLVS, and private school grades shall be included in the student's cumulative GPA.

NOTE: Students with Disabilities Pursuing Special Diploma: Students who have not earned an overall GPA of 2.0 but have earned 24 credits or more may require hand calculation of their best 24 credits of required courses to meet the GPA requirement.

2. RANKING GPA

The Ranking GPA is used to determine a student's position in the class based on grades. Rank (position in class) is often requested on college and/or scholarship applications. Grades transferred into the district shall be weighted according to Duval County Public Schools policy for GPA calculation,

1. Timeline
 - All students
 - 1) following the 24-Credit General Requirement Option shall be ranked eight times (1) at the completion of the 9th grade; (2) at the end of September in the 10th grade; (3) at the completion of the 10th grade; (4) at the end of September in the 11th grade; (5) at the completion of the 11th grade; (6) at the end of September in the 12th grade; and (7) mid-February in the 12th grade; and (8) at the completion of the 12th grade,
 - 2) choosing either of the three-year, 18-credit options shall be ranked six times: (1) at the completion of the 1st year; (2) at the end of September in the 2nd year; (3) at the completion of the 2nd year; (4) at the end of September in the 3rd year; (5) at the end of January in the 3rd year; and (6) at the completion of the 3rd year,
 - 3) Valedictorian and Salutatorian status is determined when students are ranked at the end of their graduation year.
2. Procedures
 - a. Calculation of the ranking (or district) GPA is based on the following criteria:
 - 1) For students choosing the 24-Credit General Requirement Option the grades used in computing the ranking GPA at the close of the 9th, 10th, and 11th grade shall be the final grade average in all courses taken that count toward high school graduation.
 - 2) For students choosing the either of the three-year, 18-credit options the grades used in computing the ranking GPA at the close of the 1st and 2nd year shall be the final grade average in all courses taken in the 1st and 2nd year.
 - b. The grades used in computing the ranking GPA at the end of the graduation year shall be as follows:
 - 1) The GPA shall be computed using the final grade average in all courses taken for high school graduation and final grades for FLVS and Dual Enrollment courses taken off campus must be applied to a student's academic record prior to ranking *for inclusion in the ranking process*.
 - 2) The GPA shall be computed to the fourth decimal place (ten thousandths).
 - 3) All grades in courses identified in the DCPS Course Title File as Level 3 (advanced courses, shall be weighted on the following scale: A=5, B-4, C-3, D-2, F-0. Grades in all other courses shall be weighted on the following scale A-4, B-3, C-2, D-1, F-0 (s.1003.437,F.S.).
 - 4) At the time of final senior rankings, the two students with the highest rank based on weighted GPA, who have been enrolled at the school since the beginning of their junior year, will be designated as Valedictorian and Salutatorian. The student with the highest weighted GPA will be ranked as number one (#1) and will be recognized as such, but the Valedictorian/Salutatorian designation will be tied to the students who have been enrolled at the school for at least two years. A school may elect to recognize both a 3-year, 24-Credit Valedictorian or Salutatorian as well as the traditional 4-year Valedictorian or Salutatorian.

HIGH SCHOOL APPENDIX F

DUVAL COUNTY PUBLIC SCHOOLS' COLLEGE PROGRAMS

The Dual Enrollment policies and procedures outlined in this appendix are the result of articulation agreements between DCPS and certain public postsecondary institutions. The DCPS system recognizes that certain academically talented high school students may profit greatly when afforded the opportunity to pursue college level or advanced studies programs. However, due care shall be exercised when identifying these students. It is important that the student, parent and school conscientiously consider the academic, social, economic, and personal aspects of such an important decision. Eligible students shall be permitted to enroll in Dual Enrollment courses conducted during school hours, after school hours, and during the summer term. Career Dual Enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program, and shall not be used to enroll students in isolated career courses 100217.272(4)

Note: The State Board determines the high school course equivalencies for each dual enrollment course. (See Course Title File or Comprehensive Course Table to verify course credit value.) However, career-preparation instruction, college-preparatory instruction, and physical education courses that focus on the physical education of a skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies course shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program per s. 1002.271 (1) (2), F.S. (See Dual Enrollment Handbook and Master Scheduling Standards Notebook.)

Students seeking to participate in Dual Enrollment courses should identify postsecondary education objectives with which to guide the course selection. Course selection should be based on postsecondary goals. Students who are undecided about their postsecondary major will be advised to take courses which meet General Education requirements. s. 1007.235, F.S. Students seeking to take courses on a college campus should apply well in advance of the deadline to be able to enroll in desired courses. Students who request to take Dual Enrollment courses that are not considered core prerequisites must meet with the college campus Dual Enrollment advisor to develop a postsecondary plan and determine appropriate classes to meet those goals.

Deadlines to apply for Dual Enrollment courses taken on an FSCJ campus:

Term	Deadline
Summer	May 1
Fall	August 1
Spring	December 1

After the college imposed Withdrawal deadline students cannot be dropped from a Dual Enrollment course.

Program	Eligibility	Tuition/Textbooks
Dual Enrollment** s. 1007.271, F.S.	<p>COLLEGE CREDIT DUAL ENROLLMENT</p> <ul style="list-style-type: none"> • Have a cumulative, unweighted GPA of 3.0 • Meet required entry scores on CPT/PERT, FCAT 2.0, ACT, or SAT (in any combination) • Submit application with DE agreement with student, parent, and counselor signatures • Must meet all other requirements in the approved District Dual Enrollment Articulation Agreements with each college and university. <p>CTE COLLEGE CREDIT DUAL ENROLLMENT</p> <ul style="list-style-type: none"> • Have a cumulative, unweighted GPA of 3.0 • Meet required entry scores on CPT/PERT, FCAT 2.0, ACT, or SAT (in any combination) • Submit application with DE agreement with student, parent, and counselor signatures • Must be seeking a degree or certificate from a complete career-preparatory program. <p>NON-CREDIT CAREER DUAL ENROLLMENT</p> <ul style="list-style-type: none"> • Have 11th or 12th grade classification (This requirement will be waived for 9th and 10th grade students in Career Academy programs.) Have a cumulative unweighted GPA of 2.0 • Take the TABE • Submit an application and DE Agreement with student, parent, and counselor signatures • Must be seeking a degree or certificate from a complete career-preparatory program. 	<ul style="list-style-type: none"> • No tuition* • District reimburses for textbooks for courses completed with a C or better.
Early Admission s. 1007.271, F.S.	<ul style="list-style-type: none"> • Have a cumulative weighted or unweighted GPA of 3.25 Classification of a senior. • Have approval from principal. • Must be enrolled full time college/university. • Must have passed all required sections of the Grade 10 FCAT 2.0, or appropriate required state End of Course Exams. 	<ul style="list-style-type: none"> • No tuition* • District reimburses for course textbooks if successfully completed with a "C" or better

Students who participated in Dual Enrollment courses prior to the 2012-13 school year may meet eligibility criteria with weighted GPAs. See page 117 for additional requirements.

All student paperwork must be reviewed by the college dual enrollment coordinator.

- * State law provides funding for these accelerated mechanisms at Florida public community colleges, state colleges and state universities. Private universities or out-of-state universities may require that the student be responsible for tuition and other fees.
- ** Students are required to pay a one-time transcript fee of \$ 25 at FSCJ
Students applying to UNF will be required to pay a \$30 application fee.
- *** Students will be responsible for payment of special course or program fees, such as art supplies, aviation flight fees, automotive tools, culinary equipment, health care uniforms, etc.

1. **DUAL ENROLLMENT ELIGIBILITY/PROCEDURES**

- a. Eligibility requirements are listed in the table above.
- b. High school students may be administered the PERT a MAXIMUM of two times in grade 9-12.
- c. Students who meet the college eligibility requirements needed in order to be considered for the Dual Enrollment Program may secure applications from the high school guidance office. Specific course requests should be approved by the high school counselor. This program is designed for high school 11th and 12th graders and allows eligible students to earn college credit simultaneously.
- d. Students are limited to no more than three Dual Enrollment courses in the first semester, three courses in the second semester, and no more than two courses in the summer.
- e. Students must be enrolled, and returning, to a DCPS high school to have dual enrolment requests approved by the school counselor.

NOTES:

(1) Students enrolled in Early College program may enroll in college credit Dual Enrollment courses in the 9th and 10th grades in order to complete their program of study. Ninth grade students must meet the high school GPA requirement to take SLS1103, Tenth grade students must meet the GPA and assessment requirement.

(2) Beginning with students who entered 9th grade for the first time in 2007-2008 and thereafter, students enrolled in an articulated magnet program who desire to enroll in dual enrollment courses on the college/university campus must attend classes on the high school campus at least 75% of the regular school day. Students desiring to take fewer courses at the high school campus may do so by withdrawing from the magnet program/career academy and reenrolling at the home high school and completing the dual enrollment application there.

EXCEPTION: Students enrolled in a magnet program or career academy which requires course attendance on the postsecondary campus to maintain program continuity are exempt from the 75% rule.

- f. High school counselors will advise student applicants and parent(s) about graduation, available acceleration options program orientation, and all other requirements.
- g. The high school counselor shall review and sign an eligible student's application for Dual Enrollment.
- h. The student's high school transcript shall include all Dual Enrollment grades for courses taken both on the high school and college campus. An official transcript of college level work shall be used as verification for this record. College credits earned in the Dual Enrollment program become a part of the student's permanent college transcript and may be computed into the college GPA.
- i. School districts and state colleges and universities must weigh college-level dual enrollment courses the same as honors courses and advanced placement, IB and AICE courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.
- j. Textbook reimbursement: Students attending classes on FSCJ sites must purchase their own textbooks, and after successfully completing the course (grade "C" or higher), they obtain a reimbursement request from the high school. After all parts are completed, (including signatures, original receipts, and a copy of their college schedule), the form is submitted to the office of Acceleration Programs to be processed. Reimbursement requests that are not complete will be delayed in processing. Students may be reimbursed for textbooks purchased for Dual Enrollment courses that are approved by DCPS and FSCJ. For students enrolled in the District Virtual Instruction Academy (DVIA) textbook reimbursement will be processed and reimbursed by DVIA. The district is not responsible for dual enrollment expenses for students enrolled in Charter schools.
- k. Dual Enrollment and Early Admission students who earn a grade of "D," "F," "FN," or "W" in a Dual Enrollment course shall be permitted to retake the course or another in that discipline area. Upon earning a grade of "D," "F," "FN," or "W", students (and their parents) will be informed of the consequences of multiple course retakes, including the possibility of paying out-of-state tuition at a future date and GPA implications for postsecondary transcripts. If the college GPA drops below a 2.0, the student is no longer eligible to participate in Dual Enrollment. These students may retake a course at their own expense to improve their college GPA, but the retake cannot be added to the high school transcript as Dual Enrollment credit.

2. EARLY ADMISSION

Early Admissions is a form of dual enrollment through which eligible high school students enroll in a postsecondary institution at the college or university on a full-time basis for both the fall and spring of their senior year in courses that are used both toward completion of a high school diploma and the associate or baccalaureate degree (s. 1007.27(5), F.S.).

- a. To assure that students are appropriately advised on post-secondary options, to be considered for Early Admissions a student must be enrolled in a DCPS high school by November 1st of their junior year.
- b. To be eligible for consideration for Early Admission, the student
 - 1) must complete the following course credits:
 - a) 3 high school credits in English which count toward graduation,
 - b) 3 high school credits in mathematics,
 - c) 3 high school credits in science,
 - d) 2 high school credits in social studies from the following: American History (1 credit), economics (1/2 credit), American Government (1/2 credit), and world history (1 credit), and
 - e) 1 high school credit in physical education HOPE ,
 - 2) have a cumulative, unweighted grade point average of 3.25 or higher,
- c. must earn a passing scores on all applicable state assessments (FCAT 2.0 or EOC) (s. 1008.22(3) (c), F.S.), and must be postsecondary ready in all areas. Early Admissions applications and supporting documents must be submitted to FSCJ or UNF during the window from the second week in May through August 1st. Students are strongly encouraged to apply early to assure the availability of desired course and schedule.
- d. Students who meet the eligibility requirements needed in order to be considered for the Early Admission Program may secure applications along with the Duval County School Board policy on early admission procedures from the high school guidance office and an early admission application from the institution to which they are applying. The completed application should be returned to the counselor's office.
- e. High school counselors shall schedule individual conferences with student applicants and parent(s) to discuss graduation status, program orientation, Bright Futures Scholarship Program procedures, and all other requirements. During this conference the counselor shall review with the student and parent the "Terms of Agreement" form which describes the procedural requirements for the early admission program. (See end of Appendix F for "Terms of Agreement" form.)
- d. Following the individual conference with the counselor and prior to requesting the principal's approval, students seeking early admission approval
 - 1) for University of North Florida: shall file with the counselor verification of his/her acceptance for admission to a post-secondary institution authorized by Florida law or accredited by the regional accrediting agencies. (This verification shall be attached to the student's application and to the "Terms of Agreement" to be submitted to the principal for approval.)
 - 2) for Florida State College at Jacksonville and the University of North Florida: shall sign with the counselor and parents the "Terms of Agreement" form which states that the student may be awarded a standard diploma with his or her regular class or at a time convenient to the principal, provided that:
 - a) the student was enrolled full time (s. 1007.27 (5), F.S.),
 - b) the student has completed two college semesters or equivalent and has maintained a minimum average of "C" or equivalent, and
 - c) the student has earned sufficient college credits to fulfill graduation requirements.

NOTE: A student enrolled in a dedicated magnet school must re-enroll in the student's home school and apply for Early Admission status from that school. After successfully completing the Early Admission program, the student will be awarded a standard diploma from the home school.

- e. The principal and/or designee shall sign the application (which must be completed during the application window the junior year) based on the student's application, high school transcript, verification of acceptance by the college, and the "Terms of Agreement."
- f. The student and his/her parent shall be notified by the counselor of the principal's decision. One copy of the "Terms of Agreement," with the principal's approval or disapproval, shall be given to the student and one copy shall be placed in the student's cumulative folder. Final approval shall come from the Acceleration Programs office prior to start of the fall term.
- g. The student's cumulative folder shall show adequate notations covering the work accomplished while in college. An official transcript of college level work shall be used as verification for this record.
- h. It shall be the student's and the parents' responsibility to request information concerning the senior class activities.
- i. Students are responsible for providing the high school with a copy of course schedule which includes course title and days and meeting times of the course. The school shall add all Dual Enrollment courses to the student's schedule following current guidelines in the Master Scheduling Notebook.
- j. Students are responsible for completing a Florida Financial Aid Application prior to the completion of their senior year of high school to determine eligibility for a Bright Futures Scholarship Award.

Textbook reimbursement: Students attending classes o at FSCJ or UNF must purchase their own textbooks, and after successfully completing the course (grade "C" or higher), they obtain a reimbursement request from the high school. After all parts are completed, (including signatures, original receipts, and copy of their college schedule), the form is submitted to the office of Acceleration Programs to be processed. Reimbursement requests that are not complete will be delayed in processing. Students may be reimbursed for textbooks purchased for Dual Enrollment courses that are approved by DCPS and FSCJ or DCPS and UNF.

**Early Admission
Terms of Agreement**

(Attached: Student's Application, Student's transcript, and Verification of Acceptance by College)

Student's Name _____

Student's Number _____

I request approval to be granted Early Admission status for my senior year with a postsecondary institution which has an interinstitutional agreement on file with the district's articulation officer. I have had a conference with the counselor and understand that I will be awarded a high school diploma with my regular class or at a time convenient to the principal provided that:

1. I complete two college semesters or equivalent with a normal class load and maintain at least a "C" average or equivalent. A normal class load is defined as a minimum of 12 credits per semester or the equivalent in trimester or quarter hours.
2. I earn sufficient credits to fulfill graduation requirements (five [5] quarter or three [3] semester hours of college is equivalent to one semester course or ½ credit in high school). I understand that I will need to successfully complete
 - c. The equivalent of high school English, American government, and economics (if appropriate) and
 - d. Up to 21 college credits, including specifically

3. I am responsible for having my college work sent to the high school prior to my receiving my high school diploma.
 - a. **I will send a copy of my schedule** for each semester which will list the course titles, course numbers, class meeting times and days of the week, as soon as it is available.
 - b. **I will provide copy of my official college transcript each term** as soon as it is available.
4. I understand that work completed in the college Early Admissions Program while recorded on my transcript will not be used to compute class standing and ranking.
5. I understand that if my request for Early Admission is approved that **it is my responsibility**
 - a. to notify the student activities director at my high school as to my address so that I will receive all necessary graduation information and
 - b. to complete a Florida Financial Aid Application on or before May 31st prior to high school graduation.

Date

Signature of Student

I understand the above stated terms and request that the above named person be approved for Early Admission.

Date

Signature of Parent or Guardian

My recommendation for Early Admission for the above named student is checked. A transcript of the student's high school record and acceptance to college are attached.

() Recommended

() Not Recommended

Reason: _____

Date

Signature of Counselor

The above named student () is () is not approved for Early Admission.

Date

Signature of Principal

THIS APPLICATION MUST BE COMPLETED AND APPROVED BY THE HS PRINCIPAL DURING THE EARLY ADMISSIONS APPLICATION WINDOW OF THE STUDENT'S JUNIOR YEAR IN HIGH SCHOOL.

HIGH SCHOOL APPENDIX G

FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

Florida's Bright Futures Scholarship Program is the umbrella program for three state-funded scholarships based on academic achievement in high school (s. 1009.53, F.S.). The following criteria apply to students graduating in 2012.

For the most up to date information on Bright Futures scholarships please visit the website at <http://www.floridastudentfinancialaid.org/ssfad/bf/>

1. GENERAL ELIGIBILITY REQUIREMENTS

Each of the three scholarship awards has specific criteria that must be met. However, to be eligible for an initial award from any of the three types of Scholarships under Florida's Bright Futures Scholarship Program, a student must:

- be a Florida resident and a United States citizen or eligible non-citizen as determined by your postsecondary institution,
- earn a standard high school diploma or its equivalent from a public or private high school, or complete a home education program,
- be accepted by and enrolled in an eligible Florida college and pursue an undergraduate degree or enroll in a postsecondary adult vocational certificate program,
- be enrolled for at least six (6) semester credit hours or the equivalent,
- not have been found guilty of or pled *nolo contendere* to a felony charge,
- release eligibility information to the Florida Department of Education by completing a Florida Financial Aid Application (FFAA), AND complete a Free Application for Federal Student Aid (FAFSA), and
- begin using the award within three years of high school graduation.

2. THE FLORIDA ACADEMIC SCHOLARS AWARD

A student is eligible for a Florida Academic Scholars Award if the student meets the general eligibility criteria requirements for the Florida Bright Futures Scholarship Program and

- has attained a minimum unrounded, weighted (.5) cumulative GPA of 3.5 or higher in 16 credits of college preparatory academic classes identified on the Bright Futures website at www.floridastudentfinancialaid.org/SSFAD/bf/; AND
- has completed 100 hours of community service; AND
- has attained the appropriate test score on ACT or SAT (see chart below); OR
- has received an International Baccalaureate Diploma or AICE Diploma; OR
- has completed the IB or AICE curriculum with an appropriate test score on the ACT or SAT; OR
- is a Scholar or Finalist in either the National Merit Scholarship Program or the National Achievement Scholarship Program sponsored by the National Merit Scholarship Corporation; OR
- is a Scholar in the National Hispanic Scholars Program sponsored by the National Merit Scholarship Corporation; OR
- has participated in a state-approved home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12 and has earned an appropriate test score on ACT or SAT; OR
- has a GED and an appropriate score on the ACT or SAT with a 3.5 weighted (.5) GPA in college preparatory courses completed; OR
- has completed a 3-year standard college preparatory program with an appropriate score on ACT or SAT and a 3.5 weighted GPA in the required credits.

Note: These courses are published in S.B.R. 6C-6.002 of the Florida Administrative Code. A copy may be obtained from the Bright Futures website, but all high school guidance counselors have a listing of state university-required courses.

3. THE FLORIDA MEDALLION SCHOLARS AWARD

A student is eligible for a Florida Medallion Scholars Award if the student meets the general eligibility criteria requirements for the Florida Bright Futures Scholarship Program and

- has achieved a minimum unrounded, weighted (.5) cumulative GPA of 3.0 or higher in 16 credits of college preparatory academic classes identified on the Bright Futures website at www.floridastudentfinancialaid.org/SSFAD/bf/; AND
- has completed 75 hours of community service; AND
- has earned an appropriate test score on the ACT or SAT; OR
- is a National Merit or Achievement Scholar or Finalist or National Hispanic Scholar who has not completed 75 hours of community service; OR
- has completed the IB or AICE Curriculum with an appropriate test score on the ACT or SAT; OR
- has received the IB or AICE Diploma who has not completed 75 hours of community service; OR
- has a GED with an appropriate test score on the ACT or SAT and a 3.0 weighted GPA in the 16 required credits; OR
- has completed a 3-year standard college preparatory program with an appropriate test score on the ACT or SAT score on the ACT test and a 3.0 weighted GPA in the required credits.

4. FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD

A student is eligible for a Florida Gold Seal Vocational Scholars Award if the student meets the general eligibility criteria requirements for the Florida Bright Futures Scholarship Program and

- completes 16 credits of college preparatory academic classes identified on the Bright Futures website at www.edu/doe/brfutures; AND
- has completed 30 hours of community service; AND
- a 3.0 weighted GPA in above courses (for 4-year diploma), AND
- 3 career/technical job-preparatory or technology education program credits in one career/technical program with an unweighted 3.5 GPA in those courses, AND
- a minimum score on each subsection of either the CPT or SAT or ACT (Subsections of different test types may not be combined.)

Student's High School Graduation Year	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award	Required SAT/ACT/CPT Score to Earn GSV Award	GPA Requirement	Community Service Hours Requirement
2011-2012	1270 SAT 28 ACT	980 SAT 21 ACT	SAT- Read 440 Math 440 ACT- EN 17 Read 18 Math 19 CPT- Read 83 Sent 83 Alg 72	FAS - 3.5 or higher in 16 credits of college prep academic classes FMS- 3.0 or higher in 16 credits of college prep academic classes GSV-a 3.0 weighted GPA in 16 credits of college prep academic classes AND 3 career/technical job-prep or technology education program credits in one career/technical program with an unweighted 3.5 GPA in those courses	FAS- 100 FMS- 75 GSV- 30
2012-2013	1280 SAT 28 ACT	1020 SAT 22 ACT	SAT- Read 440 Math 440 ACT- EN 17 Read 18 Math 19 CPT- Read 83 Sent 83 Alg 72	FAS - 3.5 or higher in 16 credits of college prep academic classes FMS- 3.0 or higher in 16 credits of college prep academic classes GSV-a 3.0 weighted GPA in 16 credits of college prep academic classes AND 3 career/technical job-prep or technology education program credits in one career/technical program with an unweighted 3.5 GPA in those courses	FAS- 100 FMS- 75 GSV- 30
2013-2014	1290 SAT 29 ACT	1170 SAT 26 ACT	SAT- Read 440 Math 440 ACT- EN 17 Read 18 Math 19 CPT- Read 83 Sent 83 Alg 72	FAS - 3.5 or higher in 16 credits of college prep academic classes FMS- 3.0 or higher in 16 credits of college prep academic classes GSV-a 3.0 weighted GPA in 16 credits of college prep academic classes AND 3 career/technical job-prep or technology education program credits in one career/technical program with an unweighted 3.5 GPA in those courses	FAS- 100 FMS- 75 GSV- 30

Updated 6-15-11

HIGH SCHOOL APPENDIX H

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES FOR DUVAL COUNTY STUDENTS ATTENDING SCHOOLS IN FOREIGN COUNTRIES

The primary purpose of the Foreign Exchange Visitor Program is to provide students with an intercultural and international educational experience. Visiting students are able to improve their knowledge of the foreign culture and language skills by active participation in family, school, and community life.

A Duval County student involved in the Foreign Exchange Visitor Program may be excused from school attendance for all or part of a year and receive credit toward graduation for specific courses approved prior to attendance in the program and for courses completed satisfactorily in a foreign country.

Organizations and institutions sponsoring students must be approved by the U.S. Department of State to be eligible to participate in the Foreign Exchange Visitor Program. The International Communication Agency's "Criteria for Teenager Exchange Visitor Programs" shall be used as the official guidelines for the program with the exception of Section 6.1 that pertains to the number of students that can be enrolled in any one Duval County Public School.

1. PRINCIPAL'S RECOMMENDATION FOR CANDIDACY

To become a candidate for the Foreign Exchange Visitor Program, the student must meet the following requirements:

- a. receive a recommendation from the school principal to apply for candidacy in the Foreign Exchange Visitor Program;
- b. be screened for the following qualifications:
 - academic ability,
 - adaptability to strange surroundings,
 - ability to get along with various types of people,
 - a genuine interest in bettering relations among people, and
 - maturity;
- c. be accepted by a Foreign Exchange Visitor Program;
- d. have at least a "B" average or better in academic subjects; and
- e. be at least 15 but not more than 19 years of age on the date of application.

2. COURSE TRANSFER AND GRADE REQUIREMENTS

Any course taken in a foreign country under the Foreign Exchange Visitor Program and submitted for credit toward high school graduation shall be accepted under the following conditions:

- a. The course is convertible to a course currently offered in Duval County Public Schools in accordance with conversion tables available through the district guidance office.
- b. Courses to be submitted for credit toward graduation must be *approved in advance* of enrolling in the foreign school. Any necessary change must be authorized in advance by the home school principal or his/her designee.
- c. The student and parent or guardian must sign a written agreement indicating the course(s) to be taken while enrolled in the program.
- d. When applicable, the student must pass an End-of-Course exam for a course required for credit.

To be eligible for promotion to the next grade level or graduation and, if appropriate, to obtain a high school diploma, a student must satisfactorily meet the grade level promotion requirements or the graduation requirements of the Duval County School Board and the State Department of Education.

3. APPLICATION PROCEDURE

Students interested in the Foreign Exchange Program and who meet Duval County Public Schools eligibility requirements should submit a completed application to the sponsor of one of the Foreign Exchange Visitor Programs.

Students accepted for entry in a Foreign Exchange Visitor Program shall need a recommendation (based on eligibility requirements) from their high school principal and a listing of required courses to meet promotional/graduation requirements in order to complete the application procedure.

4. NOTIFICATION OF DECISION

The student and his/her parent shall be notified by the counselor of the principal's decision. One copy of the Terms of Agreement with the principal's recommendation shall be given to the student and one copy shall be placed in the student's cumulative folder.

5. **VERIFICATION OF COURSES COMPLETED**

It shall be the responsibility of the student and his/her parents to provide the school principal with an official transcript of scholastic work completed immediately upon returning from a foreign country. Transfer course credit cannot be credited without receipt of the foreign school's official transcript.

6. **OTHER NECESSARY PROCEDURES, REQUIREMENTS AND REGULATIONS**

- a. The high school principal or designee should meet and review the policy and guidelines with the Foreign Exchange Visitor Program sponsors prior to the student's departure.
- b. The application procedure and conference with the school counselor which should include specifically listing the courses required for promotion/graduation should be completed prior to the end of the school year preceding participation in the Foreign Exchange Visitor Program.
- c. Only non-profit organizations and institutions should be recognized as sponsors for the Foreign Exchange Visitor Program.
- d. All approved applications for participation in the Foreign Exchange Visitor Program should be coordinated with the high school principal or designee.
- e. At the time of application, it shall be determined whether the student shall attempt to complete all graduation requirements and receive a diploma with his/her class. If so, the counselor should complete a senior records check for the student and parents to sign.
- f. The school does not accept responsibility for other arrangements not directly related to the normal rights and privileges of students enrolled in Duval County Public Schools.

HIGH SCHOOL APPENDIX I

FOREIGN EXCHANGE VISITOR PROGRAM REQUIREMENTS AND PROCEDURES

The School Board recognizes the importance of intercultural and international education as part of a school program.

Foreign exchange visitor programs improve America's knowledge of a foreign culture by allowing country students and their communities to experience international understanding on a personal basis. Further, these programs improve the foreign student's knowledge of American culture and language skills through active participation in family, school, and community life.

Any student from a foreign country sponsored by a non-profit Foreign Exchange Visitor Program who fulfills all eligibility requirements (applicable federal, state, and district regulations) as approved by District Guidance may attend a Duval County high school at the discretion of the Duval County School Board and further approval by the appropriate high school principal.

Organizations and institutions sponsoring students must be approved by the Council on Standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the non-profit Foreign Exchange Visitor Program. Duval County School Board does not issue I-20 visas. The USIA "Regulations Governing Designated Foreign-Exchange Visitor Programs" are the Federal guidelines under which all foreign exchange student-sponsoring organizations must operate.

Duval County School Board reserves the right to discontinue relations with exchange organizations that have demonstrated a lack of responsibility to district policies and/or student concerns,

1. ELIGIBILITY REQUIREMENTS

- a. **Sponsors:** Applications may be made by non-profit, CSIET-approved organizations desiring to sponsor foreign students in Duval County schools. Any organization sponsoring a student must supply the name, address, and telephone number of a local representative who is a resident of Duval County or of a surrounding county not more than 120 miles from the designated student placement. The local representative must be available to be contacted at any time in case of emergency or other problem.
- b. **Local Representative:** The foreign exchange company shall ensure that all local representatives
 - are adequately trained and supervised,
 - make no student placement outside a 120 mile radius of his/her home to ensure that the representative can quickly respond to both routine and emergency matters arising from a student's participation in their exchange program,
 - maintain a regular schedule of personal contact with the student and host family, and
 - ensure that the high school has contact information for himself/herself and the U. S. offices of the foreign exchange company.
- c. **Students:** Students must meet the following eligibility requirements prior to acceptance:
 - agree to be in attendance for one school year;
 - be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program or have not completed more than 11 years of primary and secondary education (exclusive of kindergarten);
 - have sufficient knowledge of the English language to participate in high school classes;
 - have appropriate medical insurance coverage
 - provide a hold harmless clause for the Duval County School Board and Public School system signed by the student and his/her parents;
 - be accepted by a suitable host family ; and
 - obtain written authorization from the district guidance office.
- d. **Host Family:** The host American family must
 - be composed of responsible parental figure(s),
 - be capable of providing a comfortable and nurturing home environment,
 - possess a good reputation and character (attested to by securing two personal references for the family and passing the DCPS background screening if not required by the foreign exchange company),
 - possess adequate financial resources to undertake hosting obligations, and
 - have a child living at home attending a secondary school. Exceptions shall be made only when the sponsoring organization has investigated the situation and can satisfy the district that the student will have ample opportunity to meet and spend considerable time with age level peers outside of the school day. The sponsoring organization will provide an individualized, detailed plan which describes how the family will fulfill this commitment if there is no secondary age child living in the home. In such cases the principal and district designee shall make the final decision.

Additionally, the host family placement for each student participant shall be secured by the foreign exchange company prior to the student's departure from the home country. Under no circumstances shall a foreign exchange company facilitate the entry into the United States of a student for whom a school placement has not been secured.

2. PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS

The non-profit sponsoring organization must apply for and obtain approval for admission of the student through the district guidance office. Completed applications are requested by June 15. No application will be accepted after June 30 for the following school year..

The application shall include the student's school transcript, pertinent information about the student, the host family's application with references, evidence of acceptance by the host family, the student's health record with all necessary immunizations, an assurance of appropriate medical insurance coverage, and a hold-harmless statement indicating that the Duval County Public Schools will in no way be held liable or responsible for this student in any manner. Approval for admission will be contingent upon

- completion of application and
 - acceptance by district guidance of foreign exchange students for a particular school year.
-
- a. **Notification:** A copy of the Duval County School Board Foreign Exchange Program policy shall be sent to the national organizations and known local coordinators of non-profit organizations no later than March of each school year. Written approval or denial for admission shall be sent to the coordinator of the sponsoring organization by the district guidance office by July 15. The exchange student must be accompanied by the sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.
 - b. **Supervision:** It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and/or the school including, if necessary, the changing of host families or the early return home of the exchange student because of personal difficulties. The principal shall notify the local representative of the sponsoring organization and the district guidance office if the host family is reported to be neglecting the needs of the exchange student.
 - c. **Financial Support:** All expenses, including school and school-related expenses are the responsibility of the sponsoring organization, the host family, and the student. Foreign Exchange students are not eligible for lunch subsidy. Any fund-raising for the support of foreign exchange students shall be in accordance with School Board policies.
 - d. **Employment:** Exchange students are not permitted to take regular part-time jobs during their stay in the United States. However, non-competitive small jobs, not to exceed ten hours a week, such as tutoring, grass cutting, and baby or people sitting, shall be allowed. Consequently, exchange students shall not be enrolled in cooperative programs at the school.
 - e. **Athletic Eligibility:** Students shall be governed by the Florida High School Activities Association rules and regulations regarding participation in inter-scholastic athletic competition.
 - f. **Completion:** Upon completion of the stay in Duval County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.
 - g. **Monitoring:** CSJET-approved programs are monitored by the District Guidance Office for
 - non-profit status
 - quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior) and
 - appropriateness of host family placement (e.g., secondary age child in home, financial capability of the additional person in the household, family stability, security clearance).

Programs proven to have violated requirements of student eligibility shall not be eligible to submit applications for students to attend Duval County Public Schools for a period of three school years. Programs with a second violation shall be permanently removed as approved programs.

3. PROCEDURES FOR SCHEDULING

- a. Grade level placement for foreign exchange students is the 11th grade on the American educational system. Only students whose sending school verifies a legitimate educational necessity for a high school diploma shall be considered for senior status by the district guidance office.
- b. Foreign exchange students are scheduled into a standard English III class so that they shall be in contact with fluent speakers of the language and exposed to American literature.
- c. Foreign exchange students are scheduled into American history.
- d. Math, science, and other social studies classes are assigned by matching these courses as nearly as possible with the ones in which the student was previously enrolled.
- e. The student may be scheduled into a world language class at the appropriate level of his own native language (e.g., Spanish) or into a class of his "second language" studied in his own country (e.g., French in Iraq).
- f. Individual teachers are apprised of the arrival of a foreign exchange student and furnished as much information as possible as to the capabilities/limitations of the student.
- g. If the district guidance office determines that there is a legitimate need for the foreign exchange student to receive a high school diploma, all state and county graduation requirements must be met and the following conditions shall apply:
 - The student shall be assigned to Grade 12 by the district guidance office. The school shall be notified of the student's senior status and provided with an appropriate transcript.
 - A secondary school transcript, translated into English, with credits earned and the number of clock hours each credit represents must accompany the student's application to Duval County Public Schools or a diploma shall not be an option for this student.

• HIGH SCHOOL APPENDIX J

• FCAT 2.0 CONCORDANT SCORES

Grad Year	OLD FCAT Reading	FCAT-2.0 Reading	SAT Critical Reading	ACT Reading	FCAT-2.0 Math	SAT Math	ACT Math
2013 2012	300	241 if taken <u>after</u> 1/2012* 300 if taken <u>before</u> 1/2012* (for students who entered 9 th grade in 2009-10 and before)	420	18	300	340	15
2011	300 if taken after 11/30/09		420	18	300	340	15
2011	300 if taken prior to 11/30/09		410	15	300	340	15
2010	300		410	15	300	370	15

Ninth Grade Entry Year	FCAT 2.0 Reading	SAT Critical Reading	ACT Reading	The Math/Science Requirement Becomes EOC based
For students entering the ninth grade for the first time in 2010-2011	245	<u>TBD</u>	<u>TBD</u>	

Concordant Score Requirements for Students Holding a Certificate of Completion as of 8-30-10

Test	Date Test Taken	Concordant Score
SAT Math	Prior to March 2005	370
	March 2005 and beyond	340
SAT Reading	Prior to March 2005	410
	March 2005 and beyond	410
ACT Reading	n/a	15
ACT Math	n/a	15

NOTE: Students who hold a Certificate of Completion (W08) from prior to 2003 for whom the graduation test requirement was HSCT may use the 2010 SAT and ACT Concordant Score or the current FCAT 2.0 scores to be awarded a high school diploma.

A student who enrolls in a Florida public high school at Grade 11 or 12 and provide satisfactory proof of attaining a score on an approved alternate assessment that is concordant with a passing score on the Grade 10 FCAT 2.0 shall satisfy the assessment required for a standard high school diploma. (Currently the approved alternate assessments are SAT and ACT). Students have in perpetuity to earn concordant score.

The appendix on Interstate Compact on Educational Opportunity for Military Children should be referenced for the children of active duty families.

HIGH SCHOOL APPENDIX K

PHYSICAL EDUCATION POLICIES AND WAIVER PROCEDURES

Every student should have the opportunity to participate in quality physical education. The American Alliance for Health, Physical Education, Recreation, and Dance defines physical education as "the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of well being." Program outcomes will include: a) instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child; b) fitness education and assessment to help children understand, improve and/or maintain their physical well-being; c) the development of cognitive concepts about motor skill and fitness; d) opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective; and e) the promotion of regular amounts of appropriate physical activity now and throughout life.

1. All high school physical education courses will be taught by appropriately certified teachers.
2. All high school students will be expected to participate in physical education activities to meet state standards and program outcomes.
3. Physical education teachers will work cooperatively with parents, physicians, guidance counselors, and administrators to design/adapt physical activities to meet the needs of all students.
4. Physical therapy is a related service and therefore is not considered physical education. However, the PE requirement for students with disabilities following special standards can be met through participation in adaptive or specially designed PE as determined in their IEPs.
5. Students must meet the one-credit requirement in physical education for graduation. Schools may not require that students complete the one credit physical education requirement in ninth grade.
 - a. For students entering Grade 9 for the first time in 2006-2007 and before, the half-credit personal fitness course is required for graduation. Any other physical education course will satisfy the additional half-credit elective requirement.
 - b. For students entering Grade 9 for the first time in 2007-2008 and thereafter, the one credit HOPE course is required for graduation. It is recommended that the HOPE course be taken in Grade 11.
6. One credit in *Adaptive Physical Education* (1500300) satisfies the PE requirement for those students with disabilities seeking a standard diploma who entered 9th grade for the first time in 2006-2007 or before who cannot be assigned to *Personal Fitness* (1501300) pursuant to physical education guidelines in the Individuals with Disabilities Education Act (IDEA2004) and Section 504 of Rehabilitation Act (Section 1: Course Code Directory System Graduation Requirements for Basic, Adult and Special Programs).
7. *Personal Fitness* or *Adaptive Physical Education* will continue to be required to meet one-half credit of the requirement, but any physical education course can be used to meet the other one-half credit for those students who entered 9th grade for the first time in 2006-2007 or before.

State Waivers:

- For students entering 9th grade for the first time in 2007-2008 and thereafter, the only approved waivers from the State of Florida for the entire state-required one credit in HOPE are the following:
 - (1) participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" on the personal fitness competency test OR
 - (2) satisfactory completion of two years in a Junior Reserve Officer Training Corps (JROTC) with a grade of "C" or better. This does not include dual enrollment ROTC.
- For students entering 9th grade for the first time in 2006-2007 and before, the only approved waiver from the State of Florida for the state-required elective half-credit in physical education is by completing, with a grade "C" or better, a band course or physical activity course that required participation in marching band activities as an extracurricular activity or by completing, with a grade of "C" or better, a JROTC course that has a significant drill component (F.S. 1003.43 (1) [j]) The non-credit Marching Band Physical Education Waiver Course Code number is 1500440 and the non-credit JROTC Physical Education Waiver Course Code number is 1500450. Students must meet eligibility requirements associated with this physical education waiver.

For students entering 9th grade for the first time in 2007-2008 and thereafter the only approved waivers from the HOPE physical education requirement are by earning two credits in the same JROTC area in courses that have a significant drill component (F.S. 1003.43 (1) [j]) Requires waiver # 1500450 AND 1500460, , OR by participation in two seasons of an interscholastic sport at the junior varsity or varsity levels AND a passing grade of "C" on the personal fitness competency test. Requires waiver # 1500410, 1500420 AND 1500430

HIGH SCHOOL APPENDIX L

POLICY REGARDING OUT-OF-COUNTY OR PRIVATE SCHOOL STUDENTS ATTENDING SUMMER EDUCATIONAL PROGRAMS (SEP)

Out-of-county or private school students may NOT attend the Duval County Public School's Summer Educational Programs, if offered.

Exception: Students transferring from another school district into Duval County Public Schools must be enrolled in a Duval County public school 15 days or more to receive a grade on his/her report card; this may assist in determining eligibility for the Summer Educational Program.

HIGH SCHOOL APPENDIX M

PROCEDURES FOR DUVAL COUNTY PUBLIC SCHOOL STUDENTS ATTENDING PRIVATE SCHOOLS' OR OUT-OF-COUNTY SCHOOLS' SUMMER SESSIONS

1. The parents/guardian of the student must submit a written request to the current school principal for permission to attend a summer school session outside Duval County Public Schools for only one promotional credit (or one-half credit or two one-half credits). This request shall be submitted to the student's current school principal prior to the beginning of the summer session.
2. Approval must be granted by the current school principal prior to enrollment for DCPS credit to be awarded. For permission to be granted for attendance at a private school or out-of-county school's summer session for promotion, to earn credit, and/or to improve GPA, the school's summer program must consist of 120 instructional hours or more for a maximum of one credit (or two one-half credits) earned. Tutoring does not qualify as summer school, nor does it meet the teacher judgment certification requirement for promotion or course credit.
3. In order for the student to be awarded credit, the parent shall present to the school principal who granted approval a transcript verifying academic progress and attendance, including any appropriate evaluation data from the summer school prior to the opening of the new school year.
4. When a student attends an accredited private school* and submits an official transcript, validation of courses/grades is not necessary. The transfer grade is accepted at face value.
5. When a student does not attend an accredited private school and/or does not submit an official transcript, the course grade/credit shall be validated through successful ("C"/2.0 GPA) performance during the first forty-five days of enrollment during the next school year (s. 1003.25(3), F.S.) (S.B.R. 6A-109941). If the student achieves the 2.0 GPA during the first 45 days of enrollment, further validation procedures are not necessary. The transfer grade will be accepted at face value.
6. Alternative validation procedures are to be used when the student HAS NOT made satisfactory progress at the end of the first quarter. Alternative validation procedures include successfully passing teacher-made exams, and/or minimum grade equivalent score on the Stanford Diagnostic Reading Test (SDRT), the Stanford Diagnostic Math Test (SDMT), and/or district benchmark assessment, if applicable, and/or a passing score of 60% or higher on the appropriate end-of-course exam. The principal/designee will then utilize the data received from the summer school and the testing data to make final determination of grade placement/promotion and/or course credit/grade.
7. Florida Virtual School is not an appropriate program for a summer school session for credit recovery of a one credit course.
8. Students wishing to take DE during the summer must meet DE program eligibility requirements. (See Appendix F.) Students may take up to one full high school credit. Some DE courses are worth .5 high school credit and others are worth 1.0 high school credit. A student's guidance counselor must sign the DE application.
9. Students in the 9th grade cohorts requiring the state's End of Course (EOC) as part of the final grade who attend an out of county or private summer school for credit recovery will have their final summer school grade calculated using the EOC as 30% of the grade.

*A directory of private schools with their accreditation is provided on the Florida Department of Education web site at <http://www.floridaschoolchoice.org/Information/PrivateSchoolDirectory/>

HIGH SCHOOL APPENDIX N

9-12 SCHOOL SAFETY NET PROGRAMS

Grades	On-going School Safety Net Programs
9-12	<ul style="list-style-type: none">• School-based programs designed by school administration and staff*• Florida Virtual School• Renaissance Academy (at selected sites)• Education Options• Accelerated Learning Centers (ALC) <p>*These may include but are not limited to the following: Before, during, and after school tutoring Saturday School Summer enrichment programs ESOL services</p> <p>(Note: ELL students and students with disabilities are entitled to participate in all safety nets.)</p>

NOTE: Florida Virtual School may not be an appropriate credit recovery option for the extended school year program if the student needs to recover a whole credit because of time requirements.

**HIGH SCHOOL APPENDIX O
NON- DIPLOMA OPTION AGREEMENT**

Student Name _____ Student # _____ School # _____

The student listed above HAS NOT earned a diploma from the Duval County Public School system

This student listed above participated in the 24/credit diploma option but HAS NOT met graduation requirements.

_____ **W8A College Placement Test (CPT) Eligible Certificate of Completion-** the student has completed all Duval County graduation requirements EXCEPT FCAT 2.0. The student is eligible to participate in commencement exercises, but is not a graduate.

_____ **W08 Certificate of Completion-** the student has met State of Florida credit requirements but has not passed FCAT 2.0, earned a 2.0 GPA, and/or met Duval County credit requirements. The student is eligible to participate in commencement exercises, but is not a graduate.

_____ **Other Non-Grad-** a senior who is retained for all other reasons. The student IS NOT eligible to participate in commencement exercises.

Participation in commencement exercises in no way indicates that this student has completed Duval County and/or State of Florida graduation requirements. **A student who receives a CPT eligible certificate of completion (W8A) HAS NOT been awarded a high school diploma and may not be eligible for certain careers that require Florida licensure.**

To complete the graduation requirements or exit Duval County Public Schools, a student should choose from the following option(s).

_____ **Remain as a full- or part-time student for up to one additional year:**

A student entitled to a certificate of completion may elect to remain in high school on either a full-time or part-time basis, taking the necessary course work to complete graduation requirements and/or assist him/her in preparation for passing the FCAT 2.0. At the end of the additional year, the student who has completed all graduation requirements and passed both parts of the required graduation test may participate in graduation exercises and receive a diploma dated that year. A student who met all graduation requirements except the FCAT 2.0 requirement may continue to take the FCAT 2.0, or an approved concordant test, to meet the graduation requirement and receive a high school diploma.

_____ **Exit school with a college placement test eligible certificate of completion (W8A):**

A student may elect to withdraw from school with a college placement test eligible certificate of completion, take the College Placement Test (CPT), be admitted to remedial or credit courses at a state community college, and be designated by a withdrawal code of W8A. Students who do not qualify for college level courses based on CPT scores will be ineligible for financial aid. This student may continue to take FCAT 2.0 or may be eligible to use a concordant score on SAT or ACT in perpetuity.

_____ **Elect to recover up to 2 credits:**

Credits may be earned via District Virtual Instruction Academy (DVIA), Florida Virtual School, Compass Odyssey, Summer School or any combination thereof. If the student successfully completes the credit recovery by August 31st of the calendar year in which he/she was supposed to graduate, he/she will be entitled to the original high school diploma.

_____ **Withdraw to attend FSCJ's Adult Studies High School Program to recover up to 2 high school credits (W26):**

A student may elect to enroll in FSCJ's Adult Studies Program to earn up to 2 high school credits to complete current graduation requirements. If the student successfully completes the credit recovery by August 31st of the calendar year in which he/she was supposed to graduate, he/she will be entitled to the original high school diploma.

_____ **Withdraw to attend FSCJ's Adult Studies High School Program (W26):**

A student may elect to enroll in FSCJ's Adult Studies Program to earn a high school diploma (high school program) issued by FSCJ.

_____ **Withdraw to attend the high school completion or GED Program at Alternatives Unlimited (DBI).**

_____ **Withdraw to attend FSCJ's Adult Studies GED Program (W26):**

A student may elect to enroll in FSCJ's Adult Studies Program to earn a GED (GED program) issued by FSCJ.

Notes:

At the direction of the Superintendent of DCPS, I have been notified of the consequences of failure to receive a standard diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

Signature of Student	Date	Signature of Parent	Date
Signature of Principal/Designee	Title		Date

HIGH SCHOOL APPENDIX P

**PROCEDURES FOR ENROLLING AND GRANTING CREDIT FOR
HIGH SCHOOL COMPLETION PROGRAM COURSES**

1. Subject to availability of space, students may earn up to two credits through FSCJ's High School Completion Program or Florida Virtual School toward graduation from a Duval County public school. These credits are used to assist students to graduate at the end of the fourth year of high school. This program MAY NOT be used for early graduation from high school or for completion of either of the 3-year accelerated graduation options.
2. Each student shall have the written approval of the principal or his/her designees prior to enrolling in a FSCJ high school completion course or Florida Virtual School course for credit (By FSCJ Policy, students earning high school credit through FSCJ's High School Completion Program must be 18 years of age or older.)
3. Approval for the enrollment of Duval County Public Schools' students in these courses may be granted only for students in the fourth year of high school. Each student must also
 - a. enroll in the maximum number of courses possible in his/her school program during the school year and have completed the Extended Year Program, if offered, the summer before enrolling in either the FSCJ High School Completion program or Florida Virtual School for that year (requirement may be waived by the principal upon determination that ability to complete the Summer Education Program, if offered, was beyond the control of the student) and
 - b. enroll in a course(s) previously attempted and failed. (This requirement may be waived by the principal when special circumstances determine it appropriate.)
5. Students who have completed four years of high school and have earned all but the remaining 1-2 credits may earn them through FSCJ's high school completion program or Florida Virtual School with prior approval of the principal. If not earned while the student is enrolled as a full time student in high school, the FSCJ and/or FLVS credit(s) must be earned by December 31st of the same calendar year in which the student completes his/her last year in high school. These students may be granted a regular high school diploma from the student's home school. The diploma shall record the student's graduation year as the last calendar year in which the student is enrolled as a full time student in high school.
6. Each course taken for the purpose of receiving Duval County Public Schools' credit toward graduation shall be comparable in content to the same course offered in the Duval County Public Schools in order for the student to apply FSCJ and/or FLVS credit toward meeting Duval County Public Schools' graduation requirements.
7. Each course taken for the purpose of receiving Duval County Public Schools' credit toward graduation shall be based on demonstrated mastery of the student performance standards in the course of study (S.B.R.6A-6.0201).
8. The home school shall record the course and grade in the Student Information Management System (SIMS) on the official transcript, and follow up to make sure the appropriate withdrawal code is entered.
9. Each approved application to the FSCJ high school completion program shall be made in duplicate. The original shall be given to the student to take to FSCJ to register for the course and one copy shall be filed in the student's cumulative record at the school. Approval for a FLVS course will be completed online. A copy of the approval shall be filed in the student's cumulative record at the school.

HIGH SCHOOL APPENDIX Q

FLORIDA VIRTUAL SCHOOL POLICIES

1. High school students may earn credits toward graduation and take test preparation courses through Florida Virtual School (FLVS). This refers to courses taken independently by the student during and/or after the regular school day per s. 1001.42(21), F.S. Enrollment in FLVS is based on their capacity and is therefore not guaranteed.
2. Courses taken for credit or promotion from FLVS must be approved courses of the Duval County School Board as listed in the Duval County Public Schools Course Title File.
3. Student requesting to take a course through FLVS must have administrative and parental approval. School personnel should carefully evaluate a student's request prior to granting approval to ensure that the FLVS course is academically appropriate for that student (i.e., student has met all prerequisites). The student's Course Request Form will be approved online at the school by the counselor after confirming online the parent/guardian's approval. The registration process will not be complete until the student receives information from FLVS indicating enrollment in the course with section number.
 - a. A senior may be enrolled in his or her assigned school and complete the requirements for graduation through Florida Virtual Schools if all of the following conditions are met:
 - The student has a cumulative, unweighted GPA of 2.0 or higher.
 - The student needs three or fewer credit hours to graduate.
 - The student has passed all parts of the FCAT 2.0 required for graduation.
 - The student has received a written referral from his or her assigned school's principal and guidance counselor stating that the student's interests would be best served by his or her completion of high school through Florida Virtual Schools.

If the student successfully completes the credits, has a cumulative, unweighted 2.0 GPA, and provides his or her original assigned school documentation of satisfactory course completion by May 15th of the applicable graduation year, the student would be eligible to receive a diploma from the original assigned school.
 - b. An underclassman may be enrolled in his or her assigned school for a minimum of two periods (3 periods – 7 period day) and enroll in Florida Virtual School for the other classes for that year. If there are extenuating circumstances which prevent an underclassman from attending the minimum periods at the high school and the school's principal determines that the student's best interests would be served by his or her full-time enrollment in Florida Virtual School, a formal request in writing to waive this policy must be submitted to the appropriate luster Office.
4. Students are required to adhere to the FLVS Rules and Procedures as found in the current Affiliation Agreement with the Duval County School Board.
5. Florida Virtual School courses are eligible for inclusion in meeting the requirements for NCAA initial eligibility. To ensure that NCAA eligibility for student athletes is not compromised, the school must enter credit for course completion onto the student's official transcript.
6. Duval County Public Schools does not have a no-drop policy, and a student's GPA will not be penalized for dropping an independent course taken through FLVS. FHSAA rulings for eligibility for students taking courses from FLVS will be forthcoming.
7. For courses taken independently by the student, it is the student's responsibility, not Duval County Public Schools', to meet all requirements set forth by FLVS. (Example – Some of the courses offered by Florida Virtual School require the student to be certified by an outside agency in a particular performance skill.)
8. Upon completion of a course, it is the student's responsibility to provide the final grade report to guidance personnel at his/her home school to insure inclusion in the student's academic record. Only final grades that have been previously approved by the DCPS counselor will be recorded.
9. Students cannot be enrolled in same course simultaneously at FLVS and at their home school. Schools should not withdraw a student from a course at school until that have received documentation that the student is actually ENROLLED in the course through FLVS.
10. Florida Virtual School is not recommended for recovery during the summer if student needs to recover a whole credit as students may not be able to enroll in the class in time to complete the credit before the start of the next school year.
11. Students enrolled in an articulated magnet program must attend classes on the high school campus at least 75% of the regular school day. Students desiring to take fewer courses at the high school campus may do so by withdrawing from the magnet program/career academy and reenrolling at the home high school.
12. Because Duval County Public School schedules high school courses with a State End of Course Exam as year long, full credit classes, a student attempting to recover OR earn initial credit in these courses through FLVS must complete the entire course (semester 1 and semester 2) to satisfy the DCPS requirement and have the grade posted to his/her academic record.
13. A student of the Florida Virtual School full-time program may participate in any interscholastic extracurricular activity at the public school to which the student would be assigned according to district school board attendance area policies or which the student could choose to attend, pursuant to district or interdistrict controlled open enrollment policies, if the student:

2. 1. During the period of participation in the interscholastic extracurricular activity, meets the requirements in paragraph (a).
 3. 2. Meets any additional requirements as determined by the board of trustees of the Florida Virtual School.
 4. 3. Meets the same residency requirements as other students in the school at which he or she participates.
 5. 4. Meets the same standards of acceptance, behavior, and performance that are required of other students in extracurricular activities.
 6. 5. Registers his or her intent to participate in interscholastic extracurricular activities with the school before the beginning date of the season for the activity in which he or she wishes to participate. A Florida Virtual School student must be able to participate in curricular activities if that is a requirement for an extracurricular activity.
 7. (f) A student who transfers from the Florida Virtual School full-time program to a traditional public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period if the student has a successful evaluation from the previous school year pursuant to paragraph (a).
 8. (g) A public school or private school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate in such activities as a Florida Virtual School student until the student successfully completes one grading period in the Florida Virtual School pursuant to paragraph (a).1006.15.
- 1.

HIGH SCHOOL APPENDIX R

HOME SCHOOL GUIDELINES AND PROCEDURES

A Home Education Program, as defined in Section 1002.01, Florida Statutes, is the sequentially progressive instruction of a student directed by his/her parent(s) or guardian in order to satisfy the requirements of Sections 1002.41, 1003.01 (13) (d), and 1003.21 (1)(b). F.S.

A. Guidelines and Procedures for The Home Education Program

1. The parent shall notify the district school superintendent of the county in which the parent resides of her or his intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birthdates of all children who shall be enrolled as students in the Home Education Program. The notice shall be filed in the district school superintendent's office within 30 days of the establishment of the home education program. A written notice of termination of the Home Education Program shall be filed in the district school superintendent's office within 30 days after said termination.
2. The parent shall maintain a portfolio of records and materials. The portfolio shall consist of the following:
 - a. a log of educational activities that is made contemporaneously with the instruction and that designates by title any reading materials used and
 - b. samples of any writings, worksheets, workbooks, or creative materials used or developed by the student. The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the district school superintendent, or the district school superintendent's agent, upon 15 days' written notice. Nothing in this section shall require the district school superintendent to inspect the portfolio.
3. The parent shall provide for an annual educational evaluation in which is documented the student's demonstration of educational progress at a level commensurate with her or his ability. The parent shall select the method of evaluation and shall file a copy of the evaluation annually with the district school superintendent's office in the county in which the student resides. The annual educational evaluation shall consist of one of the following:
 - a. A teacher selected by the parent shall evaluate the student's educational progress upon review of the portfolio and discussion with the student. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level;
 - b. The student shall take any nationally-normed student achievement test administered by a certified teacher;
 - c. The student shall take a state student assessment test used by the school district and administered by a certified teacher, at a location and under testing conditions approved by the school district;
 - d. The student shall be evaluated by an individual holding a valid, active license (as a school psychologist) pursuant to the provisions of s. 490.003 (7) or (8), F.S.; or
 - e. The student shall be evaluated with any other valid measurement tool as mutually agreed upon by the district school superintendent of the district in which the student resides and the student's parent resides.
4. The district school superintendent shall review and accept the results of the annual educational evaluation of the student in a Home Education program. If the student does not demonstrate educational progress at a level commensurate with her or his ability, the district school superintendent shall notify the parent, in writing, that such progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the student. At the end of the 1-year probationary period, the student shall be reevaluated as specified in s. 1002.41 (1) (c), F.S. Continuation in a Home Education Program shall be contingent upon the student demonstrating educational progress commensurate with her or his ability at the end of the probationary period.
5. A home education student is eligible to participate in interscholastic extracurricular student activities at a public school. An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. A home education student must be able to participate in curricular (class) activities if that is a requirement of the extracurricular activity, such as marching band. Home school students may only participate at their attendance area school. (s. 1006.15 (3)(a), F.S.)
 - a. The student must meet the requirements of the Home Education Program (s. 1002.41, F.S.).
 - b. During the period of participation, the Home Education student must demonstrate educational progress in all subjects taken in the Home Education Program by a method of evaluation agreed upon by the parent and the school principal which may include the following:
 - review of the student's work by a certified teacher chosen by the parent,
 - grades earned through correspondence,
 - grades earned in courses at a post-secondary institution, or
 - standardized test scores above the 35th percentile, or any other method in s. 1002.41 (1)(c), F.S.
 - c. The student must meet the same residency requirements as other students in the school at which he or she participates. Home school students may only participate at their attendance area school.
 - d. The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
 - e. The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A Home Education student must be able to participate in curricular activities (school courses) if that is a requirement for an extracurricular activity.
 - f. A student who transfers from a Home Education Program to a public school before or during the first grading period of the school year is academically eligible to participate in interscholastic extracurricular activities during the first grading period provided the student has a successful evaluation from the previous year.

- g. Any public school or non-public school student who has been unable to maintain academic eligibility for participation in interscholastic extracurricular activities is ineligible to participate as a Home Education student until the student has successfully completed one grading period in Home Education fulfilling the requirements for interscholastic extracurricular eligibility (s. 1006.15 (3) (a)2, F.S.) to become eligible to participate as a Home Education student.

Any insurance provided by the district school boards for participants in extracurricular activities shall cover the participating Home Education student. If there is an additional premium for such coverage, the participating Home Education student shall pay the premium (s.1006.15 (7), F.S.).

6. Students who have participated in a Home Education Program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, and have met the SAT or ACT test score requirements for Home School Programs are eligible to participate in the Bright Futures Scholarship Program in accordance with the provisions of ss. 1009.534-1009.563, F.S.
7. Home Education students may participate in Dual Enrollment Programs in accordance with the provisions of ss. 1007.27 (4); 1007.271 (10), F.S. Home Education students are not eligible to participate in Dual Enrollment through the Duval County Public Schools' articulation agreements. Home Education students must enter into their own articulation agreement with the college or university.
8. Home Education students may participate in credit by examination per s. 1007.27 (1), F.S.

FLORIDA STATUTES AND STATE DEPARTMENT OF EDUCATION RULES GOVERNING THE HOME EDUCATION PROGRAM WHERE INSTRUCTION IS PROVIDED TO STUDENTS GRANT EXEMPTION FROM COMPULSORY PUBLIC SCHOOL ATTENDANCE.

B. Guidelines and Procedures for Students Who Have Left the Home Education Program to Return to Duval County Public Schools

1. **GRADE LEVEL/COURSE PLACEMENT PROCEDURES FOR STUDENTS LEAVING HOME SCHOOL AND ENTERING DUVAL COUNTY PUBLIC SCHOOLS IN GRADE 9**

With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for these grades.

This provisional grade level/course placement will be validated before the end of the first 45 days of enrollment as follows:

- The judgment of the teacher(s) to whom the student is assigned that the grade placement is correct. This judgment will be based on the student's classroom performance as outlined in Appendix C, and
- a minimum score on the Stanford Diagnostic Reading Test (SDRT) and the Stanford Diagnostic Math Test (SDMT) that falls within the average percentile range for that grade level.

NOTE: The final determination will be based primarily on classroom performance and not on a single test score. If a student has a minimum grade point average of 2.0 at the end of the first 45 days of enrollment further validation of grade level/course placement will not be necessary.

2. **GRADE/LEVEL COURSE PLACEMENT PROCEDURES FOR STUDENTS LEAVING HOME SCHOOL AND ENTERING DUVAL COUNTY PUBLIC SCHOOLS IN GRADES 10 – 12**

With appropriate documentation of satisfactory completion of a Home Education Program, a student may be provisionally placed in the regular program for these grades.

- This provisional placement will be validated before the end of the first 45 days of enrollment in the program. (S.B.R. 6A-109941)
 - Validation of course grades/credits will be based on performance in classes at the receiving school. The judgment of the teacher(s) to whom the student is assigned will determine if the grade placement is correct. This judgment will be based on the student's classroom performance as outlined in Appendix C. If a student has a minimum grade point average of 2.0 at the end of the first 45 days of enrollment, further validation of credits will not be necessary.
 - If a student does not earn a 2.0 GPA by the end of the first 45 days of enrollment, further validation is required. Validation methods may include the following:
 - portfolio evaluation by the superintendent or designee;
 - a passing score of 60% or higher on the District's End-of-Course Exam (EOC) may be used to demonstrate mastery, to assign a grade, and to receive course credit. [To determine course mastery, assign a grade, and award credit(s) for courses without an EOC, a teacher-made test, district benchmark, if appropriate, or any other valid measurement tool shall be used for validation.];
 - demonstrated proficiencies on Compass Odyssey assessments;
 - written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - demonstrated proficiencies on nationally-normed standardized subject area assessments, such as the SAT Subject Area Tests; or
 - demonstrated proficiencies on the FCAT 2.0 in appropriate subject areas.Note: Students must be provided at least 90 days from the date of entry to prepare for validation assessments outlined above.
- Awarding of credit is limited to courses available in the State Course Code Directory.
- Students transferring from a Home Education Program into the Duval County Public Schools may not accrue credits in one school year that exceed the number of credits that may be accrued through the Student Progression Plan.

NOTE: The final determination will be based primarily on classroom performance and not on a single test score.

C. High School Completion/Diploma (S.B.R. 6A-1.09941)

1. To receive a four-year, 24-credit standard high school diploma, a transfer student must pass the Grade 10 FCAT 2.0 or an alternate assessment as provided by Florida law and earn a 2.0n GPA in courses taken in a Florida public school, specified in s. 1008.22 (3), F.S. Twelfth grade students transferring into DCPS with ninety (90) or fewer school days left of the school year may receive their diplomas from the school from which the student transferred.
2. School districts are not authorized to award a diploma to a Home Education Program student. However, a home education student may take the General Education Development (GED) test at an education center, such as Florida Community College Assessment Centers, and be awarded a GED diploma by the State of Florida, if the student receives a passing score. The toll free number for information pertaining to the GED is 1-800-237-5113.
3. To qualify for a Florida Bright Futures Scholarship, a student must have been enrolled in home school his junior and senior years at the minimum.

HIGH SCHOOL APPENDIX S

PROGRESS MONITORING PLANS

Pursuant to s. 1008.25 (4), F.S. progress monitoring plans should include federally-required student plans, and

1. include school-wide, classroom-wide, and individual progress monitoring on student proficiency on grade level applicable state standards for ALL students, and/or
2. an individual student progress monitoring plan or
3. an IEP, ELL, or 504 plan which addresses identified deficits in reading, writing, science, or mathematics, as required by s. 1008.25 (4) (a), F.S.

Components which must be included in a school wide progress monitoring system include the following:

1. Student progress data reported a minimum of three times per year (If a "D" or "F" graded school within the last three years, this requirement is monthly.) available to the district, principal, teacher, and parent in the areas of
 - reading,
 - mathematics,
 - science, and
 - strongly encouraged for social studies.
2. Progress data must include
 - student reading progress monitoring through the PMRN or the Automated Student Data Base system,
 - student proficiency on grade level NGSSS (including access points for students with significant cognitive disabilities or ELL students,
 - classroom proficiency on grade level NGSSS, and
 - school proficiency on grade level NGSSS.
3. Progress data must be used to
 - evaluate and revise classroom instruction,
 - determine individual student remediation needs,
 - evaluate and revise implementation of the school improvement plan,
 - evaluate and revise teacher professional development plans,
 - evaluate and revise the district assistance and intervention plan,
 - evaluate the fidelity of the implementation of the district K-12 reading plan, and
 - evaluate teacher performance.

HIGH SCHOOL APPENDIX T
WORLD LANGUAGE WAIVERS

World Language Requirement Waiver Request
(Parent Permission/Request Form)

Student Name _____ Student # _____

School Name/# _____ Grade Level _____

Your student may be eligible for exemption from the graduation requirement of two world languages through this waiver process. Evidence of a parent conference must be documented since the purpose of the conference shall be to determine if a waiver of the two world language credits required for graduation should be approved.

The student must meet ONE of the criteria below:

- the student has been enrolled in Intensive Reading for three or more years during high school (including the current year)
- the student is participating in a Career Academy or a Program of Study that requires sequential courses to earn an industry certification
- the student is participating in multiple years of courses in ONE of the following disciplines: JROTC, band, chorus, or other arts courses
- the student is a student with a disability with an active IEP or Section 504 Plan, for whom the acquisition and expression of a world language is impaired by their disability

Review of Required Elements Checklist

Check each element below as it is reviewed during the required parent conference.

- Review of credits to determine if a student is on track to graduate
Current State/graduation GPA _____
Number of credits earned to date _____
- Review of current Bright Futures eligibility evaluation
Bright Futures GPA _____
SAT/ACT scores _____
Required credits earned to date _____
- Number of years the student has been required to take Intensive Reading (including current year)
_____ years
- Number of years of world language
Number completed _____
Number in progress _____
- Review of Career Academy or Program of Study for Industry Certification

- Review of JROTC, band, chorus, or other arts courses
Number of courses completed _____
Number in progress _____
- Review of postsecondary plans

Page 1

HIGH SCHOOL APPENDIX U
DUVAL VIRTUAL INSTRUCTION PROGRAMS

1. Duval County students in grades K-12 may enroll full-time in the Duval Virtual Instruction Academy (DVIA).
2. Students who enroll in the DVIA full-time program must participate in all required State assessments (e.g. FCAT 2.0, ECAs, FAIR, etc).
3. Duval County students in grades 6-12 enrolled in any public school may enroll part-time at DVIA to repeat a course, take advanced coursework or to take a course that is otherwise unavailable due to class size mandates. The principal or designee of both the school of enrollment and DVIA must approve the courses, Scheduling at the school of enrollment to account for courses will be required.
4. Once enrolled in Duval Virtual Instruction Academy (DVIA) it is recommended that students remain through the end of the semester. DVIA secondary courses are ONLY offered in a semester format. Therefore, grades are not assigned until completion of a course or at the end of a semester (whichever comes first). Failure to complete a semester may impact promotion and the ability for a student to transition to a neighborhood/attendance area school.
5. Students who withdraw from Duval Virtual Instruction Academy (DVIA) should complete an exit interview and be offered counseling along with information on alternative educational options.
6. Failure to submit coursework and/or communicate with instructors on a regular basis may be considered nonattendance in the virtual environment and will be reported to the District Truancy Office for action.

Elementary School Programs

7. No part-time program is offered to elementary school students.

Middle School Programs

Retained 8th grade students enrolled full-time in Duval Virtual Instruction Academy (DVIA) may complete the required 12 core middle school academic credits and then enroll in any high school course which is academically appropriate IF he/she remains as a full-time student at DVIA for the remainder of the year. Promotion to high school will take place at the end of the school year.

8. Students enrolled full-time in the Duval Virtual Instruction Academy (DVIA) may meet the career and education planning requirement for middle school through a standalone, half credit career course)M/J Career education 230500), or through a career social studies course.

High School Programs

9. Duval Virtual Instruction Academy (DVIA) students are eligible to participate in Dual Enrollment following Duval County Public School guidelines. Participation in Dual Enrollment courses shall not exceed part-time enrollment limits at the post-secondary institution.
10. A senior may be enrolled in his or her assigned school and complete the requirements for graduation through Duval Virtual Instruction Academy (DVIA) if all of the following conditions are met:
 - The student has a cumulative, unweighted GPA of 2.0 or higher.
 - The student needs three or fewer credit hours to graduate.
 - The student has passed all parts of the FCAT 2.0 required for graduation.
 - The student has received a written referral from his or her assigned school's principal and guidance counselor stating that the student's interests would be best served by his or her completion of high school through Florida Virtual Schools.

If the student successfully completes the credits, has a cumulative, unweighted 2.0 GPA, and provides his or her original assigned school documentation of satisfactory course completion by May 20th of the applicable graduation year, the student would be eligible to receive a diploma from the original assigned school.

11. With the approval of the neighborhood school principal, Duval Virtual Instruction Academy (DVIA) students are eligible to participate in interscholastic extracurricular student activities at their neighborhood school. An extracurricular activity is any school-authorized or education-related activity occurring during or outside the regular instructional school day. Based on space available and principal approval, a DVIA student may be able to participate in curricular (class) activities if that is a requirement of the extra-curricular activity, such as marching band. The student must meet the following requirements:
 - During the period of participation, the DVIA student must demonstrate educational progress in all subjects taken in the DVIA Program as measured by progress reports and report cards,
 - The student must meet the same residency requirements as other students in the school at which he or she participates.
 - The student must meet the same standards of acceptance, behavior, and performance as required of other students in extracurricular activities.
 - The student must register with the school his or her intent to participate in interscholastic extracurricular activities as a representative of the school before the beginning date of the season for which the activity in which he or she wishes to participate. A DVIA student must be able to participate in curricular activities (school courses) if that is a requirement for an extracurricular activity.
 - A DVIA student must maintain academic eligibility for participation in interscholastic extracurricular activities.

HIGH SCHOOL APPENDIX V

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (S. 1000.36)

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents.

This compact applies to the children of:

- Active-duty members of the uniformed services, including National Guard and Reserve on active-duty orders;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of 1 year after medical discharge or retirement; and
- Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of 1 year after death.

This compact does not apply to the children of:

- Inactive members of the National Guard and military reserves;
- Members of the uniformed services now retired, except as provided in section above;
- Veterans of the uniformed services, except as provided in the section above; and
- Other United States Department of Defense personnel and other federal agency civilian and contract employees not defined as active-duty members of the uniformed services.

Educational Records and Enrollment

- If a child's official educational records cannot be released to the parents for transfer, parents shall be provided a set of unofficial records containing uniform information as determined by the Interstate Commission. Upon receipt of unofficial educational records, the school shall enroll and appropriately place the student based on this information (pending validation by official records) as quickly as possible.
- Requests for official educational records shall be processed and furnished within 10 days.
- Students must be given 30 days from the date of enrollment to obtain any immunization required. For a series of immunizations, initial vaccinations must be obtained within the first 30 days.
- Student shall be allowed to continue their enrollment at the grade level in which they were enrolled in the sending state, including Kindergarten, at the time of transition, regardless of age. A student who has satisfactorily completed the prerequisite grade level in the previous state is eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year shall enter school on their validated level from an accredited school in the sending state.

Placement and Attendance

- If a student transfers before or during the school year, the receiving school shall initially honor placement of the student in educational courses based on the student's previous enrollment. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical, and career pathways courses. A school in the receiving state is not precluded from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses.
- The receiving school must initially honor placement of the student in educational programs based on current educational assessments conducted by the sending school or participation or placement in like programs in the sending state. Such programs include, but are not limited to Gifted and talented programs, and ESOL.

Eligibility

When considering the eligibility of a child for enrolling in school:

- A special power of attorney relative to the guardianship of a child of a military family is sufficient for enrolling the child in school and for all other actions requiring parental participation and support.
- A transitioning military child who is placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school's attendance area different from that of the custodial parent, may continue to attend the school in which he/she is enrolled while residing with the custodial parent.
- Schools must facilitate the opportunity for transitioning military children's inclusion in extracurricular activities, regardless of application deadline, to the extent they are otherwise qualified.

Graduation

In order to facilitate the on-time graduation of children of military families, schools shall:

- Waive specific courses required for graduation if similar coursework has been satisfactorily completed in another school, or shall provide reasonable justification for denial. If a waiver is not granted for a student who would qualify to graduate from the sending school, the receiving school must provide an alternative means of acquiring graduation coursework so the student may graduate on time.
- States shall accept exit or end-of-course exams required for graduation from the sending state, national norm-referenced tests, or alternative testing, in lieu of testing of requirements for graduation in the receiving state. If these alternatives cannot be accommodated by the receiving state in the student's senior year, then the provision stated below apply.
- If a military student transfers at the beginning of or during the senior year and is not eligible to graduate from the receiving school after all alternatives have been considered, the sending and receiving schools must ensure the receipt of the diploma from the sending school if the student meets the graduation requirements from the sending school. If one of the states in question is not a member of this compact, the member state shall use its best efforts to facilitate the on-time graduation of students. Florida is a member-state.

LEP Plan

ENGLISH LANGUAGE LEARNERS (ELL) PLAN

ASSURANCES AND CERTIFICATION:


The Arts Academy of Jacksonville Preparatory School will provide Equal Educational Opportunity to National Origin Minority/ELL Students.

The school shall comply with:

- ❖ The requirements of the Title VI and VII Civil Rights Act of 1964.
- ❖ The requirements of the Office of Civil Rights memorandum of May 25, 1970.
- ❖ The requirements based on the Supreme Court decision of Lau v. Nichols, 1974.
- ❖ The requirements of the Equal Educational Opportunities Act of 1974.
- ❖ The requirements of the Vocational Education Guidelines, 1979.
- ❖ The requirements based on the Fifth Circuit Court decision of Castañeda v. Pickard, 1981.
- ❖ The requirements based on the Supreme Court decision of Plyler v. Doe, 1982.
- ❖ The requirements of the Office of Civil Rights Standards for Title VI compliance.
- ❖ The requirements of the Americans with Disabilities Act (PL 94-142).
- ❖ The requirements of Title IX.
- ❖ The requirements of Section 504 of the Rehabilitation Act of 1973.

AAJP's Board Chair Signature

Date Signed



Arts
Academy of
Jacksonville
Preparatory
School

"Where Change Is A Destination"

Section 1: IDENTIFICATION

1) Home Language Survey (HLS)

Is the HLS administered at the school of enrollment? Yes No

Is home language assistance provided at registration? Yes No

Is HLS integral part of the Student Registration form? Yes No

Describe the procedures for administering the HLS.

Response:

Describe Student Registration Procedures.

(Description must address whether or not registration is done at school or at a centralized location.)

Response:

2) Describe the steps taken and personnel responsible for processing all affirmative responses to HLS.

Person responsible? Registrar Guidance Counselor Other Specify

Response:

3) Describe procedures and staff responsible for collecting and reporting student demographic data.

Response:

4) Guidelines for registration, assessment and placement of foreign-born students have been established. Yes No Explain

Response:

5) Describe the procedures that have been implemented to address the placement of students with limited or no prior school experience(s).

Response:

Section 2: ASSESSMENT

6) English Language Proficiency Assessment

Who is responsible for the English language assessment of potential ELL students?

Guidance Counselor

ELL Teacher

Other Specify

7) Describe the assessment and placement procedures for K-3 NES, LES, FES students.

Response

8) What procedures and safeguards are implemented to ensure that the Aural/Oral test is administered within 20 school days of registration?

Response:

9) Describe procedures that are followed when A/O test is not administered within the 20 school days:

Response:

10) Does the assess the native language of ELL students prior to placement? If yes, describe instrument and procedures used.

Response:

11) Describe placement procedures for K-3 for students who score as FES.

Response:

12) Describe the assessment procedures for 4-5 Non-English Speaking, (NES), Limited-English Speaking (LES), Fluent-English Speaking (FES) students.

Response:.

13) What procedures and safeguards are implemented to ensure that the Reading/Writing test is administered within one year of Aural/Oral test? This question applies to grades 4-5.

Response:

14) Describe procedures when R/W test is not administered. This question applies to grades 4-5.

Response:

15) Instruments used for assessing ELL students and scoring criteria:

Listening and Speaking: Assessment Instrument

- Basic Inventory of Natural Language, BIN
- Bateria Woodcock-Munoz-Revisada, BWM
- IDEA Oral Language Proficiency Test, IPT1, 2
- Language Assessment Battery, LAB
- Language Assessment Scales, LAS
- Woodcock-Language Proficiency Battery, Revised, WBR
- Woodcock-Munoz Language Survey, WM
- WIDA ACCESS Placement Test (W-APT)

Reading and Writing: Assessment Instrument

- California Achievement Test, CAT
- Comprehensive Test of Basic Skills, CTB
- Gates-MacGinite Reading Test, GRT
- IDEA: Reading and Writing, IRW
- Iowa Test of Basic Skills, ITB
- Language Assessments Scales: Reading and Writing Test, LRW
- Mather-Woodcock Group Writing Test, GWEOT
- Woodcock Johnson Tests of Achievement-Revised or 3rd Edition, WJA
- Woodcock Reading Mastery Test-Revised, WRM
- WIDA ACCESS Placement Test (W-APT)

16) Describe the process by which the ELL Committee makes entry (placement) decisions. Include link to form used to document ELL Committee meeting:

Response:

17) Once students are identified and assessed as ELL, describe the process (procedures) used to determine appropriate placement.

Enter Title of Responsible Person: Principal/Designee, Guidance Counselor:

Response:

Check all that apply:

- Age Appropriate
- Documented Prior Educational Services
- ELL Committee
- Assessment - Diagnostic/placement test
- Parent/Guardian and Student Interview

18) Describe how and who is responsible for developing the ELL Student Plan.
Response:

19) What procedures are used to ensure that the ELL Student Plans are updated annually? List the title of responsible person and provide link to ELL Student Plan form
Response:

20) How are parent(guardians) notified of the placement of the ELL student in ELL Program?
 Standard letter used by all schools
 Individual Communication

NCLB Section 3302(a)(6) Parent Notification of Student's ELL Plan

21) List the languages used in the Parent Notification Letters:
 English Spanish French Haitian Creole Portuguese
 Vietnamese Other:

Section 3: PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

22) Describe the instructional approach implemented to ensure comprehensible instruction:
 English for Speakers of Other Languages and/or Basic subject areas instruction delivered using ELL Strategies
 Native language instruction in content areas
 Home language tutorial
 Sheltered English(Self-Contained)
 Inclusion with ELL strategies
 Pullout/Resource
 Basic Skills in the Home Language

Describe how the approaches and mechanisms are implemented in the school.
Response

22a) Select the instructional delivery model/approach delivered at the school.
 I SC NL
I = ELL (inclusion), SC = ELL self-contained/sheltered, NL = Native/Home Language

23) What progress monitoring tools are used to ensure that all ELL students are mastering the Florida Next Generation Common Core Standards and benchmarks:

- Student Portfolios
- FCAT, EOG, Practice Tests
- Native Language Assessment
- Other

Describe the process implemented at the school to ensure mastery of the core curricula.

Response:

24) Describe the process and timelines implemented by the school to verify that instruction provided to ELL students is equal in amount, sequence, and scope to that provided to Non-ELL students:

Response:

25) Describe the method used by instructional personnel to document the use of ELL instructional strategies and the monitoring process used to verify the delivery of comprehensible instruction.

Response:

26) Who is responsible for insuring that all ELL students are provided with comprehensible instruction? Briefly describe the process used by each responsible person:

- School Administrator
- Other If other, please explain.

Response:

27) Are the standards and procedures for promotion, placement, retention, and reporting ELL student's progress are part of school Student Progression Plan.

Yes No

28) What processes have been implemented to exempt ELL students who have been enrolled in an approved ELL program for 2 years or less from mandatory retentions? Describe the schools Good Cause Policy(ies):

Response:

29) What is the role of the ELL Committee in the decision to recommend the retention of any ELL student? Are parents notified?

Yes No

Response:

30) Describe who is responsible and what process has been implemented to ensure that all ELL students participate in Statewide Assessment program.(EOG, EOC, etc):

Response:

31) Describe the process that has been implemented to ensure that all accommodations for statewide assessment have been offered to ELL students. Provide the title of the school-level person responsible and include a description of how the school maintains documentation that each ELL student was provided with accommodations.

Response:

32) Do the District Assessment policies allow for alternative Assessment for ELL students who have been enrolled in a program for ELL students who have been enrolled in an approved ELL program for 12 months or less? If yes, describe the process used and indicate the instrument(s) that are used for each alternative assessment.

Yes No

If yes, describe the process used:

List alternative assessments for each subject that apply. If you would like to list multiple assessment instruments for a subject, separate each name with a comma.

Reading:

Math:

Writing:

Science:

Response:

Section 4: EXIT CRITERIA AND PROCEDURES

37) Describe the criteria and procedures used to exit ELL students from the ELL Program.

Response:

Listening and Speaking Proficiency Assessment

38) Select the aural/oral proficiency test used:

Assessment Instrument

- Idea Oral Language Proficiency Test, IPT
- Language Assessment Battery, LAB
- Language Assessment Scales, LAS
- Oral Language Evaluation, OLE
- Peabody Vocabulary Test, PVT
- Test of Language Development, TLD
- Woodcock-Language Proficiency Battery, Revised, WBR
- Woodcock-Munoz Language Survey, WM

38) Title of school-level person administering the aural/oral test:
Bilingual ELL Translator/Testers

Reading and Writing Proficiency Assessment

39) Describe the criteria and procedures used to exit ELL students from the ELL Program using reading and writing assessment(s)

Response:

40) Select the Reading and Writing proficiency test used:

Reading and Writing: Assessment Instrument

- Gates-MacGinitie Reading Test, GRT
- Idea: Reading and Writing, IRW
- Iowa Test of Basic Skills, ITB
- Language Assessments Scales: Reading and Writing Test, LRW
- Mather-Woodcock Group Writing Test, GWE
- Metropolitan Achievement Test, MTS
- National Test of Basic Skills, NTB
- Stanford Achievement Test, STA
- Terra Nova, TER
- Woodcock Johnson Tests of Achievement-Revised or 3rd Edition, WJA
- Woodcock Reading Mastery Test-Revised, WRM

40) Title of school person administering the reading/writing test:
Guidance Counselor/school ELL contact/Principal/D

41) Describe the process by which the ELL Committee makes exit decisions.

Response:

42) What process is used to notify parents when their student is exiting the program?

Response:

43) Who is responsible for updating the ELL student's exit data in the ELL Student Plan and who is responsible for ensuring this process is completed? Provide titles of person(s) responsible & briefly describe process:

Response:

Section 5: MONITORING PROCEDURES

44) Who is responsible for conducting the required two-year monitoring follow-up of former students once they have exited the ELL Program? ELL contacts, Language Arts teachers, school counselors /and or personnel designated by the principal?

45) How is the student's progress documented in the student's ELL Student Plan? Explain

Response:

46) What documentation is used to monitor the student's progress?

- report cards
- test scores
- classroom performance
- Other Specify:

46) Describe the process:

Response:

47) Describe the procedure(s) followed when the performance of former ELL students is satisfactory?

Response:

48) Describe the procedure(s) followed when the performance of former ELL students is uDSatisfactory.

Response:

49) When former ELL students are reclassified as ELL and re-enter the ELL program, who is responsible for initiating a new ELL student plan, updating the student data and ensuring the appropriate placement?

Include a description of the procedures/processes

Response:

50) Describe the program delivery model and additional intervention strategies that will be implemented when former ELL students re-enter the ELL Program.

Response:

Section 6: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

51) School provides assistance to parents /guardians of ELL students in their heritage language, unless clearly not feasible. (Check all that apply)

- at time of registration
- at time of ELL Committee meetings
- at time of Parent/Teacher conferences

Describe the processes/procedures

Response:

52) By checking the parent notification below, the school assures that parental notification is provided as required:

- testing for eligibility of services
- temporary placement
- delay in testing
- test results
- program placement
- program Delivery Model Options
- state and/or district testing
- accommodations for testing
- annual testing for language development
- growth in language proficiency (Listening, Speaking, Reading, Writing)
- exemptions from statewide assessments for students classified ELL for one year or less by date of test
- retention/remediation
- transition to regular classes
- extension of ELL instruction
- exit from ELL Program
- post-reclassification (LF) monitoring procedures
- reclassification of former ELL student

53) How does the school inform parents/guardians/ and ELL students of the Code of Student Conduct and students' rights and responsibilities?

Is the Code of Student Conduct Available in a language other than English?

Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. (Include who is responsible)

Response:

54) What provision(s) does the school provide to train parents/guardians in order to promote parental and community participation in programs for ELL students?

Response

55) How does the school involve the Parent Leadership Council in school committees?

Response:

56) How does the school provide parents/guardians information on school's adequate yearly progress?

Response:

57) How does the school provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.) Explain

Response:

Section 7: FUNCTIONS OF THE ELL COMMITTEE

58) Specify the composition of your ELL Committee :(standing members and others, as necessary) Explain

Response

59) Describe the elements of student's ELL Plan. Explain

Response:

60) Describe when/how the student plan is updated. Explain
Response:

61) Functions of the ELL Committee (check all that apply) and explain HOW this is done:

- Reclassification of former ELL students
- Placement decisions for students in grades scoring FES on aural/oral and at or below 32nd percentile on reading/writing assessment.
- Review of instructional program, progress (after one semester)
- Retention/promotion decision
- Parental concerns
- Exempting students classified as ELL for one or fewer years from statewide assessment program
- Review of instructional program of LF students during 2 years post-reclassification period with consistent pattern of underperformance academically
- Consideration of exiting a student who scored FES on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations and programs, if necessary.
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

Section 8: PERSONNEL TRAINING

"Where Change Is A Destination"

62) Describe the process used for teachers who need the ELL training and /or certification requirements? How are teachers notified of training requirements and who is responsible for the issuing the notifications?

Response:

63) Describe the process(es) implemented to track the teachers' completion of ELL training and/or certification requirements.

Response:

64) Describe the in-service training program(s) implemented to assist basic subjects and other subject area teachers.

Response

65) Describe how the school will provide the required hours of ELL training for school administrators, and the tracking system that will be implemented.

Response

66) Describe how the school will provide the required hours of ELL training for Guidance Counselors, and the tracking system that will be implemented.

Response

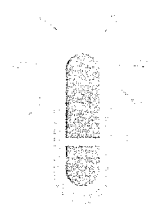
67) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' fluency in English and the other language(s)

Response:

68) Describe school procedures implemented for training of bilingual paraprofessional in ELL or home languages strategies.

Academy of
Jacksonville
Preparatory
School

"Where Change is a Destination"



Arts
Academy of
Jacksonville
Preparatory
School

"Where Change Is A Destination"

Code of Conduct

SCHOOL BOARD OF DUVAL COUNTY



NOTICE REGARDING CODE OF STUDENT CONDUCT FOR SCHOOL YEAR

2013 – 2014

School _____

Grade _____

In order to conserve resources, schools will not distribute paper copies of the *Code of Student Conduct* (Code) to every student. You can locate an electronic copy of the Code online at the District website at: <https://www.duvalschools.org>. If you require a paper copy of the Code, please check the box where indicated below, sign and return this sheet, and one will be provided to your child.

This Code has been adopted to help your son/daughter gain the greatest possible benefit from his/her education. The Internet Acceptable Use Policy (AUP) found within the Code provides guidance to students on acceptable use of the DCPS computer network. Please read and discuss the Code with your son/daughter. To request a printed copy of the Code, please sign this sheet and return it to school.

This form will be kept at the school. Training on the Code of Student Conduct will be provided to all students, teachers and administration during the first month of school.

FAILURE TO RETURN THIS ACKNOWLEDGEMENT FORM WILL NOT RELIEVE A STUDENT OR THE PARENT/ GUARDIAN OF THE RESPONSIBILITY FOR COMPLIANCE WITH THE CODE OF STUDENT CONDUCT OR ACCOUNTABILITY FOR LOSS OR DAMAGE TO DCPS PROPERTY.

Please check **only** if you require a printed copy of the 2013-2014 *Code of Student Conduct*. **One (1) copy per household will be provided.**

Print Student Name _____

Student Signature _____

Date _____

Print Parent/Guardian Name _____

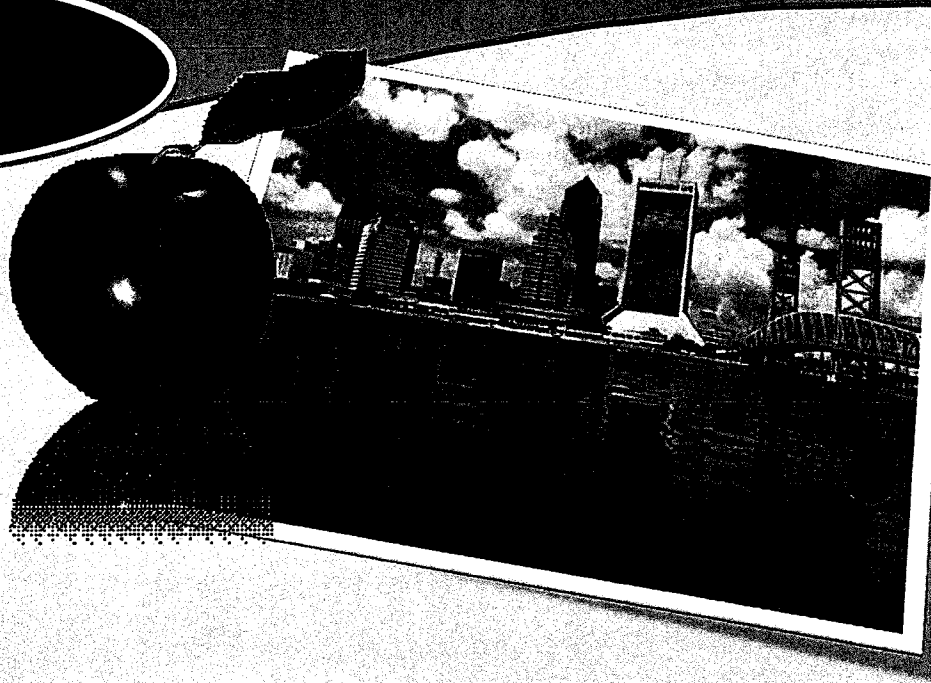
Parent/Guardian Signature _____

Date _____

Duval County Public Schools

Code of Student Conduct

2013-2014



Superintendent of Schools

Dr. Nikolai P. Vitti, Ed.D.

Duval County School Board Members

The Honorable Cheryl Grymes – District 1

The Honorable Fred “Fel” Lee – District 2

The Honorable Ashley Smith Juarez – District 3

The Honorable Paula D. Wright – District 4

The Honorable Dr. Constance S. Hall – District 5

The Honorable Becki Couch – District 6

The Honorable Jason Fischer – District 7

EVERY school, ***EVERY*** classroom, ***EVERY*** student, ***EVERY*** day

dcps

Duval County Public Schools

JURISDICTION OF THE SCHOOL BOARD

Duval County Public Schools' students are subject to the rules and regulations of the Duval County School Board. The jurisdiction of the Board is in effect during the school day; at regular school-sponsored activities; during transportation on school buses or at public expense to and from school or other educational activities; and at all times and places where appropriate school personnel have jurisdiction over students, including, but not limited to, school-sponsored events, field trips, and athletic functions. All school regulations and prohibitions pertain to automobiles driven or parked on school property.

Jurisdictional control over the student may extend to the immediate vicinity of the school when the conduct of the student is deemed to have a detrimental effect on the health, safety, or welfare of the school. In addition, with respect to bullying, the jurisdiction of the Board may extend to data or computer software accessed at a nonschool-related location, activity, function, or program, or to technology or an electronic device that is not owned, leased, or used by Duval County Public Schools.

Duval County Public School employees are not responsible for supervising students who arrive on school property 30 or more minutes before school or a school-sponsored activity is scheduled to begin. Further, Duval County Public School employees are not responsible for supervising students who remain on school property 30 or more minutes after school ends, or 30 or more minutes after a school-sponsored activity ends.

Table of Contents

Topics	Page
Jurisdiction of the School Board.....	2
Introduction and Philosophical Basis.....	4
Classifications of Violations	5
Special Notes.....	5
Minor Offenses – <i>Class I</i>	8
Disciplinary Action – Minor Offenses – <i>Class I</i>	9
Disciplinary Action – Minor Bus Code Offenses – <i>Class I</i>	9
Intermediate Offenses – <i>Class II</i>	10
Disciplinary Action – Intermediate Offenses – <i>Class II</i>	14
Disciplinary Action – Intermediate Bus Code Offenses – <i>Class II</i>	15
Major Offenses – <i>Class III</i>	16
Disciplinary Action – Major Offenses – <i>Class III</i>	19
Disciplinary Action – Major Bus Code Offenses – <i>Class III</i>	20
Zero Tolerance Offenses – <i>Class IV</i>	21
Disciplinary Action – Zero Tolerance Offenses – <i>Class IV</i>	23
Disciplinary Action – Zero Tolerance Bus Code Offenses – <i>Class IV</i>	23
Disciplinary Actions for Students with Disabilities	24
School Bus Code	26
Disciplinary Action – School Bus Offenses.....	27
Extracurricular Activities	27
Disciplinary Action – Extracurricular Activities	27
Formal Disciplinary Actions and Procedures.....	28
Procedures for Administration of Formal Disciplinary Action	32
Alternative Education Placement Procedures	33
Appeals Procedures.....	34
Felonies Committed by Students.....	34
School Resource Officer Services.....	35
General Code of Appearance	36
Disciplinary Action – General Code of Appearance.....	37
Attendance Policy	38
Immunization and Health Requirements for School Attendance	44
Zero Tolerance for School Related Crimes Board Policy 5.28	45
Student Use of Wireless Communication Devices Board Policy 5.38	48
Guidelines for Safe and Acceptable Use of Computers and the Internet	49
Disciplinary Actions – Safe and Acceptable Use of Computers and the Internet.....	50
Nondiscrimination Policy.....	51
Role of the Home, Student, School, and School Personnel	52
Rights and Responsibilities	53
Parents and Students	53
Attendance	53
Counseling	54
Curriculum	54
Free Speech/Expression	54
Grades	54
Privacy and Property Rights	54
Student Records	55
Student Government	56
Student Publications	56

**DUVAL COUNTY PUBLIC SCHOOLS
CODE OF STUDENT CONDUCT**

INTRODUCTION AND PHILOSOPHICAL BASIS

Instruction should occur in an environment that is conducive to learning. Good order and discipline are essential to effective instruction and to the ability of students and school personnel to work cooperatively toward mutually recognized and accepted goals. The rules outlined in the Code are designed to ensure that this primary reason for the existence of school is achieved. Any behavior that prevents learning from taking place is unacceptable and will result in the appropriate consequence.

Duval County Public Schools is committed to maintaining a safe, secure, and respectful school environment that reflects the highest standards of our community and society. All persons, students, teachers, administrators, parents, and others on our campuses are expected to conduct themselves in a considerate and respectful manner and support a safe and respectful school environment conducive to learning and constructive, civil dialogue. Teachers, administrators, and staff must operate in a safe and secure environment and receive the respect their positions demand if they are to effectively perform their duties. Offensive language, threats, assault or any other disrespectful or intimidating conduct directed toward a teacher or other school district employee will not be tolerated. Any such conduct by any student will result in immediate removal of the student from the subject classroom or school environment and requires parental engagement and school discipline.

To assist students, parents, guardians, administrators, and school personnel in maintaining such an environment, the *Code of Student Conduct* will:

- ❖ Identify classifications of violations and describe procedures for disciplinary actions
- ❖ Identify formal disciplinary actions
- ❖ Standardize procedures for administering formal disciplinary actions
- ❖ Describe roles of the home, student, school and school personnel
- ❖ Describe rights and responsibilities of all students and parents/guardians
- ❖ Outline general code of appearance
- ❖ Describe rights of disabled students relating to discipline
- ❖ Inform parents/guardians and students of the district's Internet Safety and Acceptance Use Agreement

It is the responsibility of both student and parent/guardian to know the rules of the *Code of Student Conduct* and to support the fair and impartial administering of the rules. With age and maturity, students will be expected to assume greater responsibility for their actions. Students are responsible for accepting the consequences for actions that may violate the *Code of Student Conduct*.

It is the responsibility of school personnel to be aware of the specifics of the *Code of Student Conduct* and to apply them appropriately. It is the responsibility of the school to convey information regarding individual school policies and procedures to students and parents/guardians via a school planner or through other appropriate means.

The School Board and personnel appointed at the district level are responsible for ensuring that the *Code of Student Conduct* and the consequences for the identified violations are legal and fair. The Board is also responsible for conveying to the community and parents/guardians, that once these conditions are met, the actions taken by the local school will be supported for the good of the school system and the community as a whole.

Should you have any questions regarding the Code of Student Conduct, please contact the assistant principal at the school level or call Student Discipline Support Department at 390-2477.



CLASSIFICATIONS OF VIOLATIONS

Violations of the *Code of Student Conduct* are grouped into four classes:

❖ Minor	Class I
❖ Intermediate	Class II
❖ Major	Class III
❖ Zero Tolerance	Class IV

Each classification is followed by a disciplinary procedure that is to be implemented by the principal/designee.

It is understood that when a violation of the *Code of Student Conduct* occurs, the student's explanation shall be heard by the principal/designee before determining the classification of the violation. The principal or designee will review each case, including all documentation provided by staff and other witnesses, individually before assigning consequences. Florida Statutes 1003.31, 1003.32, 1006.07, and 1006.09 describe responsibilities of the school principal or other designated staff.

Classroom teachers will address general classroom disruptions by taking appropriate in-class disciplinary actions. These include, but are not limited to, personal calls to parents/guardians, parent/teacher conferences, referral to a guidance counselor, etc. If such measures do not desist the disruption, a disciplinary referral is appropriate. (Failure to bring notebook, pencil, books, required materials and equipment to class, or failure to work in class, are not cause for disciplinary referrals).

SPECIAL NOTES

NOTE I: REPEATED VIOLATIONS: Repeated violations of the *Code of Student Conduct* in school and/or on the school bus will be considered willful disobedience and/or open defiance of authority resulting in possible suspension or expulsion from school and/or the school bus for the remainder of the school year or a specific period of time.

NOTE II: HAZING: There shall be no type of hazing during any district sponsored event, club, organization, or class within the school or off campus. Hazing shall be defined as any action or situation for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of the school which recklessly or intentionally endangers a student's mental or physical health or safety. Acts of hazing shall be addressed and will result in the appropriate consequence being administered in accordance with the *Code of Student Conduct*.

NOTE III: SEARCH AND SEIZURE: Federal and state laws grant individuals reasonable expectations of privacy and freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety and welfare of all students. Students may be subject to search of person or property if a reasonable suspicion exists that the student may have violated the *Code of Student Conduct* or state or federal law. Be advised that, upon reasonable suspicion, student lockers and other storage areas (including, but not limited to, motor vehicles, book bags, pocketbooks, notebooks, pockets, personal electronic devices, etc.) may be searched. Additionally, school personnel are permitted to conduct administrative searches for weapons and other contraband absent reasonable suspicion. Administrative searches shall be carried out with a neutral plan for execution and in the least intrusive manner. Schools are permitted to use metal detectors to assist in this effort.

NOTE IV: PROHIBITED ITEMS: Be advised that students will be held responsible for prohibited items in their personal control, such as items located in vehicles, book bags, clothing or items belonging to someone else.

NOTE V: TECHNOLOGY-BASED INFRACTIONS: Technology-based infractions may result in a suspension or limited access of network and/or Internet access. Alternative instructional materials may be provided.

NOTE VI: BUS RIDING PRIVILEGES: Bus riding is a privilege, which may be revoked. Misconduct by any student while riding a school bus represents a serious threat to the safety of all occupants on the bus as well as other motorists, pedestrians, and members of the community. Parents/guardians are urged to discuss with their children appropriate school bus conduct in order to ensure bus safety. All students who misbehave while riding the school bus will be disciplined according to the *Code of Student Conduct*.

A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension. Students are required to attend school. Bus suspension does not affect or excuse school attendance.

Suspension or revocation of school bus privileges applies to all vehicles in the Duval County Public School Transportation System. This does not apply to transportation authorized by School Administration for field trips. Students with disabilities (Exceptional Education Students other than Gifted) and students with Section 504 Plans may be suspended from the bus for up to three (3) days at one time.

NOTE VII: COUNSELING AND/OR TREATMENT: A student may be required to obtain counseling and/or attend a recognized treatment program at parental expense and show proof of completion of such counseling or program. Such offenses may include, but are not limited to, abuse of technology, substance abuse, stalking, threats, intimidation, bullying, harassment, teen dating violence or abuse or acts motivated by hate or bias.

NOTE VIII: FORFEITURE OF SENIOR PRIVILEGES: A senior student who commits a Class III or IV violation, described in the *Code of Student Conduct*, shall forfeit the right to participate in graduation exercises and other senior-related activities until the student has successfully completed all assigned consequences and disciplinary actions. School Board Policies and Procedures regarding assignment to alternative centers shall apply to students who commit a Class III or Class IV violation.

NOTE IX: COMPENSATION FOR ACTS OF VANDALISM: A student who willfully damages school property, a school bus, or bus equipment shall be properly disciplined. The parent(s) or legal guardian of a minor student (or the student, if he/she is an adult) shall reimburse the owner of the bus for restitution or for replacement of any damaged school property in accordance with the true value as determined by the appropriate administrative staff. Students who damage school property, a school bus or bus equipment shall be subject to disciplinary action according to the *Code of Student Conduct*.

NOTE X: EXPULSION: The School Board has the sole authority to expel students pursuant to Florida Statute 1006.07. The School Board may expel a student from school based on grounds specified in the *Code of Student Conduct*. "Expulsion" means the removal of the right and obligation of a student to attend a public school under conditions set by the district school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly.

The Duval County School Board will conduct an expulsion hearing for a student found to have committed a Zero Tolerance Offense, even if the student withdraws from Duval County Public Schools after committing the offense.

NOTE XI: TESTING RESTRICTIONS: During FCAT and other testing which is determined by the principal or his/her designee, students may not have any electronic or recording devices, including, but not limited to smart phones, cell phones, personal computers, electronic games or similar devices, in their pockets, at their desk or anywhere they can reach them, before, during, or after the testing session. Possession of any electronic device that reproduces, transmits, records, or calculates (except for the FCAT calculator), will result in the student's test being invalidated.

NOTE XII: BUS SAFETY: Pursuant to Florida law, each passenger on a school bus that is equipped with safety belts or restraint system shall wear a properly adjusted and fastened safety belt at all times while the bus is in operation.

NOTE XIII: STUDENTS WITH DISABILITIES (IEP/SECTION 504 PLANS): Disciplinary action(s), as outlined in the *Code of Student Conduct* must comply with the Individuals with Disabilities Education Improvement Act (IDEIA) and Section 504 of the Rehabilitation Act of 1973, as well as state and local regulations.

NOTE XIV: ANTI-BULLYING POLICY: Pursuant to Florida Statute 1006.147, it is the policy of the Duval County School Board (DCSB) that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. Accordingly, DCSB will not tolerate bullying or harassment against any student, employee, visitor, volunteer or agent who works on school-related activities, subject to the control of school officials. This policy shall be interpreted and applied consistently with all applicable state and federal laws and employee collective bargaining agreements. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.

A. DCSB prohibits bullying or harassment of any student or school employee, volunteer or agent:

1. During any education program or activity conducted by DCSB,
2. During any school-related or school-sponsored program or activity or on a school bus;

3. **Through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of DCSB. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.**
4. **Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by DCPS or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any non-school-related activity, function, or program.**

For more information, see DCSB 10.20 Anti-Bullying Policy. Bullying or harassment reporting forms may be found on the district's website at www.duvalschools.org.

Note XV: Principals at their discretion can allow or disallow different types of personal portable electronic devices to be used while at school. The use of such devices is done so voluntarily and is a privilege that can be revoked at any time. At no time may a student access unfiltered Internet through a cellular network or unauthorized Wi-Fi hotspot on their personal devices. **Bringing a personal portable electronic device to school puts that device at great risk of being lost, stolen or damaged; at no time will the District be liable for such loss or damage.**

Note XVI: In preparing our students for online testing and complying with State of Florida mandates, each Duval County Public School student will be assigned a computer network login that will provide the student with access to internal and external network resources including the Internet. The proper use of the Internet provides opportunities for research, learning, and web-based educational programs. **Some enrichment, online testing, and curriculum resources programs are only accessible through the Internet including some specific intervention and grade recovery programs.** A parent or guardian may make a written request by completing the **Parental Internet "Education Only" Form** available at their school to limit a student's access to "Educational Only" Internet resources. Such a request will severely limit the student's ability to perform online research, access enrichment, curriculum resources, and may limit the classes in which the student can participate in.

MINOR OFFENSES - CLASS I

1.01 (ZZZ) Disruption in Class – Any conduct which is so disruptive as to interfere with the teacher’s ability to communicate with the students in class and/or with the ability of other students to learn.

NOTE: Continuous/repeated disruptive behavior may constitute a Class II Offense (See 2.01).

1.02 (ZZZ) Illegal Organization – Any participation in prohibited secret clubs or societies.

1.03 (ZZZ) Disorder Outside of Class – A student must not bother other students outside of class or participate in disruptive conduct that interferes with maintaining order in areas subject to school authority or the failure to follow directions to cease such conduct.

NOTE: Continuous/repeated disruptive behavior may constitute a Class II Offense (See 2.01).

1.05 (ZZZ) Tardiness – Reporting late to school or class (refer to individual school’s tardy procedures).

Tardiness is defined as the physical absence of a student in the classroom at the beginning of a regularly scheduled session at which he or she is scheduled to be present. A student’s tardiness shall be excused when the reason given for tardiness is acceptable to the principal or designee. Examples of acceptable reasons for tardiness are the same as the examples of acceptable reasons for excused absences.

A student has the responsibility to be in class on time. A student failing to make an effort to attend class in a timely manner shall be considered truant and subject to disciplinary action. A student’s excessive unexcused tardiness shall be considered willful disobedience, and the student shall be subject to disciplinary action.

Accumulation of tardies shall be on a nine-week grading period. Schools with electronic tardy tracking systems shall track tardies on an aggregate basis. Schools without electronic tardy tracking systems shall track tardies by period.

NOTE: Pursuant to Florida law, out-of-school suspension is not a permissible disciplinary action for this violation for students who are of compulsory attendance age. As such, action code 07 (out-of-school suspension) should not be used for this offense (See Disciplinary Action for Tardy Policy, page 9).

See Elementary Tardiness and Early Checkout Guidelines.

1.06 (ZZZ) Use of Abusive, Profane, or Obscene Language or Gestures – Must not use inappropriate language or gestures.

1.07 (ZZZ) Nonconformity to the General Code of Appearance (See page 36)

1.09 (ZZZ) Inappropriate Public Display of Affection

1.10 (ZZZ) Unauthorized Absence from Class or School

NOTE: Pursuant to Florida law, out-of-school suspension is not a permissible disciplinary action for this violation for students who are of compulsory attendance age. As such, action code 07 (out-of-school suspension) should not be used for this offense.

1.12 (ZZZ) Unauthorized use of Personal Electronic Devices - Use of personal electronic devices that have not been authorized by the Principal or designee. Any student who chooses to bring a personal electronic device to school shall do so at his or her own risk.

1.13 (ZZZ) Inappropriate Conduct or Disruption on School Bus – Any conduct or disruption on the school bus including, but not limited to, the following: eating, drinking, or littering; failure to sit in assigned seat; improper boarding or departing in an disorderly manner; failure to keep aisle and step wells clear; failure to utilize required safety equipment (e.g., seatbelts); and failure to present bus permit/student ID if one has been issued and is requested.

NOTE: Pursuant to Florida law, each passenger on a school bus that is equipped with safety belts or restraint system shall wear a properly adjusted and fastened safety belt at all times while the bus is in operation.

Disciplinary Actions - Minor Offenses – Class I

First Offense

Disciplinary actions may include the use of in-school conferences and parental contact when warranted. Specific circumstances may warrant disciplinary action outlined under subsequent offenses.

Subsequent Offenses

Disciplinary actions may include the use of parental contact and/or any formal disciplinary action as described on pages 28 - 31.

Tardy Policy

Consequences or Disciplinary Actions for Tardiness in a Grading Period

For the first three (3) tardies, tardies are documented but there is no consequence other than a verbal warning by the teacher or electronic tardy tracking systems.

1st consequence – teacher/student intervention – interventions may be verbal, electronic, written, etc.
(4th tardy)

- Teacher warning issued to student.
- Student notified of consequences for the next tardies

2nd consequence – teacher/parent/student intervention - interventions may be verbal, electronic, written, etc.
(5th tardy)

- Teacher notifies parent and student about tardy behavior.
- Tardy contract with the student (a copy of the contract should be sent home to the parent/guardian).

3rd consequence – Administrative referral - disciplinary action.

1st administrative referral - parental contact (contact may be verbal, electronic, written, etc.).
(6th tardy) Disciplinary Code 1.05 is entered into the Genesis system.

2nd administrative referral - detention (before school, after school, Saturday, cafeteria) or work assignments.
(7th tardy)

3rd and subsequent administrative referral - any formal disciplinary action as outlined in the *Code of Student Conduct*.
(8th tardy)

Disciplinary Actions - Minor Bus Code Offenses – Class I

First Bus Code Offense - Commission of a Class I offense on a bus may result in the use of in-school conferences and parental contact when warranted. Specific circumstances may warrant disciplinary action outlined under subsequent offenses.

Subsequent Bus Code Offenses - Subsequent bus code violations may result in the suspension of bus privileges for one to three school days and/or the use of any formal disciplinary action as described on pages 28 - 31.

INTERMEDIATE OFFENSES - CLASS II

2.01 (ZZZ) Failure to Follow Directions Relating to Safety and Order in Class, School, School-Sponsored Activities or on the School Bus – Any refusal to comply with lawful and reasonable directions of a school district employee or agent that relates to the safety of students or school personnel, or to the maintenance of order while a student is under school jurisdiction. This offense may not be used to suspend students for tardies or multiple tardy behaviors.

NOTE: Any conduct which significantly disrupts all or portions of campus activities, (greater than one classroom) school-sponsored events and school bus transportation may constitute a Class III offense (See 3.15).

Suspension or revocation of school bus privileges applies to all vehicles in the Duval County Public School Transportation System. This does not apply to transportation authorized by School Administration for field trips.

2.02 (TBC) Possession, Use, Distribution and/or Sale of Tobacco/Facsimile Products

NOTE: It is illegal to possess or use tobacco products if under the age of 18.

Tobacco products shall include, but not be limited to, cigarettes, cigars, pipe tobacco, electronic cigars and cigarettes and all smokeless tobacco products.

To safeguard the health and safety of school district employees and students, the use of tobacco products on any School Board property is prohibited. School Board property, as used herein, shall mean any building owned or part thereof owned or used by the School Board, and the grounds upon which such building is located.

2.03 (ZZZ) Simple Battery Upon Students – Intentional pushing, touching or striking of another student against the will of the other student. (For an assault, See 2.31)

2.04 (ZZZ) Dispute – Lower-level confrontations such as, mutual pushing and shoving or altercations which stop upon verbal command and are resolved without injury or need for physical restraint (Formerly 2.18).

NOTE: Out-of-school suspension shall not be a disciplinary action for a first offense of a dispute.

2.05 (FIT) Fighting (Mutual combat, mutual altercation) – When two or more persons mutually participate in physical violence that requires physical restraint and/or results in injury.

NOTE: Self-defense is described as an action to block an attack by another person or to shield yourself from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.

2.06 (ZZZ) Vandalism – Any intentional and deliberate action resulting in damages of less than \$200 to public property, school district property, or the real estate or personal property belonging to another including, but not limited to, the placement of graffiti thereon or other acts of vandalism thereto as defined by Florida Statute 806 (Documentation of assessment of damages required). A student who willfully damages school property, a school bus, or bus equipment shall be properly disciplined. The parent(s) or legal guardian of a minor student (or the student, if he/she is an adult) shall reimburse the owner of the bus for restoration or for replacement of any damaged property in accordance with the true value as determined by the appropriate administrative staff. Students who damage school property, a school bus or bus equipment shall be subject to disciplinary action according to the *Code of Student Conduct*. **Damage to property valued at \$200 to \$1,000 constitutes a Class III Offense (See 3.07).**

2.07 (ZZZ) Stealing or Use of Counterfeit Bills – Any intentional unlawful taking and/or carrying away of property valued at less than \$300 belonging to, or in the lawful possession or custody of another, including, but not limited to, money, credit cards, debit cards, gift cards, jewelry and personal items located in lockers, cars, book bags, clothing, or anywhere else on school property or the use of counterfeit money for procuring school items i.e., lunch,

fundraisers, uniforms, etc. (Proof of purchase price required). **The taking of property valued at \$300 or more constitutes a Class III Offense (See 3.05).**

2.08 (ZZZ) Possession of Stolen Property (with the knowledge that it is stolen)

2.09 (ZZZ) Threats/Intimidation/Ridicule – Verbal, written or printed communication that maliciously threatens injury to a person, property, or reputation of another, or other conduct that demeans or ridicules another. Multiple 2.09 offenses may rise to the level of bullying. Completion of the threat, either by the victim complying with the demands, or the carrying out of threats against the victim, constitutes a Class III Offense (see 3.02).

2.10 (TRS) Trespassing – Willfully entering or remaining in any structure, conveyance, or school property without being authorized, licensed, or invited; or having been authorized, licensed, or invited, and is warned by an authorized person to depart and refuses to do so. **A student who has been suspended or expelled from school or school bus and returns to any School Board property without being authorized to do so is considered to be trespassing and is subject to arrest.**

2.11 (ZZZ) Possession of Fireworks, Firecrackers, Smoke Bombs, Flammable Materials or Fire Facsimiles

2.14 (ZZZ) Sexual Harassment – Any unwelcomed sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, electronic, or physical contact when submitting to or rejecting the conduct affects or unreasonably interferes with the learning environment or creates an intimidating, hostile, or offensive educational environment (6A-19.008 SBE Rule). It includes, but is not limited to, sexually-oriented jokes, verbal/physical advances, touching, pinching, patting, sexually-oriented kidding, teasing, using language that has a double meaning and is sexually suggestive.

There is no requirement in School Board policies that specific body parts must be touched (e.g., sexual organs), or that sexual harassment, in any form, must be shown to have occurred repeatedly, over a long period of time, and/or be severe.

NOTE: Violation of the School Board's sexual harassment policy may be grounds for in-school suspension, out-of-school suspension, expulsion, or the imposition of other disciplinary action by the school, and may also result in criminal charges by State or local units of government. In addition, severe and/or repeated inappropriate or unwelcome conduct or speech that is sexual in nature may constitute a Class III offense.

2.16 (ZZZ) Directing Obscene, Profane, or Offensive Language or Gestures to a Student, School District Employee or Agent – Any behavior offensive to common propriety or decency directed to a student, school district employee or agent including, but not limited to, any verbal, written, electronic, or physical conduct such as, slurs, or innuendos, - which has the purpose or the effect of creating an intimidating, hostile, or offensive educational environment.

NOTE: There are specific disciplinary actions required for violations of this offense see page 14.

2.17 (ZZZ) Leaving School Grounds or the Site of Any School Activity Without Permission

2.18 (ZZZ) Simple Assault on School District Employee or Agent – An intentional threat by word or act to do violence on a school district employee or agent, coupled with the apparent ability to do so, creating fear in that person (Formerly 2.04). **For subsequent threats, see 3.27, see page 18.**

NOTE: There are specific disciplinary actions required for violations of this offense.

2.19 (ZZZ) Multiple Class II Offenses – The commission of five (5) or more Class II offenses of which no more than 3 are 2.01 offenses by secondary students or three (3) or more Class II offenses by an elementary student or the third (3rd) commission of a 2.05 (fighting) offense. ~~Students who commit multiple Class II Code of Conduct offenses must be referred to the Student Option for Success (SOS) Program.~~

NOTE: Secondary students or parents/guardians, who refuse to participate, fail to enroll, or do not complete the SOS program will be referred to the Hearing Officer for placement of the student in an Alternative Education Center. Participation should begin at the first available class.

Students who commit a subsequent Class II offense and/or violate their contract while they are enrolled in the SOS program will be placed at an Alternative Education Center by the Hearing Officer.

A student with disabilities (IEP/Section 504 Plan) must be referred first to the Re-evaluation Review Team (RRT)/Section 504 Team for a manifestation determination and recommendation prior to referral to the Hearing Officer.

2.20 (ZZZ) False Information Intentionally providing false information to a school district employee or agent, including giving false student information data and concealment of information directly relating to school business. This includes, but is not limited to, failure to provide correct name, correct phone number or other pertinent data, forgery of school notes, readmit slips, tardy slips, excuse blanks, report cards, hall passes, field trip forms, scholarship warnings, notes to or from parents/guardians, or any other related materials.

NOTE: A student is responsible for ensuring that parents/guardians receive any materials sent home by the school and for ensuring that school personnel receive any materials sent to school by the parent/guardian.

2.23 (ZZZ) Refusal to Attend or Participate in Other Previously Assigned Discipline

2.24 (ZZZ) Unauthorized Use of Instructional Technology

- Students will only use computers with permission and must abide by the district's Acceptable Use Policy (AUP).
- Students will not share logins, usernames, or passwords with anyone. **Students are responsible for any activity that occurs under their account.** Students have no expectation of privacy while utilizing the DCPS network, computers, or any device that is attached to it.
- Students will not attempt to access websites blocked by district policy, including the use of proxy services, software, or websites. **If the website is blocked, do not attempt to bypass the block by any means.**
- Students will not use the network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature). **Students shall immediately notify a teacher or administrator if inappropriate information is mistakenly accessed or found anywhere on the DCPS network including student shares.** This may protect students against a claim of intentional violation of this policy.
- Students will not post personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, work address, etc. This information may not be provided to an individual, organization, or company, including websites that solicit personal information. Promptly disclose to a teacher any messages received that are inappropriate or make you feel uncomfortable.
- The use of the DCPS network or computers is a privilege that may be restricted or removed by school based administration, automated content control systems, or the Office of Information Security.
- Students will not make any attempt to bypass a firewall, intrusion detection/prevention system or any security system designed to secure the network. Students will not use sniffing (unauthorized monitoring of network traffic/usage) or remote access technology to monitor the network or other user's activity.
- Students will not download or store unauthorized music, videos, movies, software, or games on the DCPS network.
- Students will not use technology for personal gain, profit, or any illegal conduct, such as fraud, copyright infringement, hacking, cheating, or distributing viruses or malware that result in minor disruptions.
- Students using a personal device will only access the filtered internet through the DCPS BYOD (Bring Your Own Device) Network while authenticated with their own username and password.
- Students will not possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety, or use the Internet or websites at school to encourage illegal behavior, or threaten school safety.

NOTE: Violations, which constitute any major disruption of an educational or business process, may result in a Class III or IV Offense (See 3.24 or 4.17).

2.25 (ZZZ) Gambling – Any participation in games of chance for money and/or other things of value.

2.26 (ZZZ) Use of Wireless Communication Devices – Possession of a wireless communication device is not a violation of the *Code of Student Conduct*. However, it is a violation of the *Code of Student Conduct* when the possession of a wireless communication device disrupts the educational process. This includes the unauthorized use of a wireless communication device during school hours and/or the unauthorized use on school buses in the absence of an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).

NOTE: If students possess a wireless communication device, it must be turned off and kept out-of-sight inside a pocket, book bag, purse, or similar container, unless authorized by the Principal/designee or teacher.

Violations of this policy will result in confiscation, and the device will only be released to the parent/guardian. Progressive discipline will apply for repeated violations. School Board employees or agents will not be held liable for wireless communication devices that are lost, stolen, or confiscated. Florida Statute 1006.07 (2)(e) requires school districts to notify parents/guardians that students who use wireless communication devices in the commission of a criminal act may face school disciplinary action and/or criminal penalties.

During FCAT and other testing which is determined by the principal or his/her designee, students may not have any electronic or recording devices, which include but are not limited to, smart phones, tablets, personal computers, cell phones, or electronic games, in their pockets, at their desk or anywhere they can reach them, before, during, or after the testing session. Possession of any electronic device that reproduces, transmits, records, or calculates (except for the FCAT calculator), will result in the student's test being invalidated.

2.27 (ZZZ) Failure to Adhere to Safety Considerations on School Bus – Failure to adhere to expected school bus safety considerations include, but are not limited to, failure to remain seated, spitting out of the bus window, boarding or attempting to board a school bus other than the one to which the student is assigned, boarding or departing a school bus at a location other than assigned pick-up or drop-off bus stop without prior school administration permission, yelling out of the bus and making any gesture to others outside of the bus that may be considered offensive to decency or common propriety.

A student who boards or attempts to board a school bus other than the one to which the student is assigned or who boards or departs a school bus at a location other than assigned pick-up or drop-off bus stop without prior school administration permission is considered to be a 2.27 Code of Student Conduct offense and subject to formal disciplinary action.

2.28 (ZZZ) Cheating and/or Copying the Work of Others – Intentionally copying or using another's work to receive credit or improve grades. Examples would include, but are not limited to, plagiarizing, giving or receiving answers during testing.

2.29 (ZZZ) Possession, Reproduction, Use and/or Distribution of a Facsimile of a Drug, Alcohol, or Tobacco Product. This includes substances which are not a drug, but can be used as a drug.

2.31 (ZZZ) Simple Assault on a Student – An intentional threat, by word or act, to do violence to a student, coupled with the apparent ability to do so, and doing some act, which creates fear in that person.

2.32 (ZZZ) Possession and/or Use of Matches or Lighters

2.33 (ZZZ) Extortion – A student may not obtain money or property from an unwilling person by force, threat of force, or other means of coercion.

2.34 (ZZZ) Use of Cameras – Students shall not use cameras (digital, video, cell phone cameras, etc.) to capture images or videos on school property or at a school-sponsored event, except under the following conditions:

1. A student may possess and use the camera at the direction of and with direct supervision by a classroom teacher as part of classroom activities.
2. A student may use a camera if that student receives prior permission from the school principal or designee for a specific purpose. At no time will permission be granted for non-essential purposes, or if the use will violate another individual's privacy.
3. A student may use a camera while attending an event held on school grounds, after school hours, and open to the general public, as long as the possession and use are neither disruptive or in any way unlawful.

Disciplinary Actions - Intermediate Offenses – Class II

First Offense

Disciplinary actions may include the use of parental contact and/or any formal disciplinary action as described on pages 28 - 31, including, but not limited to, suspension for one (1) to three (3) days (see note below). Specific circumstances may warrant disciplinary action as outlined under subsequent offenses.

2.16 and 2.18 Offenses

Commission of a 2.16 or 2.18 offense will result in a mandatory parent contact and two (2) day referral to the Alternative to Truancy and Out of School Suspension (ATOSS) program for secondary students.

NOTE: Middle and High school students must be referred to the Alternative to Truancy and Out-of-School Suspension (ATOSS) Program prior to being assigned to out-of-school suspension.

For information concerning a student's participation in extracurricular activities while completing assigned disciplinary action, see page 27.

Subsequent Offenses

Disciplinary actions include the use of any formal disciplinary action deemed appropriate as described on pages 28-31, including, but not limited to, suspension for one (1) to five (5) days (See note below). If an alternative program is recommended, the proper documentation should immediately be delivered to the Hearing Office for review. Special circumstances may warrant a recommendation to the School Board Hearing Officer for disciplinary hearing.

Subsequent 2.16 code violations will result in:

2nd offense - Mandatory referral to the Student Option for Success (SOS) Program and for secondary students referral to the ATOSS Program.

3rd offense - Out of School Suspension of 3-5 days and for secondary students mandatory referral to Teen Court or Restorative Justice.

4th offense - Referral to the Hearing Office for placement at an Alternative Education Center for secondary students.

Subsequent 2.18 code violations: For subsequent threats, see 3.27.

NOTE: Middle and High school students must be referred to the Alternative to Truancy and Out-of-School Suspension (ATOSS) Program prior to being assigned to out-of-school suspension.

Court action does not dictate or govern school disciplinary action.

A student who has been suspended or expelled from school and returns to any School Board property without being authorized to do so is considered to be trespassing and is subject to arrest.

Students who commit multiple Class II Offenses can be placed in an alternative school program or recommended for expulsion in order to maintain an effective learning environment in the regular school.

A student who is recommended for an alternative school will be processed for such assignment within the suspension period.

For information concerning a student's participation in extracurricular activities while completing assigned disciplinary action, see page 27.

Criminal Offenses

Students who commit criminal offenses may be referred to the appropriate law enforcement agency, in addition to action taken by the school.

Missed work shall be made up for all absences which includes suspension. It is the student's and/or parent's responsibility to request assignments during the suspension period. A day of make-up work shall be allowed for each day of absence, when appropriate, pursuant to the *Student Progression Plan, Appendix C and D*. Each student shall receive full credit for such work.

Disciplinary Actions for Students with Disabilities (IEP/Section 504) – Refer to page 24-25.

Disciplinary Actions - Intermediate Bus Code Offenses – Class II

First Bus Code Offense

Commission of a Class II offense on a bus may result in the use of in-school conferences and parental contact when warranted. Specific circumstances may warrant disciplinary action outlined under subsequent offenses.

Subsequent Bus Code Offenses

Subsequent Class II bus code violations will result in:

2nd report	-	Suspension of bus privileges for up to 3 days
3rd report	-	Suspension of bus privileges for up to 5 days
4th report	-	Suspension of bus privileges for up to 10 days
5th report	-	Suspension of bus privileges for up to 15 days

NOTE: A student may be suspended or expelled from riding the bus at any point in the discipline process.

A student who has been suspended or expelled from the school bus who boards, rides, or attempts to ride a school bus, without being authorized to do so, is considered to be trespassing and is subject to arrest.

A student who repeatedly displays inappropriate behavior on a bus will be referred to the appropriate Region Chief for possible revocation of bus privileges. A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension. Students are required to attend school. Bus suspension does not affect or excuse school attendance.

MAJOR OFFENSES - CLASS III

3.00 (ALC) Alcohol Possession, purchase, or use of alcoholic beverages. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

NOTE: It is illegal to possess or use alcoholic beverages if under the age of 21.

The first time a student commits a Class 3.00, Alcohol and/or 3.01, Drug Offense the student must be referred to the Night-time Substance Use Prevention Counseling Education Program. The first time a student is charged with a 3.00 or 3.01 offense he/she shall be immediately suspended for ten (10) days to an Alternative to Truancy and Out of School Suspension (ATOSS) Center.

Students charged with a Class 3.00, Alcohol and/or 3.01, Drugs offense who are recommended for the Night-time Substance Use Prevention Counseling Education Program may enroll and participate in the program during any suspension period. If the parent agrees to attend Night-time Substance Use Prevention Counseling Education Program, the student's suspension to the ATOSS program will be reduced to three (3) days.

For a subsequent offense, the student will be referred to the Hearing Office for placement in an Alternative Education Center.

3.01 (DRU) Drugs The use or possession of any drug, narcotic, controlled substance, or any substance when used for hallucinogenic purposes. Use means the person is caught in the act of using, admits to use or is discovered to have used in the course of an investigation.

NOTE: The possession or use of illicit drugs is illegal and harmful.

The first time a student commits a Class 3.00, Alcohol and/or 3.01, Drug Offense the student must be referred to the Night-time Substance Use Prevention Counseling Education Program. The first time a student is charged with a 3.00 or 3.01 offense he/she shall be immediately suspended for ten (10) days to an Alternative to Truancy and Out of School Suspension (ATOSS) Center.

Students charged with a Class 3.00, Alcohol and/or 3.01, Drugs offense who are recommended for the Night-time Substance Use Prevention Counseling Education Program may enroll and participate in the program during any suspension period. If the parent agrees to attend Night-time Substance Use Prevention Counseling Education Program, the student's suspension to the ATOSS program will be reduced to three (3) days.

3.02 (TRE) Threat/Intimidation – A threat to cause physical harm to another person with or without the use of a weapon that includes all of the following elements: 1) intent-an intention that the threat is heard or seen by the person who is the object of the threat; 2) fear-a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out; and 3) capability-the ability of the offender to actually carry out the threat directly or by a weapon or other instrument that can easily be obtained.

3.03 (ZZZ) Simple Battery Upon School District Employee or Agent – Intentionally touching or striking another person against the will of another; or throwing of an object at a school district employee or agent.

3.04 (ROB) Robbery (using force to take something from another) – The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.

3.05 (STL) Stealing/Larceny/Theft – Any intentional unlawful taking, carrying, riding away, or concealing the property of another valued at \$300 or more belonging to, or in the lawful possession or custody of another, without threat of violence or bodily harm. This offense also includes the theft of credit cards, debit cards, checks, school keys, and motor vehicles (Proof of purchase price required).

3.06 (BRK) Burglary of School Structure – Entering, or remaining in a dwelling, structure or conveyance without justification with the intent to commit an offense therein, unless the premises are at the time open to the public or the individual is licensed or invited to enter or remain as defined in Florida Statute 810.02.

3.07 (ZZZ) Criminal Mischief/Vandalism – Any intentional and deliberate action resulting in damages of \$200 to \$1,000 to school district property, public property or the real or personal property of another not limited to the placement of graffiti thereon or other acts of vandalism thereto as defined in Florida Statute 806.13. (Documentation of assessment of damages required. See 2.06).

NOTE: Damage to property valued more than \$1,000 constitutes a Class IV offense (See 4.20).

3.10 (ZZZ) Possession of Prohibited Substance or Objects – Possession of any blade not considered to be a weapon (includes common pocketknife, plastic knife, or blunt-bladed table knife), martial arts weapons, bullets, syringes, BB guns, paint guns, air strike guns, over-the-counter drugs, drug paraphernalia, inhalants or devices including, but not limited to, mace or pepper spray (2 oz. or less), or any other object that may puncture, wound, or otherwise injure another person.

NOTE: The first time a student commits a Class 3.00, Alcohol and/or 3.01, Drug Offense the student must be referred to the Night-time Substance Use Prevention Counseling Education Program. The first time a student is charged with a 3.00 or 3.01 offense he/she shall be immediately suspended for ten (10) days to an Alternative to Truancy and Out of School Suspension (ATOSS) Center.

Students charged with a Class 3.00, Alcohol and/or 3.01, Drugs offense who are recommended for the Night-time Substance Use Prevention Counseling Education Program may enroll and participate in the program during any suspension period. If the parent agrees to attend Night-time Substance Use Prevention Counseling Education Program, the student's suspension to the ATOSS program will be reduced to three (3) days.

3.11 (ZZZ) Lewd, Indecent, or Offensive Behavior – Any behavior offensive to common propriety or decency, including, but not limited to, “mooning,” sexting, offensive touching, indecent exposure, possession, distribution, or display of obscene or “hate” material, possession/display of electronic images or text, or similar behavior.

3.12 (SXH) Sexual Harassment – Unwanted and repeated verbal or physical behavior with sexual connotations by a student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation (Rule 6A-19.008(3) FAC. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence).

There is no requirement in School Board policies that specific body parts must be touched (i.e., sexual organs), or that sexual harassment, in any form, must be shown to have occurred repeatedly, over a long period of time, and/or be severe.

NOTE: Violation of the School Board's sexual harassment policy relating to a student is grounds for in-school suspension, out-of-school suspension, expulsion, or imposition of other disciplinary action by the school and may also result in criminal penalties being imposed.

Conduct outside of school, including threats, intimidation, harassment, or discrimination, where the incident (conduct) is well known or of public concern, which has a detrimental effect on the health, safety and welfare of the school, and which causes a substantial disruption of, or interferes with, the educational process at school may also constitute a violation of the *Code of Student Conduct*.

3.13 (SXO) Sexual Offenses – Law enforcement must be notified to investigate any sexual contact, including intercourse, without force or threat of force, or subjecting an individual to lewd, sexual gestures, sexual activities, or exposing private body parts in a lewd manner. Law enforcement must be notified to investigate and a report must be provided for this offense from the police department.

3.14 (BAT) Battery upon Student, School District Employee or Agent Resulting in Bodily Harm – Intentional striking of another student or school district employee or agent against the will of that person which causes bodily harm that requires medical treatment. **Requires medical documentation.**

3.15 (DOC) Inciting or Participating in Major Student Disorder – Disruption of all or significant portion of campus activities, school-sponsored events, or school bus transportation that poses a serious threat to the learning environment, health, safety, or welfare of others.

3.16 (DOC) Unjustified Activation of a Fire Alarm System

3.18 (ZZZ) Igniting Fireworks, Firecrackers, Smoke Bombs or Flammable Materials

3.19(DOC) Unjustified Activation of Bus Emergency Systems – Any unjustified activation of bus emergency doors, emergency windows, or other systems unless directed by the bus operator/attendant, or other authorized school district employee or agent in an emergency or in the case of an evacuation drill.

3.20 (ZZZ) Failure to Adhere to Safety Procedures on School Bus – Failure to adhere to expected school bus safety considerations which may or may not cause injury to persons or physical damage to property, including, but not limited to, placing head, arms, legs, or objects outside of the window or door of the bus; throwing objects, substances, or material in or out of the window or door of the bus; throwing objects at a bus; or any other act considered offensive to decency or common propriety.

3.21 (DOC) Fighting or Battery on a School Bus

3.22 (ZZZ) Defamation of Character – A knowingly false communication, either oral or written, that is harmful or injurious to a school board employee or agent's reputation and/or exposes that person to contempt, scorn or ridicule and jeopardizes the school board employee or agent's employment with the District.

3.23 (ZZZ) Stalking – Engaging in a pattern of behavior or activity that involves willful, malicious, and repeated following, harassing, or cyberstalking of another as defined under Florida Statute 784.048 (2).

NOTE: The above-referenced code infraction shall be applicable in accordance with the jurisdiction of the School Board as defined on page 1 of the *Code of Student Conduct*.

3.24 (ZZZ) Unauthorized Use of Instructional Technology –

- Use of another user's account to bypass restrictions placed on his or her account.
- Intentionally utilizing a teacher or staff member's account to access district resources that are not intended for student use.
- Knowingly making unauthorized changes to grades, test scores, or student data on internal or externally hosted systems.
- Production and/or distribution of pornography or making pornography available on a system or server that is accessible by other users.

Multiple 2.24 violations or subsequent misuse of technology following a 2.24 violation

3.26 (OMC) Major Dispute or Altercation – The willful act of participating in a disruption involving physical contact, with multiple participants in a major dispute or altercation. This may include gang-related activity as defined in Chapter 874, FL Statutes.

3.27 (ZZZ) Simple Assault Upon School District Employee or Agent – Repeated intentional threats by word or acts to do violence to the person of another, coupled with an apparent ability to do so; and after having been disciplined in accordance with 2.18 of the Code for a first violation, doing a second (or repeated) act(s) which create(s) a well-founded fear in such other person that such violence is imminent, when the person committing the offense knows or has reason to know the identity or position or employment of the victim.

3.28 (BUL) Bullying/Cyberbullying – Systematically and chronically, inflicting physical hurt or psychological distress on one or more students or employees, often characterized by an imbalance of power and is unwanted, purposeful and repeated through written, verbal, nonverbal, physical behavior, electronic communication or the use of technology, by a student or adult that is severe or pervasive enough to create an intimidating, hostile or offensive environment and substantially interferes with the individual's school performance or participation.

Note: Cyberbullying includes, but is not limited to, electronic mail, Internet communications, instant messages, facsimile, texting, social media, creating webpages and weblogs, assuming the identity of another person, distribution by electronic means or posting of materials on an electronic medium that may be accessed by one or more persons which creates any of the conditions enumerated in the definition of bullying.

3.29 (HAR) Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. (As defined by the School Environmental Safety Incident Report (SESIR) codes and definitions. Requires compliance with the district’s Anti-Bullying Policy as well as compliance with the district’s Anti-Bullying Procedures. The required bullying and harassment investigation must be completed and the required documentation placed in the student’s disciplinary folder).

3.30 (ZZZ) Teen Dating Violence or Abuse - Pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both of the partners is a teenager. This may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, and harassment through a third party, and may be physical, mental, or both.

Disciplinary Action - Major Offenses – Class III

Commission of a Class III offense will necessitate a disciplinary conference with the principal/designee and the parent/guardian.

First Offense

The student will be suspended for a minimum of five (5) school days, but no more than ten (10) school days (see note below). The principal may, at his/her discretion, refer the student for consideration of placement at an alternative school or other program provided by the school district. If an alternative program is recommended, the proper documentation should immediately be delivered to the Hearing Office for review.

NOTE: Middle and High school students must be referred to the Alternative to Truancy and Out-of- School Suspension (ATOSS) Program prior to being assigned to out-of-school suspension.

A student who has been suspended or expelled from school and returns to any School Board property without being authorized to do so is considered to be trespassing and is subject to arrest.

A student who is recommended for an alternative school will be processed for such assignment within the suspension period.

The first time a student commits a Class 3.00, Alcohol and/or 3.01, Drug Offense the student must be referred to the Night-time Substance Use Prevention Counseling Education Program. The first time a student is charged with a 3.00 or 3.01 offense he/she shall be immediately suspended for ten (10) days to an Alternative to Truancy and Out of School Suspension (ATOSS) Center.

Students charged with a Class 3.00, Alcohol and/or 3.01, Drugs offense who are recommended for the Night-time Substance Use Prevention Counseling Education Program may enroll and participate in the program during any suspension period. If the parent agrees to attend Night-time Substance Use Prevention Counseling Education Program, the student’s suspension to the ATOSS program will be reduced to three (3) days.

For information concerning a student’s participation in extracurricular activities while completing assigned disciplinary action, see page 27.

Subsequent Offense

The student will be suspended for ten (10) school days (see note below). The principal may, at his/her discretion, refer the student to an alternative school or other program provided by the school district. If an alternative program is recommended, the proper documentation should immediately be delivered to the Hearing Office for review. Any student who has previously attended an alternative school and is being recommended for subsequent alternative school assignment must be referred to the Hearing Officer.

NOTE: Middle and High school students must be referred to the Alternative To Truancy and Out-of-School Suspension (ATOSS) Program prior to being assigned to out-of-school suspension.

A student who is recommended for an alternative school will be processed for such assignment within the suspension.

If a student is voluntarily withdrawn in lieu of attending an alternative school/program, he/she must remain out of the Duval County Public Schools for the remainder of the current school year and one additional year. If the student chooses to return to the Duval County Public Schools before the time has expired, he/she must complete the alternative school assignment before entering another public school in Duval County.

For information concerning a student's participation in extracurricular activities while completing assigned disciplinary action, see page 27.

Students sixteen (16) years of age and older who commit a Class III offense and have attended Grand Park Center may be recommended for expulsion.

Criminal Offenses - Students who commit criminal offenses will be referred to the appropriate law enforcement agency in addition to action taken by the school.

Disciplinary Actions for Students with Disabilities (IEP/Section 504) – Refer to page 24-25.

Disciplinary Actions - Major Bus Code Offenses – Class III

First Bus Code Offense

Commission of a Class III offense on a bus will result in the suspension of bus privileges for a minimum of twenty (20) school days.

NOTE: A student who has been suspended or expelled from the school bus who boards, rides, or attempts to ride a school bus, without being authorized to do so, is considered to be trespassing and is subject to arrest.

Subsequent Bus Code Offenses

Commission of a subsequent offense on the school bus will result in the suspension of bus privileges for a minimum of forty (40) school days. If a student repeatedly displays inappropriate behavior on a bus, the student will be referred to the appropriate Region Chief for possible revocation of bus privileges.

ZERO TOLERANCE OFFENSES - CLASS IV

The Duval County School Board has adopted a zero tolerance policy with respect to the following offenses. Students who commit these offenses shall receive the most severe consequences, including possible expulsion. See Duval County School Board Policy 5.28, Zero Tolerance for School Related Crimes.

NOTE: The highlighted (**) offenses are defined under Florida Statute 1006.13 and carry the recommendation of expulsion for a period not to exceed the remainder of the school year and one (1) additional year of attendance.

The Duval County School Board will conduct an expulsion hearing for a student found to have committed a Zero Tolerance Offense, even if the student withdraws from Duval County Public Schools after committing the offense.

4.00 (ALC) Alcohol – Any possession of an alcoholic beverage with the intent to sell, give away, or otherwise distribute to another person.

NOTE: It is illegal to possess or use alcoholic beverages if under the age of 21.

4.01 (DRD) Drugs – Any possession of a drug with the intent to sell, or give away, or otherwise distribute to another person including any substance alleged to be a drug, regardless of its content.

NOTE: The possession or use of illicit drugs is illegal and harmful.

4.02 (ARS) Arson – Any willful and malicious burning of any part of a dwelling, structure, building or conveyance, whether occupied or not, or its contents.

4.04 (ROB) **Armed Robbery – The taking of money or other property from the person or custody of another by use of a weapon, or in the course of the taking, putting another in fear of the use of a weapon, force, or violence.

4.08 (WPO) **Possession of a Firearm – Possession, discharge, use, or sale of any firearm or destructive device on school property, school-sponsored transportation, or during a school-sponsored activity. A firearm is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such a weapon; any firearm muffler or firearm silencer, any destructive device, or any machine gun. A “destructive device” means any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible (breakable) container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage.

NOTE: Under the Gun-Free School Act, any student (regardless of age) who is determined to have brought a firearm, as defined in 18 U.S.C. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student’s regular school for a period of not less than one (1) full year. (The expulsion requirement is subject to modification, on a case-by-case basis, as allowed by law.) A student who is determined to have brought a firearm to school will be referred for criminal prosecution.

The Duval County School Board will conduct an expulsion hearing for a student (regardless of age) found to have committed a Zero Tolerance Offense, even if the student withdraws from the Duval County Public School after committing the offense.

~~**4.09 (WPO) **Use of a Deadly Weapon**—Possession of any deadly weapon, other than a firearm, which is used in a threatening manner and is perceived by the individual being threatened as capable of inflicting physical harm.~~

NOTE: The possession of a firearm, knife, other type of weapon, or any item that can be used as a weapon by any student while the student is on school property or in attendance at a school function, is grounds for disciplinary action and may also result in criminal prosecution.

The Duval County School Board will conduct an expulsion hearing for a student found to have committed a Zero Tolerance Offense, even if the student withdraws from the Duval County Public School after committing the offense.

- 4.10 (WPO) **Use of a Prohibited Object or Substance** – Use of any prohibited object or substance (See 3.10) to strike or to threaten in a manner, which is perceived by the individual being threatened as capable of inflicting physical harm.
- 4.11 (DOC) **Bomb Threats** – Reporting to school district employees or agents, police, or fire officials the presence of a bomb on or near school property without a reasonable belief that a bomb is actually present.
- 4.12 (WPO) ****Explosives** – Preparing, possession, or igniting on School Board property, explosives likely to cause serious bodily injury or property damage.

NOTE: Under the Gun-Free School Act, any student (regardless of age) who is determined to have brought an explosive, as defined in 18 U.S.C. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year. (The expulsion requirement is subject to modification, on a case-by-case basis, as allowed by law.) A student who is determined to have brought a firearm to school will be referred for criminal prosecution.

The Duval County School Board will conduct an expulsion hearing for a student found to have committed a Zero Tolerance Offense, even if the student withdraws from Duval County Public Schools after committing the offense.

- 4.13 (SXB) ****Sexual Battery/Rape** – Any sexual act directed against another person with force, violence, and/or against the person's will, including, but not limited to, sexual battery, attempted rape or rape.
- 4.14(BAT) ****Aggravated Battery** – Intentionally causing great bodily harm, disability or permanent disfigurement to another person.
- 4.16 (TRE) **Aggravated Stalking** – Engaging in a pattern of behavior or activity that involves willful, malicious, and repeated following, harassing, or cyber stalking of another and making a credible threat with the intent to place that person in reasonable fear of death or bodily injury of the person, or the person's child, sibling, spouse, parent, or dependent, as defined in Florida Statute 784.048(3).

NOTE: The above-referenced code infraction shall be applicable in accordance with the jurisdiction of the School Board as defined on page 2 of the *Code of Student Conduct*.

- 4.17(OMC) **Any Other Offense Which Is Reasonably Likely to Cause Great Bodily Harm or Serious Disruption of the Educational Process**
- 4.18 (KID) ****Kidnapping/Abduction**
- 4.19 (HOM) ****Homicide/Murder/Manslaughter**
- 4.20 (VAN) **Vandalism** – The intentional destruction, damage, or defacement of public or private property over \$1000.00 without consent of the owner or the person having custody or control of it. (Documentation of assessment of damages required).

****These offenses carry the recommendation of expulsion for a period not to exceed the remainder of the school year and one (1) additional year of attendance.**

Disciplinary Action
Zero Tolerance Offenses – Class IV

Commission of a Class IV offense will necessitate a disciplinary conference with the principal/designee and a parent/guardian. The student will be suspended for ten (10) days, and will be referred to the School Board Hearing Officer (See section on Procedures for Administration of Formal Disciplinary Action, page 32). Should the School Board Hearing Officer recommend expulsion, that recommendation will be forwarded to the School Board for final disposition pursuant to state law.

NOTE: A student who has been suspended or expelled from school and returns to any School Board property without being authorized to do so is considered to be trespassing and is subject to arrest.

If a student is voluntarily withdrawn in lieu of attending an alternative school/program, he/she must remain out of the Duval County Public Schools for remainder of the current school year and one additional year. If the student chooses to return to the Duval County Public Schools before the time has expired, he/she must complete the alternative school assignment before entering another public school in Duval County.

Missed work shall be made up for all absences, which includes suspension. It is the student's and/or parent's responsibility to request assignments during the suspension period. A day of make-up work shall be allowed for each day of absence, when appropriate, pursuant to the *Student Progression Plan, Appendix C and D*. Each student shall receive full credit for such work.

For information concerning a student's participation in extracurricular activities while completing assigned disciplinary action, see page 27.

Students sixteen (16) years of age and older who commit a Class IV offense and have attended Grand Park Center may be recommended for expulsion.

Criminal Offenses

Students who commit criminal offenses will be referred to the appropriate law enforcement agency in addition to action taken by the school.

NOTE: Court action does not dictate or govern school disciplinary action.

Disciplinary Action
Zero Tolerance Bus Code Offenses – Class IV

Commission of a Class IV Offense on a school bus will result in revocation of bus privileges for one (1) calendar year.

A student who has been suspended or expelled from the school bus that boards, rides, or attempts to ride a school bus, without being authorized to do so, is considered to be trespassing and is subject to arrest.

Disciplinary Actions For Students with Disabilities (IEP/Section 504 Plan)

Bus Suspension

A student with disabilities (IEP/Section 504 Plan) may be suspended from the bus for up to three (3) days total, for all offenses occurring within one school day.

A student whose IEP does not include a Positive Behavior Management Plan/Behavior Support Plan may be suspended for up to three (3) days from the bus, provided an IEP meeting is scheduled within seven (7) to ten (10) days to include a Positive Behavior Management Plan/Behavior Support Plan.

A student whose Section 504 Plan does not include a Behavior Management Plan may be suspended for up to three (3) days from the bus, provided a Section 504 meeting is scheduled within seven (7) to ten (10) days to include a Behavior Management Plan.

NOTE: A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions such as out-of-school suspensions.

If transportation is identified in the IEP/Section 504 Plan as a related service the days of bus suspension(s) are considered as days of out-of-school suspension IF, as a result, the student is unable to attend school and therefore is denied access to a Free Appropriate Public Education (FAPE).

Bus suspension does not excuse a student from attending school.

In-School Suspension - Use of in-school suspension for a student with disabilities (IEP/Section 504 Plan) should be limited to no more than three (3) days total, for all offenses occurring within one school day.

Out-of-School Suspension - A student with disabilities (IEP/Section 504 Plan) may be suspended from school for up to three (3) days total, for all offenses occurring within one school day.

- A student whose IEP does NOT include a Positive Behavior Management Plan/Behavior Support Plan may be suspended for up to three (3) days, provided an IEP meeting is scheduled within seven (7) to ten (10) days to include a Positive Behavior Management Plan/Behavior Support Plan.
- A student whose Section 504 Plan does NOT include a Behavior Management Plan may be suspended for up to three (3) days, provided a Section 504 meeting is scheduled within seven (7) to ten (10) days to include a Behavior Management Plan.

Class II Offenses:

A student with disabilities (IEP/Section 504 Plan) who engages in a Class II offense may be suspended from school or bus for up to three (3) days total, for all offenses occurring within one school day. A school-based conduct review committee* or Section 504 Team meeting* is required when a student with disabilities (IEP/Section 504) is charged with a 2.19 (Multiple Class II Offenses).

Class III and IV Offenses:

A student with disabilities (IEP/Section 504 Plan) who engages in a Class III or IV offense may be suspended from school or bus for up to three (3) days total, for all offenses occurring within one school day, pending a district Conduct Review Committee/Section 504 Team meeting*.

Special Circumstances:

As indicated in 6A-6.03312(6)(a)(1-3) FAC, a student may be placed in an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of his/her disability*, if the student:

1. **Carries a weapon to or possesses a weapon at school, on school premises, or to a school function under the jurisdiction of a state education agency or a school district;**
2. **Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state education agency or a school district; OR**
3. **Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state education agency or a school district.**

NOTE: *A district Conduct Review Committee or §504 Team, as appropriate, meeting MUST be held. The student may not return to his/her attending school pending a hearing with the School Hearing Officer.

***Conduct Review Committee – Manifestation Determination:**

The purpose of the Conduct Review Committee/Section 504 Team meeting is to determine whether the offense(s) committed is a manifestation of the student's specific disability:

- If the offense(s) is a manifestation of the student's disability, the student shall be referred back to the school for appropriate behavioral planning
- If the offense(s) is not a manifestation of the student's disability, the student may be disciplined in the same manner as a student without a disability.

Expulsion: - When a student with disabilities (IEP/Section 504) engages in conduct that warrants expulsion action, procedures must be followed which will assure the student is afforded all of the procedural safeguards provided in the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA '04) or Section 504 of the Rehabilitation Act of 1973, respectively.

SCHOOL BUS CODE

BUS RIDING IS A PRIVILEGE, WHICH MAY BE REVOKED.

Misconduct by any student while riding a school bus represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community. Parents/guardians are urged to discuss with their children appropriate school bus conduct in order to ensure bus safety. All students who misbehave while riding the school bus will be disciplined according to the Code of Student Conduct.

A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension. Students are required to attend school. Bus suspension does not affect or excuse school attendance.

Responsibilities of Transported Students

Students who commit Class I, II, III, or IV offenses while being transported on a school bus, or any other contracted mode of transportation will be disciplined according to the Code of Student Conduct.

Generally, students being transported have the following responsibilities:

- ❖ To arrive at the bus stop ten (10) minutes prior to the scheduled pick up time
- ❖ To take responsibility for their behavior and conduct themselves in a respectful, orderly manner while waiting at the bus stop for the bus to arrive
- ❖ To enter the bus in an orderly manner and take their assigned seats as quickly as possible
- ❖ To remain seated in a forward-facing position
- ❖ To avoid making loud noises and keep voices at a low level
- ❖ When bus is equipped and in operation, students must wear seat belts at all times.

A student who boards or attempts to board a school bus other than the one to which the student is assigned or who boards or departs a school bus at a location other than assigned pick-up or drop-off bus stop without prior school administration permission is considered to be a 2.27 Code of Student Conduct offense and subject to formal disciplinary action.

Responsibilities of Parents and Guardians of Transported Students

- ❖ To ensure the safe travel of students to and from school and home when students are not under the custody and control of the district, including to and from home and the assigned bus stop.
- ❖ To ensure that students ride only in their assigned school buses and get off only at assigned bus stops, except when alternative buses or arrangements have been made.
- ❖ To ensure students are aware of and follow the expected rules of behavior while they are at the bus stops and to provide the necessary supervision during times when the bus is not present per State Board of Education Rule 6A.301712 (a).
- ❖ To provide the necessary assistance for students to get on and off at the bus stop when the physical disability of the student renders them unable to get on and off the bus without assistance (as required by district policy or the student's individual education plan).

Safety Procedures for Students Being Transported

- ❖ Wait until the bus comes to a stop before attempting to get on or off.
- ❖ Enter or leave the bus only at the front door after it has come to a stop, except in the case of an emergency as directed by the driver.
- ❖ Keep all parts of the body and objects inside the bus windows at all times.
- ❖ Leave the bus only with the consent of the driver.
- ❖ Be silent when approaching or crossing railroad tracks.
- ❖ Throw no object, paper, or other material in or out of the bus at any time.
- ❖ Keep the aisle and step well clear at all times.
- ❖ Do not tamper with door handles, windows, and other safety equipment at any time.
- ❖ Do not use wireless communication devices, or electronic devices. **Exception: Field trips in which the school administration approves the use of these devices or as a planned intervention for special needs students.**
- ❖ **Do not use wireless communication devices except in an emergency concerning safety-to-life issues (defined as a bus accident, mechanical breakdown which delays the normal route, and/or thirty (30) minutes or more in a route delay).**

School Bus Vandalism/Criminal Mischief

Vandalism or criminal mischief that occurs on a school bus or other contracted mode of transportation shall not be tolerated, and shall be handled according to the *Code of Student Conduct* (See 2.06 and 3.07). Vandalism or criminal mischief shall include, but not be limited to, cutting, scratching, writing on, puncturing, ripping, breaking, or otherwise marring, defacing, or damaging any part of the bus. ~~It is the student's responsibility to report any existing damages and to refrain from making the damage worse. Parents/guardians shall be responsible to the owner of the bus for restitution of any damages in accordance with Florida Statute 741.124. If restitution is not received for bus damages, the student's riding privilege may be revoked.~~

Large Objects on the School Bus

Oversized objects, including, but not limited to, large band instruments or cases, school projects or athletic equipment which cannot be held in the seat, are prohibited, unless prior approval is obtained from the bus driver and the school administration.

Food and Drinks on the School Bus

Eating and/or drinking are prohibited on the bus.

Disciplinary Action School Bus Offenses

Students who commit Class I, II, III, or IV offenses while being transported on a school bus or other contracted mode of transportation will be disciplined according to the *Code of Student Conduct*.

If a student repeatedly displays inappropriate behavior on a bus, the student will be referred to the appropriate Region Chief for possible revocation of bus privileges. A student with disabilities (IEP/Section 504 Plan) must first be referred to the appropriate team for a manifestation determination and recommendation

A student who has been suspended or expelled from the school bus who boards, rides, or attempts to ride a school bus, without being authorized to do so, is considered to be trespassing and is subject to arrest.

A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension. Students are required to attend school. Bus suspension does not affect or excuse school attendance.

A student who willfully damages school property, a school bus, or bus equipment shall be properly disciplined. The parent(s) or legal guardian of a minor student (or the student if he/she is an adult) shall reimburse the owner of the bus for restoration or for replacement of any damaged property in accordance with the true value as determined by the appropriate administrative staff. Students who damage school property, a school bus or bus equipment shall be subject to disciplinary action according to the *Code of Student Conduct*.

EXTRACURRICULAR ACTIVITIES

Students will exhibit satisfactory conduct in order to retain eligibility to participate in extracurricular activities in the Duval County Public Schools. Students attending an Alternative School cannot participate in extracurricular activities.

Disciplinary Actions - Extracurricular Activities

For In-school Suspension: Students may participate in extracurricular activities during in-school suspension.

For Out of School Suspension or ATOSS: Students assigned to *Out of School Suspension or ATOSS* shall be excluded from participating in all extracurricular activities from the date of the offense until completion of the disciplinary action. For the purpose of continuity suspension/ATOSS participation shall begin the day the referral is finalized and the consequences issued by the appropriate administrator.

For Multiple Class II (2.19), Class III, or Class IV Offenses: Students who commit a *Multiple Class II (2.19), Class III, or Class IV Offense* shall be excluded from participating in all extracurricular activities from the date of the offense until completion of the disciplinary action.

Students referred to the Hearing Office or SOS Program are not eligible to participate in athletic or extracurricular events until completion of the hearing and the completion of any consequences issued by the hearing office from the date of the offense until completion of the disciplinary action.

Alcohol and/Drug Offenses: In addition to the actions listed above, a student who commits an Alcohol and/or Drug offense must be referred to the Night-time Substance Use Prevention Counseling Education Program and shall not participate in any extracurricular activities during the term of the disciplinary action.

FORMAL DISCIPLINARY ACTIONS AND PROCEDURES

Definitions Relating to Formal Disciplinary Actions

The following are examples of formal disciplinary actions that may or may not be used in each school. Students and parents/guardians who desire to have further information about the disciplinary actions used in specific schools should contact officials at that school.

- ❖ **Alternative Education Centers** – The district has two (2) Alternative Education Centers - Grand Park and Mattie V. Rutherford. These centers provide a structured educational environment for the student who makes inappropriate choices in the regular school setting. These schools are committed to guiding students toward academic excellence by assisting the student in modifying inappropriate behaviors, and instilling positive student interaction; that allow them to interact positively in the regular school setting and the community.
- ❖ **Alternative Schools and Programs** – Schools and programs developed by the School Board for placement of students who have violated the *Code of Student Conduct* may be offered these voluntary programs, in special circumstances in lieu of other disciplinary actions. Such schools and programs include, but are not limited to, the Alternative Education Centers, the Night-time Substance Use Prevention Counseling Education Program (night-time program) and the Students Option for Success Program (night-time program).
- ❖ **Before/After School Detention** – Assignment to a designated area on campus at the beginning or end of the regular school day for a specified period of time.
- ❖ **Behavioral Contracts** – A contract entered into between a teacher or administrator and a student and his/her parent/guardian in which all parties agree to certain actions in an attempt to modify a student's behavior. The contract shall also contain consequences for breaking the agreement.
- ❖ **Cafeteria Suspension** – Denial of the privilege of eating meals in the cafeteria with other students for a specified period of time and assignment to another area in the school for meals.
- ❖ **Class Suspension** – Denial of the privilege of attending an individual class for a specified period of time and assignment to another area in the school for the time that class meets.
- ❖ **Commission of Class III or Class IV Violations by Seniors** – A senior student who commits a Class III or IV violation, described in the *Code of Student Conduct*, shall forfeit the right to participate in graduation exercises and other senior-related activities until the student has successfully completed all assigned consequences and disciplinary actions. School Board Policies and Procedures regarding assignment to alternative centers shall apply to students who commit a Class III or Class IV violation.
- ❖ **Expulsion** – Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

The School Board may expel a student from school based on grounds specified in the *Code of Student Conduct*. "Expulsion" means the removal of the right and obligation of a student to attend a public school under conditions set by the district school board, and for a period of time not to exceed the remainder of the term or school year and one (1) additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. The School Board has the sole authority to expel students pursuant to Florida Statute 1006.07.

The Duval County School Board will conduct an expulsion hearing for a student found to have committed a Zero Tolerance Offense, even if the student withdraws from Duval County Public Schools after committing the offense.

- ❖ **In-School Suspension** – Assignment to a designated area within the school when a student is removed from the regular school program for a specified period of time.
- ❖ **Network/Internet Suspension** – Certain technology-based infractions may result in a suspension of network and/or Internet access. Alternative instructional materials may be provided.
- ❖ **Saturday Detention/School** – Assignment to a session at the school on Saturday for work assignments, academic work, or guidance.

❖ **School Board Hearing Officer** – Designee of the Superintendent who holds a disciplinary hearing with the parent/guardian in the event that resolution is not achieved at the school level.

❖ **School Board Hearing** – Hearing by the School Board with the parent/guardian and School Board staff where staff and parent/guardian are given the opportunity to speak before the Board (Available for Class IV Offenses only).

❖ **School Bus Suspension or Revocation** – Denial of the privilege of riding a school bus based on misconduct occurring while the student is being transported at public expense. Bus code violations may result in the suspension of bus privileges. A student may be suspended or expelled from riding the bus at any point in the discipline process. A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension. Students are required to attend school. Bus suspension does not affect or excuse school attendance.

NOTE: A student who has been suspended or expelled from the school bus who boards, rides, or attempts to ride a school bus, without being authorized to do so, is considered to be trespassing and is subject to arrest.

❖ **Student Option for Success (SOS) Program** – An evening counseling program developed to assist elementary, middle and high school students who are experiencing disciplinary problems in the regular school settings. **Participation must begin on first available class. Parental participation is required.**

❖ **Night-time Substance Use Prevention Counseling Education Program** – The Night-time Substance Use Prevention Counseling Education Program is an alternative program available to students who have committed a 3.00 (Alcohol) or 3.01 (Drugs) violation against the *Code of Student Conduct*. **Parental participation is required.**

❖ **Suspension** – Removal of students from their regular school program for a period **not to exceed ten (10) days**. Pursuant to Florida Statute 1006.09, no student who is required by law to attend shall be suspended for unexcused tardiness, absence or truancy. Therefore, suspension is not an appropriate disciplinary action for Code violation 1.05 and 1.10, as it relates to students who fall within the mandatory state attendance requirements.

NOTE: A student who has been suspended or expelled from school and returns to any School Board property without being authorized to do so is considered to be trespassing and is subject to arrest.

❖ **Disciplinary Work Assignments** – Supervised activities related to the upkeep and maintenance of school facilities.

❖ **Teen Court** - Teen Court is based on the philosophy that a youthful law violator is less likely to continue to offend when a peer jury decides the punishment. Teen Court attempts to interrupt developing patterns of criminal behavior by promoting feelings of self-esteem and healthy attitudes toward authority. The program places a high priority on educating teens about citizenship and accepting responsibility for their actions. In some cases juvenile participants are given stern consequences for those actions. This program is recommended for certain *Code of Student Conduct* offenses and is offered at secondary schools. **Parental consent is required for participation.**

Restorative Justice A Secondary School Program

Restorative Justice is a philosophy and practice based on the idea of taking responsibility for actions that have hurt or harmed someone else and/or him or herself. The goal of a restorative justice oriented discipline approach is to keep schools safe and orderly, while also helping students learn from their mistakes and limit their time out of school due to behavior problems. Restorative Justice is based on the belief that wrongdoing is best addressed through group processes that allow affected and responsible parties to identify harm, take responsibility and come up with a plan to repair the harm. This program is recommended for certain *Code of Student Conduct* Offenses and is offered at all secondary schools.

Interventions

Student Accountability Board- A board of 4-5 trained student mediators, the victim, referred student, and faculty sponsor will discuss the impact of the harm and will determine appropriate ways to repair the harm. Students may be referred to a support circle afterwards to strengthen pro-social skills.

Support Circle- An educational support group with the goal of providing small group discussion on identified pro-social skills such as empathy, emotion management, conflict resolution, etc. The circle would be led by 3-4 trained student mediators and a faculty sponsor. Separate support circles for victims and referred students may take place prior to facing each other at the Student Accountability Board if necessary.

Family Conferencing- A support circle with parental participation.

Peer Mediation- Uses two trained student mediators with two disputants, where all participants share equal responsibility for problem solving and resolving conflict.

Alternative to Out-of-School Suspension (ATOSS) Program

The Duval County Public Schools' Alternative to Out-of-School Suspension (ATOSS) Program is for secondary students who have been suspended from school as a consequence of inappropriate behavior. The program will provide behavioral and academic help for a period of one (1) to ten (10) days to enable students to continue the learning process (both academic and behavioral) in a safe, structured, and supervised environment.

Alternative Out-of-School Suspension (ATOSS) Sites

Parents may choose to enroll their child in the ATOSS program at the following locations:

Location	Address
Peterson Academies of Technology	7450 Wilson Blvd.
Southside Middle School	2948 Knights Lane E.,
Bridge Of Northeast Florida	1824 Pearl Street
St. Paul Missionary Baptist Church	3738 Winton Drive
Boys and Girls Club	820 Seagate Ave., Jacksonville Beach
Forrest High School (Forrest students only)	5590 Firestone Road

Program Services: Students will be provided an opportunity to continue work assignments. Students will also receive services designed to identify their individual strengths or weaknesses and connect the student and/or their family to resources in the school and community.

Program Capacity: 25 Students at four (4) sites and fifteen (15) students at one (1) site for a total of 115 students per day.

Program Eligibility:

To be eligible for participation in this program, the student must:

- be in grades 6 - 12 (middle and high school);
- be suspended for a minimum of one (1) day in which an alternative school placement is not recommended; with a priority for students suspended 3-10 days when space is limited.
- have committed a Class II or Class III offense, which normally would result in an out of school suspension; and have parental consent for enrollment.

Students who have been referred for placement at an Alternative Education Center or are awaiting a hearing are not allowed to attend the ATOSS program. Students who successfully complete the program will be counted in full attendance for their time in the alternative to out-of-school suspension program.

**PROCEDURES FOR ADMINISTRATION
OF
FORMAL DISCIPLINARY ACTION**

When a formal disciplinary action is required, the principal/designee will make every reasonable effort to contact the parent/guardian immediately. If telephone contact cannot be made, written notice will be sent home with the student, or placed in the U.S. Mail within twenty-four (24) hours.

It is the responsibility of the student to notify and/or deliver to his/her parent/guardian all written communications from the school. Failure to do so may result in further disciplinary action.

When disciplinary action reaches the level of denial of educational participation, the following procedural steps shall be adhered to in order to protect the rights of the student.

Suspension

The student shall be given notice of the charges against him/her and shall be given the opportunity to present his/her explanation of the situation before any action is taken.

When a suspension is necessary, the principal/designee will make every reasonable effort to contact the parent/guardian immediately. Written notice shall be sent to the parent/guardian via **U. S. mail within twenty-four (24) hours**, regarding the reason disciplinary action was taken. Generally, a notice and a conference should precede the student's suspension from school. However, if the immediate suspension of the student is justified because the student's presence endangers others, school property, or would seriously disrupt the orderly academic process, the mailed notice will follow as soon thereafter as is practical. The parent/guardian may request a conference with the principal/designee regarding the suspension.

Class IV Offenses

The principal is initially responsible for determining that an offense has been committed. In investigating such incidents, the student will be given, in writing, the pending charges and an opportunity to admit or refute those charges. It should be noted that any statement the student makes might be used, with other documentation, to prove whether the student is guilty of the offense (s) charged.

The principal will review the above documentation with the parent/guardian. If, at the disciplinary conference, the principal concludes that extenuating circumstances exist, the student will be eligible for admission back into school following the determination of appropriate disciplinary action to be taken.

In the absence of extenuating circumstances, the principal may, at his/her discretion, recommend an alternative school or other programs provided by the school district. Should the parent/guardian be offered this opportunity and declines it, the principal shall recommend expulsion and immediately send all of the documentation of the incident to the School Board Hearing Officer.

At this time, the School Board Hearing Officer, acting as the Superintendent's designee, shall review the facts pertaining to the offense and shall request a conference with the parent/guardian and the suspended student within the suspension period.

Bus Revocation - Bus riding is a privilege, which may be revoked. If a student repeatedly displays inappropriate behavior on a bus, the student may be referred to the appropriate Region Chief for possible revocation of bus privileges. Commission of a Class IV Offense on a school bus will result in revocation of bus privileges.

Expulsion – Removal of the right and obligation of a student to attend a public school under conditions set by the School Board for a period of time not to exceed the remainder of the school year and one (1) additional year of attendance.

The School Board may expel a student from school based on grounds specified in the *Code of Student Conduct*. Expulsion means the removal of the right and obligation of a student to attend a public school under conditions set by the district school board, and for a period of time not to exceed the remainder of the term or school year and an additional year of attendance. Expulsions may be imposed with or without continuing educational services and shall be reported accordingly. The School Board has the sole authority to expel students pursuant to Florida Statute 1006.07.

ALTERNATIVE EDUCATION PLACEMENT PROCEDURES

All alternative education center packets must be forwarded to the Hearing Office for review by the second (2nd) day of the suspension. No student should remain suspended for more than five (5) days without a due process hearing or administrative placement at an alternative school. Refer to procedures regarding students with disabilities and Section 504 students involved with multiple Class II, Class III, and/or Class IV offenses.

Placement Of Students At Alternative Schools - Florida Statute, Section 1003.53 (5) states that "the school principal or his or her designee shall, prior to placement in a dropout prevention and academic intervention program or the provision of an academic service, provide written notice of placement or services by certified mail, return receipt requested, to the student's parent/guardian. The parent/guardian of the student shall sign an acknowledgment of the notice of placement for service and return the signed acknowledgment to the principal within three (3) days after receipt of the notice. The parent/guardian of a student assigned to such a dropout prevention and academic intervention program shall be notified in writing and entitled to an administrative review of any action by school personnel relating to such placement pursuant to the provisions of Florida Statute 120.

1. Within twenty-four (24) hours of suspending a student for the purpose of transferring to an alternative education center, the principal shall send the parent/guardian a certified letter, return receipt requested, informing the parent/guardian of the placement. This notice shall include the suggested date for a parent/guardian conference, as well as the automatic date of placement in the event the parent/guardian fails to respond to the notice. The Notice of Pupil Placement at an Alternative School must be sent via certified mail, return receipt requested, whether the parent/guardian is contacted by phone or not (or receives a copy of the charges and Parent Conference Checklist in a face-to-face conference).
2. The *Parent Conference Checklist* contained in the **Alternative Education Centers' Admissions Packet** must be given to parent/guardian during the parent/guardian conference. The *Parent Conference Checklist* serves as written documentation that the parent/guardian was informed of the charges against their child, provided an opportunity to refute or show mitigation to the charges, and discuss alternative disciplines. The *Parent Conference Checklist* also serves as documentation of parent/guardian's decision regarding the student's placement at an alternative school and informs the parent/guardian of the Appeal Process.

The discipline/administrative transfer of a student to the alternative center should take place on or before the fifth (5th) day of suspension. However, if the parent/guardian indicates on the *Parent Conference Checklist* or in writing that they would like a review of the principal's decision, the school shall, within 24 hours, forward the student's Alternative School admission packet to the appropriate Region Chief for Class III offenses or to the Hearing Officer for 2.19 and Class IV offenses. *The review/appeal process does not postpone the pending disciplinary action unless a written agreement can be established between the parent/guardian and the principal that the child should remain suspended until resolution of the appeal*. Parent/guardian who fails to enroll their child in an alternative school setting may violate compulsory school attendance requirements and is subject to criminal prosecution under Florida Statutes, Section 1003.27 (2). No student should remain suspended for more than five (5) days without a due process hearing or administrative placement at an alternative school.

3. If a satisfactory resolution between the parent/guardian and school administrator cannot be obtained, the parent/guardian may request a review by the Region Chief. This is a review of documentation only and does not involve a formal hearing. The Region Chief review will result in a written response within two (2) working days.
4. Following the review of the principal's decision by the Region Chief or his/her designee, upon request; a parent/guardian may have an administrative review. The Hearing Officer will have this responsibility. The Hearing Officer will issue a final order upon the completion of the administrative review.

Appeals Procedures

Procedures for Appealing Disciplinary Actions – A parent/guardian wishing to appeal a disciplinary action for a Class I, II, or III offense may appeal to the principal/designee within three (3) days. If a satisfactory resolution cannot be obtained, the parent/guardian may appeal to the appropriate Region Chief. This appeal is a review of documentation and does not involve a formal hearing.

Procedures for Appealing Placement at an Alternative Education Center – A parent and guardian wishing to appeal the recommendation of placement of their child at an Alternative Education Center is entitled to an administrative review of any action by school personnel relating to such placement pursuant to the provisions of Florida Statute Chapter 120.

1. The discipline/administrative transfer of a student to the alternative center should take place on or before the fifth (5th) day of suspension. However, if the parent/guardian indicates on the *Parent Conference Checklist* that they would like a review of the principal's decision, the school shall, within 24 hours, forward the student's Alternative School admission packet to the appropriate Region Chief for Class III offenses or to the Hearing Office for 2.19 and Class IV offenses.

The review/appeal process does not postpone the pending disciplinary action unless a written agreement can be established between the parent/guardian and the principal that the child should remain suspended until resolution of the appeal. No student should remain suspended for more than five (5) days without a due process hearing or administrative placement.

2. If a satisfactory resolution between the parent/guardian and school administrator cannot be obtained, the parent/guardian may request a review by the Region Chief. This is a review of documentation only and does not involve a formal hearing. The Region Chief review will result in a written response within two (2) working days.
3. Following the review of the principal's decision by the Region Chief or his/her designee, upon request; a parent/guardian may have an administrative review. The Hearing Officer will have this responsibility. The Hearing Officer will issue a final order upon the completion of the administrative review.

FELONIES COMMITTED BY STUDENTS

Following appropriate due process procedures, a student charged with a felony or delinquent act that would be a felony if committed by an adult, whether it occurred on or off the school property, may be assigned to an alternative program or receive alternative educational services. Such assignment may be made upon determination that the student is eligible according to federal and state program criteria, and:

- ❖ The nature of the offense is such that the student poses a threat to safety of other students or personnel at school.
- ❖ The student's safety is at risk by remaining in school with other students.
- ❖ The principal shall initiate this process in writing through their Region Chief.

The recommendation of the principal to exercise this policy must be approved by their Region Chief.

SCHOOL RESOURCE OFFICER SERVICES

The Duval County Public Schools assigns and supervises school resource officers in middle and high schools within the district. The school resource officer program has been in existence since 1990, and was designed as a delinquency prevention/intervention based program, geared towards fostering a better understanding between law-enforcement officers and students in the district.

“Project Safe Students in Schools”

The goal of “Project Safe Students in Schools” early intervention program is to provide a safe and secure learning environment where teachers can teach and students can learn by providing prompt, intensive, individualized and effective intervention strategies to break the cycle of unacceptable behavior and focus on reducing violence, the threat of violence and the fear of violence in schools. Parental involvement is a critical component of this program. For more information on the “Project Safe Students in Schools” early intervention program, please contact the school resource officer at your respective school or DCPS Police at (904) 858-6100.

GENERAL CODE OF APPEARANCE

Administrators and teachers of the Duval County Public Schools shall enforce dress and grooming guidelines that promote the successful operation of the schools. The site administration shall be the final judge as to neatness and cleanliness of wearing apparel and whether or not such apparel is appropriate, disruptive, distracting, or in violation of health and safety rules.

Each student has the responsibility to dress appropriately and have respect for self, others and the school environment. Wearing apparel, jewelry (such as body piercing (s), ornaments), hair, and general appearance shall not disrupt the classroom atmosphere, shall not be unusually provocative, and/or shall not violate health and safety rules of the school. These guidelines for dress and grooming are provided to assist parents/guardians and shall apply to all students in the Duval County Public Schools. Student dress and grooming shall be neat and clean, and follow the general guidelines below.

1. Elementary school students are not allowed to wear shoes without closed heels or back straps.
2. Shoes must be worn. However, bedroom shoes or slippers shall not be worn.
3. Halter-tops, tank tops, backless tops, tops with thin or no straps, or tops that show midriff or expose the body are prohibited.
4. See-through or mesh garments shall not be worn without appropriate undergarments.
5. Form-fitting or overly tight clothing shall not be worn without appropriate outer garments.
6. Properly hemmed outer garments such as shorts, divided skirts, and dresses may be worn, provided they are not disruptive or distracting, as determined by the school administration. Garments including, but not limited to, such items as boxer shorts, traditionally designed as undergarments, may not be worn as outer garments.
7. Clothing and accessories shall not be worn if they display profanity, violence, lewd and obscene messages, sexually suggestive phrases, or advertisements, phrases or symbols of alcohol, tobacco, or drugs or other symbols phrases or advertisements that would be offensive to common propriety or decency.
8. Head coverings, including, but not limited to, caps, hats, bandannas, hair curlers, and/or sunglasses, shall not be worn on school property, unless required by a physician or authorized by school personnel.
9. Students are prohibited from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment. The waistband of shorts, slacks, skirts, and similar garments shall not be worn below the hips. ***Clothing which is not worn appropriately, is not properly fastened, is suggestive, or has tears that reveal or expose body parts, has printing with words or pictures that have a sexual connotation will not be permitted.*** All trousers, including oversized or low-hanging trousers, must be worn and secured at waist level. Underwear, midriff and back may not be exposed. If belts, suspenders, and straps are worn, they shall be worn in place and fastened.
10. Any articles of clothing or jewelry that may cause injury to oneself or to other students are not allowed.

All students must adhere to these minimal guidelines for acceptable apparel and appearance. A school may implement a school uniform requirement through the shared decision-making process, with input from the School Advisory Council. In order to maximize instructional time, students will be given an opportunity to immediately correct dress code violations.

Disciplinary Actions - General Code of Appearance (Dress Code) Violations

If the student is unable to immediately correct the dress code violation and the parent/guardian cannot be reached, the student will be placed in in-school suspension.

1st Offense – Phone call to the parents/guardians.

2nd Offense – Phone calls to the parents/guardians and initiate a general code of appearance (dress code) contract with the student (a copy of the contract should be sent home to the parent/guardian). **NOTE:** For violations pertaining to numbers 6 and 9 above, the student shall be ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal shall meet with the student's parent or guardian.

3rd Offense – Principal/designee assigned in-school suspension/detention and phone call to parents/guardians. **NOTE:** For violations pertaining to numbers 6 and 9 above, the student shall receive an in-school suspension for a period not to exceed 3 days, the student is ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

4th Offense – Parent/guardian conference and initiate a parent/child general code of appearance (dress code) contract. **NOTE:** For violations pertaining to numbers 6 and 9 above, the student shall receive an in-school suspension for a period not to exceed 3 days, the student shall be ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

5th Offense – General Code of Appearance (dress code) contract violations may be defined as a Class 2.23 offense and may warrant disciplinary action as outlined under Class II offenses. **NOTE:** For violations pertaining to numbers 6 and 9 above, the student shall receive an in-school suspension for a period not to exceed 3 days, the student shall be ineligible to participate in any extracurricular activity for a period not to exceed 30 days, and the school principal shall call the student's parent or guardian and send the parent or guardian a written letter regarding the student's in-school suspension and ineligibility to participate in extracurricular activities.

NOTE: Items 6 and 9 of the General Code of Appearance contain language from Florida Statute 1006.07 (2). **Out-of-school suspension is not an appropriate disciplinary action for a general code of appearance (dress code) violation.**

The alternative schools (Mattie Rutherford Alternative Center, Grand Park Career Center, Marine Science Center) will be allowed to establish higher dress standards and to take appropriate disciplinary action for dress code violations. This General Code of Appearance shall also apply to all school-sponsored activities and events, unless otherwise authorized by school administration.

DUVAL COUNTY PUBLIC SCHOOLS

ATTENDANCE POLICY

DISTRICT STUDENT ATTENDANCE PROVISIONS

5.42*

I. General Provisions

- A. School attendance shall be the direct responsibility of parents/guardians and students. All students are expected to attend school regularly, receive total instructional time, and to be on time for classes to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.
- B. Open communication between parents/guardians and schools is an integral component of the educational process. Schools and parents/guardians shall work together to encourage students to attend school regularly. Regular attendance in each grading period is necessary for a student to be successful in school. Missed work shall be made up for all absences, including suspension. Make-up work shall be allowed for each day of absence. The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to that class. Each student shall receive full credit for such work.
- C. Schools shall track excused and unexcused absences and contact the home in case of unexcused absences or absences for which the reason is unknown.
- D. If a student has at least five unexcused absences, or absences for which the reasons are unknown, within a calendar month or 10 unexcused absences, or absences for which the reasons are unknown, within a 90-calendar day period, the student's primary teacher shall report the student's attendance to the principal. The principal shall, unless there is clear evidence that the absences are not a pattern of non-attendance, refer the case to the school level Attendance Intervention Team (AIT). The AIT will schedule a meeting with the parents or legal guardian and a representative of the district attendance office. If appropriate, a contract will be developed and signed by the participating parties. If the contract is violated, the case may be referred to the State Attorney's office.

II. Definition

For the purpose of meeting the state requirement of recording attendance in an attendance register, students shall be counted in attendance if they are actually present at school for any part of the instructional day or are away from school on a school day and are engaged in an educational activity which constitutes a part of the school-approved instructional program for students.

III. Student Absences and Excuses

- A. Students returning from an absence shall be required to present a written explanatory excuse from their parent(s) or legal guardian, stating the cause for the absence. The following causes are acceptable excuses for being absent:
 - (a) Illness or injury of the student;
 - (b) Serious illness or death in the student's family;
 - (c) Conditions rendering attendance impossible or hazardous to student health or safety;
 - (d) Official religious holiday of a religious sect or for religious instruction (See below);
 - (e) Special circumstances as determined by the school principal or other designated district or school personnel such as court order, family emergency, etc.; and,
 - (f) Visiting with a parent or legal guardian who is in the military service in the armed forces and has been called to duty for or is on leave from overseas deployment to a combat zone or combat support post. The student may be excused for a maximum of 5 days per school year.
 - (g) A bus failure or irregular schedule which causes the absence or tardiness of a student who is eligible for and regularly transported by the District.

- B. Students participating in educational activities which constitute a part of the school-approved instructional program shall be deemed in attendance.
- C. A student shall be excused from attendance on a particular day or days, or for part of a day, and shall be excused from any examination, study, or work assignment for observation of a religious holiday or because the tenets of his or her religion forbid secular activity at such time. Teachers shall give each student the opportunity to make up any examination, study, or work assignment which has been missed for religious purposes and the student shall receive full credit for such work. The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to school.
- D. After fifteen (15) days of absence, whether excused or unexcused, a student must present verification from a licensed doctor for all subsequent absences due to illness.
- E. Non-school related activities and vacations are considered **unexcused**, including but not limited to:
- Shopping Trips
 - Oversleeping
 - For convenience of parents/guardians
 - Missing School Bus
 - Older students providing day care for siblings

F. **Driver's Licenses/Permits**

Florida law requires that minors who fail to satisfy attendance requirements will be ineligible for driving privileges. The School District is required to notify the Department of Highway Safety and Motor Vehicles of the following:

- Students ages 14-18 who accumulate fifteen (15) unexcused absences, not including out of school suspensions, in a ninety (90) calendar-day period.
- Students between the ages of 16-18 who have signed a declaration of intent to terminate school enrollment.
- Students ages 14-18 who are expelled.
- Students ages 14-18 who did not enter school and for whom the school has received no indication of transfer to another educational setting.

These students may not be issued a driver's license or learner driver's license. Also, the Department of Motor Vehicles shall suspend any previously issued driver's license or learner driver's license of any such minor pursuant to Florida Statute 322.091. In order to have a driver's license reinstated, the student must attend school regularly for thirty (30) days with no unexcused absences and pay the appropriate reinstatement fee.

G. **Absenteeism Due to Head Lice/Nits**

- a. Students will be provided up to 3 days of excused absences for **each** newly identified case of head lice or nits. (A newly identified case is established after a student has been readmitted and there is a reoccurrence of the head lice or nits).
- b. Students will be provided an opportunity to make up all work missed during the excused absentee period. The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to school.
- c. After the third recurring case of head lice during the year, a referral to the School Nursing Services is to be completed for assistance.

H. **Re-admittance of Students Due to Head Lice/Nits**

- a. Students sent home for treatment of head lice will be readmitted through the school office **only** when they are personally accompanied by a parent, guardian, or other responsible adult. **Students will not be permitted to ride the school bus until cleared by the school.**

- b. Trained staff will carefully examine the hair and scalp of returning students and conduct a follow-up head check within 7-10 days of the first treatment. **If head lice or nits are present, the student shall not be admitted. Nit removal after treatment is required.** If a student returns to school with lice and/or nits, the parent, guardian, or other responsible adult should be given the "Refusal to Admit Student Due to Head Lice" notice.

IV. Tardy Policy

- A. Tardiness is defined as the physical absence of a student in the classroom at the beginning of a regularly scheduled session at which he or she is scheduled to be present. A student's tardiness shall be excused when the reason given for tardiness is acceptable to the principal or designee. Examples of acceptable reasons for tardiness are the same as the examples of acceptable reasons for excused absences.
- B. A student has the responsibility to be in class on time. A student failing to make an effort to attend class in a timely manner shall be considered truant and subject to disciplinary action. A student's excessive unexcused tardiness shall be considered willful disobedience, and the student shall be subject to disciplinary action.
- C. Accumulation of tardies shall be on a nine week grading period. Schools with electronic tardy tracking systems shall track tardies on an aggregate basis. Schools without electronic tardy tracking systems shall track tardies by period.

Consequences or Disciplinary Actions for Tardiness in a Grading Period

For the first three (3) tardies, the tardies are documented and the consequence shall be student notice and a verbal warning by the teacher or electronic tardy tracking system.

- 1st consequence – teacher/student intervention – interventions may be verbal, electronic, written, etc.
(4th tardy)
 - Teacher warning issued to student.
 - Student notified of consequences for the next tardies.
 - 2nd consequence – teacher/parent/student intervention - interventions may be verbal, electronic, written, etc.
(5th tardy)
 - Teacher notifies parent/guardian and student about tardy behavior.
 - Tardy contract with the student (a copy of the contract should be sent home to the parent).
 - 3rd consequence – Administrative referral- disciplinary action taken.
 - 1st administrative referral - parental contact (contact may be verbal, electronic, written, etc.).
(6th tardy) Disciplinary Code 1.05 is entered into the Genesis system.
 - 2nd administrative referral - detention (before school, after school, Saturday, cafeteria) or work assignments.
(7th tardy)
-
- 3rd and subsequent administrative referral - any formal disciplinary action as outlined in the *Code of Student Conduct*.
(8th tardy)

NOTE: Suspension out of school is not an appropriate disciplinary action for tardiness to class or to school.

V. Elementary Grades (K-5)

- A. Notwithstanding Section I. C above, during each grading period, the principal or designee shall notify parents/guardians by phone or in writing on or before the third absence of the student from school. Within each grading period, parents/guardians shall be notified in writing upon the fifth absence of the student to request their cooperation in preventing further absences. Principals may authorize a waiver of notification if school personnel have determined the student has contracted an illness, such as a communicable childhood disease, resulting in an extensive number of absences.
- B. Students who are absent shall receive a grade of zero (0) for work missed for the day(s) in which the absence(s) occur. Students shall be responsible for making up missed work for each absence. Students shall receive appropriate grades for the make-up work to replace the zero (0). The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to school.
- C. Each elementary school shall develop a written incentive plan for encouraging and motivating students to attend school. Incentives may include certificates, awards, special events, or participation grades for exemplary attendance. Each elementary school shall submit its incentive plan for approval to the appropriate Region Chief, K-5.
- D. Nonattendance for instructional activities is established by an accumulation of tardiness, early checkouts and absences for all or any part of the school day. For learning activities to be fully effective, it is reasonable to require that each student arrive to class on time and remain for the entire school day. A student who is tardy to class or who is checked out not only places his or her learning in jeopardy but also interrupts the learning of other students.
1. Tardiness is defined as the physical absence of a student in the classroom at the beginning of a regularly scheduled session at which he or she is scheduled to be present when the school tardy bell rings.
 2. Early checkout is defined as a parent or guardian signing out a child before the end of the school day.
 3. A parent/guardian shall notify the school as to the reason for the tardiness or early checkout. Justifiable reasons shall be determined by the principal.
 4. Schools shall establish procedures for early checkouts that ensure students are treated consistently. A student should not be released within the final forty-five minutes of the school day unless the principal/designee determines it is an emergency or an excused event.
 5. The School will provide written notice to parents/guardians after three tardies or three early checkouts within thirty days. Additional tardies or early checkouts will result in the following interventions:
 - a. A mandatory parent/guardian conference with the guidance counselor.
 - b. A mandatory conference with the principal.
 - c. In accordance with the *Code of Student Conduct*, other appropriate penalties such as detention beyond the regular school schedule or appropriate counseling programs for students and parents/guardians may be administered at the school principal's or designee's discretion.
 6. Students will not be recognized by the school for perfect attendance when they have three or more unexcused tardies or three or more unexcused early checkouts.
 7. The accumulation of unexcused tardies or six early checkouts in any forty-five day grading period will result in the student and their parents/guardians being referred for the following interventions:
 - a. Conference with the Principal or designated staff.
 - b. Referral to the Attendance Intervention Team
 - c. At the principal's discretion, assignment to Saturday School as detailed in the *Code of Student Conduct*.
 8. For the purposes of this policy, tardiness and early checkout without an acceptable excuse are seen as violation of 1003.21, F.S. (compulsory attendance).

9. A parent or guardian may appeal an unexcused tardy or unexcused early checkout if the parent or guardian has documented proof of a student's chronic illness as a reason for the tardiness or early checkout.

NOTE: Pursuant to Florida law, out-of-school suspension is not a permissible disciplinary action for tardies or multiple tardy behaviors.

VI. Middle School Grades (6-8) and High School Grades (9-12)

- A. Notwithstanding Section I. C above, during each grading period, the principal or designee shall notify parents/guardians by phone or in writing on or before the third absence of the student from any class period or school day. Within each grading period, parents/guardians shall be notified in writing upon the fifth absence of the student from any class period or school day to request their cooperation in preventing further absences.
- B. Students who are absent shall receive a grade of zero (0) for work missed for the day(s) or class periods(s) in which the absence(s) occur. Students shall be responsible for making up missed work for each absence. Students shall receive 100% credit for the make-up work for all absences completed within the allotted time. The make-up work must be made-up within a specific time period equaling one-day make-up per one-day absence, counting from the first day the student returns to school.
- C. Students with unexcused absences shall be held accountable through provisions of the *Code of Student Conduct*. Other appropriate penalties, such as detention beyond the regular school schedule or appropriate counseling programs for students and parents/guardians, may be administered at the school principal's or designee's discretion.
- D. Any student who misses more than eight (8) days of a course or four (4) days on a block schedule during one grading period must meet both criteria below to be eligible for a passing grade (A-D) in that course:
1. The student passes the required comprehensive quarter exam or the required comprehensive project in the course. A comprehensive exam or comprehensive project will be given to all students in courses for each grading period; and
 2. The student has an overall passing grade in the course for the grading period.

NOTE: Pursuant to Florida law, out-of-school suspension is not a permissible disciplinary action for tardies or multiple tardy behaviors.

VII. Attendance at an Alternative Center

- A. Students who are enrolled in an alternative center at the end of the school year shall return to the center for the following school year unless otherwise determined by the School Board Hearing Officer.
- B. Students who are assigned to an alternative center may attend summer school provided they meet criteria for attendance.
1. Designated personnel in the centers shall notify the principal of the school where the student is regularly assigned of the student's current enrollment and attendance in the center's summer school program.
 2. In no case may a student attend summer school at his/her regularly assigned school.

VIII. This policy will be reviewed every June.

Immunization and Health Requirements for School Attendance

Florida law requires students enrolling into Florida Schools to show proof of required immunizations or proper exemptions. Those who fail to meet these requirements will be excluded from school until proper documentation is provided.

Who needs proof of immunizations?

All students entering, attending, or transferring into Florida schools must have a Florida Certificate of Immunization (DH Form 680 part A) or an exemption on file at the school.

Can a student enroll without the proper immunizations?

Students not presenting the required certification of immunization or exemption will be refused admittance to school and referred to their physician or the Duval County Health Department for the proper documents.

Besides a physician's office, where can my child receive the required immunizations?

There are several clinics around Jacksonville that offer immunizations at no cost. Call the Duval County Health Department at 253-1000 for information.

Immunization requirements for pre-school, (students entering, attending, or transferring):

- ❖ Four doses DTaP (diphtheria, pertussis, tetanus) vaccine with the last dose given on or after the fourth birthday or a fifth dose is required
- ❖ Three doses of polio vaccine with the last dose given on or after the fourth birthday or a fourth dose is required
- ❖ MMR (measles, mumps, rubella) vaccine given on or after the first birthday
- ❖ HIB (haemophilus influenzae type B) vaccination for children under five
- ❖ Hepatitis B vaccine given in three shots over a six month period
- ❖ Varicella (Chicken Pox) vaccine or documented history of the disease on DH 680 Form is required for preschool students

Immunization requirements for Kindergarten and Grades 1 through 6:

- ❖ Same as preschool, except no HIB
- ❖ FOR KINDERGARTEN- If three or four doses of polio are given before the fourth birthday a fifth dose is required
- ❖ Two doses of measles, mumps, rubella (MMR)
- ❖ Varicella (Chicken Pox) vaccine or documented history of the disease on a DH 680 form is required. Two doses of Varicella are required for kindergarten through fourth grade. Each subsequent year, the next highest grade will be in the requirement

Immunization requirements for Grades 7 through 12:

- ❖ Same as above
- ❖ Varicella (Chicken Pox) vaccine or a documented history of the disease on a DH 680 is required for 7th through 11th grade students. Each subsequent year, the next highest grade will be in the requirement
- ❖ Tetanus-diphtheria-pertussis (Tdap) vaccine is required for 7th through 10th grade

A Tetanus-diphtheria (Td or Tdap) booster is required for grades 11th through 12th.

What are acceptable exemptions?

- ❖ Permanent Medical Exemption - issued by physician
- ❖ Temporary Medical Exemption - issued by physician or authorized designee
- ❖ Religious Exemption - issued by health department
- ❖ 30 School-Day Exemption for transfer students - issued by school

What is the schedule of doses for the Hepatitis B Vaccine?

After the initial dose, the second is given one month later. The usual interval between the second and third dose is five months. If a dose is given too soon it is considered invalid and another dose will be required. Students must complete all doses or have an exemption in order to attend school.

Is a health examination required for all students?

Initial entrants into Florida School (pre-kindergarten, kindergarten, and transfer) need to present certification of a school-entry health examination performed within one year prior to enrollment (date of entry) or submit an exemption.

What are the exemptions for a school-entry health exam?

Religious exemptions (only a written request required) and 30 School-Day exemptions for transfer students are permissible.

Are your family's routine immunizations current?

Infant immunizations should be completed by age 2. Adults need immunizations too.

For more information, please access the following websites:

- <http://www.cdc.gov/vaccines>
- <http://www.Immunizeflorida.org>
- <http://www.healthykids.org/>

What is Meningococcal Disease?

(Excerpts taken from Meningococcal Disease. In-short, <http://www.cdc.gov/meningitis/about/index.html> 9/11/07)

Meningococcal disease is a severe bacterial infection that can cause meningitis, bloodstream infection and other localized infections. Although the disease is not common in the United States, in those who get it, symptoms develop and progress rapidly even leading to death in 24-48 hours. Symptoms may be characterized by fever, headache, stiff neck, nausea, sore throat, mental status changes, bloodstream infection and rash.

Meningococcal disease is usually spread through direct contact with nasal or mouth discharge.

There are two meningococcal vaccines available in the United States. Both vaccines can prevent certain types of meningococcal disease. For more information on who should or should not get the vaccine, please consult your physician or health care provider. Also, please visit the following website for additional information:
<http://www.cdc.gov/vaccines/pubs/vis/default.htm>

For answers to additional questions call the Immunization Center at 253-1420 or the School Health Office at 253-1580.

- I. It is essential that schools be safe and orderly to provide environments that foster learning and high academic achievement. This policy implements the State Board of Education's Zero Tolerance Policy as outlined in Florida Statutes, including:
 - A. *Definition of Terms*
 - B. *Victimization of students*
 - C. *Felony or misdemeanor as defined by Florida Statutes, Section 775.08.*

- II. The legislature has found that zero-tolerance policies are not intended to be rigorously applied to petty acts of misconduct and misdemeanors and that zero tolerance policies must apply equally to all students regardless of their economic status, race or disability. The Superintendent shall annually identify the Student Code of Conduct violations that are Petty Acts of Misconduct and which offenses are a Serious Threat to School Safety. The annual list of Petty Acts of Misconduct shall include all of the acts listed in Florida Statute 1006.13. For the purposes of this policy, the following terms are defined:
 - A. **Petty Acts of Misconduct** - Any misdemeanor or local ordinance violation; any Class I Student Code of Conduct violation; and those Class II or Class III Student Code of Conduct violations that are not designated annually by the Superintendent as Serious Threats to School Safety.
 - B. **Serious Threats to School Safety** - Any felony involving violence or threat of violence; any offense involving the possession of a firearm or other weapon; all Class IV Student Code of Conduct violations and those Class II and III violations designated annually by the Superintendent.
 - C. **Substance Abuse** - Defined in Section 984.03, Florida Statutes, as "using, without medical reason, any psychoactive or mood-altering drug, including alcohol, in such a manner as to induce impairment resulting in dysfunctional social behavior."

- III. The school principal shall ensure that all school personnel are properly informed as to their responsibilities regarding crime reporting, that appropriate delinquent acts and crimes are reported properly, and that actions taken in cases with special circumstances are properly taken and documented. Criteria for reporting violations shall be as follows:
 1. All Student Code of Conduct violations will be properly investigated and documented. Petty Acts of Misconduct shall be handled using disciplinary actions as provided in the Student Code of Conduct. School administrators shall determine if alternatives to arrest such as, but not limited to, restitution, teen court, behavior contract, or participation in District alternative programs are appropriate. Referrals to law enforcement personnel for Petty Acts of Misconduct shall be made by those school-based administrators designated by the school principal.
 2. Acts that pose a Serious Threat to School Safety, whether committed by a student or adult, shall be reported to a law enforcement agency. Law enforcement personnel shall utilize agency protocol to determine what action should occur.

- IV. Every student shall have the right to review the disciplinary action imposed for Student Code of Conduct violations.

- V. Students found to have committed one of the following offenses on school property, school sponsored transportation or during a school sponsored activity shall be expelled, with or without continuing educational services, from the student's regular school for a period of not less than one (1) full year and be referred to the criminal justice or juvenile justice system:
 - A. Bringing a firearm or weapon as defined in Chapter 790, Florida Statutes, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school.
 - B. Making a threat or false report as defined in Florida Statutes, Sections 790.162 and 790.163 respectively, involving school or school personnel's property, school transportation or a school-sponsored activity.
 - C. Hazing as defined in 1006.135, Florida Statutes.
- VI. The School Board may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion.
- VII. The Superintendent may consider the one (1) year expulsion requirement on a case by case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system.
- VIII. If a student committing any of the offenses in this policy is a student with a disability, the School Board shall comply with the applicable State Board of Education rules.
- IX. Upon being charged with the offense, the student shall be removed from the classroom immediately and placed in an alternative school setting or will receive work assignments at home, while pending disposition.
- X. The Duval County School Board will convene an expulsion hearing for students found to have committed a Zero Tolerance Offense, even if the student withdraws from school after committing the code of conduct offense.
- XI. Schools shall comply with statutory procedures regarding victimization of students, staff or volunteers contained in Section 1006.23.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 120.57(1), 775.08, 784.081, 790.162, 790.163, 1001.42, 1001.43, 1001.54, 1003.31, 1006.08, 1006.09, 1006.13, 1006.135, 1012.28, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-1.0404, 6A-6.03311

HISTORY:

ADOPTED: April 1, 1997

REVISION DATE(S): November 10, 2008 , June 8, 2009,
October 6, 2009

FORMERLY: JICFA, JICI

Code of Conduct Violations		
PETTY OFFENSES*		
SERIOUS OFFENSES*		
CLASS 2 VIOLATIONS	CLASS 3 VIOLATIONS	CLASS 4 VIOLATIONS
2.01-Failure to Follow Directions Relating to Safety and Order in Class, School, School-Sponsored Activities or on the School Bus	3.00-Alcohol,	4.00-Alcohol
2.02-Possession, Use, Distribution and/or Sale of Tobacco/Facsimile Products	3.01-Drugs	4.01-Drugs
2.03-Simple Battery Upon Students	3.02-Threat /Intimidate	4.02-Arson
2.04-Dispute	3.03-Simple Battery or Assault Upon School District Employee or Agent	4.03-Aggravated Battery upon a School District Employee or Agent
2.05-Fighting	3.04-Robbery	4.04- Armed Robbery
2.06-Vandalism	3.05-Stealing/Larceny/Theft	4.08-Possession of a Firearm
2.07-Stealing or Use of Counterfeit Bills	3.06-Burglary of School Structure	4.09-Use of a Deadly Weapon
2.08-Possession of Stolen Property	3.07-Criminal Mischief/Vandalism	4.10-Use of a Prohibited Object or Substance
2.09-Threats/Intimidation/Ridicule	3.10-Possession of Prohibited Substance or Objects	4.11-Bomb Threats
2.10-Trespassing	3.11-Lewd, Indecent, or Offensive Behavior	4.12-Explosives
2.11-Possession of Fireworks, Firecrackers, Smoke Bombs, or Flammable Materials	3.12-Sexual Harassment	4.13-Sexual Battery/Rape
2.14-Sexual Harassment	3.13-Sexual Offenses	4.14-Aggravated Battery
2.16-Directing Obscene, Profane, or Offensive Language or Gestures to a School District Employee or Agent	3.14-Battery Upon Student Resulting in Bodily Harm	4.16-Aggravated Stalking
2.17-Leaving School Grounds or the Site of Any School Activity Without Permission	3.15-Inciting or Participating in Major Student Disorder	4.17-Any Other Offense Which Is Reasonably Likely to Cause Great Bodily Harm or Serious Disruption of the Educational Process
2.18-Simple Assault on School District Employee or Agent	3.16-Unjustified Activation of a Fire Alarm System	4.18-Kidnapping/Abduction
2.19-Multiple Class II Offenses	3.18-Igniting Fireworks, Firecrackers, Smoke Bombs or Flammable Materials	4.19-Homicide/Murder/Manslaughter
2.20-False Information	3.19-Unjustified Activation of Bus Emergency Systems	4.20-Vandalism
2.21-Possession of Firearm Facsimiles	3.20-Failure to Adhere to Safety Procedures on School Bus	
2.23-Refusal to Attend or Participate in Other Previously Assigned Discipline	3.21-Fighting or Battery on a School Bus	
2.24-Unauthorized Use of Instructional Technology	3.22-Defamation of Character	
2.25-Gambling	3.23-Stalking	
2.26-Use of Wireless Communication Devices	3.24- Unauthorized Use of Instructional Technology	
2.27-Failure to Adhere to Safety Considerations on School Bus	3.26-Major Dispute or Altercation	
2.28-Cheating and/or Copying the Work of Others	3.27-Simple Assault Upon School District Employee or Agent	
2.29-Possession, Reproduction, Use and/or Distribution of a Facsimile of a Drug, Alcohol, or Tobacco Product	3.28 Bullying/Cyberbullying	
2.31-Simple Assault on a Student	3.29 Harassment	
2.32-Possession and/or Use of Matches or Lighters	3.30- Teen Dating Violence or Abuse	
2.33-Extortion		
2.34 Use of Cameras		
<i>*PETTY OFFENSES denoted in plain print-handled by school official</i>		
<i>*SERIOUS OFFENSES denoted in bold print-law enforcement will be involved</i>		

- I. Wireless communication devices may be brought to school with the following conditions as well as procedures outlined in the *Code of Student Conduct* applying:
 - A. Devices must be turned off during school hours.
 - B. If emergency calls to or from students are necessary they should be placed through the school office and not to or from the student's telephone.
 - C. Devices should be kept secure to prevent theft (*e.g.*, vehicles, purses, backpacks, lockers).
- II. Violation of these provisions shall result in the confiscation of the wireless communication devices and its return only to the parent or guardian.
- III. The use of the wireless communication devices at school events shall not be limited by this policy; however, the principal shall have full authority to promulgate rules that implement all provisions herein.
- IV. Any student who chooses to bring a wireless communication device to school shall do so at his or her own risk. School personnel shall not be responsible for loss or theft of the wireless communication devices.

GUIDELINES FOR SAFE AND ACCEPTABLE USE OF COMPUTERS AND THE INTERNET

In preparing our students for the 21st Century, each Duval County Public School (DCPS) student will be assigned a computer network login that will provide the student with access to the Internet. The proper use of the Internet provides opportunities for research, learning, and web-based educational programs. The use of the DCPS network or computers is a privilege that may be restricted or removed by school based administration, automated content control systems, or the Office of Information Security. Students must abide by guidelines described in this document, the *Code of Student Conduct*, and the District's Acceptable Use Policy.

The school's mission, goals, objectives and standards will guide the instructional use of technology resources, including computers, software and the Internet. The DCPS' goal in providing Internet connectivity is to establish direct access to appropriate materials that support curricular goals and objectives. School faculty will integrate thoughtful use of computer technology throughout the curriculum and provide guidance and instruction to students in its use. Teacher supervision of independent student computer and Internet activities is the key element in effective and safe use of these resources by students. Teachers may present web sites to students during instructional times.

DCPS acknowledges the fact that inappropriate materials exist on the Internet and will do everything, including the use of filtering software, to actively avoid them, including the use of filtering software. **The DCPS has implemented technology protection measures that filter Internet access to block visual displays that are obscene, pornographic, or harmful to minors, but this technology is not 100% effective.** Student Internet access is monitored, but not every instance of inappropriate use can be reported to the school or parent/guardian. No software can filter out all of the materials that are unacceptable in an educational setting and it should be clearly understood by all students and their parents/guardians that intentional access to such material, in any form, is strictly forbidden.

DCPS makes no guarantee that the functions or the services provided by or through the District's network will be error-free or without defect. The District will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service. Students are responsible for making a backup copy of crucial files. The District is not responsible for the accuracy or quality of the information obtained through or stored on the network. The District will not be responsible for financial obligations arising through the unauthorized use of the network as the result of intentional misuse.

Students that demonstrate the inability to properly use technology resources may have those resources restricted or removed. This may have a detrimental effect on the student's ability to access online curriculum resources including grade recovery and intervention programs.

If a student feels there is a problem or feels uncomfortable with the information someone is transmitting to them, the student should tell his/her teacher or school site administrator. Students shall immediately notify a teacher or administrator if inappropriate information is mistakenly accessed or found anywhere on the DCPS network including student shares.

Students and other users access a computer with unique network accounts or ID and passwords. **ID and passwords must never be shared. Students are responsible for any activity that occurs under their account. Students have no expectation of privacy while utilizing the DCPS network, computers, or any device that is attached to it.**

Plagiarism and Copyright Infringement

- Students will not plagiarize works that they find on the Internet. Plagiarism is adopting the ideas or writings of others and presenting them as if your own. Credit should always be given to the person who created the words or idea.
- Students must respect the rights of copyright owners. Copyright infringement occurs when the student inappropriately reproduces a work that is protected by a copyright. If students have questions about possible copyright infringement, they should ask a teacher or school's media specialist.
- Unless it is otherwise stated, assume that all materials on the Internet, including web sites and graphics, are copyrighted, and that existing **copyright guidelines**, such as those involving photocopying, electronic copying, multimedia, and fair use, apply. Students using computers and the Internet should be aware of what is and is not allowed as it pertains to software, multimedia productions, and web publishing.

Netiquette Rules

Users must abide by network etiquette rules. These rules include, but are not limited to, the following:

- Be polite – rudeness is never acceptable.
- Understand that when you post something on the Internet, it is there forever and you no longer have control of who sees it or what they do with it.
- Do use the Internet to help with schoolwork. The Internet is a source of great volumes of information. It's like having the world's largest library at your fingertips!
- Do not provide any personal information (such as name, address/telephone number, social security number).
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.
- Do use the Internet to learn more about colleges and universities. Many colleges let you take a "virtual tour" of the campus, or submit applications for admission or financial aid applications on line.

Disciplinary Action

USE OF COMPUTERS AND THE INTERNET

Possible consequences for violations of the DCPS use of computers and Internet policies include, but are not limited to:

- Suspension or limited access of the Internet.
- Suspension of DCPS network privileges.
- Suspension of computer access.
- Disciplinary actions as outlined in the *Code of Student Conduct*.
- School suspension and/or expulsion.
- Appropriate legal action, civil and/or criminal.

NONDISCRIMINATION POLICY

The Duval County School Board **prohibits discrimination** in educational programs/activities and employment, and strives affirmatively to provide equal opportunity for all as required by:

- *Title VI of the Civil Rights Act of 1964* – prohibits discrimination on the basis of race, color, religion, or national origin.
- *Title VII of the Civil Rights Act of 1964, as amended (1991)* – prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin. The Act also provides additional remedies, including damages for emotional distress.
- *Title IX of the Education Amendments of 1972* – prohibits discrimination on the basis of sex.
- *Age Discrimination in Employment Act of 1967 (ADEA)*, as amended – prohibits discrimination on the basis of age with respect to individuals who are at least forty (40) years of age.
- *The Lilly Ledbetter Fair Pay Act of 2009* – Amends the Civil Rights Act of 1964 changing the 180 day statute of limitations for filing an equal-pay lawsuit for pay discrimination.
- *Section 504 of the Rehabilitation Act of 1973* – prohibits discrimination against the disabled.
- *Americans with Disabilities Act of 1990 (ADA)* – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.
- *Florida Civil Rights Act of 1992* – Secures for all individuals within the State freedom from discrimination because of race, color, religion, sex, national origin, age, disability or marital status.
- *Florida Educational Equity Act* (Section 1000.05, F.S.) – prohibits discrimination against students or employees on the basis of race, sex, national origin, marital status, or disability.

For information regarding procedures for filing a complaint of discrimination or harassment please contact:

Office of Equity and Inclusion
Duval County Public Schools
1701 Prudential Drive
Jacksonville, Florida 32207
904.390.2181

ROLE OF THE HOME, STUDENT, SCHOOL, AND SCHOOL PERSONNEL

In order for effective instruction to occur, there must be a cooperative relationship between the student, parent/guardian, and educators. This relationship and expectations may be described as follows:

Parents/Guardians

- ❖ Ensure the daily attendance of their child(ren) and promptly report and explain any absence or tardiness from school
- ❖ Provide their child(ren) with the resources needed to complete class work
- ❖ Assist their child(ren) in being healthy, neat, and clean
- ❖ Bring to the attention of the school authorities any problem or condition which affects their child(ren) or other children of the school
- ❖ Discuss report card and work assignments with their child(ren)
- ❖ Ensure that the school has current home, work, and emergency telephone numbers
- ❖ Ensure that **current** emergency health care information regarding their child(ren) is on file with the school, including the name and telephone number of their child(ren)'s doctor and a hospital preference
- ❖ Provide information that is current and accurate

Students

- ❖ Attend all classes daily and be punctual
- ❖ Come to class with appropriate working materials
- ❖ Respect all individuals and their property
- ❖ Refrain from profane or inflammatory statements
- ❖ Conduct themselves in a safe and responsible manner
- ❖ Present a clean and neat appearance
- ❖ Take responsibility for their own work
- ❖ Seek changes in an orderly and recognized manner
- ❖ Abide by the rules and regulations of the school and of each classroom teacher

Schools

- ❖ Encourage the use of good guidance procedures
- ❖ Maintain an atmosphere conducive to good behavior
- ❖ Exhibit an attitude of respect for students
- ❖ Plan a flexible curriculum to meet the needs of all students
- ❖ Promote effective discipline based upon fair and impartial treatment of all students
- ❖ Develop a good working relationship among staff and with students
- ❖ Encourage the school staff, parents/guardians, and students to use the services of community agencies
- ❖ Promote regular parental communication with the school
- ❖ Encourage parent participation in affairs of the school
- ❖ Seek to involve students in the development of policy
- ❖ Endeavor to involve the entire community in the improvement of the quality of life

School Personnel

- ❖ Attend school regularly and be punctual
- ❖ Perform their duties with appropriate materials
- ❖ Respect other individuals and their property
- ❖ Refrain from profane or inflammatory statements
- ❖ Conduct themselves in a reasonable and responsible manner
- ❖ Present a clean and neat appearance
- ❖ Adhere to the rules and regulations established by the school
- ❖ Pursue improvements in an orderly and recognized manner
- ❖ Utilize a variety of informal disciplinary and guidance methods, in addition to formal disciplinary action

RIGHTS AND RESPONSIBILITIES

Parent/Guardian Rights and Responsibilities

It is the intent of the Duval County School Board, as expressed in the **Parent/Guardian Rights and Responsibilities** section of this document, that parents/guardians must ensure that their child understands his/her individual rights and responsibilities to school district employees and fellow students as they work together toward a common goal of learning. It is the parents'/guardians' responsibility to ensure that their child maintains regular communication between home and school. When either parents/guardians or school employees deem it necessary to meet regarding concerns about the student's education or a disciplinary matter, the student, parent/guardian has a right to be represented by an attorney of his/her choice throughout the process.

Student Rights and Responsibilities

It is the intent of the Duval County School Board, as expressed in the **Student Rights and Responsibilities** section of this document, which students understand that individual rights involve associated responsibilities, and the individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students within each school. The principal has administrative and instructional leadership responsibility under the supervision of the Superintendent, in accordance with the rules and regulations of the School Board, for planning, management, and operation of the school to which he/she is assigned. The faculty and staff shall assist in the orderly operation of the school and assure the rights of students.

Student Rights and Responsibilities – Attendance

Philosophical Basis - School administrators have an obligation under state law to enforce compulsory school attendance laws. Regular attendance by students will facilitate the development of the skills and knowledge necessary to function in a democratic society (See Duval County Public School Attendance Policy page 37).

Student Rights

- ❖ To be informed of School Board policies and individual school rules regarding absenteeism and tardiness
- ❖ To appeal a decision pertaining to an absence
- ❖ To make up class work within a reasonable length of time as determined by a principal

Student Responsibilities

- ❖ To take advantage of educational opportunities by attending all classes daily, and being on time
- ❖ To provide the school with an adequate explanation and appropriate documentation, indicating the reason for the absence
- ❖ To request make-up assignments from teachers upon return to school, and to complete this work within a reasonable length of time as determined by the principal

NOTE: FLORIDA LAW REQUIRES THE DENIAL/SUSPENSION OF DRIVING PRIVILEGES FOR STUDENTS WHO HAVE ACCUMULATED FIFTEEN (15) UNEXCUSED ABSENCES IN A PERIOD OF NINETY (90) CALENDAR DAYS OR WHO HAVE DROPPED OUT OF SCHOOL.

Student Rights and Responsibilities – Counseling

Philosophical Basis - Personal concerns of students can seriously limit their educational development. Schools have the responsibility to provide a counseling program and to make relevant and objective information available to students.

Student Rights

- ❖ To be informed as to the nature of the guidance services available in his/her school
- ❖ To have access to individual and group counseling
- ❖ To request a change of counselor

Student Responsibilities

- ❖ To use guidance services for his/her own educational and personal improvement
- ❖ To schedule appointments in advance, unless the problem or concern is one of an emergency
- ❖ To work cooperatively with all school personnel

Student Rights and Responsibilities – Curriculum

Philosophical Basis - The degree of curriculum involvement is a function of age, grade, maturity, and sophistication on one hand, and the level and complexities of courses on the other.

Student opinion regarding curriculum offerings is extremely important and deserves careful analysis and consideration.

Student Rights

- ❖ To have equal educational opportunity with regard to academic programs and extracurricular activities
- ❖ To receive district curriculum course descriptions that will facilitate informed choices
- ❖ To receive instruction in courses of study under competent instructors in an atmosphere free from bias and prejudice
- ❖ To participate in appropriate academic programs in elementary, middle, and high school

Student Responsibilities

- ❖ To request participation in academic programs and extracurricular activities that are commensurate with ability
- ❖ To seek assistance in course selection from informed persons in the school
- ❖ To cooperate with the instructor and contribute to an atmosphere free from bias and prejudice
- ❖ To cooperate fully and exert every effort to achieve mastery of the appropriate academic standards.

Student Rights and Responsibilities – Free Speech/Expression

Philosophical Basis - Citizens in our democracy are guaranteed self-expression under the First and Fourteenth Amendments of the United States Constitution. Therefore, in a democratic society, one of the basic purposes of education is to prepare students for responsible self-expression.

Student Rights

- ❖ To form and express viewpoints through speaking and writing in a manner which is not harassing, obscene, slanderous, or libelous
- ❖ To affirm their identity with the American ideal (e.g., pledging allegiance to the flag)
- ❖ To refrain from activity which violates the precepts of his/her religion
- ❖ To assemble peaceably on school grounds or in school buildings (such assembly shall be consistent with all applicable federal, state, and local guidelines)

Student Responsibilities

- ❖ To respect the rights of other individuals and to express disagreement in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process
- ❖ To act in a manner which preserves the dignity of patriotic observances
- ❖ To respect the religious beliefs of others
- ❖ To plan for, seek approval of, and conduct activities which are consistent with the educational objectives of the school

Student Rights and Responsibilities – Grades

Philosophical Basis - An academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should student behavior be included in calculating academic grades.

Student Rights

- ❖ To receive a teacher's grading criteria at the beginning of each year or semester course
- ❖ To receive reasonable notification of failure or potential failure at any time during the grading period when it is apparent that unsatisfactory work is being performed

Student Responsibility

- ❖ To become informed of grading criteria
- ❖ To maintain standards of academic performance commensurate with ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress

Student Rights and Responsibilities – Privacy and Property Rights

Philosophical Basis - Federal and state laws provide persons with reasonable expectation of privacy, in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students.

Privacy on computers and the Internet is not guaranteed. In accordance with the Electronic and Communications Privacy Act of 1986 (18 USS Section 2510), all students are hereby notified that there are no facilities provided by Duval County Public Schools (DCPS) that allow the sending or receiving of private or confidential electronic communications. All electronic communications will be determined to be readily accessible to the general public. The DCPS system reserves the right to monitor all traffic on the network and review all files stored on or transmitted through its computer systems. This is done to preserve the integrity of the network and to ensure that the DCPS's computers continue to function properly for all users

No personal information, such as name, address and phone number should be shared via the Internet. When using any computer network to communicate with others, students should think carefully about what they say and how they say it. When on the Internet, a student should keep the following in mind:

- ❖ He/she cannot see the other person
- ❖ He/she cannot tell how old the other person is or what sex they are
- ❖ A person can tell the student anything; therefore, a student cannot always be sure that what the person is telling him/her is true

If a student feels there is a problem, or feels uncomfortable with the information someone is transmitting to him/her, the student should tell his/her teacher, school site administrator or technology representative immediately.

Student Rights

- ❖ To maintain privacy of personal possessions, unless appropriate school personnel have reasonable cause to believe a student possesses any object or material which is prohibited by law or School Board policy
- ❖ To attend school in an educational environment in which personal property, including electronic property, is respected

Student Responsibilities

- ❖ To attend school and other School Board activities without bringing materials or objects prohibited by law or School Board policy, or other items that will detract from the educational process
- ❖ To respect the property rights of the public-at-large, as well as those of individuals, and to refrain from destruction or modification of, or damage to, such property

Student Rights and Responsibilities – Student Records

Philosophical Basis - A well-developed student record file contains information needed for making appropriate educational decisions for the student. Student records are to be treated confidentially and should only contain information that is relevant, accurate, and appropriate.

Student Rights

- ❖ To inspect, review, and challenge the information contained in records directly relating to the student

- ❖ To be protected by legal provisions which prohibit the release of personally identifiable information (without the consent of the parent/guardian or eligible student) to other than legally authorized persons (Eligible students are those eighteen (18) years of age or over and/or those attending a post-secondary institution).

Student Responsibilities

- ❖ To inform the school of any information that may be useful in making appropriate educational decisions
- ❖ To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student

NOTE: Release of records of students seventeen (17) years of age or younger who attend an elementary or secondary school requires the signature of the parent/guardian.

Student Rights and Responsibilities – Student Government

Philosophical Basis - Effective student governments are the forum for training and involvement of student in the democratic process. Members of the school community share the responsibility for shaping governments into positive instruments for student involvement.

Student Rights

- ❖ To form and operate a student government within the respective schools under the direction of a faculty advisor
- ❖ To have access to policies of the School Board and the individual school
- ❖ To seek office in student government, or any school organization, regardless of race, sex, color, creed, or political beliefs
- ❖ To attend, as a student government officer and representatives, official student government meetings upon approval of such meetings by the school principal

Student Responsibilities

- ❖ To elect student government officers and representatives who are responsive to the needs of the school and who will work constructively toward the resolution of such needs
- ❖ To become knowledgeable of School Board and individual school policies governing the actions of students
- ❖ To conduct election campaigns in a positive, mature manner, with all due respect provided to his/her opponents
- ❖ To attend regularly scheduled meetings, if an elected student representative, and to exhibit appropriate conduct at all times

Student Rights and Responsibilities – Student Publications

Philosophical Basis - Education is the process of inquiring and learning, as well as acquiring and imparting knowledge and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects consistent with the basic educational goals of the school. As part of the educational curriculum, and under the supervision of school staff members, official student publications, such as the school newspaper, should offer the opportunity for students to share a variety of viewpoints as part of the learning process. School principals have final editorial control over the style and content of all student publications.

Student Rights

- ❖ To participate in the development and distribution of publications as part of the educational process

Student Responsibilities

- ❖ To refrain from publishing libelous and obscene materials, or materials inconsistent with the school's basic educational goals
- ❖ To seek full information on the topics about which they observe normally accepted rules for responsible journalism under guidance of the faculty advisor

Articles of Incorporation

Certified Copy

I certify the attached is a true and correct copy of the Articles of Incorporation of THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL, INCORPORATED, a Florida corporation, filed electronically on July 23, 2013, as shown by the records of this office.

I further certify that this is an electronically transmitted certificate authorized by section 15.16, Florida Statutes, and authenticated by the code noted below.

The document number of this corporation is N13000006655.

Authentication Code: 130726081646-500250037375#1

Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this the
Twenty Sixth day of July, 2013

Student Application and Family Contract

THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL

Parent & Student Contract 2015-2016

Student's Name: _____

Parent's/ Guardian's name _____
(If student is under 18 years of age)

We have read and understand all of the information contained in the manual. We agree to abide by and support the Center's rules and regulations **INCLUDING THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL'S CODE OF CONDUCT, DUVAL COUNTY SCHOOL BOARD CODE OF CONDUCT, AND THE DRESS CODE**, as outlined in the Student-Parent Handbook.

Agreed to by:

Student's Signature

Date

Parents/ Guardian Signature
(If student is under 18 years of age)

Date

This agreement will be placed into the student's file.

****Not receiving this signed agreement will be cause for student dismissal.**

THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL

PARENT CONTRACT

The parent(s)/guardian(s) of _____ have read and agree to abide by the following:

WHEREAS, the undersigned parent(s)/guardian(s) has made a personal decision to enroll my child (ren) in The Arts Academy of Jacksonville Preparatory School in order to provide my child with a unique educational opportunity;

WHEREAS, my desire and decision to enroll my child in The Arts Academy of Jacksonville Preparatory School is based upon my desire to become an active partner in the education of my child; and

WHEREAS, I recognize that The Arts Academy of Jacksonville Preparatory School is a public charter school of choice not entitlement;

NOW, THEREFORE, in consideration of the foregoing, *"Where Change Is A Destination"*

As a parent of a student at The Arts Academy of Jacksonville Preparatory School, my commitment is to abide by the following rules and regulations adopted by the Board of Directors:

To recognize and embrace my role as having primary responsibility for the education of my child

To attend all conferences scheduled with any member of The Arts Academy of Jacksonville Preparatory School staff.

To participate in the Parent Volunteer Program, including volunteering 20 hours for one child and 30 hours for two or more children, at a capacity that is sensitive to the needs of the school. To provide transportation to and from school for my child. To purchase

uniforms for my child from The Arts Academy of Jacksonville Preparatory School Board approved supplier and ensure my child abides by the Dress Code of The Arts Academy of Jacksonville Preparatory School.

~~To be responsible for timely payment of any fees accrued to my account at The Arts Academy of Jacksonville Preparatory School.~~

To participate in The Arts Academy of Jacksonville Preparatory School Parent Teacher meetings which are scheduled monthly throughout the school year.

To encourage my child to abide by The Arts Academy of Jacksonville Preparatory School Code of Conduct by words and deeds of my own life.

In order to enhance my child's academic growth, I agree to do the following:

To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.

To provide a suitable time and place within the home for homework.

To assist my child in obtaining and regularly using a library card at the Public Library and allow for thirty minutes of reading daily.


To encourage my child to research his or her academic level with deep commitment and enthusiasm for learning.

"Where Change Is A Destination"

(I/We) understand that by not fulfilling my contractual obligations to the School and to my child, this will result in my child being suspended or withdrawn and referred to a regular Public School or a private school of the parent's choice as approved by The Arts Academy of Jacksonville Preparatory School Board of Directors.

This complies with FS Section 1002.33(10)(e)5.

Signature of Parent/Guardian _____ Date _____



Arts
Academy of
Jacksonville
Preparatory
School

"Where Change Is A Destination"

THE ARTS ACADEMY OF JACKSONVILLE
PREPARATORY
SCHOOL
ACADEMIC YEAR 2015-16

OFFICE USE ONLY
Date Rec'd _____
Student# _____
Session _____
Payment Type
<input type="checkbox"/> Cash <input type="checkbox"/> Money Order

ENROLLMENT APPLICATION
Please print in blue or black ink

STUDENT INFORMATION

Date _____

Name of Student

First

Middle

Last

Address _____ Apt. # _____

City _____ Zip Code _____

Is this your permanent address? Yes No If not,
where?: _____

Resident School District (be specific, not Public School name)

Primary Phone # _____ Alternate # _____ email: _____

Social Security # _____ - _____ - _____ Date of Birth _____ Sex: Male
 Female

Race/ National Origin: African American Asian Caucasian Hispanic Middle Eastern

American Indian Multi-racial Other _____

Birth Place _____

Native Language _____

If under 18 years old, parent/guardian name: _____

Phone: _____

Other Parent/Guardian: _____

Phone: _____

Parents' Highest Education Level:

Mother

- Less than high school
- Some high school
- High School graduate/ GED
- Some College
- Bachelor's Degree (BA, BS)
- Graduate or Professional School (MA, MS, MEng, Med, MSW, MBA)

Father

- Less than high school
- Some high school
- High School graduate/ GED
- Some College
- Bachelor's Degree (BA, BS)
- Graduate or Professional School (MA, MS, MEng, Med, MSW, MBA)

Does the student presently work? Yes No If yes, where _____ Hours/week? _____

Current FOOD STAMP or TANF case number, if any: _____

Food Stamp number

TANF number

Is the student presently reporting to a probation officer? Yes No *Please note: responding yes will **NOT** exclude the student from admission

* If yes, will the student need an enrollment letter from the school for his/her probation officer? Yes No

Probation Officer/Social Worker's Name: _____

Phone: _____

Has/is the student been enrolled in a Juvenile Justice or Court Adjudication or Transition Program ?

Yes No

*Please note: responding yes will **NOT** exclude the student from admission.

If yes, please sign below (or if the student is 17 years or younger, have your parent/guardian sign below) so that we may notify the proper authorities of the student's enrollment in The Arts Academy of Jacksonville Preparatory School.

Student: _____ Date: _____

Parent: _____ Date: _____

ACADEMIC INFORMATION

Last School Attended by student _____

City, State _____

Private Public

Last Grade Point Average _____ *please attach a copy of your last report card

Is the student officially withdrawn from School: Yes No Dropped out unofficially: Yes No

Does the student have a current or active Individual Education Plan (I.E.P.)? Yes No

Has the student ever taken the FCAT exam? Yes No

Did s/he pass? Yes No

If s/he has not passed, what sections of the exam does the student need help with? _____

*Please attach a copy of the student's scores from the last exam taken, if possible.

Has the student had any special training? Yes No If yes, what?

Where did the student take this training?

How did you hear about The AAJP School? Radio Newspaper Bus Friend
Other _____

STUDENT SIGNATURE _____

PARENT/GUARDIAN SIGNATURE (if student is under 18 years old)

Note: The Parent/Guardian or adult student must submit this form and other required documentation to the Patterson Academy for the Arts before registration or re-enrollment can take place. Mail registrations are not accepted.

THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL admits students of any race, creed, color, handicapping condition, or sex. Furthermore, there will be no discrimination in the admission of students to the ACADEMY on the basis of race, creed, color, handicapping condition, or sex. Admission preference is: returning students first, then siblings of students, and lastly, open admission.

Finance and Accounting

FINANCE AND ACCOUNTING POLICIES AND PROCEDURES MANUAL

Table of Contents

1. Accounts Payable, Cash Disbursements and Accrued Expenses
2. Bad/NSF Checks
3. Bank Account Reconciliations
4. Banking Loan Application
5. Capitalization & Depreciation of Fixed Assets
6. Fixed Asset Control
7. Check Requests
8. Check Signing Authority
9. Payroll Records and Procedures Petty Cash
10. Property Tax Assessments
11. Recording Transactions in the General Ledger
12. Release of Financial or Confidential Information
13. Year End Closing
14. Files and Record Management
15. Travel and Entertainment
16. Chart of Accounts

IMPORTANT DOCUMENTS

- Articles of Incorporation
- By-Laws
- 501(c) (3) Letter
- Organizational Chart
- Board of Director's List
- Fixed Asset List
- Contract for School

ACCOUNTS PAYABLE, CASH DISBURSEMENTS AND ACCRUED EXPENSES

Proper internal control will be followed to ensure that only valid and authorized payables are recorded and paid. Accounting procedures will be implemented to ensure the accuracy of amounts, coding of general ledger accounts and appropriate timing of payments.

RECORDING

Within 2 days of receipt, the administrative assistant will obtain all vendor invoices and purchase orders, if applicable, from the accounts payable file. Each vendor invoice and purchase order requisition, if applicable, will be attached to a Check Authorization Form.

The Check Authorization Form will then be completed with the following:

- Vendor Name
- Vendor Number Invoice Date Invoice
Number Invoice Amount Payment Terms
- General Description for Payment General Ledger
- Distribution Preparer's Signature and Date

Upon completion of the Check Authorization Forms, the administrative assistant will forward the batch of Check Authorization Forms, with invoices/purchase orders attached, to the Executive Director for review and approval.

Upon return of the approved Check Authorization Forms, the administrative assistant will enter each Check Authorization Form into the computerized accounts payable module and post to the accounts payable ledger. Applicable accounts payable reports will then be printed and filed in the respective journal binders.

The Check Authorization Forms will then be temporarily filed alphabetically by vendor name in the unpaid invoice files to await payment.

PAYMENT OF ACCOUNTS PAYABLE

Weekly, accounts payable invoices will be selected for payment according to their payment terms unless otherwise determined by the Executive Director. Any credit balances (amounts owed to the School) should be applied to the invoice amount when determining payment.

A check edit list or similar report will be printed and reviewed by the Executive Director. Upon approval, checks will then be printed for the accounts payable invoices to be paid.

After the checks are printed, they will be attached to the Check Authorization Form and submitted to the Executive Director and administrative assistant, or any other authorized signer in their absence, for signing. Upon return of the checks to the administrative assistant, the administrative assistant will mail the checks to the vendors along with any necessary payment stubs or remittance advices.

The Check Authorization Forms and attached vendor invoices will be date stamped "PAID" with the corresponding check number recorded on the Check Authorization Form and vendor invoice.

After the Check Authorization Forms and vendor invoices have been stamped "PAID", they will be filed in the paid invoice file by vendor name.

MANUAL CHECKS AND COD PAYMENTS

All manual checks and COD payments are originated and authorized through preparation of a Check Request Form

Upon receipt of the purchase with the check, the following steps are to be followed:

The copy of the vendor invoice is to be immediately date stamped "PAID."

- The copy of the check request and vendor invoice/purchase order will be attached to a copy of the check and filed in the manual checks folder.
- On a weekly basis all manual checks will be posted into the accounting system following the procedures for entering manual checks. Upon completion of posting, the manual checks will then be filed in the paid invoice files by vendor.

ACCRUED EXPENSES

- The Executive Director in concert with the (bookkeeping service - designee) will be responsible for preparing records of accrued expenses at the end of each year. Accrued expenses represent amounts due for services or benefits that the School has received but are not yet payable.
- The Executive Director or designee will determine the proper amount of each expense that should be accrued. For example, if three business days of the School's two week pay period fall into the current year and the remaining seven business days fall into the next year, the amount to be recorded for accrued payroll should be 30% (three-tenths) of the payroll amount.
- Once all amounts have been determined, the accrued expenses will be recorded in detailed ledgers and the expense amount properly coded. A journal entry will then be prepared for recording to the general ledger.
- The Executive or designee will also review all existing accrued expenses recorded from prior periods and will ensure that reversing accounting entries have been made.

INFORMATION RETURNS

Any vendor/contractor, who will, during the calendar year, receive \$600.00 or more, should complete a Form W-9, Request For Taxpayer Identification Number and Certification. This form will be used for information reporting at year-end.

BAD/NSF CHECKS

Checks returned by the bank and designated uncollectible are to be processed in a method to avoid confronting or embarrassing clients/donors while ensuring that the funds will be collected. This procedure applies to all checks returned that are designated uncollectible such as "insufficient funds" or "uncollected funds."

RETURNED CHECKS

A returned check for less than \$1,000 or stamped "uncollected funds," should be redeposited the following day, or when the next deposit is made. For returned checks in amounts greater than \$1,000, the bank that the check is drawn against should be telephoned and requested to provide ~~if the check amount will clear the client/donor's account.~~ (Note: ~~The bank account number~~ should be the second number series located at the bottom center of the check.) If sufficient funds exist the check should be redeposited.

REDEPOSITED CHECKS

In the event a redeposited check is returned or if sufficient funds do not exist to cover the check, the check should be turned over to the Executive Director immediately. Further, when the same party issues more than one bad check within any three-month period, notify the Executive Director. Do not redeposit the check unless instructed to do so. The Executive Director should contact the issuer by phone to report the problem and discuss how the matter will be resolved. At the Executive Director 's discretion, a check may be redeposited. Whenever a check is redeposited more than once, a handling fee of \$25.00 should be charged to the issuer.

BANK ACCOUNT RECONCILIATIONS

Errors or omissions can be made to the cash records due to the many transactions that occur. Therefore, it is necessary to prove periodically the balance shown in the general ledger. Cash on deposit with a bank or other financial institution is not available for count and is therefore proved through the preparation of a reconciliation of the School's record of cash in the bank/financial institution and the bank/financial institution's record of the School's cash that is on deposit. This policy statement applies to all bank/financial institution accounts maintained by the School.

FORMAT:

The School's format for monthly bank/financial institution reconciliations, entitled Reconciliation of Bank/Financial Institution and Book Balances to Corrected Balance is composed of two distinct sections. One section begins with the balance as shown on the bank/financial institution statement and works to a corrected balance. That is the balance the bank/financial institution statement would show if all transactions were recorded by the bank (e.g. outstanding checks, deposits in transit, etc.)

The second section starts with the balance shown by the School records and also works to a corrected balance, the balance that should be shown in the School's records after all transactions are properly recorded (e.g. bank charges, interest, etc.).

PREPARATION AND RECONCILING ITEMS:

Upon receipt of the monthly bank/financial institution statement including cleared checks, deposit slips and any other transaction notifications, the accountant, bookkeeper or designee will prepare the monthly bank/financial institution reconciliation.

The first section of the monthly reconciliation will be started with the ending balance per the bank/financial institution statement.

Next, any deposits in transit that were made by the School but were not yet recorded by the bank/financial institution will be listed and added to the bank/financial institution balance.

Next, any checks that were written on the account prior to month-end but which have not yet cleared the bank/financial institution will be listed and deducted from the bank/financial institution balance. From these steps, the "corrected" ending balance will be derived for the first section.

The second section of the monthly reconciliation will be started with the ending balance per the School's books.

Next, any interest or any other bank/financial institution credit items will be listed and added to the balance.

Next, any bank/financial institution charges, transfer fees, etc. will be listed and deducted from the balance.

From these steps, the "corrected" ending balance will be derived for the second section and should equal the "corrected" balance for the first section.

Any discrepancies between these two balances will require research by the accountant, bookkeeper, or designee to determine the cause, such as recording errors, omissions, mispostings, etc. This can also include recalculation of the bank/financial institution statement for any possible errors made by the bank/financial institution.

ADJUSTMENTS AND JOURNAL ENTRIES

Any book reconciling items such as interest, bank/financial institution charges and any recording errors will be summarized and drafted in journal entry form for recording in the general ledger. Any outstanding checks over six months old will be reviewed for disposition including write-off by journal entry.

REVIEW AND APPROVAL

The monthly bank/financial institution reconciliation for each account should be reviewed and approved by the Principal or designee (an individual who did not prepare it), via signature and date on the completed forms.

BANK LOAN APPLICATIONS

The financial management function is responsible for developing the School's financing plan for capital needs. To expedite loan approval processes, prepare for loan Business questions and as an aid in negotiating loan rates and other terms with multiple lenders, the Business Manager or designee will prepare loan proposals according to established procedures. This procedure applies to bank loan applications and can be used for alternate forms of financing. Proposals can be used for loan applications for one or more banks or lending institutions.

ASSESSMENT OF CAPITAL REQUIREMENTS

The board president will be responsible for directing the Executive Director in developing borrowing and financial plans to meet the needs of the School's operations. These plans shall take into account current and projected business conditions and can include the following criteria:

- Capital requirements to satisfy the School growth in relation to risk.
- Ability of the School to meet present obligations as well as new debt under worse case conditions.
- Appropriateness of capital or debt structure.
- Level or type of debt does not preclude future borrowing or funding capacity.
- Cost of capital in relation to return on investment from use of funds obtained.

The board president will designate which institutions are to be contacted for borrowing purposes and will prepare loan applications with all required supporting analyses and documentation.

PREPARATION OF LOAN APPLICATION

Loan proposals will be drafted with the following information, if applicable:

- **Date:** The proposal for each bank should be dated with the current date the proposal will be given to the bank
Borrower: The specific legal name of the intended borrowing entity should be listed. This will avoid confusion with other organization subsidiaries and personal loans to Business.
- **Type of Loan:** The specific type of loan requested should be listed (i.e. equipment loan, line of credit, etc.) This eliminates any guessing or assumptions by the loan Business.
- **Amount:** The amount of the loan requested should be determined and listed. It is very important to establish credibility with the loan Business and committees. All numbers should be carefully forecasted and supported with documentation. Asking for too much or too little money can convey uncertainty or doubt about the School's ability to implement successfully the plans for the loan proceeds.
- **Use of Proceeds:** As above, the use of proceeds should be listed and well supported by documentation in the School's business plan and forecasts.
- **Term:** The desired term of the loan should be listed. If deemed possible, longer terms should be requested to avoid the process of having to renew the loan frequently.
- **Closing Date:** Set a closing date. For renewals, approximately 30 days after application; for new bank or loan applications, approximately 60 days after application. This communicates a bit of negotiating edge for the School by conveying the message that the matter is to be resolved or the School will use other banks willing to work within this schedule.
- **Takedown at Closing:** The amount of funds to be drawn immediately at closing of the loan should be listed. As above, this should reflect the business plan and conveys that the School understands its business and financial requirements.
- **Collateral:** Any assets (i.e., equipment, inventory, accounts receivable, etc.) to be used as collateral for the loan should be listed and appropriately reflect the type of loan.
- **Guarantees:** This should normally be completed with "none." The School should

always propose loans based upon the School's credit worthiness. However, in certain situations, personal guarantees by the Business may be necessary.

- Rate: For negotiating purposes, rather than have the bank "suggest" the interest rate, it is better to state a reasonable but fair rate for the School. The rate should reflect the type of loan and the level of risk we think the School represents to the bank.
- Repayment Schedule: A realistic repayment schedule should be determined and should correspond to the School's business plan and financial forecasts.
- Source of Funds for Repayment: The specific source of cash flow to be used for repayment should be identified.
- Alternate Source of Funds for Repayment: To satisfy concerns by banks that in the event the School does not meet financial projections, the plans on how the School would meet the repayment schedule should be listed. For example, liquidating assets, etc., could be used to repay the loan.

BANKING POLICY AND RELATIONS

The Executive Director or designee can arrange with several financial institutions to provide for the operational requirements of the School and can invest excess capital funds in certificates of deposit, money market funds, Treasury Notes, Bonds and bills, equities, mutual funds and professionally managed accounts. Further, the Executive Director or designee will maintain positive relations with all sources of capital and banking service providers. This procedure applies to all banking activities of the organization.

Procedures:

BANKING RELATIONS

The Executive Director will be the School's primary representative in dealing with financial institutions. The Executive Director will be responsible for meeting with personnel of the School's primary financial institutions on a quarterly basis to provide consistent financial information reporting and updates on the School's operations to financial institution officials. The Executive Director will be responsible for promoting a positive working relationship between the School and the financial institutions. The Executive Director will also provide institution officials with the School's anticipated capital needs or financial service requirements to provide institution officials adequate time to understand, approve and prepare for the School's needs.

The Executive Director will also perform an ongoing evaluation of the institution's abilities to satisfy the needs of the School and will make appropriate changes whenever necessary. Criteria to be used in the evaluating institutions can include:

- Institution Size (appropriate size to meet School needs while being small enough to be responsive)
- Financial safety and capital structure
 - Reputation
 - Location
 - Flexibility and lending philosophy/attitudes

OPERATING EFFICIENCY AND ACCURACY COMPUTERIZATION, EMPLOYEE TRAINING

The Executive Director will also determine and document an information profile on qualified institutions with the above information and shall include, knowing how the institution makes its credit decisions, who is responsible or involved in the decision, and how long the process takes.

BANKING POLICY AND ARRANGEMENTS

The School shall establish a separate account for each fund and/or account group which will be used for all deposits and disbursements related to the fund. The payroll account will be maintained on an imprest basis only. Funds should be limited to the maximum amount insured.

The following banks/financial institutions are authorized for the School for use and are assigned the following uses:

Institution	Assigned Accounts
XXX Bank	Funds, Payroll and Revolving Line of Credit
XXX Bank	Mutual Funds, Payroll, Money Market Investments and Revolving Line of Credit
XXX Bank	Funds, Revolving Line of Credit, Money Market Investments, Equities, Mutual Funds, Fixed Income, CD's, Professionally Managed Accounts, or any other type of investments suitable for the School

The School shall negotiate the following arrangements with all banks/financial institutions:

- No service charges for checks, deposits or statements.
- No charges for stop payments.
- No holdbacks on deposits so funds are available immediately.

CAPITALIZATION & DEPRECIATION OF FIXED ASSETS

The purpose of this procedure is to delineate the capitalization and depreciation methods for various asset groups. All acquisitions of capital assets for the School - Assets acquisitions with a useful life expectancy of greater than one year and with a unit cost of \$750.00 or greater will be capitalized by the School and depreciated.

Definitions:

Capitalization - Capitalization is the process of recording the purchase of a fixed asset that is generally recorded individually on an asset schedule. Examples of capital expenditures are

purchases of land, buildings, machinery, Business equipment, leasehold improvements, computer software and vehicles.

Depreciation - Depreciation represents the write-down or write-off of the cost of the asset over its estimated-useful-life.

CAPITALIZATION

All assets with a useful life of greater than one year and a unit cost of \$750.00 or more will be capitalized and (except for land) will be recorded in the depreciation records. Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance. The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.

Leasehold improvements are to be capitalized if they relate to the occupancy of a new location or a major renovation of an existing location. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.

The cost of buildings should include all expenditures related directly to their acquisition or construction. These cost include materials, labor and overhead incurred during construction and fees, such as attorney's and architect's and building permits.

DEPRECIATION

In general, the depreciation methods/lives for assets should be selected for consistent financial reporting and tax purposes. The following depreciation methods and useful lives should be used for the following asset classifications for financial reporting purposes:

Asset Class	Useful Life	Method
Vehicles	Five Years	Straight Line
Business Equipment and Computers	Five Years	Straight Line
Furniture and Machinery	Seven Years	Straight Line
Leasehold Improvements	Remaining life of lease term including option renewals	Straight Line
Buildings	Thirty Years	Straight Line

The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.

FIXED ASSET CONTROL

Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting.

Management is responsible and accountable for furniture, equipment, machinery and any other capital assets and will maintain some type of control over capital assets. The accountant or designee will assist and evaluate the capital asset control procedures. This procedure applies to all tangible assets and supplies with a cost basis or fair market value (FMV) of \$50.00 or greater and with a useful life of greater than one year.

ACQUISITIONS

The Executive Director will approve all purchases of assets costing more than \$50 and less than \$1000. Assets with a cost greater than \$1,000 will also require the approval of the Board Chairman. A Capital Asset Requisition form must be completed and approved for all purchases. This form is to be attached to all purchase orders or check authorization forms submitted to the Executive Director. Management may source the vendor for the purchase of the capital asset or can submit the request to solicit bids to the board of directors for assets costing \$1000 or more.

Any internally constructed or donated equipment will be reported to the Executive Director if the item cost or has a FMV of \$100 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included in the report.

DISPOSITIONS

Capital assets may be sold or traded-in on new equipment. An Asset Disposition form is to be completed and approved by the Executive Director. Any assets with an original value greater than \$1,000 will also require the Executive Director or designee's approval. Upon approval, the School may advertise the property for sale or submit a list to the bookkeeper for sale and disposition.

After completion of the sale, the Asset Disposition form will be submitted to the bookkeeper. The bookkeeper will delete the item from the asset records and record any gain or loss on the disposition.

Worn-out or obsolete property with no cash value will be reported to the bookkeeper on the Asset Disposition form with description, serial number and condition. The bookkeeper will inspect all worn-out or obsolete property before it is removed from the School and discarded. The asset will then be removed from the asset records.

Any asset that is missing or has been stolen will be reported in writing as soon as possible. The description, serial number, and other information about the lost item should be included in the report.

The Executive Director will determine the proper course of action and will notify the School's insurance carrier and any outside authorities if deemed appropriate. If not recovered, the asset will then be removed from the asset records.

ASSET RECORDS

Upon any asset acquisition, the bookkeeper is responsible for assigning and attaching asset number labels to the property where it can be readily located.

~~The bookkeeper will then maintain a detailed Tangible Asset Log. Each asset that receives an asset label will be recorded on the log. This log will display the asset label number assigned to the asset, the date the asset was purchased, the date the asset was *labeled*, the cost or FMV of the asset, the location of the asset, *the* description of the asset and the date the asset was disposed of, if applicable.~~

On an annual basis, the Tangible Asset Log should be reviewed to verify the accuracy of the log. Any discrepancies noted should be reported to the bookkeeper to be resolved.

CHECK REQUEST

All manual check requests will be prepared on a written check request form.

ORIGINATION

Whenever an employee requires a manual check to be issued, such as picking up items or for cash on delivery items, a Check Request form should be obtained from the forms area. The Check Request form should be completed with all pertinent information and receive appropriate approval

CHECK SIGNING AUTHORITY

A limited number of employees and board officers will be authorized to sign checks, and there shall be no fewer than two individuals at all times.

AUTHORIZED CHECK SIGNERS

Authorized check signers must be approved in writing and require Board of Directors authorization. The chairman, vice-chairman, Executive Director and Principal will have check signing authority. Additional individuals with or without dollar limitations may be authorized as necessary.

The chairman may revoke check-signing authority. Any person who is no longer entitled to sign School checks will be notified in writing. The Executive Director will oversee the proper notification of the School's financial institutions whenever authorized signature changes are made.

SIGNATURE LEVELS REQUIRED

The following signature levels will be required according to the dollar amount of the check:

- Less than \$1,000 - A check issued for an amount less than \$1,000 requires two different authorized signatures.
- Greater than \$1,000 - A check issued for greater than \$1,000 requires two signatures, one of which must be that of the Principal. The second signature can be that of the Chairman of the Board or any authorized employee.

PAYROLL RECORDS AND PROCEDURES - IF PROCESSED INTERNALLY

Payroll will be processed to ensure accuracy, validity of transactions and proper internal control procedures will be maintained to assure that all disbursements are for valid services performed.

PERSONNEL RECORDS, MANAGEMENT AND CHANGES

Personnel records for hiring, classification, rate changes and termination are explained in the personnel policies manual. Payroll processing will be performed in conjunction with the following related personnel procedures.

- Employee Hiring and New Employee Orientation
- Paid and Unpaid Time Off – Pay and Payroll matters
- Performance Appraisals and Salary/Wage Adjustments - Resignations and Termination

PAYROLL PROCESSING

The bookkeeper will receive completed and approved timesheets from department managers according to the procedures outlined in the personnel policies. Once timesheets have been received, the bookkeeper or designee will review for completeness and then perform calculations for payroll, payroll deductions and other accruals. The bookkeeper or designee will then prepare summary worksheets of payroll information and present along with supporting documentation to the Executive Director for review and approval. Once the summary has been approved, the bookkeeper or designee will enter the information into the computer for processing.

A payroll report will be printed before printing checks to verify accuracy and completeness. If correct, checks should be printed. If incorrect, the necessary corrections should be made and reviewed (validated). Validated payroll checks will then be presented for signing and distribution.

Payroll tax deposits will be determined and timely submitted to the Department of Treasury (IRS), as required, using Form 8109 "Federal Tax Deposit Coupon" or the Electronic Tax Payment System. All payroll related returns will be prepared by the accountant or designee, and approved/signed by the Principal or any board Business.

PAYROLL RETURNS

Quarterly prepare Form 941 - Employers Quarterly Federal Tax Return and file with the Internal Revenue Service, which is due on the last day of the month following the end of the quarter being filed (i.e. the first report Form 941 is for the period January 1 through March 31 and is due April 30). At the end of the calendar year, Forms W-3, Transmittal of Wage and Tax Statement and Form W-2, Wage and Tax Statement are to be completed for all employees and submitted to the Social Security Administration.

PETTY CASH

A petty cash fund will be available to employees. These procedures apply to all employees of the School.

FUND CONTROL

The Administrative Assistant will maintain control of the cash box, petty cash journal and all petty cash transactions. The petty cash fund will be set up in the amount of \$100 for authorized out-of-pocket expenses and advances for minor business expenses. Advances or reimbursements from petty cash will be limited to amounts of \$25.00 or less. If an employee requires funds in a greater amount, they should request a School check. (See Check Request Procedures)

DRAWS

When an employee requests a petty cash draw, the cashier will record the amount disbursed, date of disbursement, reason for the disbursement and the name of the employee receiving the disbursement. The employee should, by the next business day, return the receipt(s) and any change to the cashier. A petty cash voucher will then be completed with the receipt(s) attached.

REPLENISHMENT

At the end of each month or whenever the petty cash fund drops below a balance of \$25.00, the Administrative Assistant will complete the reimbursement paperwork from the journal with itemized descriptions of expenses and attach all vouchers. The administrative assistant will then be issued a check in the amount of the reimbursement and will be responsible for obtaining cash from the bank to replenish the cash box.

PROPERTY TAX ASSESSMENTS

All non-exempt property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the School; to ensure annual filing of exemption for all eligible properties; to outline the areas for review in assessments and methods for appealing overstated assessments on taxable properties.

REVIEW OF ASSESSMENTS

All assessments are to be promptly reviewed. Any qualified properties used by the School for its exempt purpose should apply for exemption annually. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice as assessed value is sent. If the School misses the deadline; it loses the chance to reduce the year's property tax. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice. When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

APPEALING OF ASSESSMENTS

If upon review of the assessment and all other factors, the School believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared. Once a sound case is prepared, simply calling the local assessor's Business and asking for an appointment to discuss the assessment can seek an appeal. ~~The meeting with the local assessor will generally be informal. It is important not to be adversarial with the assessor but to present the attitude that the School is helping the assessor to reach a more accurate valuation for the property by presenting additional information.~~

Other Receivables - Prepare schedule of grants and other miscellaneous receivables and reconcile to general ledger. Comment on collectability, if material.

Inventories - Prepare a summary of all properties held in inventory. Reconcile inventories from physical inventory to year-end balances. Explain significant variations from prior year.

Fixed Assets - Prepare a schedule of assets and related allowances for depreciation. Reconcile allowance additions to total depreciation expense. Trace disposals to capital gain and loss schedule or to expense if items were scrapped or discarded.

LIABILITIES AND NET ASSETS

RELEASE OF FINANCIAL OR CONFIDENTIAL INFORMATION

The release of financial, personnel, statistical or other information that may be of a confidential nature will be controlled and every request will be referred to the Executive Director.

WRITTEN REQUEST

Typical requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, personnel, students, etc. If the request is by letter or written correspondence, the materials shall be forwarded to the Executive Director who will review the information to be released and who will be authorized to reply.

YEAR-END CLOSING

An orderly, timely and comprehensive closing of all accounts will be performed by the accountant or designee to assure an accurate representation of the School's financial statements and to provide the necessary documentation for the School's independent auditors.

ASSETS

Assets should be fairly stated, generally at realizable amounts. Work papers should show the basis and when required, how the amounts were calculated.

Cash - Prepare bank reconciliations for year-end of balance per bank to the balance per books for each account. Show original dates and descriptions of each reconciling item. Prepare necessary journal entries and adjust the reconciliations.

Prepare a summary of all petty cash and change funds. Totals must agree with the general ledger.

~~Investments - Prepare a list of all securities on hand at year-end by location held such as broker or bank. Use full names and show the face amount or number of shares and date of acquisition. Determine cost and market values. Calculate accrued interest.~~

Accounts Receivable - Obtain aged trial balances and reconcile to general ledger. Calculate possible allowance for uncollectible accounts and obtain approval of Executive Director. Adjust allowance to calculated amount. Write off any unallocated differences.

Liabilities are shown as the amount to be paid in the subsequent period. Overstatement rather than understatement is the rule for liabilities. If in doubt, record the liability.

Accounts Payable - Determine that all items paid through year-end are not shown on the accounts payable list. Accounts payable shall be kept open for 45 days after year-end in order to receive invoices and record in the accounts payable list. After this 45 day period, maintain a list of any items over \$1,000 that are received or paid that are not included in accounts payable but relate to that year-end period.

Accrued Payroll - Calculate accrued payroll and vacation pay due by the number of days outstanding at year-end. Include any incentive bonuses or other special payroll payments.

Other Accrued Expenses - Review accruals for payroll taxes, payroll deductions payable, interest expense on short term borrowings and long term debt. Determine cost of audit and legal services through year-end and record.

Income Taxes Payable - The Federal tax payable schedule will be prepared with the assistance of the auditors. (This is applicable only if the School has unrelated trade or business income, which does not relate to its exempt purpose).

Current Liabilities - Prepare a schedule of debt and calculate and record the current portion due within one year and accrued interest.

Contingent Liabilities and Commitments - Prepare a schedule of any outstanding litigation and possible loss. Prepare a schedule of all long-term rental agreements.

Net Assets - Bring permanent file of all net asset accounts up to date.

REVENUES

Prepare a schedule of all revenues and compare amounts to prior year. Evaluate and comment on any significant differences. Prepare a memorandum on new revenue accounts. Also prepare a schedule of revenues by program for inclusion in the annual report.

EXPENSES

Each expense total should be compared to the prior year and unusual variances reviewed and explained. Several expense items are directly related to asset or liability accounts and the worksheets for the related accounts should be prepared at the same time and shown on one schedule.

Payroll - Prepare a schedule of all payroll and employer taxes and reconcile to payroll expense. Prepare a schedule of annual payroll and benefit levels for each School employee for the auditors and annual report.

Legal and Professional Fees - Prepare a schedule of all legal invoices with the amount and brief description of services rendered. Reconcile total to Legal expense.

Bad Debt Expense - Prepare a list of all accounts written off during the year. Note specifically any additions to the allowance for uncollectable accounts.

Interest Expense - Prepare a schedule of interest expense by source. Reconcile amounts to short term borrowing and long-term debt.

FILES AND RECORD MANAGEMENT

The School will retain records in an orderly fashion for time periods that comply with legal and governmental requirements and as needed for general business requirements. This applies to all business documentation generated by the School. However, this does not necessarily cover internal or certain day-to-day business correspondence.

CURRENT FILING SYSTEM

To ensure efficient access, filing centers will be established. To reduce the amount of duplicate and unnecessary record retention, individual desk files should be avoided unless they are used in daily operations. All other records should be filed in central filing areas. Unless necessary, records should usually only be kept by the originator or sender and not by the receiver to avoid duplicate filing systems.

The following guidelines should be adhered to optimize filing efficiency and records access:

- All file cabinets and files will follow recognized rules of order, such as Left to Right, Top to Bottom, Front to Back and in the case of chronological records, newest to oldest.
- File markers and label headings will always be placed at the beginning or front of a file or group of files.
- Alphabetical files should always be filed under broad topical categories. Files should never be filed under individual employee names (except personnel) to avoid confusion and refiling in the event of turnover. Files should always be filed under the "proper" or School's name whenever appropriate. In the case of individuals, files should be maintained according to the persons "Last name", then "First name and Middle initial".

TRAVEL ARRANGEMENTS

All arrangements required for business travel are to be made by that individual. To arrange for travel, complete the Travel Arrangements form with all pertinent information and receive approval. The form should then be forwarded to the Principal. For maximum savings on airfares, this form should always be completed at least 30 days in advance unless an emergency trip is required.

Cash Advances - To help ensure accurate and timely expense report preparation and reduce the additional paperwork required to process and track expenses, the School generally discourages cash advances unless special circumstances apply. Employees are encouraged to use credit cards with a grace period to provide float time between incurring the expense and receiving reimbursement from the School.

- If an employee requires a cash advance, the amount should be completed on the travel arrangements form with a supporting explanation for the advance. The advance request will then be forwarded for processing.
- When a cash advance is received, the employee will reduce their expense reimbursement by the amount of the cash advance. In the case where the cash advance exceeds the expenses for the report submitted, the remaining cash must be turned in with the expense report. Amounts owed to the School cannot be carried forward to future expense reports. Any advance outstanding will be deducted from the employee's paycheck.

Direct Billings - Direct billings to the School from motels, restaurants, etc. are not permitted.

EXPENSE GUIDELINES

Air Travel - Make airline reservations based on the following criteria:

- Expediency: Getting the employee to their destination in an expedient way. (Direct flights when possible or connecting flights if necessary for faster flight schedules).
- Cost: Employees will fly coach class.
- Carrier: An employee's preferred airline can be utilized as long as expediency and cost factors are equal.
- Employees must use regularly scheduled airlines and obtain the lowest (discount) fare available. This may mean that the employee will fly at times that is not always the most convenient for them.

Lodging - Employees are expected to use sound business judgment in selecting accommodations. In many cases a corporate rate is available and the employee should request this rate when registering at the hotel.

- Suite accommodations are not permitted; the School pays only for single rooms. An upgrade to a security room is a personal expense unless the hotel is in a place

or a city that is designated to be a risk to all travelers.

If late arrival is guaranteed and the reservation must be canceled, the cancellation must be made within the time allowed. The School will not pay for no-shows. All charges shown on the expense report form should be itemized to show hotel charges, meals, telephone charges, etc. In-room movies and use of mini-bars are considered personal expenses and therefore not reimbursable.

The employee will be reimbursed, less any travel advance for bills paid. The original detailed hotel bill as to be attached to the expense report. Photocopies of receipts will not be accepted. The employee will use the School's sale tax exemption certificate;

- Florida sales taxes will not be reimbursed.
- Employees will not be reimbursed for overnight travel within fifty (50) miles (one way) of the School's Business or their residence unless the circumstances necessitating the overnight stay is fully explained by the employee and approved by the Principal.

Car rentals - The use of a rental car is permitted ONLY when it is in the interest of the School to do so. Personal medical insurance should NOT be purchased from the car rental agency since employees are already covered under worker's compensation insurance.

- For fewer than three (3) employees traveling together, the School will reimburse for the cost of a compact car. Upgrades to midsize are permissible if three (3) or more employees travel together.

If rental cars are retained over a weekend, such expenses are personal except when used to travel on a weekend to another location on School business.

Personal Vehicles - An employee required to use their own automobile for business will be reimbursed at the prevailing rate per tax guidelines for per-mile deductions. The employee must provide on the expense report, documentation including dates, miles traveled and purpose of each trip.

The School assumes no responsibility for personal automobiles used for business. Further, any parking or speeding violation is the sole responsibility of the employee.

Telephone - Business related telephone charges on an itemized lodging receipt and/or telephone charge card should be itemized under telephone expense.

Entertainment - In order to be reimbursable, entertainment expenses must be ordinary and necessary expenses directly related or associated with the active conduct of business. It is very important to properly document entertainment expenses and substantiate the following elements:

Exhibit 2

The Denial

Notice

From: Smith, Anita L.
Sent: Friday, November 14, 2014 7:46 AM
devondalyn@icloud.com
Cc: Emerson, Adam; Davis, Addison G.; Chastain, Karen M.; Roziers, Pearl M.; Roper, Shanita E.; Knight, Gina L.
Subject: ~~The Arts Academy of Jacksonville Preparatory School Notice of Denial~~
Attachments: AAJP Denial Letter After Board Meeting.pdf; The Arts Academy of Jacksonville Preparatory School Agenda Item.pdf; Patterson Academy.pdf; Arts Academy of Jacksonville Final.pdf

Dear Ms. Hughes:

The School Board of Duval County wishes to thank The Arts Academy of Jacksonville Preparatory School, Inc., for applying to become a charter school. We regret to inform you that on November 4, 2014 the School Board of Duval County, Florida, voted to deny your charter application for The Arts Academy of Jacksonville Preparatory School.

Section 1002.33, *Florida Statutes* (2014), requires the School Board to articulate in writing the specific reasons, based on good cause, supporting a denial of a charter application and to provide the letter of denial and supporting documents to you and the Department of Education. Please find all of the required documents attached for your review and records.

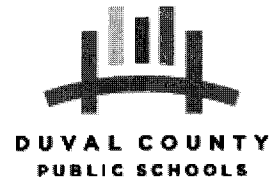
Thank you,

Anita Henry-Smith
Supervisor, School Choice - Charter Schools
Duval County Public Schools
1001 Prudential Dr.
Jacksonville, FL 32207
Phone: 904-390-2039
Fax: 904-390-2616



**DUVAL COUNTY
PUBLIC SCHOOLS**

EVERY SCHOOL. EVERY CLASSROOM. EVERY STUDENT. EVERY DAY.



Via Email and US Mail

November 14, 2014

Ms. DeVondalyn Hughes
1584 West 12th Street
Jacksonville, Florida 32209

Re: Denial of Charter Application of The Arts Academy of Jacksonville Preparatory School, Inc., by the School Board of Duval County, Florida

Dear Ms. Hughes:

The School Board of Duval County wishes to thank The Arts Academy of Jacksonville Preparatory School, Inc., for applying to become a charter school. We regret to inform you that on November 4, 2014 the School Board of Duval County, Florida, voted to deny your charter application for The Arts Academy of Jacksonville Preparatory School.

Section 1002.33, *Florida Statutes* (2014), requires the School Board to articulate in writing the specific reasons, based on good cause, supporting a denial of a charter application and to provide the letter of denial and supporting documents to you and the Department of Education. This letter and its attachment, which is incorporated by reference as it fully set forth herein, will serve as this required notification.

The concerns regarding the application are set forth fully in the attached Board agenda item (which included the Evaluation instrument). The concerns are based on good cause and include but are not limited to the following:

Part I - Education Plan

Section 1 – Mission, Guiding Principles and Purpose: (Statutory References: s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s.1002.33 (6)(a)(1); s.1002.33 (7)(a)(1), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A. – The mission statement explains the purpose of the school, that is but the mission statement fails to articulate how components of the statement such “intrinsic motivation, truest potential, obliterate defeat, and rise to the occasion” (p. 4) will be measured and managed.
- Question B.1. - The application lacks specific and detailed information about how students will meet high standards of student achievement. The application references using research-based instruction but fails to identify what research they used as a guide to assist with meeting a

standard of high achievement .The application states that students “are expected to maintain a B average” (p. 5) and “At the AAJP School, we intend to start student just above the State average...” (p. 5) but does not outline how this will be managed.

- Question B.2. – The responses in this section are vague, lack detail, and do not fully address the financial efficiency portion of this question. For example, the application references the use of an outside consultant but does not detail the qualifications of the consultant or provide details as to the professional credentials of this outside consultant.

The application states, “real time data will be shared with students and parents through a management system...” (p.6); the response does not provide what type of data will be gathered and does not provide any details as to what type of management system will be used to share this information with students and parents. The application notes that it will use software systems to manage financial reporting but does not provide any information as to which software systems will be used and does not explain how this will specifically align with financial accountability.

- Question B.3. - The application states that the school will communicate student progress to parents via web based portal; however, application references outdated metrics such as FCAT and Adequate Yearly Progress. The section fails to meet s. 1002.33 (2)(b)4.,F.S., “Require the measurement of learning outcomes.”
- Question C.1. - Although the application references multiple learning paths, the application does not provide details as to how this will promote improved student learning and academic achievement.
- Question C.2. – The following “activities” are outlined in this section of the application: a) “...mentors and additional tutoring...”, b) “...attendance will be leveled...”, c) “...teachers will be available to regularly conference with students...”, and d) “...regular staff meetings will be held..” (see p.10). The response fails to connect to the Florida Standards and fails to target low performing students and reading. The response does not align with s. 1002.33(2)(b)2.,F.S. (“Increase learning opportunities for all students, with special emphasis on low-performing students and reading”) and fails to respond to the question.
- Question C.3. - The applicant references the use of several innovative learning methods such as a music production curricula and use of technology and includes the ways in which students will be exposed to these methods but speculates that exposure to these methods will academically motivate students. The applicant states, “...if students are directly exposed to what ultimately drives them; then they will have an incentive to perform better academically.” (p. 11). The applicant fails to provide research to validate this supposition.
- Question C.4. - The measurement tool for learning gains referenced in the application, the “value-added approach” (p.12), does not contain any specific measurement criteria. The application lacks information that shows how the referenced approaches will be with aligned with the Florida Standards. Therefore, this response fails to fulfill the requirement set forth in s. 1002.33(2)(b)4.,F.S. (“Require the measurement of learning outcomes”).

Section 2 – Target Population and Student Body: (Statutory References: s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03, F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A – The application indicates that it will target students that have a G.P.A. of 2.0 or higher; however, this does not align with state statute or the school’s mission statement, which purports to “...raising student academic expectation while ultimately realizing their truest potential” (p.4). The applicant omitted details for a targeted geographic areas but states that it will recruit student who reside in the areas with “the greatest historical dropout student population” (p. 13).
- Question B - Projections were provided that outlined the grades, the number of students expected for each class, and the total numbers of students enrolled; however, because the applicant failed to include the targeted geographic region, it is unclear which students will be served in the proposed charter.
- Question C – Although the application outlines how the student projections were developed, the application states that “The School intends to initially serve a small number of 9th graders as well as serving dropout or credit deficient students...” (p. 14). There is no previous mention of serving a dropout prevention population in the mission statement.

Section 3 – Educational Program Design: (Statutory Reference s. 1002.33(7)(a)(2), F.S). The application “Does Not Meet the Standard” in this section because:

- Question A – The overall structure of the school day is unclear and the applicant fails to provide a school calendar and an example of a student’s day (Student Class Schedule).

The “alternate schedule” does not fit into the school’s operational time of 7:15-2:15 therefore anything after 2:15 would not be FEFP funded. Also, it unclear as to what the AdvancePath program is and what (if any) curriculum aligns with this program. If there are courses associated with the program then those courses must approved by the Florida Course Code Directory. Any course not approved by the Florida Course Code Directory would not be FEFP-funded.

The applicant also references a block schedule but fails to provide details and a description of a block schedule. There is no adequate clarification of what the three screen approach is; therefore, it is questionable that it would be FEFP funded. Finally, the applicant fails to provide a course number that would be attached to the “consultant” for the last hour of the day; therefore, it is questionable that it would be FEFP funded. The confusion concerning the courses and student schedule set forth in this section would also adversely affect the revenue available to the school, and further calls into question the financial viability ty of the school (see section 17 Budget concerns noted below).

- Question B – The applicant states, “.... the curriculum juxtaposes the three-blended model for The Arts Academy of Jacksonville Preparatory intends to follow” (p.17). The response lacks clarity, lacks a cohesive focus, and fails to indicate how this model (or models) will align the Florida Standards. The response fails to clarify how this educational program/s will meet s.1002.33 (2)(a)1.,F.S., “Meet high standards of student achievement.”
- Question C - Although multiple research sources are cited, the applicant fails to articulate how the research for these proposed educational program/s will improve student learning for the school’s population of students who are “expected to maintain an overall ‘B’ average, or 2.8-3.0 on a 4.0 average” as was stated on page 5 of the application. In addition, the applicant cites the names of multiple authors dated from the years 1983 to 2009 but fails to include the titles of

the body of research, books, journal articles, and so forth cited by these authors. Therefore, the professional integrity of these sources cannot be validated.

- Question D – The applicant cites that the AdvancePath Model as one of the educational programs that will be offered. The applicant further describes the AdvancePath Model as “a ‘model program’ with which Districts in California should consider partnering to establish programs for at-risk youth.” (p.22). However, at-risk populations are not included in the mission statement section of the application.
- Question E - The application states, “...the task of students attaining the Next Generation Sunshine Common Core Standards will not be a feat but an understanding” (see p.24). This response fails to provide an explanation as how the school will assist students in attaining Next Generation Sunshine State-Common Core Standards. The response fails to align with s.1002.33 (2)(a)1., F.S., “Meet high standards of student achievement,” and fails to align with the requirement in s. 1002.33(6)(a)2., F.S.

Section 4 – Curriculum Plan: (Statutory References: s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A - The application did not include a description of the core curriculum areas and instead the response concentrates on electives. (p 27). The applicant provided curriculum samples for Apex, School Beats, and Paideia, but failed to provide a plan that aligns with the Next Generation Sunshine State Standards. The application fails to align with s.1002.33 (6)(a) 2., F.S., “Provides a detailed curriculum plan that illustrates how students will be provided services to attain Sunshine State Standards.”
- Question B - The applicant does not offer a “research-base” but rather the opinions of educators and lawmakers. For example, the application states, “The AdvancePath Model of Blended Learning has been proven capable of accelerating student learning by enabling delivery of lessons in a self-paced and mastery-based learning environment.” (p. 33). As noted in section 3 C, the applicant cites the names of multiple authors but does not include the titles of the body of research, books, journal articles, and so forth cited by these authors. Therefore, the professional integrity of these statements and sources cannot be validated.
- Question C - The application fails to provide any evidence that reading is a *primary* focus of the school (as required by s. 1002.33(7)(a)2.a., F.S.). Although the application states that the school will use the APEX Reading Program, the application fails to provide any evidence that the proposed reading strategies are effective. For example, the application states on page 39 that: “Intervention for struggling reader will occur for students scoring at Level I on the FCAT”; however, the FCAT is no longer in use.
- Question D – The applicant does identify various strategies to assist students who enter the school below grade level; however, the application does not articulate how these strategies will benefit the students. The applicant again references the use of FCAT as a means of collecting data.
- Question E - Although the applicant describes other academic courses other than core areas such as the Remixing Education STEAM (Science, Technology, Arts, and Math) curriculum, the curriculum choices are limited. For example, under the tab for the Curriculum Plan, pg. 16, APEX Elective Course Descriptions as follows: Multicultural Studies and Sociology.
- Question F - The applicant provides a plan that includes the use of team collaboration, but fails to provide a connection of how this process will be implemented and followed. The applicant

also fails to provide how data will be collected whereby the effectiveness of the curriculum can be evaluated.

Section 5 – Student Performance, Assessment and Evaluation: (Statutory References: s.1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A – The applicant has adequately described its plan for the establishment and use of a baseline and subsequent assessments but did not quantify progress expectations. While the application states the adoption of the Duval County Public Schools Student Progression Plan (DCPS SPP), The Arts Academy of Jacksonville Preparatory School also adds “*In addition to the GPA and assessment requirements, students who attend The Arts Academy of Jacksonville Preparatory School will be required to obtain 25 hours of community service each school year (page 50).*” Community service is not a DCPS SPP requirement. Such additional activity may not have a course code associated with it, and therefore would not be funded.
- Question C – The applicant has indicated its intention to comply with all graduation requirements in s.1003.43, F.S.; however, the following outlines discrepancies among the application, the DCPS SPP, and the graduation requirements in statute:
 - Scholar Diploma and Merit Diploma Designations are not courses of study and are not graduation options. (p. 49)
 - Grade weighting set forth in the application does not follow DCPS SPP (p.50).
 - Core academic requirements: science listed as two labs not as 1 Biology, 1 physical science, 1 additional. This does not align with DCPS SPP (p. 51).
 - The application does not designate specific science requirements as listed in DCPS SPP, and does not require Geometry (p. 51)
 - Requires 4 credits in a major area of interest- not a DCPS or state requirement, references only FCAT for certificates of completion (p. 51-52)
 - It is unclear what this sentence means: “A student is exempt from the Biology I of U.S. History assessment...” (p 53).
 - Requires the passing of an exit interview to graduate, not a DCPS or state requirement (p.54).
 - Does not identify “Economics with Financial Literacy” as a course required for graduation
- Question D– The methods to be used as well as how baseline rates will be used to track academic progress were not sufficiently communicated.
- Question E - A few types of assessments to be used in the future were mentioned but frequency was not addressed. The applicant mentions the administration of PARCC (page 58, etc.); however, Florida is not utilizing PARCC. Therefore it is unclear if the applicant is nonetheless moving forward with PARCC as an assessment for the school (and paying for the assessment and administration within its budget).
- Question F - The “continuous improvement model” was mentioned but no specific information was provided on how data would actually be used to inform instruction. The applicant intends to use assessments created by Duval County Public Schools. It is unclear if this has been approved. Also, FCAT 2.0 and PARCC will not be used in the State of Florida and it is unclear if the applicant is moving forward with assessments that will be required to be used in the state

and/or whether the application will nonetheless use these other assessments funded from its school budget.

Section 6 – Exceptional Students: (Statutory Reference: s.1002.33 (16)(a)(3) , F.S.). The application “Partially Meets the Standard” in this section because:

- Question F - The applicant did not include utilization of strategies that align to the students’ academic needs to ensure mastery/success.
- Question H - The application provides a general plan but lacks a specific ESE staffing plan. For example, the applicant states regarding ESE staffing, “a representative of the school who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the School...” (p. 76). The applicant fails to provide the specifics about the position, such as whether or not the ESE Coordinator is a full or part time position and the amount of students that will be served by the ESE Coordinator, In addition, the applicant states, “Core teachers and ESE teachers will have regularly scheduled weekly meetings during schools hours...”(p.77). The applicant references ESE teachers, but fails to identify the amount of ESE teachers that will be staffed at the school.

Part II - Organizational Plan

Section 9 – Governance: (Statutory References: s. 1002.33(7)(a)(15); s. 1002.33(9), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A - This Section 9A provides a brief description that the applicant has organized as a Florida nonprofit corporation, and will apply and obtain the 501(c)3 designation from the IRS within 2 years. The applicant made general references to the State Board of Education, and the Florida Department of Education, but did not mention the School Board as the contract sponsor. The applicant introduced the concept of an Executive Director and a Principal (which will be discussed below in this evaluation). The applicant also mentions an Advisory Board, which is not clearly defined in this section or elsewhere in the application.

The Articles of Incorporation lists three directors: DeVondalyn C. Hughes, English Bradshaw, and Genell Mills. The applicant did not submit its bylaws for review (noting that in the prior application last year, there were numerous material inconsistencies with the application and the applicant’s corporate bylaws throughout this section 9).

As of October 10, 2014, the applicant has not filed its annual report (due May 1 each year) with the Florida Division of Corporations as noted by a review of the corporation’s status on www.sunbiz.org. Failure to file the annual report will lead to the corporation being administratively dissolved until all of the filing fees are paid and the annual report is filed. In fact, the Florida Division of Corporation administratively dissolved this corporation on September 26, 2014, as noted on www.sunbiz.org. This failure to timely file the required annual report is an indication that the applicant does not implement the requirements to maintain the legal entity as an active corporation in good standing under the laws of Florida.

- Question B – The organizational chart is set forth on page 89. The application mentions an “advisory committee,” but does not provide information on this body’s role and functions. The application states that the Principal is the Chief Administrative Officer who is responsible for all aspects of student instruction and staff oversight. Pages 89-90 state that the Executive Director supervises guidance services, and works as a conduit with the Governing Board and the Principal by supervising non-academic and support staff, and works with external organizations. However on page 90, in section 9C, the application states that the Principal is responsible for the daily school operations and keeps the Board fully informed. It is unclear whether the Principal has any authority over the Executive Director (who has authority over non-academic and support staff) even though the applicant also states that the Principal is fully responsible for the daily operations of the School.
- Question C - On page 90, the applicant refers to a third executive position entitled “CAO,” however, there is no explanation concerning this position, nor is a “CAO” on the organizational chart provided by the applicant. The applicant failed to mention the required duties of the Board set forth in s. 1002.33(9)(h)(i)(j)&(k), F.S. The applicant lists general responsibilities of the Board on page 91, which includes the Board hiring the principal, the Executive Director, and the CAO.

Pages 91-92 describes the Board’s election of four corporate officers (Chairperson, Vice Chair, Treasurer, and Secretary) and then provides general descriptions of each officer’s duties. Page 92 describes the duties of a “Clerk,” and it is unclear whether this is an incorrect reference to the Secretary or whether this is another position.

- Question D – On page 93, the applicant describes general board powers on page 93 (but does not reference the statutorily required board functions in s. 1002.33(9), F.S.). The applicant stated that meetings will be held monthly (page 93). The applicant did not provide a copy of its bylaws for review, and instead the applicant discussed board member selection (for 3 board member positions, which is inconsistent with other references to the governing board having more members), removal, and term limits on pages 93-94. The applicant set forth its code of ethics and conflict of interest policies. The applicant recites the provisions of s. 1002.33(24), F.S., concerning the restriction of employment of relatives but fails to provide for policies to implement this statutory requirement, and failed to mention the required reporting of relatives to the sponsor (the district) required by the charter school statute.

On page 95, the applicant recites sections of s. 112.311, F.S., and states it will seek clarification from the Auditor General to determine the meaning of “substantive conflict.” This statement demonstrates a lack of understanding of the requirements of the ethics laws for charter schools set forth in s. 1002.33(26), F.S. Further, the Auditor General would not advise a charter school concerning compliance with these statutory requirements; rather an Auditor General would issue a report of its findings if the Auditor General audited a charter school and noted issues of noncompliance. The general ethics policies on pages 95-96 fail to align with s. 1002.33(26), F.S., which incorporates the following statutory requirements: 112.313(2)(3)(7)&(12), and 112.3143(3), F.S.

In summary, the governance and ethics provisions remain confusing and fail to provide for the policies to implement the ethics requirements set forth in statute.

- Question E – Page 96 of the application states that the initial board members (see the three persons noted in section 9A above) are the founding board, and that once the application is approved, the founding board will elect the governing board. Accordingly, it is unknown who will populate the governing board if the school opened. The applicant confuses the founding/governing board with the four officers (Chairperson, Vice Chairperson, Treasurer and Secretary) in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. The list of board duties in this section does not track the requirements of the board in s. 1002.33(9)(h)(i)(j)&(k), F.S.
- Question F - On page 97, the applicant states that new board members are added by a “two-thirds majority” of the directors. The applicant failed to include its bylaws in its application to confirm this statement (noting that this was an error in the application submitted last year).
- Question G - On page 98, the applicant states that the initial board members are the founding board, and that once the application is approved, the founding board elects the new governing board and dissolves. The applicant confuses the governing board with the four officers (Chairperson, Vice Chairperson, Treasurer and Clerk -not Secretary as noted in section 9E on page 96), and the statutory parent representative in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. See also the evaluation in section 9E above.

The applicant did not identify who would be the governing board members after any application is approved. However, the following information is provided as to the applicant’s initial board of directors concerning their prior history of operating charter schools in Duval County: See attached materials concerning Ms. Hughes (presently listed as the registered agent, Board member, and President of the applicant), which are incorporated herein by this reference:

- Division of Corporations (Sunbiz) report for Patterson Academy for the Arts, Inc., where Ms. Hughes was a board member and executive director of that nonprofit corporation
- April 7, 2009 agenda item where the School Board approved a charter school contract for Patterson Academy for the Arts to open July 1, 2009
- November 23, 2009 School Board agenda item (without exhibits) to terminate for cause the charter school contract for the Patterson Academy for the Arts for the reasons set forth therein; and
- Minutes of the November 23, 2009 School Board meeting where the Board approved the termination of this charter school contract.

Genell Mills has been the principal and then the Executive Director (responsible for the academic personnel and instruction) at School of Success Academy Middle School (charter), and the school grade history on the FDOE School Grades report is incorporated herein by this reference. Further information concerning the operations of this charter school is on file at the Districts’ charter school office, and is incorporated herein by this reference.

- Question H - The applicant described its proposed dispute resolution on page 99: the principal’s designee undertakes the first step in dispute resolution, and if unresolved then the dispute moves to the Principal, then moves to the Principal and Executive Director, then moves to the Governing Board, then moves to nonbinding mediation, then moves to declaratory decree from a judge. In the last step noted in this process, it is not clear how a court would take jurisdiction of such matter; therefore, this last step cannot be validated.

Section 10 – Management: (Statutory References: s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14), F.S). The application “Partially Meets the Standard” in this section because:

- Question C – Page 102 of the application, the plan provided would only meet class size guidelines for Year 1 and 3 of the staffing plan.
- Question D - There is no explanation of planning for recruitment, selection and development. The plan fails to identify who will screen, interview, and make the final hiring decisions. There is no explanation on the school’s plan for development of staff.

Section 12 – Human Resources and Employment: (Statutory References: s. 1002.33(7)(a) (14); s. 1002.33(12), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question A - The application states, “All staff will be funded from public funds” (p.104). The application is unclear as to what this statement means and exactly which staff is included in this reference.
- Question B - The only policy or procedure explained was the termination of staff. There was no mention of a professional development program, nor a plan or timeline for developing policies and procedures.

Section 13 – Student Recruitment and Enrollment: (Statutory References: s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(8); s. 1002.33(10), F.S.) . The application “Does Not Meet the Standard” in this section because:

- Question A – The applicant outlines several strategies to recruit students; however, it is unclear as to the effectiveness of these strategies due to the fact that the targeted populations for which the school plans to recruit are vague and unclear. For example, page 12 of the application states, “Admission will be offered to lower performing, ‘average’, and above average students attending urban middle and high schools within the School district who have a GPA of 2.0 or higher.” The application further states on page 13, “The AAJP School will accept any student who resides in the School district; however, the School will use direct marketing and recruitment efforts with the intent to target at-risk, urban high school students residing in the area of the district with the greatest historical dropout student population.” Due to the lack of clarity as to which community the school intends to serve; the application fails to be aligned with s. 1002.33 (7) (a) 8., F.S., “The ways by which the school will achieve racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same district.”
- Question C – The applicant fails to provide a specific timeline that outlines and explains the enrollment process. The applicant indicates that applications will be received prior to the opening of the school but does not plan on sending out acceptance letters until mid –July. This lag in processes could negatively affect the overall enrollment process and hinder students from enrolling in a timely manner (which in turn negatively affects the revenue necessary to pay for the operations of the school). Therefore, the application fails to align with s. 1002.33 (10)(b), F.S., which states, “ The charter school shall enroll a student who submits a timely application, unless the numbers of applications exceeds the capacity of a program, class, grade level, or

building. In such a case all applicants shall have an equal chance of being admitted through a random selection process.”

- Question D - The applicant states that, “Each student enrolled at AAJP will receive a copy of the Duval County Student Handbook.” (p.108); however, the application did not include a copy of the handbook. The applicant does include a parent contract but failed to explain how this contract will be enforced. In addition, the parent contract includes language that would allow the school to suspend or withdrawal a student if the contract is not fulfilled. This language directly violates the Duval County Code of Conduct, which the school includes as part of their application.
- Question E - The applicant plans on holding parent nights and keeping parents informed via various forms of media; however, the applicant indicates a heavy reliance upon the sponsor for encouraging parental involvement. For example, the applicant states, “The Arts Academy of Jacksonville Preparatory School intends to uphold Dr. Vitti’s positive intentions with the Parent School.” (p.108).The application also, states, “The Arts Academy of Jacksonville Preparatory School will cooperate with the Sponsor in the efforts to encourage parental involvements” (p. 108). These responses suggest that the school will seek a partnership with the district; however, it should be noted that a charter school is an independent contractor.

Part III – Business Plan

Section 14 – Facilities: (Statutory References: s. 1002.33(7)(a)(13); s. 1002.33(18), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question F - On page 110 of the application, there were no details provided in the response. No location, area of town, description of a site, or a building layout and space requirements included.
- Question G – On page 111 of the application, a cost is presented, based on an assumed square footage of space per student and an average Duval County office leasing rate. However, the total estimate is based only on the initial enrollment in the first year of operation. No details are included beyond an assumed lease cost per square foot, which appears to be unrealistically low (\$6/SF as opposed to \$10-\$14/SF used by others).
- Question H - The application does not include a comprehensive timeline or strategy.
- Question J - The application states AAJP will comply with the statutory limit of 25 students per high school classroom, but offers no further plan or strategy to do so.

Section 16 – Food Service: (Statutory Reference: s.1002.33 (20)(a)(1), F.S.). The application “Partially Meets the Standard” in this section because:

- Question A – On page 113 of the application, the applicant indicates they plan to apply to be a participant in the National School Lunch Program (NSLP), and fails to provide information on the program the school intends to implement. Furthermore, the applicant fails to address the requirements of the Healthy, Hunger-Free Kids Act of 2010.

Section 17 – Budget: (Statutory References: s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2), F.S.). The application “Does Not Meet the Standard” in this section because:

- Question B - There is reference to the start-up budget in the applicant's Business Plan, there is nothing detailed in the Budget section in the way of start-up expenses, nor is there a balance sheet or presentation of an anticipated fund balance from start-up. Start-up costs are limited to a one to three month period at a total of \$36,706, but there is an apparent mistake in the calculation of rent expense. No amount of start-up funding is listed in either the Budget or the Business Plan.
- Question D - On page 119 of the application, the applicant only provides a very superficial discussion of separation of duties. The narrative does reference the utilization of external accounting firms and auditors, implying that both the school and the board will engage different firms for these services. No specific detail is provided for a strategic approach to addressing revenue shortfalls other than the assertion that the board will use accounts receivable as collateral for a loan.
- Question E - A cash flow projection for Year One is provided in the Budget section, but not for the start-up period. Furthermore, it does not exactly correspond with the projected revenue stream, and makes no provision for any carry forward of cash balances at month end.
- Question F - There is no concrete fundraising plan in place. The narrative implies that the board will attempt to obtain donations of \$6000 to help defray school expenses. There is, however, an expectation that the school will generate nominal income from donations and fundraisers for every year of operation.

Section 19 - Action Plan: (Statutory Reference: s .1002.33(7)(a)(16), F.S.). The application "Partially Meets the Standard" in this section because:

- Question A - On page 141 of the application, the applicant provided a timeline that did not include a projected date for Governing Board training; other items are properly identified in the timeline, but are not in alignment with a start-up budget.

In conclusion, please see the November 4, 2014 Board agenda item (including the Evaluation of your application and additional materials), which are enclosed and incorporated herein by this reference, for additional clarification. The foregoing items provide good cause for the denial of this application.

If you have any questions regarding this matter, please do not hesitate to contact me. We appreciate your interest in opening a charter school, and we hope this information is helpful.

Sincerely,

Anita Henry-Smith, Supervisor
Charter Schools/School Choice

Encl.

CC: Adam Emerson, FDOE (w/ encl.)
Addison Davis (w/o encl.)
Karen Chastain (w/o encl.)
Pearl Roziers (w/o encl.)
Shanita Roper (w/o encl.)
Gina Knight (w/o encl.)

Attachments: November 4, 2014 Agenda Item (including the Evaluation Instrument and additional materials)

November 4, 2014, Regular Board Meeting

Title

25. CHARTER APPLICATION FOR THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL INC., TO OPEN THE ARTS ACADEMY OF JACKSONVILLE PREPARATORY SCHOOL

Recommendation

1. **That the Duval County School Board deny the application submitted by the Arts Academy of Jacksonville Preparatory School Inc., to open the Arts Academy of Jacksonville Preparatory School, a charter school, in the 2015-2016 school year.**

Description

The Arts Academy of Jacksonville Preparatory School Inc., submitted a proposal on August 1, 2014 to open The Arts Academy of Jacksonville Preparatory School for the 2015-2016 school year. The applicant proposed to open with only ninth grade with a projected enrollment of 100 students. In the fifth year, the projected enrollment would be 275 students in grades 9-12. The Arts Academy of Jacksonville Preparatory School does not operate any charters in the district. The applicant has not identified a specific location for The Arts Academy of Jacksonville Preparatory School.

The mission of the proposed school is "To mold students into young responsible adults prepared for the real-world by simply focusing on their intrinsic motivation, and raising student academic expectation while ultimately realizing their truest potential. To this end, each student is expected to accept challenge- obliterate defeat- and rise to the occasion." (Application, page 4)

The target population of the proposed school will be "lower performing, average, and above average students attending urban middle and high schools within the school district who have a GPA of 2.0 or higher." (Application, page 12)

The projected enrollment is as follows:

- Year 1, Grade 9, 100 students
- Year 2, Grades 9-10, 150 students
- Year 3, Grades 9-11, 200 students
- Year 4, Grades 9-12, 275 students
- Year 5, Grades 9-12, 275 students

Based upon the records from Sunbiz.org, the governing board for The Arts Academy of Jacksonville Preparatory School is comprised as follows:

- DeVondalyn C. Hughes, Board Chair, Jacksonville, Florida

- English Bradshaw, Vice Chairman, Jacksonville, Florida
- Genell Mills, Secretary, Principal SOS Academy, Jacksonville, Florida

The application to open a new charter school is divided into three major components: (1) the Educational Plan; (2) the Organizational Plan; and (3) the Business Plan. In order for an application to be recommended for approval, an applicant should "Meet the Standard" on all nineteen (19) sections of the application. When an application does not "Meet the Standard" in any of the 19 sections, an application is not recommended for approval unless the deficiencies are those that can be reasonably addressed through contract negotiations.

The application for The Arts Academy of Jacksonville Preparatory School was reviewed by the Technical Review Committee (TRC), then evaluated by the Academic Review Committee (ARC). The application met the standard on 4 sections, partially met the standard on 4 sections, and did not meet the standard on 10 sections. One of the 19 sections was not applicable because the applicant indicated it would not have a contract with a management company. Therefore, the application is recommended for denial. The Evaluation Instrument is attached and incorporated by the reference in the agenda item.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Develop the Whole Child

Financial Impact

There is no financial impact at this time.

My Contact

Addison Davis, Chief of Schools, K-12 Education, 390-2337

Pearl Roziers, Assistant Superintendent, Office of School Choice, 390-2438

Anita Henry-Smith, Supervisor, Charter Schools, 390-2039

Attachment: Patterson Academy Attachment to AAJP Final.pdf

Attachment: Arts Academy of Jacksonville Final.pdf

Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207
www.duvalchoice.com
www.duvalschools.org

Pearl Roziars, Assistant
Superintendent, School
Choice
Anita Henry-Smith, Supervisor
Charter Schools
Telephone: (904) 390-2039
Fax: (904) 390-2616
henrya2@duvalschools.org

Shanita Roper, Coordinator
ropers@duvalschools.org
Gina Knight
knightg@duvalschools.org
Nancy Lovely, Secretary
lovelyn@duvalschools.org
Telephone: (904) 390-2039

2014 Charter School Application Evaluation Instrument (to open 2015-2016)

**Applicant: ARTS ACADEMY OF
JACKSONVILLE PREPARATORY SCHOOL**

Revised February 2014

Florida Charter School Application Evaluation Instrument Duval County Public Schools Scoring Matrix

Duval County Public Schools has aligned the Florida Model Charter School Application questions to a scoring matrix to provide the applicant with as much objectivity in the scoring process as possible. The application is separated in three parts:

- Part I-Educational Plan
- Part II-Organizational Plan
- Part III-Business Plan

and further separated into sections. For an application to be recommended for approval, all nineteen (19) sections must attain a minimum score of "Meets the Standard," unless a section is not applicable to the application.

The nineteen (19) sections which must "Meet the Standard" for an application to be recommended for approval are as follows:

Part I-Educational Plan

1. Mission, Guiding Principles and Purpose
2. Target Population and Student Body
3. Educational Program
4. Curriculum Plan
5. Student Performance, Assessment and Evaluation
6. Exceptional Students
7. English Language Learners
8. School Climate and Discipline

Part II-Organizational Plan

9. Governance
10. Management
11. Educational Service Providers
12. Human Resources and Employment
13. Student Recruitment and Enrollment

Part III- Business Plan

14. Facilities
15. Transportation
16. Food Service
17. Budget
18. Financial Management and Oversight
19. Action Plan

**Florida Charter School Application Evaluation Instrument
Duval County Public Schools Scoring Matrix**

Component	Section	Meets the Standard (MS), Partially Meets the Standard (PM), or Does Not Meet the Standard (NMS) (Circle ONE)		
Part I – Educational Plan	1. Mission, Guiding Principles, and Purpose	MS	PM	<input type="radio"/> NMS
	2. Target Population and Student Body	MS	PM	<input type="radio"/> NMS
	3. Educational Program Design	MS	PM	<input type="radio"/> NMS
	4. Curriculum Plan	MS	PM	<input type="radio"/> NMS
	5. Student Performance, Assessment and Evaluation	MS	PM	<input type="radio"/> NMS
	6. Exceptional Students	MS	<input type="radio"/> PM	NMS
	7. English Language Learners	<input type="radio"/> MS	PM	NMS
	8. School Climate and Discipline	<input type="radio"/> MS	PM	NMS
Part II – Organizational Plan	9. Governance	MS	PM	<input type="radio"/> NMS
	10. Management	MS	<input type="radio"/> PM	NMS
	11. Educational Service Providers	N/A MS	PM	NMS

	12. Human Resources and Employment	MS	PM	<input type="checkbox"/> NMS
	13. Student Recruitment and Enrollment	MS	PM	<input type="checkbox"/> NMS
Part III – Business Plan	14. Facilities	MS	PM	<input type="checkbox"/> NMS
	15. Transportation	<input type="checkbox"/> MS	PM	NMS
	16. Food Service	MS	<input type="checkbox"/> PM	NMS
	17. Budget	MS	PM	<input type="checkbox"/> NMS
	18. Financial Management and Oversight	<input type="checkbox"/> MS	PM	NMS
	19. Action Plan	MS	<input type="checkbox"/> PM	NMS

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section, below.

DENY	APPROVE
<input checked="" type="checkbox"/>	<input type="checkbox"/>

I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment, and outcomes.

1. Mission, Guiding Principles and Purpose

Standard: The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable, and measurable, and focused on improving student outcomes.

Statutory References: s.1002.33(2)(a); s.1002.33(2)(b); s.1002.33(2)(c); s.1002.33(6)(a)(1); s.1002.33(7)(a)(1)

A. Provide the mission statement for the proposed charter school.

The response "Does Not Meet the Standard". The mission statement explains the purpose of the school, that is but the mission statement fails to articulate how components of the statement such "intrinsic motivation, truest potential, obliterate defeat, and rise to the occasion" (p. 4) will be measured and managed.

Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

B1 Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

The response "Does Not Meet the Standard". The application lacks specific and detailed information about how students will meet high standards of student achievement. The application references using research-based instruction but fails to identify what research they used as a guide to assist with meeting a standard of high achievement. The application states that students "are expected to maintain a B average" (p. 5) and "At the AAJP School, we intend to start student just above the State average..." (p. 5) but does not outline how this will be managed.

B2 Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.

The response "Does Not Meet the Standard". The responses in this section are vague, lack detail, and do not fully address the financial efficiency portion of this question. For example, the application references the use of an outside consultant but does not detail the qualifications of the consultant or provide details as to the professional credentials of this outside consultant.

The application states, "real time data will be shared with students and parents through a management system..." (p.6); the response does not provide what type of data will be gathered and does not provide any details as to what type of management system will be used to share this information with students and parents. The application notes that it will use software systems to manage financial reporting but does not provide any information as to which software systems will be used and does not explain how this will specifically align with financial accountability.

B3 Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

The response "Does Not Meet the Standard." The application states that the school will communicate student progress to parents via web based portal; however, application references outdated metrics such as FCAT and Adequate Yearly Progress. The section fails to meet s.1002.33 (2)(b)4.,F.S., "Require the measurement of learning outcomes."

Describe how the school will meet the prescribed purposes for charter schools found in 1002.33(2)(b)

C1 Improve student learning and academic achievement.

The response "Partially Meets the Standard". Although the application references multiple learning paths, the application does not provide details as to how this will promote improved student learning and academic achievement.

C2 Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.

The response "Does Not Meet the Standard". The following "activities" are outlined in this section of the application: a) "...mentors and additional tutoring...", b) "...attendance will be leveled...", c) "...teachers will be available to regularly conference with students...", and d) "...regular staff meetings will be held.." (see p.10). The response fails to connect to the Florida Standards and fails to target low performing students and reading. The response does not align with s.1002.33(2)(b)2.,F.S. ("Increase learning opportunities for all students, with special emphasis on low-performing students and reading") and fails to respond to the question.

C3 Encourage the use of innovative learning methods.

The response "Partially Meets the Standard". The school references the use of several innovative learning methods such as a music production curricula and use of technology and includes the ways in which students will be exposed to these methods but speculates that exposure to these methods will academically motivate students. The applicant states, "...if students are directly exposed to what ultimately drives them; then they will have an incentive to perform better academically." (p. 11). The applicant fails to provide research to validate this supposition.

C4 Require the measurement of learning outcomes.

The response "Does Not Meet the Standard". The measurement tool for learning gains referenced in the application, the "value-added approach" (p.12), does not contain any specific measurement criteria. The application lacks information that shows how the referenced approaches will be with aligned with the Florida Standards. Therefore, this response fails to fulfill the requirement set forth in s. 1002.33(2)(b)4.,F.S. ("Require the measurement of learning outcomes").

Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. This section is optional.

D1 Create innovative measurement tools.

Not applicable, no response provided to evaluate.

D2 Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.

Not applicable, no response provided to evaluate.

D3	Expand the capacity of the public school system.	
Not applicable, no response provided to evaluate.		
D4	Mitigate the educational impact created by the development of new residential dwelling units.	
Not applicable, no response provided to evaluate.		
D5	Create new professional opportunities for teachers, including ownership of the learning program at the school site.	
Not applicable, no response provided to evaluate.		
MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<h2>2. <u>Target Population and Student Body</u></h2> <p>Standard: The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school's charter.</p> <p>Evaluation Criteria:</p> <p>A response that meets the standard will present:</p> <ul style="list-style-type: none"> • An understanding of the students the charter school intends to serve. • If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school. <p>Statutory Reference(s): s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03</p>		
A	Describe the anticipated target population to be served.	
<p>The response "Does Not Meet the Standard". The application indicates that it will target students that have a G.P.A. of 2.0 or higher; however, this does not align with state statute or the school's mission statement, which purports to "...raising student academic expectation while ultimately realizing their truest potential" (p.4). The applicant omitted details for a targeted geographic areas but states that is will recruit student who reside in the areas with "the greatest historical dropout student population" (p. 13).</p>		
B	Provide the following projection for each year of proposed operation: the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.	
<p>The response "Does Not Meet the Standard". Projections were provided that outlined the grades, the number of students expected for each class, and the total numbers of students enrolled; however, because the applicant failed to include the targeted geographic region, it is unclear which students will be served in the proposed charter.</p>		
C	Provide a description of how the student population projections were developed.	

The response "Partially Meets the Standard". Although the application outlines how the student projections were developed, the application states that "The School intends to initially serve a small number of 9th graders as well as serving dropout or credit deficient students..." (p. 14). There is no previous mention of serving a dropout prevention population in the mission statement.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
☐	☐	■

3. Educational Program Design

Standard: The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices and teaching methods, and high standards for student learning;
- Aligns with the school's mission and responds to the needs of the school's target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school's target population.

Statutory Reference(s): s. 1002.33(7)(a)(2)

A	Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.
----------	--

The response "Does Not Meet the Standard". The overall structure of the school day is unclear and the applicant fails to provide a school calendar and an example of a student's day (Student Class Schedule). The application has the following inconsistencies:

- a) the school will open operationally from 7:15 to 2:15.
- b) dropout prevention students from the AdvancePath program will "run on an alternate schedule." (p. 15) and will attend two, (4) hour sessions that will run from 7:45-11:45 and 12:30-4:30.
- c) the school will run on a block schedule.
- d) a three screen model (p.15)—student driven instruction, online instruction, and teacher led instruction.
- e) "the last hour of the day is given to students for both college and vocational preparation.....and will meet with a college career consultant" (p.15).

The "alternate schedule" does not fit into the school's operational time of 7:15-2:15 therefore anything after 2:15 would not be FEFP funded. Also, it unclear as to what the AdvancePath program is and what (if any) curriculum aligns with this program. If there are courses associated with the program then those courses must approved by the Florida Course Code Directory. Any course not approved by the Florida Course Code Directory would not be FEFP-funded.

The applicant also references a block schedule but fails to provide details and a description of a block schedule. There is no adequate clarification of what the three screen approach is; therefore, it is questionable that it would be FEFP funded. Finally, the applicant fails to provide a course number that would be attached to the "consultant" for the last hour of the day; therefore, it is questionable that it would be FEFP funded. The confusion concerning the courses and student schedule set forth in this section would also adversely affect the revenue available to the school, and further calls into question the financial viability ty of the school (see section 17 Budget concerns noted below).

B	Describe the proposed charter school's educational program.
<p>The response "Does Not Meet the Standard". The applicant states, "... the curriculum juxtaposes the three-blended model for The Arts Academy of Jacksonville Preparatory intends to follow" (p.17). The response lacks clarity, lacks a cohesive focus, and fails to indicate how this model (or models) will align the Florida Standards. The response fails to clarify how this educational program/s will meet s.1002.33 (2)(a)1.,F.S., "Meet high standards of student achievement."</p>	
C	Describe the research base for the educational program.
<p>The response "Does Not Meet the Standard". Although multiple research sources are cited, the applicant fails to articulate how the research for these proposed educational program/s will improve student learning for the school's population of students who are "expected to maintain an overall 'B' average, or 2.8-3.0 on a 4.0 average" as was stated on page 5 of the application.</p> <p>In addition, the applicant cites the names of multiple authors dated from the years 1983 to 2009 but fails to include the titles of the body of research, books, journal articles, and so forth cited by these authors. Therefore, the professional integrity of these sources cannot be validated.</p>	
D	Explain how the educational program aligns with the school's mission.
<p>The response "Partially Meets the Standard". The applicant cites that the AdvancePath Model as one of the educational programs that will be offered. The applicant further describes the AdvancePath Model as "a 'model program' with which Districts in California should consider partnering to establish programs for at-risk youth." (p.22). However, at-risk populations are not included in the mission statement section of the application.</p>	
E	Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.
<p>The response "Does Not Meet the Standard". The application states, "...the task of students attaining the Next Generation Sunshine Common Core Standards will not be a feat but an understanding" (see p.24). This response fails to provide an explanation as how the school will assist students in attaining Next Generation Sunshine State-Common Core Standards. The response fails to align with s.1002.33 (2)(a)1.,F.S., "Meet high standards of student achievement," and fails to align with the requirement in s. 1002.33(6)(a)2., F.S.</p>	
<p>If the school intends to replicate an existing school design.</p>	
F	<p>Provide evidence that the existing design has been effective and successful in raising student achievement.</p> <p><i>The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.</i></p>
<p>Not applicable.</p>	
G	<p>Describe the applicant's capacity to replicate an existing school design.</p> <p><i>The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design</i></p>
<p>Not applicable.</p>	

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
☐	☐	■

4. Curriculum Plan

Standard: The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Evaluation Criteria:

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school's mission, educational philosophy and instructional approach;
- Will enable students to attain Next Generation Sunshine State-Common Core Standards and receive a year's worth of learning for each year enrolled, and
- Will be appropriate for all students at all levels.

Statutory Reference(s): s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A	Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards. Provide Curriculum Plan aligned with the Next Generation Sunshine State Standards as Attachment #1
	The response "Does Not Meet the Standard". The application did not include a description of the core curriculum areas and instead the response concentrates on electives. (p 27). The applicant provided curriculum samples for Apex, School Beats, and Paideia, but failed to provide a plan that aligns with the Next Generation Sunshine State Standards. The application fails to align with s.1002.33 (6)(a) 2., F.S., "Provides a detailed curriculum plan that illustrates how students will be provided services to attain Sunshine State Standards."
B	Describe the research base and foundation materials that were used <i>or will be used</i> to develop the curriculum.
	The response "Does Not Meet Standard". The applicant does not offer a "research-base" but rather the opinions of educators and lawmakers. For example, the application states, "The AdvancePath Model of Blended Learning has been proven capable of accelerating student learning by enabling delivery of lessons in a self-paced and mastery-based learning environment." (p. 33). As noted in section 3 C, the applicant cites the names of multiple authors but does not include the titles of the body of research, books, journal articles, and so forth cited by these authors. Therefore, the professional integrity of these statements and sources cannot be validated.
C	Describe the school's reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and set of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level. <i>The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research.</i>

The response "Does Not Meet the Standard". The application fails to provide any evidence that reading is a *primary* focus of the school (as required by s. 1002.33(7)(a)2.a., F.S.). Although the application states that the school will use the APEX Reading Program, the application fails to provide any evidence that the proposed reading strategies are effective. For example, the application states on page 39 that: "Intervention for struggling reader will occur for students scoring at Level I on the FCAT"; however, the FCAT is no longer in use.

D Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum.

The response "Partially Meets the Standard". The applicant does identify various strategies to assist students who enter the school below grade level; however, the application does not articulate how these strategies will benefit the students. The applicant again references the use of FCAT as a means of collecting data.

E Describe proposed curriculum areas to be included other than the core academic areas.

The response "Partially Meets the Standard". Although the applicant describes other academic courses other than core areas such as the Remixing Education STEAM (Science, Technology, Arts, and Math) curriculum, the curriculum choices are limited. For example, under the tab for the Curriculum Plan, pg. 16, APEX Elective Course Descriptions as follows: Multicultural Studies and Sociology.

F Describe how the effectiveness of the curriculum will be evaluated.

The response "Does Not Meet the Standard". The applicant provides a plan that includes the use of team collaboration, but fails to provide a connection of how this process will be implemented and followed. The applicant also fails to provide how data will be collected whereby the effectiveness of the curriculum can be evaluated.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
☐	☐	■

5. Student Performance, Assessment and Evaluation

Standard: The Student Performance, Assessment, and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- An assessment plan that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

Statutory Reference(s): s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

A	<p>State the school's educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.</p>
<p>The response "Partially Meets the Standard." The applicant has adequately described its plan for the establishment and use of a baseline and subsequent assessments but did not quantify progress expectations. While the application states the adoption of the Sponsor's SSP, The Arts Academy of Jacksonville Preparatory School also adds <i>"In addition to the GPA and assessment requirements, students who attend The Arts Academy of Jacksonville Preparatory School will be required to obtain 25 hours of community service each school year (page 50).</i> Community service is not a DCPS SPP requirement. Such additional activity may not have a course code associated with it, and therefore would not be funded.</p>	
B	<p>Describe the school's student placement procedures and promotion standards.</p> <p>Provide a Student Progression Plan. Provide a detailed description of any specific differences between your student progression plan and the Student Progression Plan approved by the Duval County School Board. A copy of the District's Student Progression Plan can be viewed at http://www.duvalschools.org . Submit a copy of the charter school Student Progression Plan as Attachment #2.</p>
<p>The response "Partially Meets the Standard." The applicant intends to adopt the district's Student Progression Plan; however as noted in the above 5 B response above, community service is not a DCPS SPP requirement.</p>	
C	<p>If the school will serve high school students, <i>describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.</i></p>
<p>The response "Does Not Meets the Standard." The applicant has indicated its intention to comply with all graduation requirements in s.1003.43 , F.S.; however, the following outlines discrepancies among the application, the DCPS SPP, and the graduation requirements in statute:</p> <ul style="list-style-type: none"> • Scholar Diploma and Merit Diploma Designations are not courses of study and are not graduation options. (p. 49) • Grade weighting set forth in the application does not follow DCPS SPP (p.50). • Core academic requirements: science listed as two labs <u>not</u> as 1 Biology, 1 physical science, 1 additional. This does not align with DCPS SPP (p. 51). • The application does not designate specific science requirements as listed in DCPS SPP, and does not require Geometry (p. 51) • Requires 4 credits in a major area of interest- not a DCPS or state requirement, references only FCAT for certificates of completion (p. 51-52) • It is unclear what this sentence means: "A student is exempt from the Biology I of U.S. History assessment..." (p 53). • Requires the passing of an exit interview to graduate, not a DCPS or state requirement (p.54). • Does not identify "Economics with Financial Literacy" as a course required for graduation. 	
D	<p>Describe how baseline achievement data will be established, collected, and used. <i>Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.</i></p>

The response "Does Not Meet the Standard." The methods to be used as well as how baseline rates will be used to track academic progress were not sufficiently communicated.

E Identify the *types* and *frequency* of assessments that the school will use to measure and monitor student performance.

The response "Does Not Meet the Standard." A few types of assessments to be used in the future were mentioned but frequency was not addressed. The applicant mentions the administration of PARCC (page 58, etc.); however, Florida is not utilizing PARCC. Therefore it is unclear if the applicant is nonetheless moving forward with PARCC as an assessment for the school (and paying for the assessment and administration within its budget).

F Describe how student assessment and performance data will be used to evaluate and inform instruction.

The response "Does Not Meet the Standard." The "continuous improvement model" was mentioned but no specific information was provided on how data would actually be used to inform instruction. The applicant intends to use assessments created by Duval County Public Schools. It is unclear if this has been approved. Also, FCAT 2.0 and PARCC will not be used in the State of Florida and it is unclear if the applicant is moving forward with assessments that will be required to be used in the state and/or whether the application will nonetheless use these other assessments funded from its school budget.

G Describe how student assessment and performance information will be shared with students and with parents.

The response "Partially Meets the Standard." Means of communications listed include: 20 hours of family volunteer time at school, email and website communications, conferences, community service activities, newsletters, and an online grade portal; however the overall description of assessment and performance lacks details.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6. Exceptional Students

Standard: The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

Statutory Reference(s): s. 1002.33(16)(a)(3)

A	<p>Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.</p> <ul style="list-style-type: none"> • The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations. • The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations. <p>The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).</p>
----------	--

The school will serve students whose needs can be met in a regular classroom environment (at least 80% of schedule with reasonable accommodations, services, and supports).

B	Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.
----------	--

Solid school plan that provides for equal opportunity in the student selection process.

C	Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.
----------	--

This proposal indicates a commitment to follow the district's policies to provide FAPE and LRE including procedures for identifying students with special needs via RTI, IDEA and Section 504.

D	Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.
----------	---

The plan indicates that the school will make adaptations to the facility within the scope of federal mandates.

E Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The plan calls for evaluation to occur pertinent to the student learning gains, information gathered from concerns from all constituents to principal, survey information, and analysis of testing scores.

F Explain how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

This section "Partially Meets the Standard". The response did not include utilization of strategies that align to the students' academic needs to ensure mastery/success.

G Provide the school's projected population of students with disabilities and describe how the projection was made.

Projection of students with disabilities was based on a local charter school enrollment serving the same community at 5-10%.

H Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.

This section "Partially Meets the Standard." The response provides a general plan but lacks a specific ESE staffing plan. For example, the applicant states regarding ESE staffing, "a representative of the school who acts as ESE Coordinator and who is (1) qualified to supervise or provide special education; (2) is knowledgeable about the general curriculum; and (3) is knowledgeable about the availability of resources of the School..." (p. 76). The applicant fails to provide the specifics about the position, such as whether or not the ESE Coordinator is a full or part time position and the amount of students that will be served by the ESE Coordinator, In addition, the applicant states, "Core teachers and ESE teachers will have regularly scheduled weekly meetings during schools hours..."(p.77). The applicant references ESE teachers, but fails to identify the amount of ESE teachers that will be staffed at the school.

I Describe how the school will serve gifted and talented students.

The plan indicates an advanced placement/dual enrollment schedule in order to meet student needs.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
☐	■	☐

7. English Language Learners

Standard: The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learners.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school's obligations under state and federal law regarding the education of English language learner students.

Statutory Reference(s): s. 1002.33(10)

A	Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.
----------	---

Submit the LEP Plan as **Attachment #3**.

Will adhere to the district ELL Plan.

B	Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.
----------	---

Will follow state plan for endorsement and certification requirements.

C	Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.
----------	--

The school will establish an ELL System of Support that will review and make recommendations for interventions on an ongoing basis utilizing the MTSS model.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. School Climate and Discipline

Standard: The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal, including the school's code of conduct.

Statutory Reference(s): s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

A	Describe the school's planned approach to classroom management and student discipline.
----------	--

The school will adopt the district's Code of Student Conduct.

B	Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.
----------	---

Submit the school's Code of Student Conduct as **Attachment #4**. The school fails to show understanding that a charter school may not withdraw or transfer a student involuntarily unless the withdrawal or transfer is accomplished through procedural Duval County School Board Policy (See Section 13, D; Attachment 6). Duval County School Board will have the ultimate discretion to expel a student. A copy of the District's Student Code of Conduct can be viewed at <http://www.duvalschools.org>.

The school will adopt the district's Code of Student Conduct.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

Standard: The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board's obligations and responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A clear sensible method for resolving disputes between parents and the school.

Statutory Reference(s): s. 1002.33(7)(a)(15); s. 1002.33(9)

A	Describe how the school will organize or be operated by a non-profit organization.
---	--

This section "Does Not Meet the Standard."

This Section 9A provides a brief description that the applicant has organized as a Florida nonprofit corporation, and will apply and obtain the 501(c)3 designation from the IRS within 2 years. The applicant made general references to the State Board of Education, and the Florida Department of Education, but did not mention the School Board as the contract sponsor. The applicant introduced the concept of an Executive Director and a Principal (which will be discussed below in this evaluation). The applicant also mentions an Advisory Board, which is not clearly defined in this section or elsewhere in the application.

The Articles of Incorporation lists three directors: DeVondalyn C. Hughes, English Bradshaw, and Genell Mills. The applicant did not submit its bylaws for review (noting that in the prior application last year, there were numerous material inconsistencies with the application and the applicant's corporate bylaws throughout this section 9).

As of October 10, 2014, the applicant has not filed its annual report (due May 1 each year) with the Florida Division of Corporations as noted by a review of the corporation's status on www.sunbiz.org. Failure to file the annual report will lead to the corporation being administratively dissolved until all of the filing fees are paid and the annual report is filed. In fact, the Florida Division of Corporation administratively dissolved this corporation on September 26, 2014, as noted on www.sunbiz.org. This failure to timely file the required annual report is an indication that the applicant does not implement the requirements to maintain the legal entity as an active corporation in good standing under the laws of Florida.

B Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.

This section "Partially Meets the Standard." The organizational chart is set forth on page 89. The application mentions an "advisory committee," but does not provide information on this body's role and functions. The application states that the Principal is the Chief Administrative Officer who is responsible for all aspects of student instruction and staff oversight. Pages 89-90 state that the Executive Director supervises guidance services, and works as a conduit with the Governing Board and the Principal by supervising non-academic and support staff, and works with external organizations. However on page 90, in section 9C, the application states that the Principal is responsible for the daily school operations and keeps the Board fully informed. It is unclear whether the Principal has any authority over the Executive Director (who has authority over non-academic and support staff) even though the applicant also states that the Principal is fully responsible for the daily operations of the School.

C Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:

- Adoption of annual budget

Continuing oversight over charter school operations

This section "Partially Meets the Standard."

See the evaluation in section 9B above, which is incorporated in this section. On page 90, the applicant refers to a third executive position entitled "CAO," however, there is no explanation concerning this position, nor is a "CAO" on the organizational chart provided by the applicant. The applicant failed to mention the required duties of the Board set forth in s. 1002.33(9)(h)(i)(j)&(k), F.S. The applicant lists general responsibilities of the Board on page 91, which includes the Board hiring the principal, the Executive Director, and the CAO.

Pages 91-92 describes the Board's election of four corporate officers (Chairperson, Vice Chair, Treasurer, and Secretary) and then provides general descriptions of each officer's duties. Page 92 describes the duties of a "Clerk," and it is unclear whether this is an incorrect reference to the Secretary or whether this is another position.

D Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.

Attach Articles of Incorporation filed with the Florida Secretary of State, bylaws of the corporation, minutes of the corporation as **Attachment #5**.

This section "Does Not Meet the Standard."

On page 93, the applicant describes general board powers on page 93 (but does not reference the statutorily required board functions in s. 1002.33(9), F.S.). The applicant stated that meetings will be held monthly (page 93). The applicant did not provide a copy of its bylaws for review, and instead the applicant discussed board member selection (for 3 board member positions, which is inconsistent with other references to the governing board having more members), removal, and term limits on pages 93-94. The applicant set forth its code of ethics and conflict of interest policies. The applicant recites the provisions of s. 1002.33(24), F.S., concerning the restriction of employment of relatives but fails to provide for policies to implement this statutory requirement, and failed to mention the required reporting of relatives to the sponsor (the district) required by the charter school statute.

On page 95, the applicant recites sections of s. 112.311, F.S., and states it will seek clarification from the Auditor General to determine the meaning of "substantive conflict." This statement demonstrates a lack of understanding of the requirements of the ethics laws for charter schools set forth in s. 1002.33(26), F.S. Further, the Auditor General would not advise a charter school concerning compliance with these statutory requirements; rather an Auditor General would issue a report of its findings if the Auditor General audited a charter school and noted issues of noncompliance. The general ethics policies on pages 95-96 fail to align with s. 1002.33(26), F.S., which incorporates the following statutory requirements: 112.313(2)(3)(7)&(12), and 112.3143(3), F.S.

In summary, the governance and ethics provisions remain confusing and fail to provide for the policies to implement the ethics requirements set forth in statute.

E	Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)
---	---

This section "Does Not Meet the Standard."

Page 96 of the application states that the initial board members (see the three persons noted in section 9A above) are the founding board, and that once the application is approved, the founding board will elect the governing board. Accordingly, it is unknown who will populate the governing board if the school opened. The applicant confuses the founding/governing board with the four officers (Chairperson, Vice Chairperson, Treasurer and Secretary) in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. The list of board duties in this section does not track the requirements of the board in s.1002.33(9)(h)(i)(j)&(k), F.S.

F	Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.
---	--

This section "Partially Meets the Standard."

On page 97, the applicant states that new board members are added by a "two-thirds majority" of the directors. The applicant failed to include its bylaws in its application to confirm this statement (noting that this was an error in the application submitted last year). The applicant mentioned the statutorily required governance training on page 97.

G	List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.
----------	---

This section "Does Not Meet the Standard."

On page 98, the applicant states that the initial board members are the founding board, and that once the application is approved, the founding board elects the new governing board and dissolves. The applicant confuses the governing board with the four officers (Chairperson, Vice Chairperson, Treasurer and Clerk -not Secretary as noted in section 9E on page 96), and the statutory parent representative in this narrative, thereby illustrating a misunderstanding between board members and corporate officers. See also the evaluation in section 9E above.

The applicant did not identify who would be the governing board members after any application is approved. However, the following information is provided as to the applicant's initial board of directors concerning their prior history of operating charter schools in Duval County:

See attached materials concerning Ms. Hughes (presently listed as the registered agent, Board member, and President of the applicant), which are incorporated herein by this reference:

- Division of Corporations (Sunbiz) report for Patterson Academy for the Arts, Inc., where Ms. Hughes was a board member and executive director of that nonprofit corporation
- April 7, 2009 agenda item where the School Board approved a charter school contract for Patterson Academy for the Arts to open July 1, 2009
- November 23, 2009 School Board agenda item (without exhibits) to terminate for cause the charter school contract for the Patterson Academy for the Arts for the reasons set forth therein; and
- Minutes of the November 23, 2009 School Board meeting where the Board approved the termination of this charter school contract.

Genell Mills has been the principal and then the Executive Director (responsible for the academic personnel and instruction) at School of Success Academy Middle School (charter), and the school grade history on the FDOE School Grades report is incorporated herein by this reference. Further information concerning the operations of this charter school is on file at the Districts' charter school office, and is incorporated herein by this reference.

H	Outline the methods to be used for resolving disputes between a parent and the school.
----------	--

This section "Partially Meets the Standard."

The applicant described its proposed dispute resolution on page 99: the principal's designee undertakes the first step in dispute resolution, and if unresolved then the dispute moves to the Principal, then moves to the Principal and Executive Director, then moves to the Governing Board, then moves to nonbinding mediation, then moves to declaratory decree from a judge. In the last step noted in this process, it is not clear how a court would take jurisdiction of such matter; therefore, this last step cannot be validated.

I	Name of the partner organization.
----------	-----------------------------------

Not applicable.

J Name of the contact person at the partner organization and that person's full contact information.

Not applicable.

K A description of the nature and purpose of the school's partnership with the organization.

Not applicable.

L An explanation of how the partner organization will be involved in the governance of the school.

Not applicable.

MEETS THE STANDARD

**PARTIALLY MEETS THE
STANDARD**

**DOES NOT MEET THE
STANDARD**

10. Management

Standard: The Management section should describe how the day-to-day administration of the school's operations will be structured and fulfilled.

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

Statutory Reference(s): s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

A Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities, and accountability.

The response "Partially Meets the Standard". The management structure description and job descriptions identified key roles and some responsibilities; however, minimal information was provided.

B Outline the criteria and process that will be used to select the school's leader.

The response "Meets the Standard". The process for selection is general, but adequate.

C Provide a staffing plan for each year of the charter term aligned with the school's projected enrollment as detailed on the cover page of this application.

The response "Does Not Meet the Standard". Only years 1 and 3 would meet class size guidelines.

D Explain the school's plan for recruitment, selection, and development.

The response "Does Not Meet the Standard". There is no explanation of planning for recruitment, selection and development. The plan should include who will screen, interview, and make the final hiring decisions—these elements are not included in the application. There is no explanation on the school's plan for development of staff.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

11. Educational Service Providers

Standard: The term "education service provider" (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school's governing board and such a provider.

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school's mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school's governing board and the ESP.
- A clearly defined performance-based relationship between the school's board and the ESP.

Statutory Reference(s): s. 1002.33(7)(a)(9)

A Describe the services to be provided by the ESP.

This section is not applicable for evaluation because the applicant indicated on page 105 that it does not intend to use an ESP.

B	Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).	
C	Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.	
D	Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.	
E	Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.	
F	Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.	
G	Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.	
MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
N/A	N/A	N/A

12. Human Resources and Employment

Standard: The Employment section should define the policies and procedures that frame the school's relationship with its staff.

Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a plan to develop policies and procedures.

Statutory Reference(s): s. 1002.33(7)(a)(14); s. 1002.33(12)

A	Explain the school's compensation plan, including whether staff will be publicly or privately employed.
----------	---

The response "Partially meets the Standard" The application states, "All staff will be funded from public funds" (p.104). The application is unclear as to what this statement means and exactly which staff is included in this reference.

B	Describe the personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.
----------	--

The response "Does Not Meet the Standard". The only policy or procedure explained was the termination of staff. There was no mention of a professional development program, nor a plan or timeline for developing policies and procedures.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

13. Student Recruitment and Enrollment

Standard: The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

Statutory Reference(s): s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

A	Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.
----------	---

The response "Does Not Meets the Standard". The applicant outlines several strategies to recruit students; however, it is unclear as to the effectiveness of these strategies due to the fact that the targeted populations for which the school plans to recruit are vague and unclear. For example, page 12 of the application states, "Admission will be offered to lower performing, 'average', and above average students attending urban middle and high schools within the School district who have a GPA of 2.0 or higher." The application further states on page 13, "The AAJP School will accept any student who resides in the School district; however, the School will use direct marketing and recruitment efforts with the intent to target at-risk, urban high school students residing in the area of the district with the greatest historical dropout student population." Due to the lack of clarity as to which community the school intends to serve; the application fails to be aligned with s. 1002.33 (7) (a) 8., F.S., "The ways by which the school will achieve racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same district."

B	Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.
----------	--

The response "Partially Meets the Standard". The applicant indicates that it will not discriminate against any student and that it will seek a racially and ethnically diverse student body; however, the applicant states that "the School will be open to all children in residing in Duval County" (p.107). Therefore it is unclear how recruitment be reflective of the community as there are multiple communities of students who are "residing in Duval County." (p.107).

C	Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.
----------	--

The response "Partially Meets the Standard". The applicant fails to provide a specific timeline that outlines and explains the enrollment process. The applicant indicates that applications will be received prior to the opening of the school but does not plan on sending out acceptance letters until mid -July. This lag in processes could negatively affect the overall enrollment process and hinder students from enrolling in a timely manner (which in turn negatively affects the revenue necessary to pay for the operations of the school). Therefore, the application fails to align with s. 1002.33 (10)(b), F.S., which states, " The charter school shall enroll a student who submits a timely application, unless the numbers of applications exceeds the capacity of a program, class, grade level, or building. In such a case all applicants shall have an equal chance of being admitted through a random selection process."

D	Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.
----------	--

Attach the student application and any family contracts as **Attachment #6**.

The response "Does Not Meet the Standard". The applicant states that, "Each student enrolled at AAJP will receive a copy of the Duval County Student Handbook." (p.108); however, the application did not include a copy of the handbook. The applicant does include a parent contract but failed to explain how this contract will be enforced. In addition, the parent contract includes language that would allow the school to suspend or withdrawal a student if the contract is not fulfilled. This language directly violates the Duval County Code of Conduct, which the school includes as part of their application.

E	Explain any other efforts to encourage parental and community involvement, if applicable.
----------	---

The response "Partially Meets the Standard". The applicant plans on holding parent nights and keeping parents informed via various forms of media; however, the applicant indicates a heavy reliance upon the sponsor for encouraging parental involvement. For example, the applicant states, "The Arts Academy of Jacksonville Preparatory School intends to uphold Dr. Vitti's positive intentions with the Parent School." (p.108). The application also, states, "The Arts Academy of Jacksonville Preparatory School will cooperate with the Sponsor in the efforts to encourage parental involvements" (p. 108). These responses suggest that the school will seek a partnership with the district; however, it should be noted that a charter school is an independent contractor.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

14. Facilities

Standard: The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for securing a facility that is appropriate and adequate for the school's program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.

Statutory Reference(s): s. 1002.33(7)(a)(13); s. 1002.33(18)

If the site is acquired:

A	Describe the proposed facility, including location, size and layout of space.
----------	---

Not applicable.

B	Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
----------	--

Not applicable.

C	Describe how the facility will meet the school's capacity needs for students to be served.
----------	--

Not applicable.

D	Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.
----------	--

The financial plan for the proposed school should align with the facilities-related costs described.

Not applicable.

E	Describe the back-up facilities plan.
----------	---------------------------------------

What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

Not applicable.

If the site is not acquired:

F Explain the school's facility needs, including desired location, size, and layout of space.

No details are provided in the response. No location, area of town, description of a site, or a building layout and space requirements is included. An overall area requirement of 16,000-20,000 SF is stated for the first year of operation.

G Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

The financial plan for the proposed school should align with the facilities-related costs described.

A cost is presented, based on an assumed square footage of space per student and an average Duval County office leasing rate. However, the total estimate is based only on the initial enrollment in the first year of operation. No details are included beyond an assumed lease cost per square foot, which appears to be unrealistically low (\$6/SF as opposed to \$10-\$14/SF used by others).

H Explain the strategy and schedule that will be employed to secure an adequate facility.

The application does not include a comprehensive timeline or strategy.

I Describe the back-up facilities plan.

An adequate back up plan has been provided.

J Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The application states AAJP will comply with the statutory limit of 25 students per high school classroom, but offers no further plan or strategy to do so.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

15. Transportation Service

Standard: The Transportation section should describe how the school will address these services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that serves all eligible students and specifies in sufficient detail the responsibilities of all parties (the sponsor, the charter school, and other applicable service providers).

Statutory Reference(s): s. 1002.33(20)

A	Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.
----------	---

The response "Meets the Standard". JTA passes are planned along with parent provided transportation. The application appears to be knowledgeable regarding Exceptional Student Education and transportation.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Food Service

Standard: The Food Service section should describe how the school will address these services for its student body.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

Statutory Reference(s): s. 1002.33(20)(a)(1)

A	Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.
----------	--

The applicant indicates they plan to apply to be a participant in the National School Lunch Program (NSLP). Although the application is missing much information about their program, the State will ensure they comply with all requirements of the NSLP. The applicant fails to address the requirements of the Healthy, Hunger-Free Kids Act of 2010.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
□	■	□

17. Budget

Standard: The Budget section should provide financial projections for the school over the term of its charter.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school's mission, educational program, staffing plan and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

Statutory Reference(s): s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

A	Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.
----------	--

The operating budget submitted by the applicant is complete and sufficiently detailed in all necessary respects regarding the projection of detailed income and expense estimates. Projected revenues and expenditures show a reasonable fluctuation related to student enrollment and variable operating costs, although the projected student enrollment is not accurately represented in the header pages in each and every year projected. Although the applicant met the requirements in this section, see the concerns noted in section 3A above (concerning the confusion regarding courses and student schedule and whether the school would in fact receive sufficient revenue to be financially viable and meet the assumptions made in this section to prepare the financial statements).

B	Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.
----------	---

There is reference to the start-up budget in the applicant's Business Plan, but there is nothing detailed in the Budget section in the way of start-up expenses, nor is there a balance sheet or presentation of an anticipated fund balance from start-up. Start-up costs are limited to a one to three month period at a total of \$36,706, but there is an apparent mistake in the calculation of rent expense. No amount of start-up funding is listed in either the Budget or the Business Plan. This section "Does Not Meet the Standard."

C	Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based. <i>The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.</i>
----------	---

Revenue and expenses are described in adequate detail in the narrative. This section "Meets the Standard."

D Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

Instead of providing a detailed explanation of board governance over the school budget, the applicant only provides a very superficial discussion of separation of duties. The narrative does reference the utilization of external accounting firms and auditors, implying that both the school and the board will engage different firms for these services. No specific detail is provided for a strategic approach to addressing revenue shortfalls other than the assertion that the board will use accounts receivable as collateral for a loan. This section "Does Not Meet the Standard."

E Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

A cash flow projection for Year One is provided in the Budget section, but not for the start-up period. Furthermore, it does not exactly correspond with the projected revenue stream, and makes no provision for any carry forward of cash balances at month end. This section "Does Not Meet the Standard."

F Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

There is no concrete fundraising plan in place. The narrative specifies that the board will attempt to obtain donations of \$6000 to help defray school expenses. There is, however, an expectation that the school will generate nominal income from donations and fundraisers for every year of operation. This section "Does Not Meet the Standard."

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

18. Financial Management and Oversight

Standard: The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

Statutory Reference(s): s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

A	Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.
----------	---

In the narrative, responsibility for financial management of the school is delegated to a "professional financial consultant" who will be hired to work with the school principal, and perform the full range of different accounting and financial functions. It is also stated that experienced professionals will prepare accurate and timely financial reports. Due to the vagueness of the narrative, this section "Partially Meets the Standard."

B	Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances. Attach a Finance/Accounting Policy and Procedures Manual for in-house transactions (or up to your subcontractor agreement) as Attachment #7 .
----------	--

The attachment references financial control procedures in great detail, including the active role of the Executive Director in financial oversight. Procedures will include the use of a contracted independent auditor, and ongoing monitoring and financial management provided by the governing board. This section "Meets the Standard."

C	Describe the method by which accounting records will be maintained.
----------	---

The accounting method to be used is identified as the accrual system. This section "Meets the Standard."

D	Describe how the school will store student and financial records.
----------	---

The applicant will comply with the state requirement including storage, access of information and retention requirement. The narrative provides extremely good detail of the methods that will be used to maintain proper storage and retention, and how long different types of documents will be stored. This section "Meets the Standard."

E	Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors and officers liability coverage.
----------	--

The applicant provides detail of the types and amounts of insurance coverages to be obtained. This section "Meets the Standard."

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
■	□	□

19. Action Plan

Standard: The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Statutory Reference(s): s. 1002.33(7)(a)(16)

A	<p>Present a projected timetable for the school's start-up, including but not limited to the following key activities:</p> <ol style="list-style-type: none"> i. Identifying and securing facility ii. Recruiting and hiring staff iii. Staff training iv. Governing Board training v. Policy Adoption by Board (if necessary) vi. Lottery, if necessary vii. Student enrollment <p>The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)</p>
----------	---

Strengths and Concerns

The response "Partially Meets the Standard". The timeline did not include a projected date for Governing Board training; other items are properly identified in the timeline, but are not in alignment with a start-up budget.

MEETS THE STANDARD	PARTIALLY MEETS THE STANDARD	DOES NOT MEET THE STANDARD
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

FLORIDA DEPARTMENT OF STATE
DIVISION OF CORPORATIONS



Detail by Entity Name

Florida Non Profit Corporation

PATTERSON ACADEMY FOR THE ARTS, INC.

Filing Information

Document Number	N08000009221
FEI/EIN Number	800289357
Date Filed	10/03/2008
State	FL
Status	INACTIVE
Effective Date	10/07/2008
Last Event	ADMIN DISSOLUTION FOR ANNUAL REPORT
Event Date Filed	09/24/2010
Event Effective Date	NONE

Principal Address

7820 ARLINGTON EXPRESSWAY
200
JACKSONVILLE, FL 32211

Changed: 09/03/2009

Mailing Address

221 N. HOGAN STREET
407
JACKSONVILLE, FL 32202

Changed: 09/03/2009

Registered Agent Name & Address

HUGHES, DE VONDALYN PEX. DIR
1544 W. 25TH ST
JACKSONVILLE, FL 32209



Name Changed: 09/03/2009

Officer/Director Detail

Name & Address

Title DIR

HUGHES, DE VONDALYN PEX. DIR
1544 W. 25TH ST.
JACKSONVILLE, FL 32209



Title CFO

LOCKETT, LOLITA MCFO
11251 YOUNG ROAD

JACKSONVILLE, FL 32218

[E-Filing Services](#)

[Document Searches](#)

[Forms](#)

[Help](#)

Annual Reports

Report Year	Filed Date
2009	09/03/2009

Document Images

[09/03/2009 -- ANNUAL REPORT](#)

[View image in PDF format](#)

[10/03/2008 -- Domestic Non-Profit](#)

[View image in PDF format](#)

Copyright © and Privacy Policies
State of Florida, Department of State

April 7, 2009, Regular Board Meeting

Title

2. CHARTER SCHOOL CONTRACT FOR PATTERSON ACADEMY FOR THE ARTS CHARTER SCHOOL

Recommendation

That the Duval County School Board approve a five year contract with Patterson Academy for the Arts Charter School and authorize the Chairperson and the Superintendent to execute the contract on behalf of the Board subject to review and approval as to form by the Office of General Counsel.

Description

On October 7, 2008 the Board approved the application submitted by Patterson Academy for the Arts Charter School and authorized the District to negotiate a five year contract.

Patterson Academy for the Arts plans to operate a charter school serving 250 students in grades 9-12 for 2009-2010 and growing to 440 students by the fifth year of operation. According to the application, "the Patterson Academy for the Arts integrates technology with core subjects to promote mastery of academic skills and content, prepares students for college and graduates independent thinkers, dynamic workers and active citizens. The school will provide completion options and post secondary opportunities which include a self-paced APEX academic program with exposure to the arts."

Attachment "A" deliverables will be due to the district starting on June 2, 2009. The remaining deliverables are due by the end of September, 2009. Attachment "E" of the contract provides that the School demonstrate adequate yearly gains in student performance as a condition of the contract and specifies that the School shall target a School Performance Grade designation of "C" or better for each year of the contract term.

Any questions or additional information will be responded to upon request.

Strategic Plan Goal

Aligns with district Strategic Plan Goal no. 1 - Increase Academic Achievement for All Students.

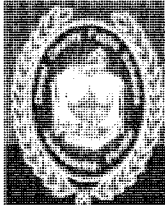
Financial Impact

There is no financial impact.

My Contact

Dr. Sally A. Hague, Director, Operations-School Choice/Pupil Assignment, 390-2082

Mr. Doug Ayars, P.E., Chief Operating Officer, 390-2007



November 23, 2009, Special Board Meeting

Call Meeting to Order

1. CALL MEETING TO ORDER - SPECIAL MEETING
2. APPROVAL OF THE NOVEMBER 23, 2009, AGENDA
3. COMMENTS FROM AUDIENCE

Operations - School Choice & Pupil Assignment

PATTERSON ACADEMY FOR THE ARTS, INC - TERMINATION OF CHARTER

- Attachment: Patterson Aca - 8 25 09 Default.pdf
- Attachment: board memo9-1-09.pdf
- Attachment: Master Schedule Problems 9-24-09.pdf
- Attachment: Patterson Aca - 10 12 09 Default.pdf
- Attachment: Patterson Aca - 11 3 09 Dec of Financial Condition.pdf
- Attachment: Patterson Aca - 11 17 09 Notice of Termination1.pdf
- Attachment: Patterson Aca - 11 13 09 Writ of Possession (Eviction).pdf
- Attachment: Emai to Patterson 09-01-09.pdf
- Attachment: Non-compliance Patterson Governance 9-14.pdf
- Attachment: Patterson Aca - 10 14 09 Default Deliverables.pdf
- Attachment: Patterson Aca - 11 20 09 Memo.pdf
- Attachment: FW Status of District review.pdf

Adjournment

ADJOURNMENT

November 23, 2009, Special Board Meeting

Title

PATTERSON ACADEMY FOR THE ARTS, INC - TERMINATION OF CHARTER

Recommendation

1. That the Duval County School Board immediately terminate its charter with Patterson Academy of the Arts, Inc. (the "Academy"), pursuant to s. 1002.33(8)(d), Florida Statutes.
2. That upon termination of the charter and as required by s. 1002.33(8)(d), Florida Statutes, the Duval County School board assume operation of the Academy for the purpose of officially closing the school effective November 23, 2009.
3. That, upon termination of the charter and as set forth in s. 1002.33(8)(g), Florida Statutes, the Duval County School Board reassign the students currently assigned to the Academy to the applicable home school or to such other choice option as required by law.
4. That the District affirm that it has not previously executed any written agreements detailing and assuming any debt of the Academy as set forth in s. 1002.33(8)(f), Florida Statutes.

Description

Florida Statute 1002.33(8)(d) provides that "a charter may be immediately terminated if the [District] determines that good cause has been shown or if the health, safety, or welfare of the students is threatened." When acting pursuant to this provision, the Board must clearly identify the specific issues resulting in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate.

Patterson Academy of the Arts, Inc. ("the Academy") is presently in an uncured event of default that threatens the health, safety and welfare of its students. The Academy's financial status has been unstable, and on November 13, 2009, the Academy's landlord completed its eviction of the Academy from its facility located at 7820 Arlington Expressway, Suite 200, Jacksonville, FL 32211 (the "Arlington Location;" and that landlord is referred to as the "Arlington Landlord"). The Academy's inability to conduct classes threaten the health, safety and welfare of its students and provide good cause for immediately terminating its charter. The following timeline documents the specific actions that warrant the immediate termination of the Academy's charter contract, and also identifies the District's compliance with s. 1002.33(8)(d), Florida Statutes, concerning the District's prior notification to the Academy concerning its defaults. All of the referenced notices are included as attachments to this agenda item. ?xml:namespace prefix = o ns = "urn:schemas-microsoft-com:office:office" />

August 25, 2009 – The Office of General Counsel provided written notice to the

Academy of its failure to provide deliverables related to health, safety and welfare of students as required in the Academy's charter. Default items included evidence of fire inspections, asbestos inspections, Certificate of Occupancy, fidelity bonds, and state/local health certificates. The letter advised that failure to submit the required deliverables would result in District staff recommending that the Board immediately terminate the Academy's charter at the Board's September 1, 2009 meeting.

August 31, 2009 – The Office of General Counsel provided notice to the Academy, via email, an update of the remaining outstanding deliverables.

September 1, 2009 – The Office of General Counsel provided written notice to the Academy advising it that the District would not be moving forward with the emergency item to recommend immediate termination, as most of the required deliverables had been received by the District, and the Academy produced evidence demonstrating remaining items were being secured.

September 14, 2009 – The School Choice office provided formal notification to the Academy that it was in violation of their charter for failure to provide the District evidence that the Academy's governing board had completed its required governance training.

September 24, 2009 – The School Choice office advised the Academy's Director that all of the Academy's students were scheduled incorrectly. A meeting was held on this date for District staff to provide training to the Academy staff on properly scheduling students to ensure that the District would receive FEFP funding for the students attending the Academy.

October 12, 2009 – The Office of Policy and Compliance provided a Default Notice to the Academy for failure to provide monthly unaudited financial statements for July 2009, August 2009 and September 2009, and failure to properly enroll its students in the District's student management system. Failure of the Academy to provide the required financial statements and properly schedule students resulted in the District being unable to calculate the monthly FEFP disbursement due to the Academy. This notice also advised the Academy that its failure to produce the required documents would lead to the District seeking a determination that the Academy was in a "deteriorating financial condition" or a "state of financial emergency".

October 13, 2009 – A meeting was held between representatives of Business Services, Policy and Compliance, School Choice and the Academy in order for the District to receive and review the outstanding monthly financial statements. (The District had received portions of the required statements, but not the statements in their entirety). At this meeting, the Academy informed District staff that it still had not re-scheduled students in the District's student management system.

October 14, 2009 – A default letter was provided to the Academy from the Office of Policy and Compliance. The letter outlined the Academy's failure to provide all of the required monthly financial statements for July 2009 and August 2009. The letter further advised that failure to immediately properly schedule students would result in the District's inability to claim any FEFP funding from the state for any of the students attending the Academy.

November 3, 2009 – The Office of Policy and Compliance delivered a letter to the Academy declaring it to be in a “deteriorating financial condition” pursuant to Florida Statute, 1002.345. The following indicators were listed in support of this declaration: lack of sufficient revenue to cover expenditures, failure to pay wages and salaries owed to employees, and receipt by the Academy of two eviction notices from its landlord.

November 13, 2009 – A Writ of Possession was served to the Academy by its landlord. The eviction forced the Academy’s staff and students to vacate the premises before school was scheduled to end on that day.

November 14, 2009 through current date – The Academy has been unable to re-enter its facility to resume classes. The result is that students have been unable to attend classes since the November 13, 2009 eviction (as of November 23, that will be seven full class days missed by the students).

November 17, 2009 – Notice was provided to the Academy that District staff was recommending that the School Board immediately terminate its charter with the Academy at a special meeting to be held on November 23, 2009. The notice advised the Academy to provide a comprehensive action plan no later than November 20, 2009. The Academy was advised to identify, at a minimum, the Academy’s proposed facility for the remainder of the contract term, specify any waivers granted for contractual defaults or liens (if applicable), address plans for ensuring adequate school staff, and provide a financial plan demonstrating future fiscal stability (including a budget evidencing the ability to meet the operational expenditures of the school).

November 20, 2009 – The Office of Policy and Compliance received a plan from the Academy. The plan failed to provide the specificity requested in the November 17, 2009 letter. The submitted documents were reviewed by the Office of Policy and Compliance, School Choice, Business Services, Academic Services, and Certification, and Office of General Counsel. The Academy failed to address the following notable items:

1. Students/Scheduling – The Academy’s plan failed to address how the Academy would make up the missed classroom days for the students; the plan is silent as to how the Academy remedies the disruption to the students of the eviction, relocation, and reopening at an undetermined location. As of the November 23 special Duval County School Board meeting, the students will have missed seven (7) consecutive full school days, and no date for reopening the Academy has been identified or verified.
2. Financial Plan – The Academy did not provide a specific financial plan to resolve the Academy’s deteriorating financial condition.
 - a. Sources and uses of funds were not clearly identified.
 - b. Apparently the Academy proposes to increase revenue by increasing its enrollment at the February 2010 FTE survey count. If that is correct, then the Academy’s plan does not identify how the Academy will cover deficits until the February count. The Academy failed to submit a marketing plan to increase enrollment; accordingly, it is speculative whether the Academy would increase its revenue by enrolling additional

- students.
- c. No reliable information (such as a release executed by the Arlington Landlord) is provided as to the resolution of the Academy's indebtedness to the Arlington Landlord (for unpaid back rent, or the accelerated rent through July 31, 2010). The annual rent through July 31, 2010 would have been \$353,100.00.
 - d. The District's November 3, 2009 letter to the Academy identifies the remaining funds available based on the Academy's present enrollment being \$188,060 through June 30, 2010 (at \$23,508 per month for November through June). Those remaining funds do not appear adequate to pay salaries and benefits pursuant to the Academy's proposed staffing plan at \$24,676.45/month.
 - e. The Academy's total proposed budget appears to be \$44,276/month. The District is not confident that this figure accurately reflects the proposed monthly expenditures of the Academy, as the amounts used to arrive at some of the expenses (such as rent and payroll) are either unexplained or inconsistent with the other information set forth in the Academy's November 20 plan. Without addressing November expenses, there would be 7 months through June 30, 2010, for a total remaining budget of \$309,932. This approximate sum significantly exceeds the remaining charter contract funds of \$188,060 through June 30, 2010 (see District's November 3, 2009 letter to the Academy). No additional, and verifiable, funding sources were identified by the Academy to address this apparent deficit, nor to address the Academy's additional financial liability to the Arlington Landlord.
3. Furniture, fixtures, and equipment - The Academy failed to provide information whether the Academy will recover its property from the Arlington Landlord (upon the release of the landlord's lien on such property for unpaid rent). Because the Arlington Landlord has a lien on the Academy's property, the Academy cannot lawfully remove its possessions from the Arlington premises until the debt is resolved. The Academy failed to address the equipping of any new location.
 4. Staffing plan - The Academy's proposed staffing plan is unclear. The plan's summary indicates a reduced staff of five core teachers and three elective teachers. The budget however, indicates only four core teachers and two elective teachers. In order to determine if staffing is adequate for the courses offered, the Academy would need to provide to the District the names of the teachers and their certifications. Further, it appears that financial/accounting position is proposed to be eliminated in order to cut expenses.
 5. The Board approved the Academy's application based on its proposal to utilize the Apex curriculum. The Academy's November 20 plan does not indicate any funding sources acquired to re-purchase the computers, software and textbooks necessary to offer this program to its students (see section 3 above for the Arlington Landlord's statutory lien for unpaid rent on the Academy's possessions). The plan did not propose an alternate curriculum for the District to consider.

Based on the foregoing summary, the Academy contract should be terminated immediately based on good cause, and due to the threat to health, safety, and welfare of its students.

Strategic Plan Goal

Goal 1. Increase Academic Achievement for All Students

Goal 4. Establish Safe, Secure and Respectful Schools

Financial Impact

As a result of the Academy overestimating its enrollment the District has over paid Patterson Academy in the amount of \$69,432.71, which will not be recaptured. If the Board terminates the Academy's charter, schools receiving students via reassignment may need to add additional teachers. However, the students returning to other district schools will earn FTE in the Spring to help offset some of the potential teacher(s) expense. Finally if an audit is required, the District would also incur this expense.

My Contact

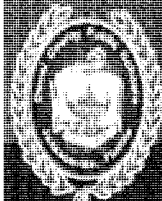
Sally Hague, Executive Director - Operations School Choice/Pupil Assignment
390-2082

Susan Biehler, Supervisor, Charter Schools 390-2039

Doug Ayars, Chief Operating Officer 390-2007

Sonity Young, Executive Director, Police and Compliance 390-2111

Attachment: [Patterson Aca - 8 25 09 Default.pdf](#)
Attachment: [board memo9-1-09.pdf](#)
Attachment: [Master Schedule Problems 9-24-09.pdf](#)
Attachment: [Patterson Aca - 10 12 09 Default.pdf](#)
Attachment: [Patterson Aca - 11 3 09 Dec of Financial Condition.pdf](#)
Attachment: [Patterson Aca - 11 17 09 Notice of Termination1.pdf](#)
Attachment: [Patterson Aca - 11 13 09 Writ of Possession \(Eviction\).pdf](#)
Attachment: [Emal to Patterson 09-01-09.pdf](#)
Attachment: [Non-compliance Patterson Governance 9-14.pdf](#)
Attachment: [Patterson Aca - 10 14 09 Default Deliverables.pdf](#)
Attachment: [Patterson Aca - 11 20 09 Memo.pdf](#)
Attachment: [FW Status of District review.pdf](#)



Duval County Public Schools

November 23, 2009, Special Board Meeting

Ms. Brenda Priestly Jackson, Chairman
Ms. Nancy Broner, Vice-Chairman
Ms. Martha Barrett
Ms. Betty Burney
Ms. Vicki Drake
Mr. W. C. Gentry
Mr. Tommy Hazouri, Chairman
Mr. Ed Pratt-Dannals, Superintendent

ATTENDANCE AT THIS SPECIAL MEETING OF THE DUVAL COUNTY SCHOOL BOARD: All Board Members were present. Mr. Ed Pratt-Dannals, Superintendent, and Ms. Karen Chastain, Assistant General Counsel, Office of General Counsel, were also present.

Call Meeting to Order

1. CALL MEETING TO ORDER - SPECIAL MEETING

Minutes: The Chairman called the Special Board Meeting to order at 10:09 a.m.

2. APPROVAL OF THE NOVEMBER 23, 2009, AGENDA

Motions:

That the Duval County School Board approve the November 23, 2009, Agenda as submitted on November 20, 2009, with the following changes: - PASS

Vote Results

Motion: Thomas Hazouri

Second: Martha Barrett

Martha Barrett	- Aye
Nancy Broner	- Aye
Betty Burney	- Aye
Victoria Drake	- Aye
William Gentry	- Aye
Thomas Hazouri	- Aye
Brenda Priestly Jackson	- Aye

3. COMMENTS FROM AUDIENCE

Minutes:

The following people spoke regarding Patterson Academy for the Arts, Inc.

- Ms. Felice Crofoot has a son who attends the school, and she would like for it to remain open.
- Dr. Kenneth Brockington, Cornerstone Christian School, is offering temporary space for Patterson, and is willing to offer other assistance, if the school is not closed.
- Ms. Charise Whitt, a Board Member for Patterson, asked that the school remain open.
- Ms. Tia Thomas, a Creative Writing teacher at Patterson, asked that we consider keeping the school open.
- Ms. Karen Finder, Faculty Supervisor at the University of Phoenix, is also a founder of a Charter school and understands the challenges. She asked that the Board consider keeping Patterson open.
- Ms. Destiny Jones, a student at Patterson, indicated that she was on the verge of dropping out of school when Patterson opened, and asked that we not close the school.
- Mr. Gregory Johnson, a Social Studies teacher at Patterson, said that the students and teachers had formed a bond, and asked that we not close the school.
- Ms. Angela Hughes, Patterson Board Member, asked that we allow the school to remain open. She stated that they were working on a plan; had acquired a management team; and, had support from another Charter school to take over operation of the school.
- Ms. Jalisha Ricks, a student at Patterson, asked that we keep the school open.
- Ms. Nyla Garner, a student at Patterson, said she loved the school, and asked that it be allowed to remain open.

Operations - School Choice & Pupil Assignment

PATTERSON ACADEMY FOR THE ARTS, INC - TERMINATION OF CHARTER

Attachment: [Patterson Aca - 8 25 09 Default.pdf](#)
Attachment: [board memo9-1-09.pdf](#)
Attachment: [Master Schedule Problems 9-24-09.pdf](#)
Attachment: [Patterson Aca - 10 12 09 Default.pdf](#)
Attachment: [Patterson Aca - 11 3 09 Dec of Financial Condition.pdf](#)
Attachment: [Patterson Aca - 11 17 09 Notice of Termination1.pdf](#)
Attachment: [Patterson Aca - 11 13 09 Writ of Possession \(Eviction\).pdf](#)
Attachment: [Emai to Patterson 09-01-09.pdf](#)
Attachment: [Non-compliance Patterson Governance 9-14.pdf](#)
Attachment: [Patterson Aca - 10 14 09 Default Deliverables.pdf](#)
Attachment: [Patterson Aca - 11 20 09 Memo.pdf](#)
Attachment: [FW Status of District review.pdf](#)

Minutes:

Ms. Karen Chastain, Assistant General Counsel, Office of General Counsel, led the discussion and explained the circumstances leading up to staff's recommendation to terminate the contract with Patterson Academy for the Arts, Inc. Patterson Academy was evicted from their building on November 13, 2009; they have problems with their finances; and, students have been out of school now for the 7th day. The agenda item outlines the issues with Patterson Academy and why the Board is meeting today.

Ms. Devondalyn Patterson Hughes, Founder of Patterson Academy, spoke to the Board, and asked that the school be allowed to remain open. She indicated that they have been offered space to continue the school and would be working with a management company, as well as being in talks with another charter school to assist in operating Patterson.

Mr. Jorge Sauzo, a Real Estate Advisor, also spoke on behalf of Patterson, and the space they are being offered to operate the school.

Ms. Angela Hughes, Patterson Academy Board Member, spoke again about keeping the school open.

Board members asked questions of the Patterson representatives and held a discussion on the proposed termination of the contract. Areas covered included their finances; space; equipment and books; the proposed management company; and, what the students have been doing since the school was closed due to eviction.

Speakers:

Ms. Brenda Priestly Jackson, Board Chairman
Mr. W. C. Gentry, Board Member
Ms. Devondalyn Patterson Hughes, Patterson Academy Founder
Mr. Jorge Sauzo, Real Estate Advisor
Ms. Angela Hughes, Patterson Academy Board Member
Ms. Vicki Drake, Board Member

Mr. Tommy Hazouri, Board Member
Ms. Nancy Broner, Board Vice-Chairman
Ms. Martha Barrett, Board Member
Ms. Betty Burney, Board Member
Mr. Ed Pratt-Dannals, Superintendent

Motions:

1. That the Duval County School Board immediately terminate its charter with Patterson Academy of the Arts, Inc. (the "Academy"), pursuant to s. 1002.33(8)(d), Florida Statutes.
2. That upon termination of the charter and as required by s. 1002.33(8)(d), Florida Statutes, the Duval County School board assume operation of the Academy for the purpose of officially closing the school effective November 23, 2009.
3. That, upon termination of the charter and as set forth in s. 1002.33(8)(g), Florida Statutes, the Duval County School Board reassign the students currently assigned to the Academy to the applicable home school or to such other choice option as required by law.
4. That the District affirm that it has not previously executed any written agreements detailing and assuming any debt of the Academy as set forth in s. 1002.33(8)(f), Florida Statutes.

- PASS

Vote Results

Motion: Nancy Broner

Second: Victoria Drake

Nancy Broner	- Aye
Martha Barrett	- Aye
Betty Burney	- Aye
Victoria Drake	- Aye
William Gentry	- Aye
Thomas Hazouri	- Aye
Brenda Priestly jackson	- Nay

Adjournment

ADJOURNMENT

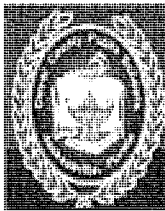
Minutes:

The Chairman adjourned the Special Board Meeting at 1:37 p.m.

BSC

Superintendent

Chairman



November 23, 2009, Special Board Meeting

Call Meeting to Order

1. CALL MEETING TO ORDER - SPECIAL MEETING
2. APPROVAL OF THE NOVEMBER 23, 2009, AGENDA
3. COMMENTS FROM AUDIENCE

Operations - School Choice & Pupil Assignment

PATTERSON ACADEMY FOR THE ARTS, INC - TERMINATION OF CHARTER

- Attachment: Patterson Aca - 8 25 09 Default.pdf
- Attachment: board memo9-1-09.pdf
- Attachment: Master Schedule Problems 9-24-09.pdf
- Attachment: Patterson Aca - 10 12 09 Default.pdf
- Attachment: Patterson Aca - 11 3 09 Dec of Financial Condition.pdf
- Attachment: Patterson Aca - 11 17 09 Notice of Termination1.pdf
- Attachment: Patterson Aca - 11 13 09 Writ of Possession (Eviction).pdf
- Attachment: Emai to Patterson 09-01-09.pdf
- Attachment: Non-compliance Patterson Governance 9-14.pdf
- Attachment: Patterson Aca - 10 14 09 Default Deliverables.pdf
- Attachment: Patterson Aca - 11 20 09 Memo.pdf
- Attachment: FW Status of District review.pdf

Adjournment

ADJOURNMENT

November 23, 2009, Special Board Meeting

Title

PATTERSON ACADEMY FOR THE ARTS, INC - TERMINATION OF CHARTER

Recommendation

1. That the Duval County School Board immediately terminate its charter with Patterson Academy of the Arts, Inc. (the "Academy"), pursuant to s. 1002.33(8)(d), Florida Statutes.
2. That upon termination of the charter and as required by s. 1002.33(8)(d), Florida Statutes, the Duval County School board assume operation of the Academy for the purpose of officially closing the school effective November 23, 2009.
3. That, upon termination of the charter and as set forth in s. 1002.33(8)(g), Florida Statutes, the Duval County School Board reassign the students currently assigned to the Academy to the applicable home school or to such other choice option as required by law.
4. That the District affirm that it has not previously executed any written agreements detailing and assuming any debt of the Academy as set forth in s. 1002.33(8)(f), Florida Statutes.

Description

Florida Statute 1002.33(8)(d) provides that "a charter may be immediately terminated if the [District] determines that good cause has been shown or if the health, safety, or welfare of the students is threatened." When acting pursuant to this provision, the Board must clearly identify the specific issues resulting in the immediate termination and provide evidence of prior notification of issues resulting in the immediate termination when appropriate.

Patterson Academy of the Arts, Inc. ("the Academy") is presently in an uncured event of default that threatens the health, safety and welfare of its students. The Academy's financial status has been unstable, and on November 13, 2009, the Academy's landlord completed its eviction of the Academy from its facility located at 7820 Arlington Expressway, Suite 200, Jacksonville, FL 32211 (the "Arlington Location;" and that landlord is referred to as the "Arlington Landlord"). The Academy's inability to conduct classes threaten the health, safety and welfare of its students and provide good cause for immediately terminating its charter. The following timeline documents the specific actions that warrant the immediate termination of the Academy's charter contract, and also identifies the District's compliance with s. 1002.33(8)(d), Florida Statutes, concerning the District's prior notification to the Academy concerning its defaults. All of the referenced notices are included as attachments to this agenda item.?

?xml:namespace prefix = o ns = "urn:schemas-microsoft-com:office:office" />

August 25, 2009 – The Office of General Counsel provided written notice to the

Academy of its failure to provide deliverables related to health, safety and welfare of students as required in the Academy's charter. Default items included evidence of fire inspections, asbestos inspections, Certificate of Occupancy, fidelity bonds, and state/local health certificates. The letter advised that failure to submit the required deliverables would result in District staff recommending that the Board immediately terminate the Academy's charter at the Board's September 1, 2009 meeting.

August 31, 2009 – The Office of General Counsel provided notice to the Academy, via email, an update of the remaining outstanding deliverables.

September 1, 2009 – The Office of General Counsel provided written notice to the Academy advising it that the District would not be moving forward with the emergency item to recommend immediate termination, as most of the required deliverables had been received by the District, and the Academy produced evidence demonstrating remaining items were being secured.

September 14, 2009 – The School Choice office provided formal notification to the Academy that it was in violation of their charter for failure to provide the District evidence that the Academy's governing board had completed its required governance training.

September 24, 2009 – The School Choice office advised the Academy's Director that all of the Academy's students were scheduled incorrectly. A meeting was held on this date for District staff to provide training to the Academy staff on properly scheduling students to ensure that the District would receive FEFP funding for the students attending the Academy.

October 12, 2009 – The Office of Policy and Compliance provided a Default Notice to the Academy for failure to provide monthly unaudited financial statements for July 2009, August 2009 and September 2009, and failure to properly enroll its students in the District's student management system. Failure of the Academy to provide the required financial statements and properly schedule students resulted in the District being unable to calculate the monthly FEFP disbursement due to the Academy. This notice also advised the Academy that its failure to produce the required documents would lead to the District seeking a determination that the Academy was in a "deteriorating financial condition" or a "state of financial emergency".

October 13, 2009 – A meeting was held between representatives of Business Services, Policy and Compliance, School Choice and the Academy in order for the District to receive and review the outstanding monthly financial statements. (The District had received portions of the required statements, but not the statements in their entirety). At this meeting, the Academy informed District staff that it still had not re-scheduled students in the District's student management system.

October 14, 2009 – A default letter was provided to the Academy from the Office of Policy and Compliance. The letter outlined the Academy's failure to provide all of the required monthly financial statements for July 2009 and August 2009. The letter further advised that failure to immediately properly schedule students would result in the District's inability to claim any FEFP funding from the state for any of the students attending the Academy.

November 3, 2009 – The Office of Policy and Compliance delivered a letter to the Academy declaring it to be in a “deteriorating financial condition” pursuant to Florida Statute, 1002.345. The following indicators were listed in support of this declaration: lack of sufficient revenue to cover expenditures, failure to pay wages and salaries owed to employees, and receipt by the Academy of two eviction notices from its landlord.

November 13, 2009 – A Writ of Possession was served to the Academy by its landlord. The eviction forced the Academy’s staff and students to vacate the premises before school was scheduled to end on that day.

November 14, 2009 through current date – The Academy has been unable to re-enter its facility to resume classes. The result is that students have been unable to attend classes since the November 13, 2009 eviction (as of November 23, that will be seven full class days missed by the students).

November 17, 2009 – Notice was provided to the Academy that District staff was recommending that the School Board immediately terminate its charter with the Academy at a special meeting to be held on November 23, 2009. The notice advised the Academy to provide a comprehensive action plan no later than November 20, 2009. The Academy was advised to identify, at a minimum, the Academy’s proposed facility for the remainder of the contract term, specify any waivers granted for contractual defaults or liens (if applicable), address plans for ensuring adequate school staff, and provide a financial plan demonstrating future fiscal stability (including a budget evidencing the ability to meet the operational expenditures of the school).

November 20, 2009 – The Office of Policy and Compliance received a plan from the Academy. The plan failed to provide the specificity requested in the November 17, 2009 letter. The submitted documents were reviewed by the Office of Policy and Compliance, School Choice, Business Services, Academic Services, and Certification, and Office of General Counsel. The Academy failed to address the following notable items:

1. Students/Scheduling – The Academy’s plan failed to address how the Academy would make up the missed classroom days for the students; the plan is silent as to how the Academy remedies the disruption to the students of the eviction, relocation, and reopening at an undetermined location. As of the November 23 special Duval County School Board meeting, the students will have missed seven (7) consecutive full school days, and no date for reopening the Academy has been identified or verified.
2. Financial Plan – The Academy did not provide a specific financial plan to resolve the Academy’s deteriorating financial condition.
 - a. Sources and uses of funds were not clearly identified.
 - b. Apparently the Academy proposes to increase revenue by increasing its enrollment at the February 2010 FTE survey count. If that is correct, then the Academy’s plan does not identify how the Academy will cover deficits until the February count. The Academy failed to submit a marketing plan to increase enrollment; accordingly, it is speculative whether the Academy would increase its revenue by enrolling additional

students.

- c. No reliable information (such as a release executed by the Arlington Landlord) is provided as to the resolution of the Academy's indebtedness to the Arlington Landlord (for unpaid back rent, or the accelerated rent through July 31, 2010). The annual rent through July 31, 2010 would have been \$353,100.00.
 - d. The District's November 3, 2009 letter to the Academy identifies the remaining funds available based on the Academy's present enrollment being \$188,060 through June 30, 2010 (at \$23,508 per month for November through June). Those remaining funds do not appear adequate to pay salaries and benefits pursuant to the Academy's proposed staffing plan at \$24,676.45/month.
 - e. The Academy's total proposed budget appears to be \$44,276/month. The District is not confident that this figure accurately reflects the proposed monthly expenditures of the Academy, as the amounts used to arrive at some of the expenses (such as rent and payroll) are either unexplained or inconsistent with the other information set forth in the Academy's November 20 plan. Without addressing November expenses, there would be 7 months through June 30, 2010, for a total remaining budget of \$309,932. This approximate sum significantly exceeds the remaining charter contract funds of \$188,060 through June 30, 2010 (see District's November 3, 2009 letter to the Academy). No additional, and verifiable, funding sources were identified by the Academy to address this apparent deficit, nor to address the Academy's additional financial liability to the Arlington Landlord.
3. Furniture, fixtures, and equipment - The Academy failed to provide information whether the Academy will recover its property from the Arlington Landlord (upon the release of the landlord's lien on such property for unpaid rent). Because the Arlington Landlord has a lien on the Academy's property, the Academy cannot lawfully remove its possessions from the Arlington premises until the debt is resolved. The Academy failed to address the equipping of any new location.
 4. Staffing plan - The Academy's proposed staffing plan is unclear. The plan's summary indicates a reduced staff of five core teachers and three elective teachers. The budget however, indicates only four core teachers and two elective teachers. In order to determine if staffing is adequate for the courses offered, the Academy would need to provide to the District the names of the teachers and their certifications. Further, it appears that financial/accounting position is proposed to be eliminated in order to cut expenses.
 5. The Board approved the Academy's application based on its proposal to utilize the Apex curriculum. The Academy's November 20 plan does not indicate any funding sources acquired to re-purchase the computers, software and textbooks necessary to offer this program to its students (see section 3 above for the Arlington Landlord's statutory lien for unpaid rent on the Academy's possessions). The plan did not propose an alternate curriculum for the District to consider.

Based on the foregoing summary, the Academy contract should be terminated immediately based on good cause, and due to the threat to health, safety, and welfare of its students.

Strategic Plan Goal

Goal 1. Increase Academic Achievement for All Students

Goal 4. Establish Safe, Secure and Respectful Schools

Financial Impact

As a result of the Academy overestimating its enrollment the District has over paid Patterson Academy in the amount of \$69,432.71, which will not be recaptured. If the Board terminates the Academy's charter, schools receiving students via reassignment may need to add additional teachers. However, the students returning to other district schools will earn FTE in the Spring to help offset some of the potential teacher(s) expense. Finally if an audit is required, the District would also incur this expense.

My Contact

Sally Hague, Executive Director - Operations School Choice/Pupil Assignment
390-2082

Susan Biehler, Supervisor, Charter Schools 390-2039

Doug Ayars, Chief Operating Officer 390-2007

Sonity Young, Executive Director, Police and Compliance 390-2111

Attachment: [Patterson Aca - 8 25 09 Default.pdf](#)

Attachment: [board memo9-1-09.pdf](#)

Attachment: [Master Schedule Problems 9-24-09.pdf](#)

Attachment: [Patterson Aca - 10 12 09 Default.pdf](#)

Attachment: [Patterson Aca - 11 3 09 Dec of Financial Condition.pdf](#)

Attachment: [Patterson Aca - 11 17 09 Notice of Termination1.pdf](#)

Attachment: [Patterson Aca - 11 13 09 Writ of Possession \(Eviction\).pdf](#)

Attachment: [Emai to Patterson 09-01-09.pdf](#)

Attachment: [Non-compliance Patterson Governance 9-14.pdf](#)

Attachment: [Patterson Aca - 10 14 09 Default Deliverables.pdf](#)

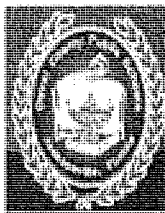
Attachment: [Patterson Aca - 11 20 09 Memo.pdf](#)

Attachment: [FW Status of District review.pdf](#)

Exhibit 3

11-23-09

Special Meeting



November 23, 2009, Special Board Meeting

Ms. Brenda Priestly Jackson, Chairman
Ms. Nancy Broner, Vice-Chairman
Ms. Martha Barrett
Ms. Betty Burney
Ms. Vicki Drake
Mr. W. C. Gentry
Mr. Tommy Hazouri, Chairman
Mr. Ed Pratt-Dannals, Superintendent

ATTENDANCE AT THIS SPECIAL MEETING OF THE DUVAL COUNTY SCHOOL BOARD: All Board Members were present. Mr. Ed Pratt-Dannals, Superintendent, and Ms. Karen Chastain, Assistant General Counsel, Office of General Counsel, were also present.

Call Meeting to Order

1. CALL MEETING TO ORDER - SPECIAL MEETING

Minutes: The Chairman called the Special Board Meeting to order at 10:09 a.m.

2. APPROVAL OF THE NOVEMBER 23, 2009, AGENDA

Motions:

That the Duval County School Board approve the November 23, 2009, Agenda as submitted on November 20, 2009, with the following changes: - PASS

Vote Results

Motion: Thomas Hazouri

Second: Martha Barrett

Martha Barrett	- Aye
Nancy Broner	- Aye
Betty Burney	- Aye
Victoria Drake	- Aye
William Gentry	- Aye
Thomas Hazouri	- Aye
Brenda Priestly Jackson	- Aye

3. COMMENTS FROM AUDIENCE

Minutes:

The following people spoke regarding Patterson Academy for the Arts, Inc.

- Ms. Felice Crófoot has a son who attends the school, and she would like for it to remain open.
- Dr. Kenneth Brockington, Cornerstone Christian School, is offering temporary space for Patterson, and is willing to offer other assistance, if the school is not closed.
- Ms. Charise Whitt, a Board Member for Patterson, asked that the school remain open.
- Ms. Tia Thomas, a Creative Writing teacher at Patterson, asked that we consider keeping the school open.
- Ms. Karen Finder, Faculty Supervisor at the University of Phoenix, is also a founder of a Charter school and understands the challenges. She asked that the Board consider keeping Patterson open.
- Ms. Destiny Jones, a student at Patterson, indicated that she was on the verge of dropping out of school when Patterson opened, and asked that we not close the school.
- Mr. Gregory Johnson, a Social Studies teacher at Patterson, said that the students and teachers had formed a bond, and asked that we not close the school.
- Ms. Angela Hughes, Patterson Board Member, asked that we allow the school to remain open. She stated that they were working on a plan; had acquired a management team; and, had support from another Charter school to take over operation of the school.
- Ms. Jalisha Ricks, a student at Patterson, asked that we keep the school open.
- Ms. Nyla Garner, a student at Patterson, said she loved the school, and asked that it be allowed to remain open.

Operations - School Choice & Pupil Assignment

PATTERSON ACADEMY FOR THE ARTS, INC - TERMINATION OF CHARTER

Attachment: [Patterson Aca - 8 25 09 Default.pdf](#)
Attachment: [board memo9-1-09.pdf](#)
Attachment: [Master Schedule Problems 9-24-09.pdf](#)
Attachment: [Patterson Aca - 10 12 09 Default.pdf](#)
Attachment: [Patterson Aca - 11 3 09 Dec of Financial Condition.pdf](#)
Attachment: [Patterson Aca - 11 17 09 Notice of Termination1.pdf](#)
Attachment: [Patterson Aca - 11 13 09 Writ of Possession \(Eviction\).pdf](#)
Attachment: [Email to Patterson 09-01-09.pdf](#)
Attachment: [Non-compliance Patterson Governance 9-14.pdf](#)
Attachment: [Patterson Aca - 10 14 09 Default Deliverables.pdf](#)
Attachment: [Patterson Aca - 11 20 09 Memo.pdf](#)
Attachment: [FW Status of District review.pdf](#)

Minutes:

Ms. Karen Chastain, Assistant General Counsel, Office of General Counsel, led the discussion and explained the circumstances leading up to staff's recommendation to terminate the contract with Patterson Academy for the Arts, Inc. Patterson Academy was evicted from their building on November 13, 2009; they have problems with their finances; and, students have been out of school now for the 7th day. The agenda item outlines the issues with Patterson Academy and why the Board is meeting today.

Ms. Devondalyn Patterson Hughes, Founder of Patterson Academy, spoke to the Board, and asked that the school be allowed to remain open. She indicated that they have been offered space to continue the school and would be working with a management company, as well as being in talks with another charter school to assist in operating Patterson.

Mr. Jorge Sauzo, a Real Estate Advisor, also spoke on behalf of Patterson, and the space they are being offered to operate the school.

Ms. Angela Hughes, Patterson Academy Board Member, spoke again about keeping the school open.

Board members asked questions of the Patterson representatives and held a discussion on the proposed termination of the contract. Areas covered included their finances; space; equipment and books; the proposed management company; and, what the students have been doing since the school was closed due to eviction.

Speakers:

Ms. Brenda Priestly Jackson, Board Chairman
Mr. W. C. Gentry, Board Member
Ms. Devondalyn Patterson Hughes, Patterson Academy Founder
Mr. Jorge Sauzo, Real Estate Advisor
Ms. Angela Hughes, Patterson Academy Board Member
Ms. Vicki Drake, Board Member

Mr. Tommy Hazouri, Board Member
Ms. Nancy Broner, Board Vice-Chairman
Ms. Martha Barrett, Board Member
Ms. Betty Burney, Board Member
Mr. Ed Pratt-Dannals, Superintendent

Motions:

1. That the Duval County School Board immediately terminate its charter with Patterson Academy of the Arts, Inc. (the "Academy"), pursuant to s. 1002.33(8)(d), Florida Statutes.
 2. That upon termination of the charter and as required by s. 1002.33(8)(d), Florida Statutes, the Duval County School board assume operation of the Academy for the purpose of officially closing the school effective November 23, 2009.
 3. That, upon termination of the charter and as set forth in s. 1002.33(8)(g), Florida Statutes, the Duval County School Board reassign the students currently assigned to the Academy to the applicable home school or to such other choice option as required by law.
 4. That the District affirm that it has not previously executed any written agreements detailing and assuming any debt of the Academy as set forth in s. 1002.33(8)(f), Florida Statutes.
- PASS

Vote Results

Motion: Nancy Broner

Second: Victoria Drake

Nancy Broner	- Aye
Martha Barrett	- Aye
Betty Burney	- Aye
Victoria Drake	- Aye
William Gentry	- Aye
Thomas Hazouri	- Aye
Brenda Priestly Jackson	- Nay

Adjournment

ADJOURNMENT

Minutes:

The Chairman adjourned the Special Board Meeting at 1:37 p.m.

BSC

Superintendent

Chairman