

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170014

Grants.gov Tracking#: GRANT12340124

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1237-DCPSother.pdf

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/13/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Duval County Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):

59-6000-589

* c. Organizational DUNS:

0806830480000

d. Address:

* Street1:

1701 Prudential Drive

Street2:

* City:

Jacksonville

County/Parish:

* State:

FL: Florida

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

32207 - 8182

e. Organizational Unit:

Department Name:

Strategic Planning

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Elizabeth

Middle Name:

* Last Name:

Cutrona

Suffix:

Title:

Assistant Superintendent

Organizational Affiliation:

* Telephone Number:

904-390-2007

Fax Number:

904-390-2989

* Email:

CutronaE1@duvalschools.org

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Application for Federal Assistance SF-424			
* 9. Type of Applicant 1: Select Applicant Type: <input type="text" value="G: Independent School District"/>			
Type of Applicant 2: Select Applicant Type: <input type="text"/>			
Type of Applicant 3: Select Applicant Type: <input type="text"/>			
* Other (specify): <input type="text"/>			
* 10. Name of Federal Agency: <input type="text" value="Department of Education"/>			
11. Catalog of Federal Domestic Assistance Number: <input type="text"/>			
CFDA Title: <input type="text"/>			
* 12. Funding Opportunity Number: <input type="text" value="ED-GRANTS-121416-001"/>			
* Title: <input type="text" value="Office of Elementary and Secondary Education Opening Doors, Expanding CFDA Number 84.377C"/>			
13. Competition Identification Number: <input type="text" value="84-377C2017-1"/>			
Title: <input type="text"/>			
14. Areas Affected by Project (Cities, Counties, States, etc.): <div> <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/> </div>			
* 15. Descriptive Title of Applicant's Project: <input type="text" value="A Blueprint for One Jacksonville"/>			
Attach supporting documents as specified in agency instructions. <div> <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/> </div>			

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="04, 05"/>	* b. Program/Project: <input type="text" value="04, 05"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="05/01/2017"/>	* b. End Date: <input type="text" value="06/30/2019"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="1,485,208.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,485,208.00"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Nikolai"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Vitti"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Superintendent of Schools"/>	
* Telephone Number: <input type="text" value="904-390-2000"/>	Fax Number: <input type="text" value="904-390-2989"/>
* Email: <input type="text" value="vittin@duvalschools.org"/>	
* Signature of Authorized Representative: <input type="text" value="Adora Davis"/>	* Date Signed: <input type="text" value="02/13/2017"/>

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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Duval County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	75,000.00	75,000.00	6,250.00			156,250.00
2. Fringe Benefits	27,825.00	27,825.00	2,318.75			57,968.75
3. Travel	5,000.00	30,000.00				35,000.00
4. Equipment	5,000.00	200,000.00				205,000.00
5. Supplies	10,000.00	50,000.00	5,000.00			65,000.00
6. Contractual	439,000.00	500,000.00				939,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	561,825.00	882,825.00	13,568.75			1,458,218.75
10. Indirect Costs*	6,174.03	10,104.03	711.00			16,989.06
11. Training Stipends		10,000.00				10,000.00
12. Total Costs (lines 9-11)	567,999.03	902,929.03	14,279.75			1,485,207.81

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify): _____

The Indirect Cost Rate is 15.58%.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 5.24%.

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Name of Institution/Organization
Duval County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Adora Davis	Superintendent of Schools
APPLICANT ORGANIZATION	DATE SUBMITTED
Duval County Public Schools	02/13/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Duval County Public Schools"/> * Street 1 <input type="text" value="1701 Prudential Drive"/> Street 2 <input type="text"/> * City <input type="text" value="Jacksonville"/> State <input type="text" value="FL: Florida"/> Zip <input type="text" value="32207"/> Congressional District, if known: <input type="text" value="04,05"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>	7. * Federal Program Name/Description: <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="FL: Florida"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text" value="FL: Florida"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Adora Davis"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Nikolai"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Vitti"/> Suffix <input type="text"/> Title: <input type="text" value="Superintendent of Schools"/> Telephone No.: <input type="text" value="904-390-2000"/> Date: <input type="text" value="02/13/2017"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

DCPS.GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

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GEPA Section 427 Statement

(Duval County Public Schools)

Duval County Public Schools will take appropriate measures to ensure equitable access to, and participation in, the Opening Doors, Expanding Opportunities project entitled, **Blueprint for One Jacksonville**, for students, teachers, and other program beneficiaries with special needs. Our district policies ensure equal access and treatment for all students, families, employees, and the general public.

The focus of this grant is to understand the barriers that impede socioeconomic diversity in our schools. Many of our children from low-income families are attending schools in areas with concentrated poverty. Specific strategies to be carried out in this project that intend to reduce and eliminate socioeconomic isolation in our schools are listed below.

Community Partnerships:

- An external consultant will be hired (through an RFP process according to district policy) to review district data and apply research methodology and statistical analysis to identify underlying patterns and trends that create socioeconomic isolation.
- Stakeholders representing a cross-section of the entire community will be invited to participate in all meetings and assist with the development of a solutions-based plan (the blueprint) to align services from schools, community organizations and other parties to our high-need students.
- DCPS will provide any assistive technology devices or translation services as required by participants.
- All meetings will be held in ADA accessible facilities.

GEPA Section 427 Statement

(Duval County Public Schools)

- Information materials, a schedule of meetings, agendas, and programmatic updates will be posted and available.

Magnet and School Choice Programs:

- Every student enrolled in in grades K-12 in Duval County Public Schools has an opportunity to select participation in a magnet or choice program that does not consider race, sex, national origin, color, disability, or age as a factor in the random lottery process.
- All schools are equipped with special facilities and programs to accommodate students with disabilities.
- Transportation is provided for all students with disabilities following all Board policies.

The strategies above will help to guarantee that our project will reflect a locally-driven blueprint that values and understands the need for socioeconomic diversity in our schools.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Duval County Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Nikolai Middle Name:
* Last Name: Vitti	Suffix:
* Title: Superintendent of Schools	
* SIGNATURE: Adora Davis	* DATE: 02/13/2017

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	TBA Project Supervisor	<input type="text"/>	TBA Project Supervisor	<input type="text"/>

Address:

Street1:	1701 Prudential Drive
Street2:	<input type="text"/>
City:	Jacksonville
County:	<input type="text"/>
State:	FL: Florida
Zip Code:	32207-8182
Country:	USA: UNITED STATES

Phone Number (give area code)

904-390-2007

Fax Number (give area code)

Email Address:

CutronaEl@duvalschools.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

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PR/Award # S377C170014

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

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Project Abstract

Duval County Public Schools (Jacksonville, Florida) requests funding under the Opening Doors, Expanding Opportunities Grant Program to support Absolute Priority One: Increasing Socioeconomic Diversity in Schools and Absolute Priority Three: Improving Schools by Increasing Student Diversity – Blueprint and Pre-Implementation. The project, entitled “A Blueprint for One Jacksonville,” aims to better leverage existing policies and practices to support socioeconomic diversity in schools and engage the community to develop research-based, sustainable strategies to improve diversity and achievement, especially for students in high need schools. The goals and objectives of A Blueprint for One Jacksonville are:

- **Goal 1:** Gather and analyze data to identify our local challenges impeding socioeconomic diversity and devise potential solutions for our lowest performing schools.
 - **Objective 1:** Identify a subset of socioeconomically segregated schools, with high potential for integration and where strategies would promote greater access for students in SIG and SIG-eligible schools, to target for intervention.
- **Goal 2:** Develop a community supported, research-based and systematic plan for increasing socioeconomic diversity and achievement in targeted DCPS.
 - **Objective 1:** A locally-driven and developed blueprint featuring research-based strategies will be publicly available by July 30, 2018.
- **Goal 3:** By July 30, 2019, increase the socioeconomic diversity of pilot schools’ newly enrolled students for the 2019-2020 school year such that, relative to the average new student enrollment over the last three years, high-SES pilot schools enroll at least 10

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percent more CLIF students and low-SES pilot schools enroll at least ten percent more students ineligible for FRPL/direct certification.

- **Objective 1:** Implement the proposed Pre-Implementation Activities in the pilot schools by the end of July 30, 2019.

The district will pursue the following phases of work to meet these goals and objectives.

Research: Fall 2017
Engage a technical assistance provider to develop and execute a research plan that includes replicable qualitative and quantitative analyses of enrollment, resources and underlying drivers of parental choice patterns and also defines a method for identifying “high potential” schools for greater diversity given underlying choice patterns.
Plan: Spring – Summer 2018
Partner with the community to understand the implications of the research and to create a blueprint for increased SES diversity by 2025-26, including individualized school plans that address the underlying factors driving SES isolation.
Pilot: School Year 2018-2019
Execute pre-implementation pilots at two to four schools as a way of testing which strategies are most effective at changing choice patterns and increasing SES diversity in schools. Use the resulting data to make adjustments to all target school plans.
<i>Outside of the Grant Period - Implement: School Years 2019-2020 through 2025-2026</i>
Implement the blueprint for increased SES diversity at all target schools while monitoring the ongoing effects on choice patterns, diversity and achievement at individual school sites.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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Need for the Project

Absolute Priority 1: Increasing Socioeconomic Diversity in Schools & Absolute Priority 3: Improving Schools by Increasing Student Diversity—Blueprint and Pre-implementation

DCPS Public Schools (DCPS) is located in Jacksonville, Florida. Covering an area of 840 square miles, Jacksonville is the largest city by geographical area in the contiguous United States. Our school system serves not only urban populations but also suburban and rural residents. DCPS is the 20th largest school district in the nation and the 6th largest in Florida, currently serving more than 129,657 students in 209 schools including public charter schools, alternative schools, and contracted schools. The student demographics include 35 percent white, 44 percent black, 11 percent multi-racial and 9 percent other.

DCPS' educational concerns are typical of many large urban school districts. The district has a high poverty rate with 48 percent of students served through the 2016-2017 free/reduced price lunch program which includes Community Eligibility Provision (CEP) schools (112) that qualify under the Healthy, Hunger-Free Kids Act of 2010 and forty-four schools eligible for Title I as well as persistent achievement gaps among diverse student population. DCPS has made strides with graduation in recent years; the 2015-2016 graduation rate was 78.8 percent, though this still ranks below the state's rate of 80.7 percent and the national rate of 80.7 percent.

DCPS is firmly committed to addressing these challenges and ensuring that all students, regardless of their families' socioeconomic status, have equitable access to an excellent education. Considerable effort has been made to advance systemic reform in this area, including through our local school choice programs and School Board Policies (described in detail below), as well as our Quality Education for All (QEA) Project which invests in programs and activities

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to attract and retain high-quality teachers and leaders in three of the district's highest-need feeder patterns where 87 percent of students qualify for free and reduced priced lunch.

Because of these efforts and others, DCPS has made recent gains in closing the achievement gap among subgroup populations and in the 2015-2016 graduation rates. The African-American graduation rate has continued to increase at record levels, rising more than 4.1 percentage points this past year and 12.9 percentage points since 2011-2012. As noted above, the graduation rate gap has been narrowed from a 10 percentage point gap four years ago to 6 percentage points, and the gap between white and Hispanic students has narrowed from 9 percentage points to 2 percent. Among the seven largest districts in Florida, DCPS led in the percentage of African-American graduates for the second year in a row. DCPS led all of the seven largest districts in the rate of improvement of the overall graduation rate and among each of the major student subgroups, including children from low income families.

1. The magnitude or severity of the problem to be addressed by the proposed project.

However, even with many significant gains among our subgroup populations, there are still substantial barriers to increased achievement, and ultimately attainment, at the school, district, and community levels. As Palardy (2002) has shown, even after controlling for a wide range of student and school factors, children who attend high socioeconomic composition schools, even if they are from a low income family, are significantly more likely to enroll in college than their peers in schools with low socioeconomic composition schools. In their study of economic mobility, Chetty, Hendren and Kline (2013) found that a child raised in the bottom fifth of the income ladder in DCPS had just a 5.3 percent chance of rising to the top fifth (earning a family income of \$70,000 or more by age 30, or 100,000 by age 45). By contrast, similar children in Boston, New York, Los Angeles and San Francisco had a 9.8, 9.7, 9.6 and 11.2

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percent chance of those gains respectively. The lack of socioeconomic diversity at our schools is an impediment to improved results, especially for children from low-income families attending schools with concentrated poverty, not just while students are in school, but once they graduate and pursue livelihoods post-graduation.

There are local opportunities that DCPS can leverage to improve socioeconomic diversity and promote stronger outcomes for students, including building on current practices. The district has a number of existing policies to ensure socioeconomic integration including: attendance boundaries drawn to ensure diverse learning environments (School Board Policy 5.44 -*School Attendance Boundaries*) and controlled choice policies and magnet school admissions (School Board Policy 5.46 - *Magnet Schools and Choice Programs*). DCPS intentionally began using socioeconomic status as a factor in student assignment by allotting priority preference to this factor in its weighted lottery when selecting students for its magnet schools and programs for the 2004-2005 school year (Board Policy 5.46 - *Magnet Schools and Choice Programs*). The policy ensures that DCPS provides students the educational benefits of attending magnet and feeder schools with students from diverse backgrounds, including students of different racial, ethnic, and socioeconomic backgrounds. The magnet lottery has been designed to bring about diversity and equity, for example, priority is given to elementary students whose neighborhood school is: 1) a Title I School and who apply to attend a magnet program in a non-Title I School or 2) a non-Title I School and who apply to attend a magnet program in a Title I School.

In addition, recent state statute (F.S. 1002.31) passed in April 2016 requires all Florida districts to implement a controlled open enrollment plan that allows a student to enroll in any public school in the state (interdistrict transfer) that has not reached capacity (subject to maximum class-size requirements). This legislation goes into effect for the 2017-2018 school

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year and was designed in support of parental choice demands. DCPS has long recognized the value of diversity and already accepts and processes interdistrict and intradistrict transfers; this statute, paired with the district's long-standing policies of socio-economic preference in school choice, could open the door for more students than ever to have access to excellent, diverse schools.

The district is committed to better leveraging these existing policies to promote richer diversity and broader opportunities for all students, but the district will need to work closely with community and parent stakeholders to chart a path forward that addresses some stark challenges in our current landscape. The reality is that, despite the existence of these policies on paper, there are still a wide range of barriers preventing socioeconomic diversity in our schools. 58 percent of students zoned to Title I schools use this policy to enroll in other choice options including magnet programs, charters, or other schools in the district; however, less than half (45 percent) of those students are eligible for free and reduced priced lunch. As more affluent families leave Title I school than low income families, socioeconomic segregation is worsened, not improved.

The district's 16-17 Title I Public School Eligibility Survey (PSES) shows that the 104 traditional public elementary schools in DCPS served 56,573 students in 2015-16.¹ The top quartile of these schools in terms of affluence enrolled more than one third of all elementary students in the district and served approximately 21 percent of the children from low income families (CLIF) district wide. By contrast, the lowest quartile of elementary schools by affluence enrolled just 17.67 percent of elementary students district wide but served more than a quarter of

¹ The income data included in this report is "Children from Low Income Families" or CLIF which uses free and reduced priced lunch and direct certification numbers for all students aged 5-17. Though some students may be too young or old for inclusion, CLIF is a best estimate of rates and used in Title I funding calculations. K-8 Additionally, one elementary school included in the PSES report was closed for the 2016-17 school year; it is included in this point-in-time analysis.

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the children from low income families district-wide. In other words, DCPS's most affluent elementary schools serve fewer children from low income families than the highest-need schools *despite enrolling nearly twice as many students overall*. Unfortunately, this troubling pattern persists into secondary school when one might anticipate that cross-attendance boundary enrollment would be more common, and therefore, help support improved socioeconomic diversity. The reality is that the most affluent third of middle and high schools serve a far greater proportion of our student body overall, and yet serve fewer children from low income families than the district's highest need secondary schools.

Table 1: 2015-2016 School Enrollment from PSES Report²

Number of Schools	Enrollment	Children from Low Income Families (CLIF)	% CLIF	% of Total Enrollment Served	% of Total CLIF served
All Traditional Public Elementary Schools					
104	56573	30016	58.30%	100%	100%
Top Socioeconomic Status (SES) Quartile of Elementary Schools					
26	18933	6911	36.50%	33.47%	20.95%
Bottom SES Quartile of Elementary Schools					
26	9994	8540	85.45%	17.67%	25.89%

² K-8 Schools are included in middle school data; 6-12 schools are included in high school data. Top SES quartile and tertile schools are the schools with the lowest percentage of CLIF; bottom SES quartile and tertile schools are the schools with the highest percentage of CLIF.

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All Traditional Public Middle Schools					
27	23281	12824	55.08%	100%	100%
Top SES Tertile of Middle Schools					
9	9570	3681	38.46%	41.11%	28.70%
Bottom SES Tertile of Middle Schools					
9	5336	4061	76.11%	22.92%	31.67%
All Traditional Public High Schools					
21	23395	10416	44.52%	100%	100%
Top SES Tertile of High Schools					
7	10032	2922	29.13%	42.88%	28.05%
Bottom SES Tertile of High Schools					
7	5382	3360	62.43%	23.00%	32.26%

Further, the PSES data indicates that the district's three highest-demand high school magnet schools, Stanton College Preparatory, Douglas Anderson School of the Arts and Paxon School for Advance Studies, have the lowest percentage of children from low income families of any high schools in the district: 14.30 percent, 21.98 percent and 24.36 percent respectively.

2. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

Perhaps this lack of socioeconomic diversity in our schools would be undesirable but less of a dire and urgent challenge if the schools in each of these categories were serving students equally well. However, like national research has shown time and time again, higher-need schools are more likely to struggle in our district. The chart below shows the distribution of

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school grades received at all schools by grade level, top SES schools by grade level, and bottom SES schools by grade level. In the district's elementary, middle and high schools, the top SES group of schools has a higher proportion of A and B grades than the district overall and a much higher proportion than Bottom SES group schools.

Table 2: Distribution of 2015-16 FLDOE School Grades in DCPS

	Percentage (Number) of A Schools by Group	Percentage (Number) of B Schools by Group	Percentage (Number) of C Schools by Group	Percentage (Number) of D Schools by Group	Percentage (Number) of F Schools by Group
All Traditional Public Elementary Schools	18.27% (19 schools)	23.08% (24 schools)	31.73% (33 schools)	22.12% (23 schools)	2.88% (3 schools)
Top SES Quartile Elementary Schools	61.54% (16 schools)	34.62% (8 schools)	0.00% (1 school)	0.00% (0 schools)	3.85% (1 school)
Bottom SES Quartile Elementary Schools	0.00% (0 schools)	0.00% (0 schools)	46.15% (12 schools)	46.15% (12 schools)	7.69% (2 schools)
All Traditional Public Middle Schools	18.52% (5 Schools)	11.11% (3 schools)	37.04% (10 schools)	29.63% (8 schools)	3.70% (1 school)
Top SES Tertile Middle Schools	55.56% (5 schools)	11.11% (1 school)	33.33% (3 schools)	0.00% (0 schools)	0.00% (0 schools)
Bottom SES Tertile Middle Schools	0.00% (0 schools)	0.00% (0 schools)	22.22% (2 schools)	66.67% (6 schools)	11.11% (1 school)

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All Traditional Public High Schools	19.05% (4 schools)	9.52% (2 schools)	61.90% (13 schools)	9.52% (2 schools)	0.00% (0 schools)
Top SES Tertile High Schools	42.86% (3 schools)	28.57% (2 schools)	28.57% (2 schools)	0.00% (0 schools)	0.00% (0 schools)
Bottom SES Tertile High Schools	0.00% (0 schools)	0.00% (0 schools)	71.43% (5 schools)	28.57% (2 schools)	0.00% (0 schools)

An even more troubling analysis is this: Top SES quartile elementary schools account for 84.21 percent of all A schools at that grade level in the district. In middle school this figure goes higher still, with Top SES tertile schools accounting for *all* of the district's top performing schools at this grade band.

The reality is that there is likely no single factor that can fully account for the socioeconomic segregation present in DCPS's schools today. Families from both ends of the socioeconomic spectrum consider myriad factors when selecting schools and few simply accept zoned schools without considering other options. Teske, Fitzpatrick, and O'Brien (2009) found in a study of school choice in two urban schools systems that 76 percent of parents are "choosers"—meaning that they enroll their children in a school that is not the closest traditional public school, or they actively explore other options before enrolling their children in a zoned school. Harris and Larson's (2015) research on parent choice patterns in New Orleans, where attendance zones were completely eliminated following Hurricane Katrina, suggests that while academic programming matters considerably, distance from home and the availability of after school care are heavily weighted considerations in the elementary years. By high school, school choices analyzed in the study showed that parents were more likely to prefer a school with strong

pre-storm name recognition in the city, football and band, and a C grade for academics to a less well-known or new school without football or band, but with a B letter grade.

These pieces of research and others indicate that in order to increase the socioeconomic diversity of our schools, we need to do much more nuanced, community-level research into the factors influencing choice and enrollment at our most socioeconomically segregated schools. What are the specific reasons why low-income parents zoned to lower-performing schools with higher concentrations of students from low income families do or do not exercise school choice options to attend other schools? What are the barriers that could be removed that would allow our highest-need students to enroll in higher-performing, top SES group schools? What are the specific factors that would entice a middle or high income family zoned to a solidly performing school with few children from low income families to enroll a child in a historically underperforming school with a higher concentration of poverty and be a partner in school improvement for all? Answering these questions will allow us to design and deploy strong programs, infrastructure and personnel to improve diversity and achievement at our schools.

3. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Based on our ongoing dialogue with our community and work in the field, we have a number of hypotheses about the answers to these questions.

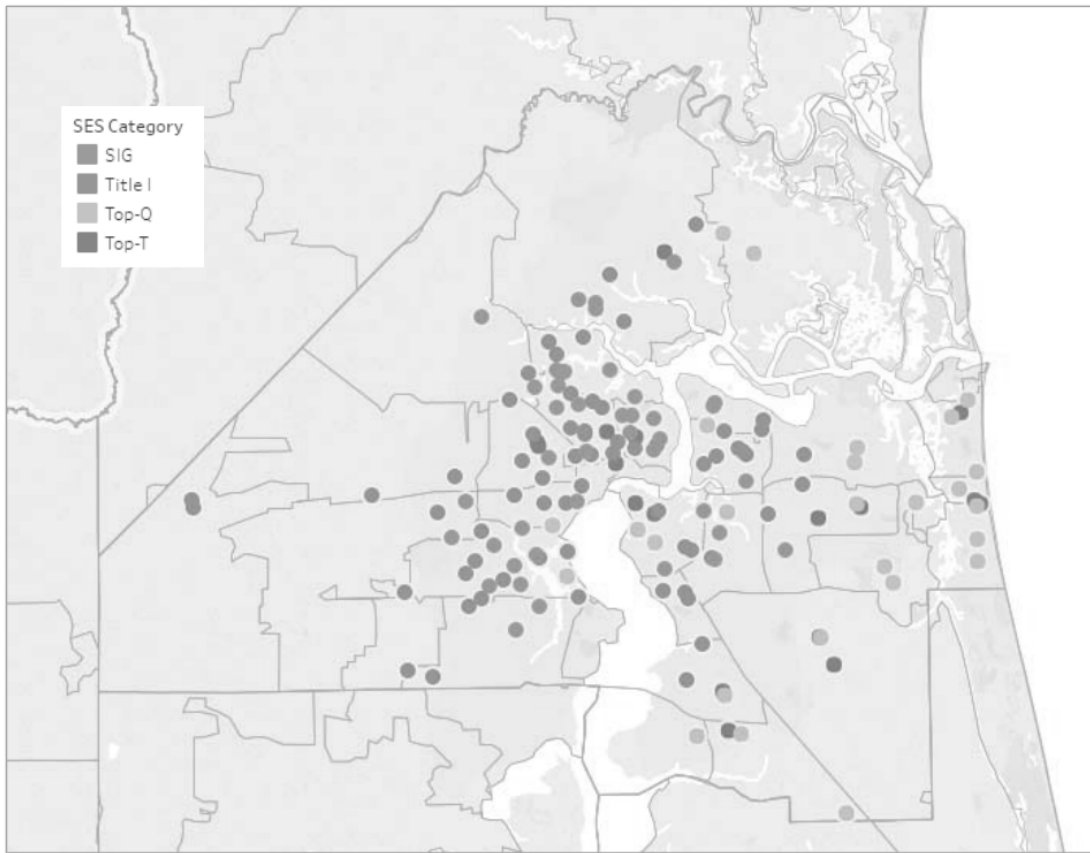
- **Quality of Academic Programs:** Consistent with evidence from across the school choice literature, we expect that parents and students will cite school grades and the reputation of academic programs as a key factor driving school enrollment; our research will need to explore that types of academic programs parents are most interested in pursuing for their

children, especially those families attending low-performing, high-poverty schools, so that we can make appropriate investments in neighborhood schools and identify high-performing schools where an increased investment in infrastructure or facilities could result in more socioeconomically diverse enrollment.

- **Geographic Distance/Transportation:** As the city with the largest geographic area in the contiguous United States, Jacksonville's sheer size means that transportation is a factor families consider heavily in school choice. Wilson, Marshall, et al (2010) studied parents in St. Paul, Minnesota and found that "72% percent nonwhite parents [who were on average poorer than white parents in the study] ranked the availability of a school bus service as very important, versus 37% of white parents." The embedded map shows the geographic location of DCPS's top SES quartile elementary schools and top SES tertile secondary schools, as well as all Title I schools and SIG-eligible schools for 2016-17. It is visually clear in this figure that schools with higher concentrations of children from low income families are geographically removed from more affluent schools. It is worth noting that the top SES group schools located in the city center, closer to schools with more children from low income families, are existing magnet schools. These schools indicate that more affluent parents are willing to enroll students outside of their neighborhood attendance zone, likely because of the promise of stronger academic programming and magnet themes; this is an opportunity that we can leverage in our planning. Maroulis, Harris and Jabbar (2016) have added to a growing body of research that indicates that market-based school choice tends to favor higher performing students; lower performing students are less likely to move from a low-performing school to a high performing one. This is the exact trend we would seek to address, and the map indicates that transportation to high-performing, high-SES schools.

Through the research phase, we would be able to study the specific transportation context of our city and use that information to select target schools for this project where transportation barriers could be mitigated, or are less of a factor given a schools' location.

Graphic 1: Map of Top SES Quartile and Tertile, SIG and Title I Schools



- **School Capacity:** With the new Florida Statue on interdistrict choice and DCPS' practice of intradistrict transfers, the Office of School Choice closely manages school capacity and utilization with exclusion rates to ensure that families can take advantage of open seats in programs across the county. Of the top SES group schools in elementary, middle and high schools, half of the campuses have utilization rates below 100 percent. By contrast, 87.5

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percent of schools in the bottom SES group have capacity to support more students. This could be an opportunity in our planning for increased socioeconomic diversity. Some of our less affluent campuses have room to support increased enrollment if the appropriate conditions (like academic programs, appealing choice themes, improved transportation were in place). If investments in these campuses results in increased enrollment there, it could ease the capacity strain on top-SES schools which are at or above 100 percent utilization. To support more diverse enrollment in high SES schools that are at or above capacity given the demand of neighborhood parents and/or because of their city-wide appeal (such as dedicated magnets), the district and city of Jacksonville could also consider facilities expansions.

- **Availability of After-School Care:** Harris and Larson (2015) found that the availability of afterschool programs had a positive effect on parents' likelihood of choosing a school, and was especially important in the elementary years. The vast majority of DCPS elementary schools offer after school programs; however, in top quartile SES schools, each of the available programs is fee based. Afternoon attendance at these programs, which are available in all but two of the top SES quartile schools, cost \$100.00 per month. By contrast, sixteen of the twenty-six schools in the bottom SES quartile elementary schools offer free afterschool programs on campus to enrolled students, in addition to many nearby community options. There are also free after-school programs available at all but one of the bottom SES tertile middle schools, but only one top SES tertile middle school offers an afterschool program. For low-income parents considering enrollment in high SES schools, removing this barrier could support more diverse enrollment.
- **Availability of Extracurricular Activities:** During the 2015-16 school year, nearly 20,000 students participated in formal extracurricular activities through their schools, and nearly half

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of these participants were high school students. This data is in line with choice research that indicates that extracurricular activities become a more important driver of school selection in high schools. We suspect that extracurricular offerings will be less important to parents and students than academic programs, but we also anticipate that parents and students with legacy connections to specific schools, especially those with storied athletic programs, may be willing to accept slightly less strong academic programs like Harris and Larson's (2015) found in New Orleans. After all, sports play a key role in our community fabric; one high-school football rivalry routinely draws crowds of 10,000 or more at annual games. It is essential to understand which extracurricular programming is most important for family decision making, as well as ensuring that our blueprint invests in academic programs that will allow students to stay connected to neighborhood schools if they choose.

- **Perception of Schools or Neighborhoods:** The district has intentionally developed comparable choice programs, such as Early College, Advanced International Certificate of Education (AICE), and AP Capstone in schools geographically distributed throughout the city. However, the enrollment patterns in these programs potentially point to underlying factors contributing to school choice. For example, both Mandarin High School and Fletcher High School are in the top SES tertile and offer an AICE program; neither of these schools have any capacity for additional students. By contrast, both Raines High School and Westside High School are in the bottom SES tertile and offer the same AICE program, but have several hundred open seats. Though Mandarin High School earned a B grade during the 15-16 school year, Fletcher, Raines and Westside all earned the same C grade for performance. It is possible that despite comparable results for students, hold-over perceptions about performance or biases about students and neighborhoods could underlie this difference.

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It is possible we may be seeing local evidence of what Smrekar (2009) and others have described as a fundamental contradiction about what white parents say that they want in schools, including a diverse student body, and the enrollment patterns they actually pursue, which have led to increasingly segregated schools over time.

We expect that each of our most socioeconomically segregated schools have a combination of the factors above contributing to their current enrollments, but our district does not have the quantitative and qualitative data necessary to parse out the specific issues preventing more diverse enrollment at each campus. This grant would allow DCPS to work side-by-side with community stakeholders and a third-party researcher to:

1. Use enrollment and performance data patterns over multiple years to identify the most socioeconomically segregated schools in the district, including SIG eligible Title I schools and high-performing schools with high concentrations of high-SES families.
2. Develop a methodology to identify a subset of schools within that group that have a high likelihood of dramatically increasing the diversity of enrollment and that, if successfully integrated, would dramatically increase the proportion of disadvantaged students enrolled in a high-performing school by 2025-26. This might include factors such as their location (e.g., centrality in the city, proximity to subsidized or public housing developments regardless of school zone), the stability of their leadership (e.g., a principal with a strong record of success in a range of school settings, a principal with broad community trust), the promise or appeal of their academic programs and choice themes (e.g., programs previously launched that match stated interests from parents and students), or others.

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3. Use parent input and empirical analysis of extant data to identify the specific barriers to increased socioeconomic diversity at each campus in that subset of high-potential “target schools.”
4. Engage parents and the community on the data collected and work together to determine the implications of the findings, including the best strategies to increase diversity at each of the target schools.
5. Develop and publish a blueprint that reflects (a) the district actions needed to increase socioeconomic diversity, including the introduction, modification or elimination of specific policies and practices (b) the unique strategies each target school will need to deploy in order to increase socioeconomic diversity and (c) the aligned community and city actions and supports needed to ensure success.
6. Pilot, at two to four of the target schools, the individual strategies outlined in the blueprint with the aim of collecting data on which strategies are most effective at improving the diversity of enrollment at pilot schools and best serve high-need students and families.
7. Adjust the overall blueprint to reflect the data collected during the pilot phase.
8. Implement the blueprint at all target schools and complete annual monitoring to assess diversity and achievement outcomes and make needed adjustments.

Researching and unpacking the real underlying factors contributing to socioeconomic segregation in our top and bottom performing schools will illuminate a specific path forward for our district and or community partners. With this research and planning in hand, we will be able to generate and pilot community-supported plans to increase diversity and better serve our students, especially those currently attending our lowest performing schools.

Significance of the Project

1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

DCPS proposes to use the Opening Doors, Expanding Opportunities grant not only to achieve improved local results for our students, but to add to the knowledge base of the field. There are several innovative components of the project design that we anticipate that will be useful to other communities interested in increasing achievement using socioeconomic diversity as a lever. In the first phase of this project, the district will contract with a third party technical assistance provider to conduct research on the nature of socioeconomic segregation in our district. There are several deliverables from this phase of the project that will develop the national knowledge base on this issue, including:

- Replicable methodology for identifying persistent socioeconomic segregation in schools given the ways in which the introduction of the Community Eligibility Provision has influenced meal services in schools, and by extension the availability of reliable socioeconomic data to school systems;
- Replicable methodology for combining quantitative and qualitative data sources to identify individual schools with the greatest potential for dramatically increased socioeconomic diversity quickly; and
- Replicable parent, student and community survey and focus group methodology for identifying specific school-level drivers of choice patterns.

2. The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

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Working side by side with the technical assistance provider, district staff will also gain new knowledge and skills about how to collect and analyze choice data and therefore make better long-term strategic choices.

Following the research phase, the district plans to work with a third-party technical assistance provider to facilitate meaningful community conversations and further engage parents and students to develop school-level solutions for increasing diversity and achievement. Using the data generated during the research phase to inform discussions about next steps, the district and community partners will both be better positioned to generate a blueprint that (a) addresses the actual barriers our local schools are facing (b) reflect the voices of a wide range of stakeholders, and (c) are feasible given local context and available resources. In particular, the district hopes that this project will lead to an in-depth conversation about the alignment of services from schools, community organizations and other parties to high-need students. For example, if a traditionally struggling school has gained momentum but still fails to attract diverse families because of hold-over perceptions, community supported initiatives, like innovative summer camps designed to target a wide range of youths, could help provide potential parents with a new take on the work of that school. In other words, by having much clearer data on the barriers for individual schools, our community will have more capacity to coordinate and allocate resources smartly.

Finally, the district proposes to continue ongoing monitoring and evaluation during the pre-implementation and implementation phases of this project. Strong data collection mechanisms that are consistent from the research phase through implementation will allow the district to track key indicators of perception, diversity, and achievement over time. The district

will report publically about the findings of this ongoing evaluation work to support the learning of the field overall and also improve local capacity to better support students and families.

Project Design

1. The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

The success of this project depends on a sound design for this work, and that starts by establishing a clear alignment between the goals and priorities of the district and the work proposed. On top of supporting our continuous efforts to improve academic outcomes, this project would be a key step forward toward two of the district's strategic planning goals.

A key strategy for Goal 2: Engage Parents, Caregivers and the Community is to expand and ensure alignment between district efforts and community, government, and non-profit work. DCPS has an established record of coordinating on projects like these and we have increased coordination considerably over recent years. Through community partnerships, especially the Quality Education for All initiative, the district has garnered millions of dollars in local community investment in our highest-need schools, and has established strong school-business relationships for innovative programs. This project would be an extension of this effort, but also allow our stakeholders to engage with plan development at the next level of depth.

To achieve Goal 3: Ensure Effective, Equitable and Efficient Use of Resources, the district has pursued strategies to ensure that the use of funds is transparent, strategic and aligned, and further, distributed in an equitable manner, including bolstering supports for students who need them most. The district has invested considerable resources to provide equitable access to excellent programming to all students in the city, including using SIG and other district funds to

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build facilities in support of strong choice themes and establish magnet schools in traditionally under-performing schools. Through these investments, all of the lowest-SES high schools in the district have either advanced programs or are career academies offering specialized industry training, and many offer dedicated magnet programs in innovative, high-demand fields, including cyber-security, sports medicine, video game development, visual and performing arts, and others. The district is committed to sustaining its investment in these programs and to listening to stakeholder input about how to allocate resources in support of increased diversity.

Our Theory of Action reflects both of these goals by emphasizing strong research, community input, as well as our committed to long-term sustainability of this project, by focusing on what it will take to develop customized, school-level solutions to increase socioeconomic diversity.

- **If we use rigorous, research-based analytical methods and community input** to identify the high-need schools with the greatest degree of socioeconomic segregation but with the highest potential for more diverse enrollment over time (given factors such as access to transportation, demand for choice themes, strength and continuity of leadership, etc.);
- **And if we apply similar methods** to identify high-performing, high-demand schools with the greatest degree of socioeconomic segregation but with high potential for more diverse enrollment over time (given factors such as access to transportation, potential for program and facilities expansion, etc.);
- **And if we, with the City of Jacksonville and our family and community partners,** generate a choice blueprint that systematically supports program development and enrollment efforts at these two sets of schools and outlines strategies customized to the individual school-level factors positively and negatively influencing socioeconomic diversity;

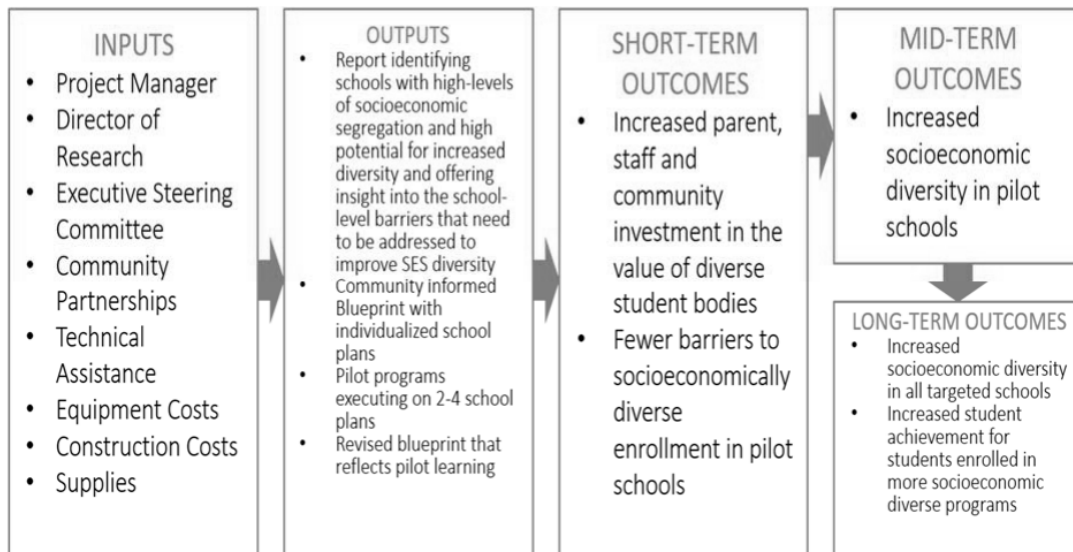
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- **And if, we pilot two to four school-level plans** in an effort to identify the most effective strategies for improving the socioeconomic diversity of our schools and revise our overall plan to reflect these results;
- **Then, we will invest our resources in removing the actual barriers to increased socioeconomic diversity at the schools** that most need support, improve access and opportunity for students to enroll in high-quality programs, and ultimately increase the achievement of students who may otherwise be underserved.

Our logic model shows our plan for the project's purposes, activities and benefits into the ongoing work beyond the funded grant period.

Graphic 2: A Blueprint for One Jacksonville Logic Model



Our goals and objectives for this project are as follows:

Goal 1: Gather and analyze data to identify our local challenges impeding socioeconomic diversity and devise potential solutions for our lowest performing schools.

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Objective 1: Identify a subset of socioeconomically segregated schools, with high potential for integration and where strategies would promote greater access for students in SIG and SIG-eligible schools, to target for intervention.

Activities:

- Engage a technical assistance provider to develop and execute a research plan that includes replicable qualitative and quantitative analyses of enrollment, resources and underlying drivers of parental choice patterns and also defines a method for identifying “high potential” schools for greater diversity given underlying choice patterns.
- With technical assistance, convene district, community and parent stakeholders in a working group to apply the methodology for identifying “high potential” schools and select a list of target schools to include in the blueprint.
- Publish a report that describes research findings, the method for selecting participating schools, and the collaboratively generated target school list.
- Hire a project supervisor who will support all district activities and meet with the Executive Leadership Steering Committee regularly to review project progress and to discuss potential changes to district policies and practices.

Goal 2: Develop a community supported, research-based and systematic plan for increasing socioeconomic diversity and achievement in targeted DCPS.

Objective 1: A locally-driven and developed blueprint featuring research-based strategies will be publicly available by July 30, 2018.

Activities:

- Convene a Blueprint Working Group, consisting of district, parent and community stakeholders, including the principal at each target school. This group will be divided into

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subcommittees responsible for generating school-level plans for each of the target campuses and a district plan to support increased diversity.

- The Blueprint Working Group will review data, further engage stakeholders on the underlying factors driving choice patterns, and draft proposed plans increased diversity included required resources.
- The Project Manager, with technical assistance, will support the working group on strategy development to ensure that proposed plans are research-based and will compile all school and district plans into an integrated blueprint for approval by the Superintendent and Executive Steering Committee.
- Select two to four pilot schools for Pre-Implementation Activities; these schools will pursue the strategies articulated in their plans during the 2018-19 school year and will be selected by the district based on the potential for others to learn from their strategies, the budget and resources required, and the recommendations of the working groups.
- Publish the Blueprint for One Jacksonville and host community meetings to share plans.

Goal 3: By July 30, 2019, increase the socioeconomic diversity of pilot schools' newly enrolled students for the 2019-2020 school year such that, relative to the average new student enrollment over the last three years, high-SES pilot schools enroll at least 10 percent more CLIF students and low-SES pilot schools enroll at least ten percent more students ineligible for FRPL/direct certification.

Objective 1: Implement the proposed Pre-Implementation Activities in the pilot schools by the end of July 30, 2019.

Activities:

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- Regularly support pilot school teams to implement Pre-Implementation Activities with off-site planning and learning time, push-in support to program implementation, coordination with relevant third parties, and/or by securing support from a technical assistance provider.
- Purchase resources (materials and supplies) needed.
- Set up and execute, with the support of a technical assistance provider, ongoing research on the effectiveness of diversification strategies, including if parents' perceptions of barriers to enrollment have shifted from the initial research and the extent to which students in SIG and SIG-eligible students are served by these strategies.
- Publish enrollment results and data on the effectiveness of specific strategies deployed at pilot schools.
- Adjust the Blueprint for One Jacksonville based on pilot results such that plans for increased diversity by 2025-26 are efficient and effective

As noted throughout, assistance from a hired consultant and the Project Manager will help guide the process toward reaching the grant goals and milestones within the timeline.

The work of this project will extend beyond the grant period and is expected by the Superintendent and School Board, who have expressed their strong support and recognize the value of socioeconomic integration throughout our district. The Aspen Institute's 2017 report with the CCSSO, "Leading for Equity" provides specific insights into how to continue and deepen this work, making data available and transparent to a range of stakeholders, setting clear accountability measures and improvement goals, creating an ongoing dialogue about equity with stakeholders who hold a wide range of views in order to generate more innovative and lasting solutions, pursuing appropriate policy changes and funding reallocations to support the achievement of equity goals, and coordinating ongoing public services. The resulting One

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Jacksonville Blueprint at the end of the grant period will reflect a plan for improved diversity and achievement by 2025-26.

2. The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1 (c)), using existing funding streams from other programs or policies supported by community, State, and Federal resources.

This project will build on many related efforts in our district, including the financial investments made in innovative school choice and magnet programs at low-performing, high-need schools, such as \$5,948,348.00 in School Improvement Grant Funding spent to establish innovative choice themes since 2013-14. This project also builds on the Quality Education for All (QEA) Initiative which has resulted in the investment a large pool of private dollars in programs and initiatives designed to attract and retain high-quality teachers and leaders in traditionally low-performing, high-poverty schools; the QEA fund has garnered more than \$100 million dollars in philanthropic support. In addition, this funding will supplement General Operating Budget and Capital Outlay Funds, which are provided to schools based on a state formula that allocates a specific amount for each student enrolled in each school. This amount varies from year to year depending on education revenues. Title I, Part A is federal funding authorized under the Elementary and Secondary Education Act, as amended that provides financial assistance to school districts and their schools that have high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. These funds upgrade educational experiences for students in elementary and secondary schools. Services offered include school-wide programs that support the district's core academic curriculum standards.

3. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Community coordination are central to the design and success of this project. Our local supporters of this project include a wide range of government agencies and non-profits with a common interest in serving low income children and their families. The district plans to formally engage the following community groups in this work, each of which have provided a letter of support:

- **City of Jacksonville:** Mayor Lenny Curry and his team are essential partners for school improvement. Their support of this project will help ensure that our blueprint aligns with other citywide initiatives and that we seize opportunities in shared infrastructure and school capacity planning to support increased diversity.
- **JaxJourney:** JaxJourney is a comprehensive, community wide initiative that invests in a wide range of projects that address the underlying causes of crime. Their funding supports early learning projects, teen programming and apprenticeships, and financial literacy and life skill support for families in poverty; coordination with JaxJourney will allow us to generate a blueprint that effectively aligns other projects underway with this work, and therefore accelerate progress.
- **Jacksonville Public Education Fund (JPEF):** JPEF is an independent nonprofit organization that supports universally high-quality public schools for all children in DCPS. Coordination and partnership with JPEF will allow the district to engage with a broader range of stakeholders in our community and align philanthropic efforts currently underway, such as QEA, with this project.

- **United Way of Northeast Florida:** United Way has recently initiated a dialogue between community leaders on upward mobility in Jacksonville; engaging this organization will allow us to coordinate school-improvement and diversity efforts with other community actions to improve opportunities for young people.
- **National Association for the Advancement of Colored People:** Working with the NAACP will ensure that the voice of minority stakeholders and students who have been systematically disadvantaged by our education system and who are disproportionately low-income is clearly registered on our blueprint, and therefore, make the project more community-driven and sustainable.

4. The extent to which the proposed project encourages parental involvement.

Parents will be encouraged to participate in many ways. Their input will be valued on issues related to this project such as: 1) participating in surveying and focus groups to inform our research, 2) providing input and ideas for increased socioeconomic integration, 3) taking part on community conversations focused on reviewing data from the research phase and making recommendations, 4) collaborating with the consultant and Project Manager to develop a workable blueprint adapted for this community and its needs, 5) collaborating with the community to consider all aspects of the plan and its implications, and communicating with the schools, district and community in support of the project.

Project Personnel

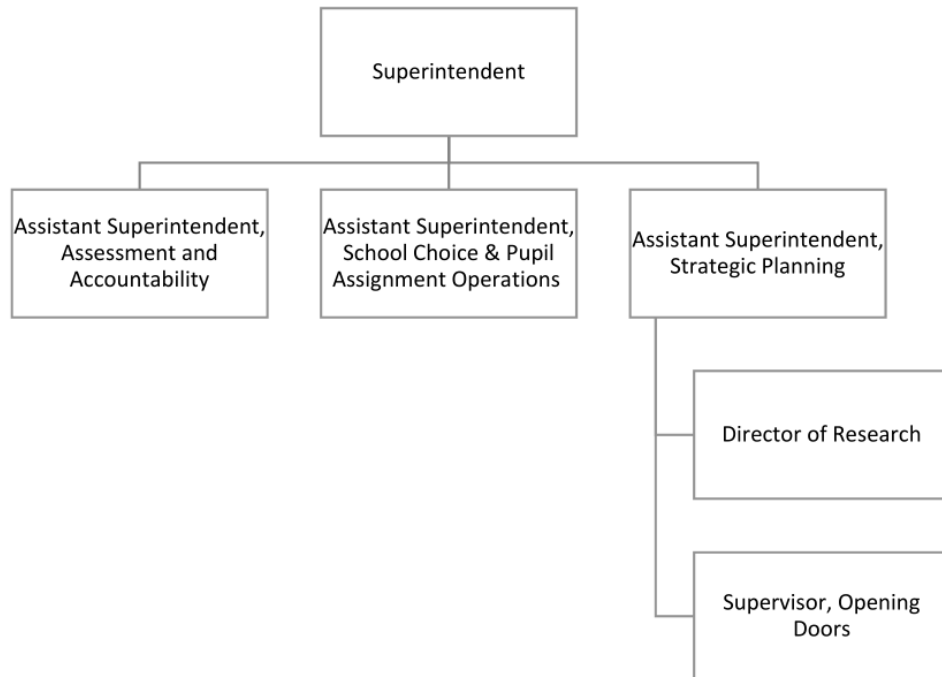
1. The qualifications, including relevant training and experience, of the project director or principal investigator.

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A project director, who will be hired if the grant is awarded, will take full responsibility for overall management of the project's design and implementation. She will also coordinate collaboration and communication between the district, technical assistance providers, community organizations, parents and the target school principals. She will ensure that appropriate district and community support is provided to the program, and she will oversee fiscal expenditures to make certain that funds are used appropriately and in a timely manner. She will have the personal strength, the collegial regard, and the comprehensive understanding of socioeconomic diversification as a method to improve student achievement in the district and the programmatic operations that will be critical to the success of this project. In the hiring process, the district will prioritize experience with complex project management, including ensuring high-quality, on-time work from staff, peers and consultants.

Graphic 3: Organizational Chart



2. The qualifications, including relevant training and experience, of key project personnel.

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The Project Manager will report directly to the Director of Research Services. This position will be filled by a Harvard Strategic Data fellow in the spring of 2017. Data Fellows are recruited and selected into the Harvard program because of their extensive experience and expertise in statistics, research methods and data management. By having the Supervisor also report to the Director of Research the district can ensure that the research methods deployed by our technical assistance provider are both sound and aligned to the district's data science approaches. The Director of Research also sits in the Strategic Planning division, which will be crucial in ensuring alignment between the blueprint and the overall direction of the district, and help the district apply new information gained through the research process to other work.

Elizabeth Cutrona leads strategic planning and partnerships for the district. She provides internal support, advisement and strategy development across divisions to help teams improve the effectiveness and efficiency of their daily work. After teaching in Miami-Dade County Public Schools, Ms. Cutrona worked for a national education non-profit, The New Teacher Project (TNTP) on a wide range of projects, including teacher training and certification, teacher evaluation, curriculum adoption and academic strategy. Through her work at TNTP, she led district diagnostics in more than 20 school systems and designed research methodology to help district leaders better understand the extent to which currently policies and practices were resulting in desired results in classrooms and to craft appropriate plans based on this data. She will be a good asset for this position to guide the data collection and identify potential issues and resolve them.

Key project personnel will also include other members of the Executive Leadership staff, who, along with Ms. Cutrona, will serve on an Executive Steering Committee for the project.

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The Assistant Superintendent for School Choice and Pupil Assignment, Mrs. Roziers has spent her entire career of 34 years working on behalf of DCPS's public school children, and has developed a strong collegial and community network and possesses a considerable working knowledge of the system's direction, its politics, its strengths, and its challenges. Under Mrs. Roziers' leadership, DCPS's magnet program has continued to grow to an enrollment of over 22,000 students per year since 1991 when the magnet programs were first implemented as the district's voluntary desegregation plan.

Kelly Coker-Daniel, Ed.D., serves as the Assistant Superintendent of Accountability and Assessment and is responsible for providing oversight of data and analytics, assessment programs, career and technical education programs, school counseling, information technology, student information management, and acceleration programs within the DCPS. She has been with the district since 1992 and has served in many capacities ranging from teacher, ESE Specialist, Teacher Instructional Support, Vice-Principal and Principal. She has also served in Executive Leadership capacities: Executive Director, Middle and High School Cluster; Chief for K-12 Education, Region 3; and Region Superintendent for High School Education. With this wealth of information, she is very capable to provide oversight on this project and assist with the data collection processes.

Dr. Nikolai Vitti assumed the position of Superintendent of Schools for Duval in November of 2012, well prepared through personal experience, educational background, and remarkable zeal to lead one of Florida's large urban school districts in systemic reform, in increasing the achievement levels of all students. One of his initial acts was inspiring the Jacksonville community to recommit to public education, and with the School Board, used the

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engagement process to develop a new Strategic Plan for the District. Using the Strategic Plan as a guidepost a new School Allocation Plan was developed that equally distributed resources and included the expansion of music and art programs at each elementary school. Successful legislative lobbying has led to a hybrid high school diploma that aligns to the District's goal of preparing students for college and the workforce and making possible the expansion of the secondary schedule to incorporate additional elective classes for all students. Other major reform initiatives have included teacher and academic coaching academies to develop capacity within schools for inquiry-based instruction, and the creation of the Parent Academy which offers courses throughout the district to assist parents to advocate for their children. Under Dr. Vitti's leadership DCPS has become a full choice district pre-dating the April 2016 legislation allowing Florida students to participate in controlled open enrollment (F.S. 1002.31). Dr. Vitti, a parent of four public school children, recognized the need for parents to have options to meet the unique educational needs of all students.

Our principals in the pilot schools are well-prepared for the grant implementation activities. Principals are expected to promote a safe, learning-focused school culture and ensure excellent instruction in all classrooms. They take steps to enhance curricular choices, and they allocate resources for professional learning programs that reinforce the belief that all students can achieve personal excellence as they prepare for their career choices. Our principals will be instrumental for feedback and program improvements in this project. Highly competent staff from a wide range of central administrative support services will be available to the Project Manager to provide specialized assistance in the areas of curriculum and instruction, human resources, business and finance, facilities, and exceptional education services and other needs as they might arise.

3. The qualifications, including relevant training and experience, of the project consultants or subcontractors.

The district has identified the need for technical assistance in five key areas: 1) conducting quantitative and qualitative research and analyzing barriers to SES diversification in target schools, 2) partnering with the community to understand the implication of the research, 3) facilitating the design of a blueprint, 4) piloting the proposed strategies and studying the impact on school choice patterns and the socioeconomic integration in the target schools, and 5) making recommendations to expand the project into additional schools while monitoring project outcomes, including effects on student achievement. This means that TA providers need relevant experience in research and analytics, community engagement, strategic planning, and school support. The district is willing to work with one technical assistance provider who can demonstrate competency in each of these areas, but as is more likely, would pursue support from multiple providers to ensure that supports offered were of the highest quality.

Management Plan

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

DCPS is a large urban school district that has the leadership, capacity, and expertise to implement this project. DCPS has a supportive board, a progressive superintendent, and a group of dedicated leaders who are committed to the project's successful implementation. The District works collaboratively with many community agencies, organizations and coalitions in

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partnership to provide a continuum of services, resources and programs for youth within the schools and community.

The daily operations of this project will be led by the Project Manager who will dedicate 100% of her time towards ensuring that all project requirements, activities and reporting are effectively and efficiently completed and submitted on time. The project will also take advantage of the following management and decision making structures. The Director of Research will be responsible for managing and supporting the project supervisor with the daily execution of the project. The Assistant Superintendent, Strategic Planning and Partnerships will oversee the execution of the project and ensuring ongoing alignment with district goals and priorities. The Executive Steering Committee will help the project supervisor with cross team collaboration in the district and for making required executive decisions on the project. The Blueprint Working Group will be responsible for integrating diverse perspectives from schools, parents, and community organizations to propose sound strategies for increasing diversity

DCPS staff members possess expertise in program oversight and management, have the qualifications, experience and the capacity to manage a federally funded project with efficiency and effectiveness. Our district has the expertise to effectively handle the grant funds. For example, the district's Title I program alone is funded for 2016-17 at \$45,874,570.00, and the district receives and manages almost \$44 million each year in federal funds through IDEA Part B and Title II and III grants.

The project director will report to the Assistant Superintendent located in the Office Strategic Planning and Partnerships. The project director will manage and monitor the budget and prepare all interim and final program and fiscal reports. She will also maintain communication among the Project Manager, Executive Leadership staff and community partners as well as with

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the USDOE as needed and for reporting purposes. The project manager will schedule meetings with the various stakeholders, direct the development and implementation of the program at the schools with appropriate district leaders, and present periodic reviews and updates with Executive Leadership staff and facilitate communications and feedback to engage and invest all stakeholders.

Our timeline for this project identifies the anticipated roll-out for activities to be carried out during the project period.

Table 3: A Blueprint for One Jacksonville Project Timeline and Milestones

Research: Fall 2017
<p>Engage a technical assistance provider to develop and execute a research plan that includes replicable qualitative and quantitative analyses of enrollment, resources and underlying drivers of parental choice patterns and also defines a method for identifying “high potential” schools for greater diversity given underlying choice patterns.</p> <ul style="list-style-type: none">• June 2017: Hire project supervisor to oversee work• August 2017: Hire technical assistance for the research and plan phases• September – November 2017: Begin research• December 2017: Present report findings, including baseline data on SES isolation and underlying barriers to integration, to internal stakeholders• January 2018: Convene district, community and parent stakeholders in a Blueprint Working Group to apply the methodology for identifying “high potential” schools and select a list of target schools to include in the blueprint.• February 2018: Publish a report that describes research findings, the method for selecting participating schools, and the collaboratively generated target school list.

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Plan: Spring - Summer 2018

Partner with the community to understand the implications of the research and to create a blueprint for increased SES diversity by 2025-26, including individualized school plans that address the underlying factors driving SES isolation.

- **February 2018:** Convene, and if necessary expand, the Blueprint Working Group and create appropriate subcommittees
- **April 2018:** The Blueprint Working Group drafts proposed plans increased diversity included required resources and project supervisor and TA provider integrate these into an integrated plan
- **May 2018:** Integrated blueprint approved by the Superintendent and Executive Steering Committee.
- **May 2018:** Select two to four pilot schools for Pre-Implementation Activities
- **June 2018:** Publish the Blueprint for One Jacksonville and host community meetings to share plans

Pilot: School Year 2018-2019

Execute pre-implementation pilots at two to four schools as a way of testing which strategies are most effective at changing choice patterns and increasing SES diversity in schools. Use the resulting data to make adjustments to all target school plans.

- **July 2018:** Establish Blueprint owners, likely the principal, and implementation teams at each of the pilot schools
- **August 2018:** Secure needed technical assistance for school-level projects and allocate appropriate funds for each pilot project

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- **August 2018 – June 2019:** Complete pilot activities and conduct research
- **July 2019:** Assess 2019-20 enrollment and effectiveness of pilot strategies
- **July 2019:** Revisit the Blueprint for One Jacksonville and make adjustments to prepare for implementation at all target schools

Outside of the Grant Period - Implement: School Years 2019-2020 through 2025-2026

Implement the blueprint for increased SES diversity at all target schools while monitoring the ongoing effects on choice patterns, diversity and achievement at individual school sites.

- 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

As Superintendent, Dr. Vitti has expressed his commitment to the project outlined in this application, and he is passionate about improving student achievement and working towards socioeconomically diversifying our schools. In order to ensure the extent that a diversity of perspectives are brought to bear in the operation of this proposed project, including those of parents and community stakeholders. Meeting notices will be announced in advance of meetings, meetings will be open to all who are interested, convened regularly and will present data, progress, and solicit input from the stakeholders. The district will monitor and widely report progress during the grant period.

Resources

- 1. The extent to which the budget is adequate to support the proposed project.**

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DCPS requests \$1,485,208.00 in funding to finance this initiative for the period of 26 months and has provided details in the budget narrative section of this grant. The cost of the project will support the expenses needed to carry-out all of the proposed activities. This amount includes an annual salary and benefits for the project supervisor at the approved district rate. It also includes needed equipment costs for this project, both for the research and planning phase, such as computers and software for key project personnel, and for pilot schools who need to purchase appropriate equipment to enhance choice themes, magnet programs or school-wide support efforts. The supply budget will support general office and training supplies for both the central office project team and the pilot schools' pre-implementation activities, i.e., pens, pencils, paper, tape, flipcharts, markers, folders, envelopes, flash drives, as well as printing of materials for trainings, reports for community-wide dissemination and other project related collateral for public dissemination.

The budget will also support technical assistance to conduct research and engage stakeholders to identify a subset of socioeconomically segregated schools, with high potential for integration and where strategies would promote greater access for students in SIG and SIG-eligible schools, to target for intervention. The contractual funds will also pay for technical assistance to support the district to develop a community supported, research-based and systematic plan for increasing socioeconomic diversity and achievement in targeted schools. In addition, contractual agreement will be negotiated and implemented between DCPS and one or more technical assistance providers to support pre-implementation activities at pilot schools, such as on-site coaching, PD, branding or community engagement, and to set up and execute ongoing research on the effectiveness of diversification strategies.

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These schools will also have access to training stipends and travel funds to support specific blueprint strategies, such as teacher training on topics such as cultural competency or choice program implementation. The travel opportunities represented in this budget will also allow key project personnel to participate in the Opening Doors, Expanding Opportunities Community of Practice, including sponsored events for project directors and site visits to districts working on aligned projects.

Supply, equipment, contractual and travel funds will be divided to pilot schools based on the specific nature of their improvement strategies. All estimated budget amounts are based on the costs of past school choice projects completed in DCPS and the assumption of up to four pilot schools.

2. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

The budget accurately reflects the resources needed to operate the proposed project and to ensure wide public access to the replicable tools and approaches included in the project design. The costs are reasonable and consistent with other district expenditures.

3. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant.

On top of the school-level investments the district has committed to making in an ongoing way, we plan to support this project by dedicating staff time for the Director of Research and the Assistant Superintendent of Strategic Planning and Partnerships, as well as office space and equipment to support the work of the project supervisor, and meeting space for steering committees, working groups, and community meetings. The district also intends to

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leverage the time and resources of our in-house Communications department to ensure wide distribution of reports.

Assurances

Requirement 1 - Assurances

- (I) Fully participate in the Opening Doors, Expanding Opportunities Community of Practice to explore strategies and design solutions to relevant problems, and also attend, in-person, at least one project director's meeting;
- (2) Participate in any program evaluation or related activity (which may include public presentations) conducted by or for the Department, including by providing access to relevant program and project data and other information, as appropriate; and
- (3) Submit to the Department within the project period of the grant award, a blueprint that includes items outlined in the NIA.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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The attached file can be viewed as an individual component using Application Log menu option.

Budget Narrative File(s)

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Budget Narrative

Personnel Salary: A salary of \$75,000 is the approved board amount for a Supervisor of Strategic Planning. This staff member will manage the daily work of project implementation throughout the grant period.

Fringe Benefits: Fringe benefits are calculated at the current district rate of 37.1% calculated on base salaries, which includes retirement, Social Security, health insurance, life insurance, workers compensation, unemployment compensation, and flexible benefits.

Travel: The travel opportunities represented in this budget will allow key project personnel to participate in the Opening Doors, Expanding Opportunities Community of Practice, including sponsored events for project directors and site visits to districts working on aligned projects. Pilot schools will also have access to travel funds to support necessary professional development for staff only available outside of the district; this might include AP, IB or Montessori training and certification, events and conferences hosted by Magnet Schools of America, or train the trainer opportunities on other topics outlined in pilot schools' pre-implementation activities.

Equipment: Computers and large format printers for the project supervisor and Director of Research with appropriate software to support project management, data collection, analysis and reporting. Equipment for the central office project staff be used for parental assistance and community outreach to inform the public about the project and to assist district office staff in grant documentation, evaluation, and compliance. Each of the pilot schools selected for pre-implementation will have access to equipment funds to support specific blueprint strategies. The proposed expenditures for equipment at each pilot school can be divided into two groups: 1)
DCPS Public Schools

Page 1

equipment that can be utilized school-wide by all or a majority of the students and faculty for promoting academic achievement; and 2) equipment that is specifically targeted for theme related classes and/or activities. School-wide utilization of equipment will include laptop carts, interactive whiteboards, student technology workspaces for the media center, collaborative learning centers, TV production labs, large format printers, audio enhancement for classrooms, and documentation preparation equipment such as tablets, printers and graphic production products. Theme related equipment would be tied to specific school needs, but could include items such as lab equipment and furnishings, musical instruments for STEAM, and STEM science models. Funds will be divided to schools based on the specific nature of their improvement strategies. This amount is based on the equipment costs of past school choice projects completed in DCPS and the assumption of up to four pilot schools.

Supplies: Similar to planned equipment expenditures, supplies can be divided into three general groups: 1) supplies for school-wide and/or district-wide utilization; 2) theme-specific supplies; and 3) supplies for project management and community outreach. Printed materials and communications using paper, envelopes, ink and other basic supplies provide the public with information about the project. General office and training supplies, i.e., pens, pencils, paper, tape, flipcharts, markers, folders, envelopes, flash drives, etc. Printing of materials for trainings, reports for community-wide dissemination and other project related reports for dissemination.

Contractual: A contractual agreement will be negotiated and implemented between DCPS and one or more technical assistance providers to conduct research and engage stakeholders to identify a subset of socioeconomically segregated schools, with high potential for integration and where strategies would promote greater access for students in SIG and SIG-eligible schools, to

target for intervention. A technical assistance provider will also be contracted to support the district to develop a community supported and systematic plan for increasing socioeconomic diversity and achievement in targeted DCPS. A contractual agreement will be negotiated and implemented between DCPS and one or more technical assistance providers to support pre-implementation activities at pilot schools, which may include on-site coaching or professional development, community outreach or branding efforts, or unique installation needs for choice themes. The district will also engage a technical assistance provider to set up and execute ongoing research on the effectiveness of diversification strategies.

Indirect costs: The Florida Department of Education sets the Indirect Cost rate that the district applies to federal grant programs with the restriction to supplement and not supplant. The Indirect Cost rate for the 2016-2017 fiscal year is 5.24%. The approved indirect cost rate provides LEAs with a standardized way to recover indirect costs from federal programs without having to time-account for the general administrative support provided to each program.

Training Stipends: Each of the pilot schools selected for pre-implementation will have access to training stipends to support specific blueprint strategies, such as teacher training on topics such as cultural competency or choice program implementation. Funds will be divided to schools based on the specific nature of their improvement strategies. This amount is based on the costs of past school choice projects completed in DCPS and the assumption of up to four pilot schools, as well as the contractually established rate of \$10.00 per hour/per teacher.

Year 1: The Project Manager will be hired to begin the work in the proposed project. Salary and benefits = \$102,825.00. Contractual agreements will include technical assistance from providers

in an amount of \$439,000. Travel costs for sponsored events for the Project Manager and other site visits = \$5,000.00. Equipment for the Project Manager and Director of Research include computers and printers = \$5,000.00. Supplies will support printed materials, paper, ink and other items for communication purposes and the needs of the Blueprint working group and subgroups = \$10,000.

Year 2: In the second year of the project the Project Manager's salary with benefits will be \$102,825.00. Travel at \$30,000 will be used to visit cities with exemplary socioeconomic strategies. Pilot schools will have professional development opportunities and access to funds for travel. Equipment items will include computer research software, equipment for central office staff to inform the public and assist in grant documentation, evaluation, and compliance = \$200,000. Supplies at \$50,000 include office supplies for schools and/or district use, and theme specific supplies. Contractual agreements at \$500,000 will include technical assistance providers. During this second year, training stipends will be used to support training in cultural competency or choice program implementation.

Year 3 (2 months only): The Project Manager's salary and benefits for the two months = \$8,568.75. Supplies for working groups and consultant = \$5,000.

Opening Doors, Expanding Opportunities Program

CFDA 84.377C

BUDGET CATEGORY	PROJECT YEAR 1	PROJECT YEAR 2	PROJECT YEAR 3	JUSTIFICATION
1. Personnel	\$75,000.00	\$75,000.00	\$6,250.00	<ul style="list-style-type: none"> • 1 district-based project manager at the Supervisor level (12 month)
2. Fringe Benefits	\$27,825.00	\$27,825.00	\$2,318.75	<ul style="list-style-type: none"> • Current rate of 37.1% for all full and part-time personnel positions • Includes: retirement; Social Security/Medicare; health insurance; life insurance; workers compensation; unemployment; flexible spending dollars
3. Travel	\$5,000.00	\$30,000.00		<ul style="list-style-type: none"> • Includes hotels, airfare, mileage, per diem expenses, and/or registrations for off-site workshops, conferences, ODEO community of practice events and school site and district visits
4. Equipment	\$5,000.00	\$200,000.00		<ul style="list-style-type: none"> • Support of overall project implementation and pilot school strategies and/or community and parent involvement and outreach
5. Supplies	\$10,000.00	\$50,000.00	\$5,000	<ul style="list-style-type: none"> • School-wide or district-wide project implementation • Marketing and recruitment materials for pilot schools • Grant documentation/compliance • Community and public reporting
6. Contractual	\$439,000.00	\$500,000.00		<ul style="list-style-type: none"> • Technical assistance provider contracts for research and data collection, community engagement, strategic planning, pilot-school support
7. Construction				
9. Total Direct Costs	\$561,825.00	\$882,825.00	\$13,568.75	

Opening Doors, Expanding Opportunities Program

CFDA 84.377C

BUDGET CATEGORY	PROJECT YEAR 1	PROJECT YEAR 2	PROJECT YEAR 3	JUSTIFICATION
(lines 1-8)				
10. Indirect Costs	\$6,174.03	\$10,104.03	\$711.00	• Florida Department of Education Restricted Rate of 5.24%
11. Training Stipends		\$10,000		• Teacher stipends paid for training outside of the contractual day
12. Total Costs (lines 9-11)	\$567,999.03	\$902,929.03	\$14,279.75	

IV. DESEGREGATION PLAN INFORMATION FORMS

Type of Desegregation Plan <i>Check One & Attach the Appropriate Documents)</i>	
<p><input type="checkbox"/> A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.</p> <p><u>Attach the Following Documents</u></p> <ul style="list-style-type: none"> • A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan. • <u>Note:</u> If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice. <p>Any desegregation plan modification should be mailed by July 1, 2016 to:</p> <p>Jennifer Todd US Department of Education Office of Innovation & Improvement 400 Maryland Avenue SW, Rm 4W201 Washington, DC 20202-5970</p>	<p><input checked="" type="checkbox"/> A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.</p> <p><u>Attach the Following Documents</u></p> <ul style="list-style-type: none"> • A copy of the plan • A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

IV. Desegregation Plan Information

Duval County (FL) Public Schools

Attach the following documents:

1. A copy of the plan
2. A copy of the school board resolution adopting and implementing the plan

Background Information/Timeline

On **October 1, 1996**, the Duval County School Board filed a motion to be declared a unitary school system and to be released from the court's supervision which had begun on **June 23, 1971** with a desegregation plan, which was modified on **July 13, 1990** by a Corrected Stipulation and Agreement. In preparation for trial, on **April 7, 1997** the Duval County School Board approved Post-Unitary Policies that addressed all of the Green factors – student assignment, faculty, extracurricular activities, transportation and facilities. The following is the text of the agenda item:

“...that the Duval County School Board conduct a public hearing pursuant to Chapter 120 of the Florida Statutes, and approve the . . . post-unitary policies and the proposed changes to the Code of Student Conduct.” The Post-Unitary Status policies are:

1. Student Assignment (Policy JC)
2. Student Transfer Policy (Policy JCA)
3. School Attendance Boundaries (Policy JCAA)
4. Magnet Schools and Choice Programs (Policy JFBD)
5. Extracurricular Program (Policy JJJ)
6. Recruitment of Faculty and Administrative Staff (Policy GCF)
7. Student Transportation (Policy EEA)
8. Facilities Planning (Policy FA, FB)

The agenda item passed with a 7 “Aye” votes and 0 “Nay” votes.

On **May 27, 1999** the United States District Court Middle District of Florida Jacksonville Division issued the following “Decision by Court:”

“It is ordered and adjudges that pursuant to this Court’s order entered May 27, 1999, the Duval County Public School District is hereby declared unitary in all respects. All prior injunctive orders or decrees entered in these consolidated actions are vacated and dissolved. This case is hereby dismissed with prejudice.”

The post-unitary policies approved by the Board were part of the evidence presented at the trial and were part of the basis for the Court declaring the district unitary.

The Board post-unitary status policies, which are included as attachments, are the key components of the District’s voluntary desegregation plan. These post-unitary status policies include: Student Assignment Policy 5.20 (Attachment 2); Student Transfer Policy 5.22

(Attachment 3); Student Attendance Boundary Policy 5.44 (Attachment 4); Magnet Schools and Choice Programs Policy 5.46 (Attachment 5); Extracurricular Program Policy 4.40 (Attachment 6); Recruitment of Faculty & Administrative Staff Policy 6.07 (Attachment 7); Student Transportation Policy 8.30 (Attachment 8); and, Facilities Planning Policy 8.50 (Attachment 9). The relevant attachments for these policies also include the agenda items showing modifications to the policies and the summary of each Board vote. The District's post-unitary status policies are consistent with the Office for Civil Rights/Department of Justice's guidance on the voluntary use of race to achieve diversity and avoid racial isolation in elementary and secondary schools (2011).

Attachments:

1. Copy of April 1, 1997 agenda item approving Post-Unitary Policies
2. Student Assignment Policy 5.20 (originally JC)
 - December 8, 2014 School Board Agenda Item (including attachment) to approve most current version of the policy
 - December 8, 2014 School Board Agenda Item Meeting minutes showing a vote of 6 "Aye" and one "Abstain" to approve the policy revision
3. Student Transfer Policy 5.22 (originally JCA)
4. School Attendance Boundary Policy 5.44 (originally JCAA)
 - July 7, 2015 School Board Agenda Item (including attachment) to approve most current version of the policy
 - July 7, 2015 School Board Agenda Item Meeting minutes showing 7 "Aye" to approve the policy revision
5. Magnet Schools and Choice Programs Policy 5.46 (originally JFBD)
 - December 8, 2014 School Board Agenda Item (including attachment) to approve most current version of the policy
 - December 8, 2014 School Board Agenda Item Meeting minutes showing 7 "Aye" to approve the policy revision
6. Extracurricular Program Policy 4.40 (originally JJJ)
7. Recruitment of Faculty & Administrative Staff Policy 6.07 (originally GCF)
8. Student Transportation Policy 8.30 (originally EEA)
9. Facilities Planning Policy 8.50 (originally FA, FB)

Diversity (Minority Group Isolation)

In all schools except those in Elementary Zone VII, the diversity guideline is as a student population in a school that is plus or minus 20 percentage points from the District's student racial/ethnic composition. In Elementary Zone VII, the diversity guideline is defined as a school that is plus or minus ten percentage points from the District's student racial composition.

2015-2016 Student Racial/Ethnic Composition (District Enrollment is 127,926)

RACE/ETHNICITY	NUMBER	PERCENT OF TOTAL
American Indian	362	0%
Asian	5,605	4%
African American	55,820	44%
Hispanic	13,498	11%
Hawaiian/Pac Island	260	0%
White	46,449	36%
Two or More	5,932	5%

DUVAL COUNTY SCHOOL BOARD
CENTRAL ADMINISTRATION BUILDING
1701 PRUDENTIAL DRIVE
JACKSONVILLE, FLORIDA 32207

Date: April 1, 1997

Time: 6:00 P.M.

AGENDA ITEMS

BOARD ACTION

DISCUSSION AGENDA

The Chairman asked if anyone in the audience wished to speak to the Board regarding this item to come forward. There being no response, the Chairman closed the public hearing.

Speakers:

Dr. Susan Wilkinson, Board Member

Ms. Gwendolyn Gibson, Board Chairman

Dr. Donald Van Fleet, Interim Superintendent of Schools

Vote on the motion

PUBLIC HEARING

3. The Chairman declared the public hearing open on the following item:

Post-Unitary Policies and the proposed changes to the Code of Student Conduct

The Chairman asked if anyone in the audience wished to speak to the Board regarding this item. There being no response, the Chairman closed the public hearing.

Speakers:

Mr. Jimmie Johnson, Board Member

Dr. Donald Van Fleet, Interim Superintendent

Ms. Vicki Reynolds, Liaison for Legal Affairs

Mr. Stan Jordan, Board Member

Ms. Gwendolyn Gibson, Board Chairman

Mr. Ernst Mueller, General Counsel

Dr. Wilkinson offered an amendment with the following language:

**PUBLIC
HEARING
Post-Unitary
Policies and
proposed changes to
the Code of Student
Conduct**

Code: M = Motion S = Second X = Ayes O = Nays _____ = Abstained P = Present

DUVAL COUNTY SCHOOL BOARD
CENTRAL ADMINISTRATION BUILDING
1701 PRUDENTIAL DRIVE
JACKSONVILLE, FLORIDA 32207

Date: April 1, 1997

Time: 6:00 P.M.

AGENDA ITEMS

BOARD ACTION

DISCUSSION AGENDA

"That the Duval County School Board conduct a public hearing pursuant to Chapter 120 of the Florida Statutes, and approve the attached post-unitary policies and the proposed changes to the Code of Student Conduct. The changes to the Code of Student Conduct will go into effect immediately upon approval. The Post-Unitary Status policies will also become effective immediately with the exception of the following four (4) policies which will not become effective until the district is declared to be unitary:

1. School Attendance Areas;
2. Assignments of Students to Schools;
3. School Districting/Redistricting Procedures;
- and
4. Magnet School Programs.

~~The other post-unitary policies will become effective on the date the district is declared unitary.~~

See Attachment No. 4 in the Appendix to the Minutes.

Ms. Donelan seconded the amendment.

Those policies that would become effective now are:

Student Transportation
Facilities Planning
Open Hiring/Equal Employment Opportunity and
Affirmative Action
Professional Staff Hiring
Professional Staff Assignments and Transfers
Equal Educational Opportunities
Discrimination on the Basis of Race, Ethnicity, or Sex
The Code of Conduct
Student Organizations
Extracurricular Activity Eligibility

Code: M = Motion S = Second X = Ayes O = Nays _____ = Abstained P = Present

CHAPTER 5.00 - STUDENTS

STUDENT ASSIGNMENT

5.20

The School Board shall establish residential attendance zones for each school. All students, unless otherwise provided by School Board rule or authorized by the School Board's order, shall attend the school serving the student's residential attendance zone. A student's residence is defined as the residence of his/her parent(s), legal guardian, legal custodian, or other such person as defined by any order issued by a court of competent jurisdiction of the state of Florida. Any student residing in the School District shall be assigned to a school for attendance by the Superintendent or designee. Proof of residence shall be required as outlined in section IV below.

- I. The only exceptions to this policy will be in the case of student transfers approved by the Superintendent in accordance with the Student Transfer Policy or assignments to magnet programs in accordance with the Magnet Schools and Programs Policy, or transfers mandated by state or federal legislation.
- II. No student shall be permitted to cross district lines for the purpose of attending school in the School District or outside the School District, except under a written agreement as provided in Florida Statutes. Any such agreement between the School Board and any other Florida school district shall be duly recorded in the official School Board minutes. Such transfers shall be on a nondiscriminatory basis and shall not result in reducing desegregation in either school district or in reinforcing the dual school system.
 - A. The assigned school for an out-of-district student shall be designated on the basis of space available. Such assignment shall not occur after the February FTE (full-time equivalency) count, except under the provisions of the contract with another District school system or upon recommendation of the Superintendent and approval of the School Board.
 - B. The Board shall specify conditions for admitting students from other Florida school districts.
 - C. The Board will consider releasing a student to attend in another district under the following conditions.
 1. The parent is employed by the requested school district.
 2. The parent has child care for a student (s) in grades K-8 in the requested district; or
 3. The parent provides documentation of extenuating circumstances.
- III. As required by Florida Statute, any student(s), who has been attending a school that has been designated as performance grade category "F" failing to make

CHAPTER 5.00 - STUDENTS

adequate progress for two (2) school years in a four (4) year period, may choose to attend a higher performing school in the District or an adjoining district.

- IV. Proof of residence is required in order to ensure that a student is enrolled in his/her properly assigned school. For registration and subsequent enrollment, the parent or legal guardian must: (a) complete the district's student registration form, and (b) must submit two documents from the sources listed in Column A (both sources of information must match), or alternatively must submit one document from the sources listed in Column A and two documents from the sources listed in Column B (all sources of information must match). Other official identification sources may be approved by the District's School Choice office in extraordinary circumstances.

Column A	Column B
Jacksonville Electric Authority (JEA) bill or TECO bill	Automobile Insurance
Mortgage agreement (or closing statement)	Credit Card statement
Lease agreement (from a company, or *private individual)	Bank account statement
Driver's License or State ID	US postal service confirmation of address change
	Current Bank Account Statement (may block out account number)
	Payroll Statement
	Current non-cellular phone bill
	Vehicle Registration

*Private lease agreement must be notarized.

For good cause, such as but not limited to cases where the principal/designee believes that a student's enrollment information is inaccurate due to returned mail or reasonable suspicion that the student is not residing at the claimed address, the following procedures may be implemented at the discretion of the Principal/designee (based on sufficient resources):

- a. A call or a home visit may be made, or a letter may be sent to parent(s) who have conflicting address information, requesting that the parent verify and update enrollment information.
- b. The school staff may examine the Property Appraiser's Website to determine the parent's homestead (primary residence) location. The homestead address of the parent will be used as a factor to determine the student's assigned school. A conflicting address indicates that further investigation is required.

When school is in session and a parent cannot readily produce the required documentation, the school shall ensure the student is readily enrolled following the "Bona Fide Residence" process included below.

Bona Fide Residence Process

When the parent cannot produce any acceptable proof of residency as stated above

- a. The student shall be registered in school.
- b. Acceptable proof of residence must be provided within 15 school days.

CHAPTER 5.00 - STUDENTS

- c. If, after 15 school days, acceptable proof of residence has not been provided, the student shall be immediately withdrawn by the school and must be registered and enrolled in the appropriate boundary school by the parent.

STATUTORY AUTHORITY:

LAW(S) IMPLEMENTED:

HISTORY:

1001.41, 1001.42, F.S.

1001.42, 1001.42, 1001.43, 1001.51, 1002.31,

1002.38, F.S.

ADOPTED: April 1, 1997

REVISION DATE(S): 4/3/17

11/10/08

12/08/14

FORMERLY: IC

December 8, 2014, Regular Board Meeting

Title

25. PUBLIC HEARING AND VOTE: REVISIONS TO CHAPTER 5 BOARD POLICIES

Recommendation

1. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.10, Requirements for Original Entry.
2. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.11, Admission to Kindergarten.
3. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.12, Admission to First Grade.
4. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.20, Student Assignment.
5. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.24, Student Rights and Responsibilities.
6. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.25, Student Code of General Appearance.
7. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.34, Granting Permission for Students to Leave the School Campus.
8. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.38, Student Use of Wireless Communication Device.
9. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.40, Student Attendance Requirements.
10. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.46, Magnet Schools and Choice Programs.
11. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.52, School Counseling Program.
12. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.71, Directory Information.

Description

As a comprehensive review of Board Policies, updates and changes have been recommended for Chapter 5 of the Duval County School Board Policy Manual. These changes are the result of the need for revised language, new requirements in statute and Florida School Board Rules, and/or changes in business practices of the District.

The specific changes proposed include the following:

- Policy 5.10 - Requirements for Original Entry: This policy is proposed to be modified to update and provide clarification regarding the physical examination requirements needed when a student initially enrolls in the District.
- Policy 5.11 - Admission to Kindergarten: This policy is proposed to be modified to add provisions for admission to kindergarten for students entering from out of the country.

- Policy 5.12 - Admission to First Grade: This policy is proposed to be modified to add provisions for admission to first grade for students entering from out of the country.
- Policy 5.20 - Student Assignment: This policy is proposed to provide modifications and clarifications regarding the requirements for proof of residency.
- Policy 5.24 - Student Rights and Responsibilities: This policy is proposed to be revised to clarify references to the Code of Student Conduct and provide for stakeholder input.
- Policy 5.25 - Student Code of General Appearance: The proposed changes to this policy include modifications to clarify some provisions in the Code and to refer to Board Policy 5.46 referring to uniform policies for magnet schools and choice programs.
- Policy 5.34 - Granting Permission for Students to Leave the School Campus: This policy is proposed to be revised to provide clarification regarding students leaving school premises.
- Policy 5.38 - Student Use of Wireless Communication Devices: This policy is proposed to be revised to update language to include all wireless devices and to provide clarification regarding student use of wireless communication devices if approved by the teacher for instructional purposes.
- Policy 5.40 - Student Attendance Requirements: This policy is proposed to be revised to delete references to the Codes of Student Conduct.
- Policy 5.46 - Magnet Schools and Choice Programs: This policy has been updated to include additional references to choice programs, update preferences, and to allow for uniforms in secondary magnet and choice programs.
- Policy 5.52 - School Counseling Program: This policy is proposed to be revised to replace the department title name, as well as to delete outdated references to the FCAT.
- Policy 5.71 - Directory Information: This policy is recommended for revision to reflect the method of parent notification and to update the categories of student directory information.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure Effective, Equitable, and Efficient Use of Resources

Financial Impact

None

My Contact

Andrew Post, Assistant Superintendent of Assessment and Accountability

Addison Davis, Assistant Superintendent of Schools

Pearl Roziers, Assistant Superintendent of School Choice

Karen Chastain, Assistant Superintendent of Legal Affairs

Dana Kriznar, Assistant Superintendent of Strategic Planning and Partnerships

Attachment: [5.34 December agenda.pdf](#)

Attachment: [5.38 December agenda.pdf](#)

Attachment: [5.71 December agenda.pdf](#)

Attachment: [5.40 December agenda.pdf](#)

Attachment: [5.10 December agenda.pdf](#)

Attachment: [5.52 December agenda.pdf](#)

Attachment: [5.12 December agenda.pdf](#)

Attachment: [5.24 December agenda.pdf](#)

Attachment: [5.46 December agenda.pdf](#)

Attachment: [5.11 December agenda.pdf](#)

Attachment: [5.20 December agenda.pdf](#)

Attachment: [5.25 December agenda.pdf](#)

STUDENT ASSIGNMENT

5.20

The School Board shall establish residential attendance zones for each school. All students, unless otherwise provided by School Board rule or authorized by the School Board's order, shall attend the school serving the student's residential attendance zone. A student's residence is defined as the residence of his/her parent(s), legal guardian, legal custodian, or other such person as defined by any order issued by a court of competent jurisdiction of the state of Florida. Any student residing in the School District shall be assigned to a school for attendance by the Superintendent or designee. Proof of residence shall be required as outlined in section IV below.

- I. The only exceptions to this policy will be in the case of student transfers approved by the Superintendent in accordance with the Student Transfer Policy or assignments to magnet programs in accordance with the Magnet Schools and Programs Policy, or transfers mandated by state or federal legislation.
- II. No student shall be permitted to cross district lines for the purpose of attending school in the School District or outside the School District, except under a written agreement as provided in Florida Statutes. Any such agreement between the School Board and any other Florida school district shall be duly recorded in the official School Board minutes. Such transfers shall be on a nondiscriminatory basis and shall not result in reducing desegregation in either school district or in reinforcing the dual school system.
 - A. The assigned school for an out-of-district student shall be designated on the basis of space available. Such assignment shall not occur after the February FTE (full-time equivalency) count, except under the provisions of the contract with another District school system or upon recommendation of the Superintendent and approval of the School Board.
 - B. The Board shall specify conditions for admitting students from other Florida school districts.
 - C. The Board will consider releasing a student to attend in another district under the following conditions.
 1. The parent is employed by the requested school district.
 2. The parent has child care for a student (s) in grades K-8 in the requested district; or
 3. The parent provides documentation of extenuating circumstances.
- III. As required by Florida Statute, any student(s), who has been attending a school that has been designated as performance grade category "F" failing to make adequate progress for two (2) school years in a four (4) year period, may choose to attend a higher performing school in the District or an adjoining district

- IV. Proof of residence is required in order to ensure that a student is enrolled in his/her properly assigned school. For registration and subsequent enrollment, the parent or legal guardian must: (a) complete the district's student registration form, and (b) must submit one document~~two documents~~ from the sources listed in Column A and one additional~~(both sources of information must match), or alternatively must submit one document from Columns B or C (both the sources listed in Column A and two documents from the sources listed in Column B (all sources of information must match).~~ Other official identification sources may be approved by the District's School Choice office in extraordinary circumstances.

Column A	Column B	Column C
Jacksonville Electric Authority (JEA) bill or TECO bill	Automobile Insurance	Current Bank Account Statement (may block out account number)
Mortgage agreement (or closing statement)	Credit Card statement	Payroll Statement
Lease agreement (from a company, or *private individual)	Bank account statement	Current non-cellular phone bill
Driver's License or State ID	US postal service confirmation of address change	Vehicle Registration
		Current Bank Account Statement (may block out account number)
		Payroll Statement
		Current non-cellular phone bill
		Vehicle Registration

*Private lease agreement must be notarized AND two additional documents from columns B and C are required.

For good cause, such as but not limited to cases where the principal/designee believes that a student's enrollment information is inaccurate due to returned mail or reasonable suspicion that the student is not residing at the claimed address, the following procedures may be implemented at the discretion of the Principal/designee (based on sufficient resources):

- a. A call or a home visit may be made, or a letter may be sent to parent(s) who have conflicting address information, requesting that the parent verify and update enrollment information.
- b. The school staff may examine the Property Appraiser's Website to determine the parent's homestead (primary residence) location. The homestead address of the parent will be used as a factor to determine the student's assigned school. A conflicting address indicates that further investigation is required.
- c. ~~The Principal/designee may also require submission of one of the additional proofs of residence listed in Column C.~~

When school is in session and a parent cannot readily produce the required documentation, the school shall ensure the student is readily enrolled following the "Bona Fide Residence" process included below.

Bona Fide Residence Process

When the parent cannot produce any acceptable proof of residency as stated above:

- a. The student shall be registered in school.
- b. Acceptable proof of residence must be provided within 15 school days.
- c. If, after 15 school days, acceptable proof of residence has not been provided, the student shall be immediately withdrawn by the school and must be registered and enrolled in the appropriate ~~boundaried~~boundary school by the parent.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.41, 1001.42, 1001.43, 1001.51, 1002.31, 1002.38, F.S.

HISTORY:

ADOPTED: April 1, 1997
REVISION DATE(S): 4/3/12
11/10/08
 / /14

FORMERLY: JC

Cheryl Grymes	- Aye
Connie Hall	- Aye
Ashley Juarez	- Aye
S Shine	- Aye
Paula Wright	- Aye

Operations - Facilities Project Design, Construction and Maintenance

21. PRE-QUALIFICATION OF CONSTRUCTION CONTRACTORS FOR EDUCATIONAL PROJECTS

Attachment: [Board Approval - New 12-2014.pdf](#)

Attachment: [Board Approval - Renewals 12-2014.pdf](#)

Minutes:

Motions:

That the Duval County School Board approve the attached list(s) of prequalified contractors. - PASS

Vote Results

Motion:

Second:

Rebecca Couch	- Abstain
Jason Fischer	- Aye
Cheryl Grymes	- Aye
Connie Hall	- Aye
Ashley Juarez	- Aye
S Shine	- Aye
Paula Wright	- Aye

General

25. PUBLIC HEARING AND VOTE: REVISIONS TO CHAPTER 5, GUARD RAILING

Attachment: [5.24 December agenda.pdf](#)

Attachment: [5.28 December agenda.pdf](#)

Attachment: [5.21 December agenda.pdf](#)

Attachment: [5.19 December agenda.pdf](#)

Attachment: 5.10 December agenda.pdf
Attachment: 5.52 December agenda.pdf
Attachment: 5.12 December agenda.pdf
Attachment: 5.24 December agenda.pdf
Attachment: 5.46 December agenda.pdf
Attachment: 5.41 December agenda.pdf
Attachment: 5.20 December agenda.pdf
Attachment: 5.25 December agenda.pdf

Minutes:

Motions:

1. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.10, Requirements for Original Entry.
2. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.11, Admission to Kindergarten.
3. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.12, Admission to First Grade.
4. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.20, Student Assignment.
5. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.24, Student Rights and Responsibilities.
6. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.25, Student Code of General Appearance.
7. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.34, Granting Permission for Students to Leave the School Campus. - PASS
8. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.38, Student Use of Wireless Communication Device.
9. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.40, Student Attendance Requirements.

10. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.46, Magnet Schools and Choice Programs.
11. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.52, School Counseling Program.
12. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.71, Directory Information.

Vote Results

Motion: Paula Wright

Second: Rebecca Couch

Rebecca Couch	- Aye
Jason Fischer	- Aye
Cheryl Grymes	- Aye
Connie Hall	- Aye
Ashley Juarez	- Aye
S Shine	- Aye
Paula Wright	- Aye

27. PUBLIC HEARING AND VOTE REVISIONS TO CHAPTER 7.0, FUND-RAISING

Attachment: Policy 7.70 December agenda.pdf

Attachment: Policy 7.73 December agenda.pdf

Attachment: Policy 7.73 December agenda.pdf

Attachment: 7.42 December agenda.pdf

Minutes:

Motions:

1. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 7.42, Fund-Raising for School Projects and Activities.
2. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 7.70, Purchasing.
3. That the Duval County School Board

CHAPTER 5.00 - STUDENTS

STUDENT TRANSFER POLICY

5.22

I. Purpose

To establish the procedures for initiating and approving the within-county transfer of students.

II. Background

Most students attend the school within the established attendance area in which they reside. A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (18 years of age or older), or special services staff. However, no student is guaranteed assignment to a particular school.

III. Procedures

A. Identifying schools that will be adversely affected by transfer. Transfers to and from schools are reviewed for their impact on

- 1) Capacity/utilization.
- 2) Stability of attendance area school.
- 3) Anticipated transfers mandated by law.

B. Timetables and deadlines

- 1) A timetable for submitting and processing transfer requests shall be established annually and communicated through various means including the District website.
- 2) Transfer requests for the following school year will only be accepted during the designated time.
- 3) Every effort will be made to notify parents and students by mid-July of the action taken on each transfer request for Grades K through 12.
- 4) Transfer requests submitted after the deadline will not be accepted unless the student is a new resident of Duval County or there is a bona fide emergency or event that could not have been foreseen prior to the deadline. A student must enroll in and attend his/her projected school while the transfer is being processed.

C. Process for Transfers

1) General

- a) Transfers, other than those mandated by law, are generally

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approved to allow students to attend through the last grade level of a school. However, all transfers are reviewed annually with respect to the procedures in III.A. and may be rescinded based on these criteria only. All rescissions shall be done in an equitable manner and approved by the district's Choice Office.

b) Students whose families have moved within the county and who wish to continue attending their former attendance area school may request to remain at their former school. Such requests normally will be approved for the remainder of the current school year. Requests to stay at that school longer will be considered on the same basis as other transfer requests.

c) Transfer requests for younger siblings of students, who reside at the same address, for whom transfers have been approved, will be given a preference for transfer, if possible, provided that the older sibling will also be in attendance at the receiving school.

d) Full-time district employees and part-time district employees who work a minimum of 20 hours a week shall have the option of having their children attend school at their work sites or the nearest appropriate school. School Resource Officers and employees under contract with district service providers shall also have this option provided that the contract employee is assigned only to the school. Dedicated magnet schools shall not be considered the nearest appropriate school unless the parent is employed at the school, or the student attended the feeder pattern school the previous year. Students in this category shall not be exempt from any entrance criteria approved by the Board. Consideration may be given to the district's school utilization plan.

e) In the event of a boundary change, students who will be in their last year of attendance (5th, 8th or 12th grade) in the school which they have been attending may request to remain in that school for their last year. Such requests normally will be approved for that school year. Younger siblings of these students may apply for a transfer and such transfers will be considered on the same basis as other transfer requests considered in III.C.1.a.

2) Initiated by Parent/Guardian/Eligible Student (18 years of age or older)

a) If a transfer is desired, a parent or a student who is age 18 or older may obtain a Special Transfer Option Request form from any school in the District or the School Choice Office or www.duvalchoice.com.

b) The completed form must be submitted to the School Choice

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Office by the deadline.

c) The transfer request will be processed through the transfer lottery consistent with the criteria in III.A. and III.C.1.

d) Transportation to the school to which a student has been transferred is the responsibility of the parent/guardian.

e) The parent/guardian will receive written notification from the School Choice Office of the lottery results. The sending and receiving schools will also be notified of the lottery results.

Transfers, once approved, are in effect for the entire school year. Requests to return to attendance area schools are approved with consent of receiving and sending principal in accordance with III. A.

STATUTORY AUTHORITY:

1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.42, 1001.51, F.S.

HISTORY:

ADOPTED: May 26, 1999
REVISION DATE(S): 7/6/10
7/5/05
FORMERLY: ICA

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SCHOOL ATTENDANCE BOUNDARIES

5.44

I. Goals.

A. The Board's primary responsibility is to provide the opportunity for each student in the District to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities. The Board is committed to the proposition that education is most effective in a diverse, integrated setting. Therefore, one purpose of this policy is to provide a framework for actions designed to provide diversity so that all students, regardless of their racial or ethnic background, socio-economic status or special needs, enjoy the benefits of diversity and integration.

B. Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that students may function well as members of this pluralistic, democratic society. The Board will continue to adhere to its commitment to diversity in student assignments and staffing in all schools as a unitary school system.

II. The Value of and Need for Diversity.

A. The student population in the District has become increasingly diverse. Diversity, for purposes of this policy, refers to students from a variety of racial, ethnic, and socio-economic backgrounds, as well as students with a variety of special needs, including but not limited to special education students, students with limited English proficiency, and at-risk students. The Board believes that it must provide for the needs of these children and must do so in a setting that does not stereotype them or fail to educate them effectively. The education of these students is a great challenge, one to which the school system must respond with creativity, determination and carefully crafted educational strategies that meet every student's need for success. The diverse and integrated settings in which this occurs must not be left to chance, but must be created and supported by the District.

B. Diverse and integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depends upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, research shows that integrated education

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expands postsecondary opportunities for diverse populations. This District is fortunate to reflect the pluralism brought by the African American, Hispanic, Asian American, White, and other racial and ethnic communities that reside in the District. Some factors contributing to this diversity in the schools are under the control of the administration, and other, more powerful, factors are due to community demographic conditions. The school system's diversity reflects the increasing pluralism of society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens in a multi-racial/multi-ethnic world. Therefore, a policy that supports all students having the opportunity for a quality education in a diverse and integrated setting will have a positive effect on our students who will live and work together in a culturally diverse society.

III. Attendance Boundaries.

A. Consistent with the goals and values discussed above, the Board will utilize a number of criteria when establishing attendance boundaries, including the following:

1. *Capacity.*

The Board will utilize existing school facilities in an equitable manner that, to the extent possible and consistent with the educational needs of students, minimizes over-crowded facilities or under-utilization of facilities.

2. *Proximity.*

The Board believes that there are educational and social benefits to students having the opportunity to attend school close to where they live, while allowing equitable opportunities for children to make choices of programs other than those provided in the schools closest to their homes.

3. *Siblings.*

The Board recognizes the educational and social benefits that result when siblings attend school together and thus will attempt to ensure that wherever possible, siblings have an opportunity to attend the same school.

4. *Diversity.*

The Board is committed to ensuring that all students have the opportunity to attend school in a diverse learning environment to the extent practicable and consistent with the other criteria. In particular, to the extent practicable, the Board will attempt to draw attendance boundaries so that schools have diverse enrollments as defined by this policy.

5. *Stability.*

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Stability of a student's educational program is important and beneficial to the student's educational experience. Thus, it is the Board's goal that attendance areas remain consistent as long as they serve the other goals.

B. In designing and reviewing attendance boundaries, the Board will attempt to minimize the use of temporary portables.

IV. Annual Enrollment Review.

A. The purpose of this review is to provide a uniform procedure for the District to utilize in attempting to operate as many schools as possible at a desired capacity. This will allow each school to function effectively without straining core facilities and other school resources and prevent schools from becoming overcrowded or underutilized so that, to the greatest extent practicable, the following are achieved:

1. Unitary school system is maintained;
2. Equitable educational opportunities are available for students throughout the District; and
3. A mechanism for community input exists for making decisions regarding alternative enrollment options.

B. Appropriate District staff shall review District planning data and enrollment of each school, utilize criteria listed below, and determine whether a given school can remain at status quo or whether alternative student enrollment options should be initiated for the next school year. A school shall be considered at capacity so long as its enrollment falls between 85% and up to and including 105% of its capacity. The criteria utilized in making this determination may include, but not be limited to, the following:

1. Welfare, health and safety of students and staff;
2. Impact on the overall facility;
3. Impact on support services;
4. Class size;
5. Acreage of site;
6. Schedule for planned future renovations or replacement of facility;
7. Transportation costs;

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8. Percentage of students transported and transportation burden on different racial, ethnic and age groups;
9. Current classroom utilization and programs such as Head Start, magnet programs, kindergarten and pre-kindergarten, programs for LEP students, and special education classes at the school;
10. Racial/ethnic impact of changes on each school and the District;
11. Feeder patterns;
12. Anticipated growth in the community;
13. Space for portable classrooms;
14. Potential of the facility for alternative use or declaration as surplus property;
15. Number of transfers into the school from outside the attendance area;
16. Financial considerations including operating costs;
17. Input from the school's SAC and other community groups; and
18. Socio-economic factors as determined by Free and Reduced Meal participation.

V. Identification of Need for New Boundaries and Public Input Process.

A. Based upon planning data and enrollment review, the Superintendent shall submit a report to the School Board by July 31 of each year, which shall inform the Board of the alternative student enrollment options to be considered for the school year commencing in the next fiscal year. The Superintendent should recommend which of the following options should be initiated for school year commencing in the next fiscal year:

1. Counseling in or out students to other schools utilizing an open enrollment corridor consistent with the Board's Student Transfer Policy (set forth in Policy 5.22).
2. Counseling in or out students to other schools utilizing partner schools consistent with the Board's Student Transfer Policy.
3. Limiting transfers, which may include magnet students, in or out of the school consistent with the Board's Student Transfer Policy.
4. Moving programs in or out of the school.
5. Moving portables on or off the campus.

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6. Initiating boundary changes consistent with the attendance boundary policy.
7. Capping enrollment.
8. Initiating a modified calendar.
9. School consolidation or closing.

B. Where the Superintendent has identified the need for a boundary change, the Superintendent shall utilize the Academic and Community Excellence (ACE) Planning Process ("ACE") set forth in Board Policy 8.51. The ACE process should occur in the August through September time-period for proposed initiatives for the next school year. The Superintendent's designees will initiate, organize and implement the ACE process for subsections 1, 2, and 3 below:

1. The school(s) principal(s), in consultation with the respective School Advisory Committee ("SAC") Chair(s) of the school(s), potentially affected by the boundary changes will select the members of the "working groups" as defined in Board Policy 8.51. Membership of these working groups shall also reflect the racial, ethnic and socio-economic diversity of the area.
2. The working group meetings will be implemented according to the general criteria set forth in Board Policy 8.51. At the outset of the working group meetings, District staff will provide guidelines, criteria and/or priorities outlined within this policy for the working group's consideration in developing scenarios. Based on the scenarios to be developed by the working groups, District staff will develop and present materials for the working groups to consider. It is expected that the working groups may suggest modifications and that District staff will provide data needed to develop new scenarios when needed.
3. As set forth in Board Policy 8.51, the working group's report will be forwarded to the Superintendent's designee, for presentation to a larger community meeting.
4. After the community meeting, the Superintendent shall submit his/her recommendation to the Board for any boundary change(s).

VI. Enrollment Report.

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By October 1 of each school year, the Superintendent shall submit a report to the Board regarding the following:

- A. The enrollment of each school;
- B. The capacity of each school;
- C. The diversity at each school by race/ethnicity; the enrollment of students with limited English proficiency; socioeconomic status as determined by the percentage of students qualifying for free and reduced price lunch and Florida Standards Assessment Achievement levels; and
- D. The mobility of each school. This report shall also identify any schools which may need a boundary change pursuant to Section V of this policy.
- E. This report should be checked to ensure the most current enrollment trends support any proposed alternative enrollment options whenever possible.

VII. Recommendations.

The Superintendent shall advertise public hearing notices for any proposed boundary changes pursuant to the timing set forth in Board Policy 2.25. The public hearing(s) shall be held no later than the month of November, and the Board shall take action on any proposed boundary change(s) no later than the month of December.

VIII. Periodic Review.

The Board will review this policy every two (2) years.

STATUTORY AUTHORITY

1001.41, F.S.

LAW(S) IMPLEMENTED

1001.41, 1001.42, 1001.53, F.S.

HISTORY:

ADOPTED: May 26, 1998
REVISION DATE(S) 07/07/15
12/10/08
FORMERLY: 1004

July 7, 2015, Regular Board Meeting

Title

54. PUBLIC HEARING AND VOTE: REVISIONS TO BOARD POLICY 5.44 SCHOOL ATTENDANCE BOUNDARIES

Recommendation

That the Duval County School Board conduct a Public Hearing and approve the revisions to the attached Board Policy 5.44, School Attendance Boundaries.

Description

Through a comprehensive review of Board Policies, updates and changes have been recommended for Chapter 5 of the Duval County School Board Policy Manual. The recommended changes to Policy 5.44 are proposed to modify the process for determining school attendance boundaries to be aligned with the process set forth in Board Policy 8.51 Academic and Community Excellence (ACE) Planning Process. Policy 5.44 is also proposed to be modified to provide additional criteria for the annual enrollment review and to modify key dates for the ACE process, the Superintendent's recommendation, and the Board's public hearing and vote to implement any proposed school attendance boundary revisions.

Gap Analysis

Board Policy 5.44 currently conflicts with Board Policy 8.51, making it difficult to determine which policy should be followed. The revisions clarify the process by providing one set of guidelines to be followed regarding any proposed boundary changes.

Previous Outcomes

The two conflicting processes outlined in the two board policies had the potential to create issues when boundary changes were addressed.

Expected Outcomes

A clear process with key dates for implementation will be established regarding any proposed changes to school attendance boundaries.

Strategic Plan Goal

Ensure Effective, Equitable, and Efficient Use of Resources

Financial Impact

None

My Contact

Paul Soares, Assistant Superintendent of Operations

Addison Davis, Assistant Superintendent of Schools

Pearl Roziers, Region Superintendent of School Choice

Attachment: [Board Policy 5:44 v2redline.pdf](#)

SCHOOL ATTENDANCE BOUNDARIES

5.44

I. Goals₂

A. The Board's primary responsibility is to provide the opportunity for each student in the District to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities. The Board is committed to the proposition that education is most effective in a diverse, integrated setting. Therefore, one purpose of this policy is to provide a framework for actions designed to provide diversity so that all students, regardless of their racial or ethnic background, socio-economic status or special needs, enjoy the benefits of diversity and integration.

B. Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that students may function well as members of this pluralistic₂ democratic society. The Board will continue to adhere to its commitment to diversity in student assignments and staffing in all schools as a unitary school system.

II. The Value of and Need for Diversity₂

A. The student population in the District has become increasingly diverse. Diversity, for purposes of this policy, refers to students from a variety of racial, ethnic, and socio-economic backgrounds, as well as students with a variety of special needs, including but not limited to special education students, students with limited English proficiency, and at-risk students. The Board believes that it must provide for the needs of these children and must do so in a setting that does not stereotype them or fail to educate them effectively. The education of these students is a great challenge, one to which the school system must respond with creativity, determination and carefully crafted educational strategies that meet every student's need for success. The diverse and integrated settings in which this occurs must not be left to chance, but must be created and supported by the District.

B. Diverse and integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depends upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, research shows that integrated education expands postsecondary opportunities for diverse populations. This District is fortunate to reflect the pluralism brought by the African American, Hispanic, Asian American, White, and other racial and ethnic communities that reside in the District. Some factors contributing to this diversity in the schools are under the control of the administration, and other, more powerful, factors are due to community demographic conditions. The school system's diversity reflects the increasing pluralism of society

other school resources and prevent schools from becoming overcrowded or underutilized so that, to the greatest extent practicable, the following are achieved:

1. Unitary school system is maintained;
2. Equitable educational opportunities are available for students throughout the District; and
3. A mechanism for community input exists for making decisions regarding alternative enrollment options.

B. Appropriate District staff shall review District planning data and enrollment of each school, utilize criteria listed below, and determine whether a given school can remain at status quo or whether alternative student enrollment options should be initiated for the next school year. A school shall be considered at capacity so long as its enrollment falls between 85% and up to and including 105% of its capacity. The criteria utilized in making this determination may include, but not be limited to, the following:

1. Welfare, health and safety of students and staff;
2. Impact on the overall facility;
3. Impact on support services;
4. Class size;
5. Acreage of site;
6. Schedule for planned future renovations or replacement of facility;
7. Transportation costs;
8. Percentage of students transported and transportation burden on different racial, ethnic and age groups;
9. Current classroom utilization and programs such as Head Start, magnet programs, kindergarten and pre-kindergarten, programs for LEP students, and special education classes at the school;
10. Racial/ethnic impact of changes on each school and the District;
11. Feeder patterns;
12. Anticipated growth in the community;
13. Space for portable classrooms;
14. Potential of the facility for alternative use or declaration as surplus property;
15. Number of transfers into the school from outside the attendance area;
16. Financial considerations including operating costs;

17. Input from the school's SAC and other community groups; and
18. Socio-economic factors as determined by Free and Reduced Meal participation.

V. Monitoring Identification of Need for New Boundaries and Public Input Process.

(b)(6)

A. Based upon planning data and enrollment review, the Superintendent shall

(b)(6)

(b)(6) submit a report to the School Board by July 31 of each year, which shall inform the Board of the alternative student enrollment options to be considered for the school year commencing in the next fiscal year. The Superintendent should recommend which of the following options should be initiated for school year commencing in the next fiscal year:

1. Counseling in or out students to other schools utilizing an open enrollment corridor consistent with the Board's Student Transfer Policy (set forth in Policy 5.22).
2. Counseling in or out students to other schools utilizing partner schools consistent with the Board's Student Transfer Policy.
3. Limiting transfers, which may include magnet students, in or out of the school consistent with the Board's Student Transfer Policy.
4. Moving programs in or out of the school.
5. Moving portables on or off the campus.
6. Initiating boundary changes consistent with the attendance boundary policy.
7. Capping enrollment.

8. Initiating a modified calendar.

9. School consolidation or closing.

B. Where the Superintendent has identified the need for a boundary change, the

(b)(6)

Superintendent shall utilize the Academic and Community Excellence (ACE) Planning Process ("ACE") set forth in Board Policy 8.51. The ACE process should occur in the August through September time-period for proposed initiatives for the next school year. The Superintendent's designees will initiate, organize and implement the ACE process for subsections 1, 2, and 3 below:

1. The school(s) principal(s), in consultation with the respective School Advisory Committee ("SAC") ~~and~~ Chair(s) of the (b)(6) school(s), potentially affected by the boundary changes

(b)(6)

(b)(6)

(b)(6)

will select the members of the "working groups" as defined in Board Policy 8.51. Membership of these working groups shall also reflect the racial, ethnic and socio-economic diversity of the area.

2. C. The working group meetings will be implemented according to the general criteria set forth in Board Policy 8.51. At the outset of the working group meetings, (b)(6) District staff will provide guidelines, criteria and/or priorities based on factors outlined (b)(6) within this policy for the working group's consideration in developing options-scenarios. D. Based on the (b)(6) scenarios to be developed by the (b)(6) working groups, District staff will develop and present (b)(6) materials for the (b)(6) working groups to consider. It is expected that the (b)(6) will working groups may suggest modifications (b)(6) and that District staff will provide data needed to develop new (b)(6) options-scenarios when needed.

3. As set forth in Board Policy 8.51, the working group's report will be forwarded to the Superintendent's designee, for presentation to a larger community meeting.

4. After the community meeting, the Superintendent shall submit his/her recommendation to the Board for any boundary change(s).

VI. Enrollment Report.

By October 1 of each school year, the Superintendent shall submit a report to the Board regarding the following:

- A. The enrollment of each school;
- B. The capacity of each school;
- C. The diversity at each school by race/ethnicity; the enrollment of students with limited English proficiency; socioeconomic status as determined by the percentage of students qualifying for free and reduced price lunch and Florida Standards Assessment Achievement levels; and
- D. The mobility of each school. This report shall also identify any schools which may need a boundary change pursuant to Section V of this policy.
- E. This report should be checked to ensure the most current enrollment trends support any proposed alternative enrollment options whenever possible.

(b)(6)

IVII. Recommendations (b)(6)

The Superintendent (b)(6)
 (b)(6) shall advertise public hearing notices for any proposed boundary changes pursuant to the timing set forth in Board Policy 2.25. The public hearing(s) shall be held no later than the (b)(6) month of November, and the Board shall take action on any proposed (b)(6) boundary change(s) no later than (b)(6) the month of December.

IVIII. Periodic Review,

The Board will review this policy every ~~three~~ two (2) years.

STATUTORY AUTHORITY: 1001.41, F.S.
 LAW(S) IMPLEMENTED: 1001.41, 1001.42, 1001.51, F.S.
 HISTORY: ADOPTED: May 26, 1999
 REVISION DATE(S): / /15

FORMERLY: 11/10/08
JCAA

Scott Shine - Aye
Paula Wright - Aye

General

54. PUBLIC HEARING AND VOTE: REVISIONS TO BOARD POLICY 5.44 SCHOOL ATTENDANCE BOUNDARIES

Attachment: Board Policy 5.44 v2redline.pdf

Minutes: There was no discussion or public comment.

Motions:

That the Duval County School Board conduct a Public Hearing and approve the revisions to the attached Board Policy 5.44, School Attendance Boundaries. - PASS

Vote Results

Motion: Paula Wright

Second: Ashley Juarez

Rebecca Couch - Aye
Jason Fischer - Aye
Cheryl Grymes - Aye
Connie Hall - Aye
Ashley Juarez - Aye
Scott Shine - Aye
Paula Wright - Aye

55. PUBLIC HEARING AND VOTE: REVISIONS TO CHAPTER 8 BOARD POLICY

Attachment: Board Policy 8.51 v2redline.pdf

Attachment: Board Policy 8.50 v2redline.pdf

Minutes: There was no discussion or public comment.

Motions:

- 1. That the Duval County School Board conduct a Public Hearing and approve the revisions to the attached Board Policy 8.50, Educational Facilities Planning.**

CHAPTER 5.00 - STUDENTS

MAGNET SCHOOLS AND CHOICE PROGRAMS

5.46

I. Purpose

The District is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances their educational success. The District also is committed to providing diverse settings for education that promote understanding of diversity, tolerance and fair play, so that the tenets of democratic society are reinforced by what students experience in schools. After the District is declared unitary in its desegregation lawsuit, the District will continue to implement magnet schools and choice programs as one strategy to continue providing quality educational opportunities for students in diverse educational settings.

In The Duval County School District, magnet schools and choice programs have four goals:

- A. To promote or maintain diversity;
- B. To provide a unique or specialized curriculum or approach;
- C. To improve achievement for all students participating in the magnet school or choice program; and,
- D. To stabilize student assignment.

II. Definition and Role Diversity

In determining whether a magnet school or choice program has, or will meet, the goal of diversity, the District will examine whether the school or program has admitted students of different race, ethnicity and gender, those with various socio-economic backgrounds; those living in different geographic areas of the District, those who are considered at-risk; those who speak English as a second language and those with special needs, including Exceptional Education Students.

III. Type of Magnet Programs

At the elementary level, the district has implemented primarily total school magnet programs. At the middle and high school levels, the District implemented a program within a school, the principal shall ensure that, for a certain portion of the week, there is interaction between those students participating in the magnet program and those who are not in the magnet program. This interaction, for example, might occur in art, music, physical education classes, or other elective classes. The Assistant Superintendent of School Choice shall monitor implementation of this provision.

IV. Recruitment

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It is the goal of the District to provide all students the opportunity to have access to magnet school programs. To carry out this goal, the Superintendent shall require that strategies are developed by each magnet school or choice program. The strategies shall be appropriate to recruit a designated target population to the school.

V. Academic or Related Eligibility Criteria

- A. At the elementary level, no school shall use academic or related criteria for determining whether a student is eligible for a magnet school or choice program. Elementary schools may require as a condition of admission that parents sign contracts requiring them to participate in school activities or mandating students to wear uniforms, where such requirements are part of the magnet theme or choice program theme. Prior to the beginning of recruitment for the next school year, the principal shall submit such requirements to the Superintendent or his/her designee. The Superintendent shall review these requirements to determine that they are nondiscriminatory and do not impede equal access for all students.
- B. At the secondary level, the Superintendent may allow a school to use academic or other related criteria for determining students who are eligible for a magnet school or choice program. Secondary schools may require as a condition of admission that parents sign contracts requiring them to participate in school activities or mandating students to wear uniforms, where such requirements are part of the magnet theme or choice program theme. Prior to the beginning of recruitment for each school year, the principal shall submit any proposed criteria for the next school year to the Superintendent or his/her designee. Prior to the beginning of recruitment for the next school year, the Superintendent shall review any proposed criteria to determine that they are educationally related to the specialized curriculum or instructional strategy and are non-discriminatory in determining students who are eligible for the magnet school or choice program. In addition, principals at magnet school or choice programs that use selection committees to determine eligible students shall provide that the committees are diverse.

VI. Application and Admission Process

Between January 1 and February 28 of each school year, the District shall make applications for magnet schools and choice programs available by parent portal, at the Magnet Programs Office, and online at www.duvalchoice.com. To be eligible for consideration for the lottery for fall admission to a magnet school or choice program, parents of applicants must return the completed application to the Magnet Programs Office no later than the last day of February. The application will be designed to allow parents to choose, in order of preference, up to three magnet schools or choice programs.

- A. In all magnet schools and choice programs except the Performing Arts High School, IB Diploma Programme, AICE, and Early College, the District shall select students by a computer lottery process subject to the preferences listed below. The District shall admit as many eligible students to the school or program as can be accommodated within the District's diversity guidelines.

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- B. In all schools except those in Elementary Zone VII, the diversity guidelines shall be defined as a student population which is plus or minus twenty percent (20%) from the District's student racial composition. In Elementary Zone VII, the diversity guidelines shall be defined as plus or minus ten percent (10%) from the Zone VII student racial composition.

VII. Preferences

The preferences for on-time applications shall be implemented as follows:

- A. Neighborhood preference: For students who live in the current attendance area of a dedicated magnet school. Neighborhood preference dedicated magnet: For students who live in the former attendance area of a dedicated magnet.
- B. Military dependent: See Policy 5.23
- C. Sibling preference: For a student who has a brother or sister residing at the same address who attends a magnet program at the same school and is eligible to return next year. Siblings applying for the first time are not eligible to receive sibling preference. For purposes of this preference, siblings are brothers and sisters, stepbrothers and sisters, or half brothers and sisters, living at the same address.
- D. Socio-Economic Status: For elementary students whose neighborhood school is a Title I School and who apply to attend a magnet program in a non-Title I School. Conversely, for elementary students whose neighborhood school is not a Title I School who apply to attend a magnet program in a Title I School.
- E. Principal Signature: For students whose parents attend a tour or open house at the magnet school for which they are applying
- F. Program Continuity: For magnet students who are in a program that continues on at the next school level.
- G. Program Continuity with Sibling Preference: For magnet students who are in a program that continues on to the next school level and who also have a sibling attending the school who is eligible to return the next school year.
- H. Tiered Continuity: A priority awarded to magnet students in certain situations. The priority is only applicable to magnet students who are attending a magnet school that is NOT their neighborhood school. Although at the elementary level all children participate in the magnet theme, the tiered continuity to middle school is reserved for those children who are at the school on a magnet special assignment. These situations are:
 - 1. Magnet students who want to switch themes when entering middle school.
 - 2. Magnet students in an elementary program that does not have a middle school continuation

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I. Audition: Used as a preference at LaVilla School of the Arts

The goal of the District's magnet schools and choice programs is to improve diversity at the school where the magnet is implemented and not to negatively affect the diversity of the sending and receiving schools. Accordingly, where there are more applications than seats available in a magnet school or choice program, the District shall use the random selection process to select students of all races and ethnicities, of both genders, and from as wide a geographic area to which transportation can be provided in keeping with the preference system described above. Students who choose and are admitted to a magnet school in a zone to which transportation is not provided, may provide their own transportation.

VIII. Waiting List

Students accepted to one of their magnet choices will not be placed on a waiting list for their other choices. Those applicants who cannot be given any of their choices will be placed on a waiting list and will be assigned later as space becomes available during the school year. Students who decline a wait list choice offered them are removed from that wait list. Students who accept any wait list choice offered them are removed from all of their other wait lists.

IX. Continuation and Exit Criteria

- A. As a general rule, once a student is admitted to a magnet school or choice program, the District shall allow the student to remain in that school or program until the student reaches the highest grade level offered by that school.
 - B. The Superintendent shall submit recommendations to the Board for its approval concerning entrance and exit criteria for all special programs.
 - C. Students who wish to exit a magnet school or choice program after the school year is in progress may complete a "Request to Return to Attendance Area School" which must be approved by the receiving and sending school. Otherwise, a magnet assignment is the student's assignment for the school year.
- X. Process for the Creation of New Schools or Program Replication of a Magnet Theme at a New Site and Movement of a Magnet Program from One School to Another.

By October 1st of each year, the Superintendent shall determine whether there is a need to identify any potential sites for new magnet schools or choice programs, for replication of existing magnet themes at new sites, or for moving a magnet program from one school to another. In making this determination, the Superintendent shall utilize the goals for magnet schools and choice programs that are outlined in section I. of these guidelines.

- A. In addition, the Superintendent shall use a number of other considerations. These shall include:

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1. The geographic location of a potential site in order to ensure equitable access of magnet programs for all students, including reasonable transportation time for all students;
2. Any demographic changes in an attendance zone, such as changes in student-age population or decreasing diversity;
3. The suitability and condition of the potential facility for a magnet school or choice program;
4. Board Policies and Goals;
5. The impact that implementing a magnet school or choice program at a potential site might have on displacing students currently assigned to the school and on the enrollment and diversity at the surrounding schools;
6. The potential for attracting a diverse enrollment to a proposed site;
7. The capacity and utilization of a potential site; and
8. Budgetary implications.

In addition to the above factors, in determining whether to replicate a magnet theme at another school in the District, the Superintendent shall consider whether there is sufficient demand for that theme by reviewing any waiting list for the theme at an existing school, including the number and diversity of the students on the list.

- B. When the Superintendent has identified a potential site, he or she shall recommend a proposed theme for that site. The Superintendent shall base this recommendation on:
 1. Whether the magnet theme will draw a diverse enrollment to that site;
 2. Whether the magnet theme will improve academic achievement;
 3. Whether the magnet theme is aligned with the District's course of study; and
 4. Whether the magnet theme should be implemented K-12.
- C. Once the potential sites and themes are identified, the Superintendent shall direct the magnet office and principals at those schools to establish a design team to develop a proposal for implementing the magnet program at their respective schools. These proposals shall include:
 1. Development of the magnet theme recommended by the Superintendent;
 2. Recruitment strategies for attracting a diverse enrollment;
 3. Instructional strategies for improving academic achievement;
 4. Alignment of the magnet theme with the District's course of study;
 5. Access of students in the District to the magnet school or choice program; Budgetary requirements for the magnet school program, including an explanation of why each budget item is reasonable and necessary for the magnet theme or choice programs; and
 6. How the magnet theme or choice program will be monitored and evaluated.
- D. Principals shall submit their proposals to the Superintendent or his/her designee by October 15th for magnet schools or choice programs to begin the planning phase. The Superintendent shall review the proposals using the goals and criteria specified in the guidelines. Based on the review, the Superintendent shall

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recommend to the School Board at its December meeting which, if any, of the proposals will be implemented.

XI. Process for Discontinuing an Existing Magnet Schools and Choice Programs

- A. No later than October 15 of each school year, the Assistant Superintendent of School Choice may submit to the Superintendent any recommendations to discontinue a magnet school or choice program. A recommendation to discontinue a magnet school or choice program shall be based on the following criteria:
 - 1. The school has met the diversity guidelines set forth in VI.B. of this policy; and,
 - 2. The magnet program is not contributing to the stabilization of student assignment (i.e., the magnet program is causing the school to exceed its capacity) and,
 - 3. The school community supports the discontinuation of the magnet program; or
 - 4. The magnet program is not able to be effectively implemented.
- B. No later than October 15 of each school year, the Principal of a magnet school or choice program may submit a request to discontinue the magnet program located at that school site. The request to discontinue a magnet program may be based on, but not limited to, the following criteria:
 - 1. The magnet program has not met or made progress toward the four goals specified in Section I; or,
 - 2. The magnet program/theme is no longer supported by the school or community; or,
 - 3. The magnet program is causing the school to exceed its capacity.
- C. The Assistant Superintendent of School Choice shall submit the recommendations and requests to the Superintendent who shall review each recommendation. The Superintendent shall notify the Board of magnet programs recommended to be discontinued for the upcoming school year no later than November 15.

XII. Budget and Funding Implications

For new magnet schools or programs including programs that the Superintendent determines should be replicated, the District shall, to the extent that budgetary considerations permit, provide necessary and reasonable funding so that these schools and programs can achieve the four goals outlined in these guidelines. The funding may include funds for necessary planning and renovation of the school so that the theme can be effectively implemented. The funding may include start-up funds federal magnet school grants.

Generally, it is expected that the magnet school or choice program will be fully implemented within three years after the program is first implemented. Once a program has been fully implemented, the district shall provide reasonable and necessary recurring

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costs to the extent that budgetary considerations permit. These costs may include personnel and staff development. The Superintendent shall direct the Assistant Superintendent of School Choice to monitor this process.

XIII. Transportation

The School Board may provide transportation for all students who are enrolled in magnet schools and choice programs who reside more than one and a half (1 1/2) from their assigned school and are within the designated transportation zone. Magnet transportation will comply with magnet Routes as defined in School Board Policy 8.32.

XIV. Monitoring and Evaluation

No later than November 15 of each school year, the Superintendent shall submit to the School Board a report regarding the implementation of magnet schools and choice programs. This report shall include:

- A. Data on the students who were accepted into each magnet school or choice program, including the diversity of students accepted into each magnet school or choice program;
- B. Data on the selection committees at the High School Performing Arts School used to select students for magnet schools or choice programs, including the diversity of these committees;
- C. Identification of any perceived barriers as related to the four goals of magnet schools and choice programs to students being eligible and admitted into magnet schools or choice programs and recommendations for eliminating any barriers;
- D. Data on how students are performing in each magnet school or choice program, including how students from diverse programs are performing;
- E. Data on the withdrawal of students from each magnet school or choice program, including the diversity of the students withdrawing from the magnet school or choice program; and
- F. Any recommendation for improving magnet schools and choice programs, including access of students to magnet schools or choice programs, and for creating, replicating, or discontinuing any magnet schools or choice programs.

XV. The Board will review this policy every three (3) years, beginning September of 2000.

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STATUTORY AUTHORITY:

LAW(S) IMPLEMENTED:

HISTORY:

1001.42, F.S.

1001.42, 1001.51, 1002.31, F.S.

ADOPTED: May 26, 1999

REVISION DATE(S): 12/08/14

6/10/13

6/13/11

11/10/08

FORMERLY: JF81

December 8, 2014, Regular Board Meeting

Title

25. PUBLIC HEARING AND VOTE: REVISIONS TO CHAPTER 5 BOARD POLICIES

Recommendation

1. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.10, Requirements for Original Entry.
2. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.11, Admission to Kindergarten.
3. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.12, Admission to First Grade.
4. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.20, Student Assignment.
5. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.24, Student Rights and Responsibilities.
6. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.25, Student Code of General Appearance.
7. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.34, Granting Permission for Students to Leave the School Campus.
8. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.38, Student Use of Wireless Communication Device.
9. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.40, Student Attendance Requirements.
10. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.46, Magnet Schools and Choice Programs.
11. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.52, School Counseling Program.
12. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.71, Directory Information.

Description

As a comprehensive review of Board Policies, updates and changes have been recommended for Chapter 5 of the Duval County School Board Policy Manual. These changes are the result of the need for revised language, new requirements in statute and Florida School Board Rules, and/or changes in business practices of the District.

The specific changes proposed include the following:

- Policy 5.10 - Requirements for Original Entry: This policy is proposed to be modified to update and provide clarification regarding the physical examination requirements needed when a student initially enrolls in the District.
- Policy 5.11 - Admission to Kindergarten: This policy is proposed to be modified to add provisions for admission to kindergarten for students entering from out of the country.

- Policy 5.12 - Admission to First Grade: This policy is proposed to be modified to add provisions for admission to first grade for students entering from out of the country.
- Policy 5.20 - Student Assignment: This policy is proposed to provide modifications and clarifications regarding the requirements for proof of residency.
- Policy 5.24 - Student Rights and Responsibilities: This policy is proposed to be revised to clarify references to the Code of Student Conduct and provide for stakeholder input.
- Policy 5.25 - Student Code of General Appearance: The proposed changes to this policy include modifications to clarify some provisions in the Code and to refer to Board Policy 5.46 referring to uniform policies for magnet schools and choice programs.
- Policy 5.34 - Granting Permission for Students to Leave the School Campus: This policy is proposed to be revised to provide clarification regarding students leaving school premises.
- Policy 5.38 - Student Use of Wireless Communication Devices: This policy is proposed to be revised to update language to include all wireless devices and to provide clarification regarding student use of wireless communication devices if approved by the teacher for instructional purposes.
- Policy 5.40 - Student Attendance Requirements: This policy is proposed to be revised to delete references to the Codes of Student Conduct.
- Policy 5.46 - Magnet Schools and Choice Programs: This policy has been updated to include additional references to choice programs, update preferences, and to allow for uniforms in secondary magnet and choice programs.
- Policy 5.52 - School Counseling Program: This policy is proposed to be revised to replace the department title name, as well as to delete outdated references to the FCAT.
- Policy 5.71 - Directory Information: This policy is recommended for revision to reflect the method of parent notification and to update the categories of student directory information.

Gap Analysis

N/A

Previous Outcomes

N/A

Expected Outcomes

N/A

Strategic Plan Goal

Ensure Effective, Equitable, and Efficient Use of Resources

Financial Impact

None

My Contact

Andrew Post, Assistant Superintendent of Assessment and Accountability

Addison Davis, Assistant Superintendent of Schools

Pearl Roziers, Assistant Superintendent of School Choice

Karen Chastain, Assistant Superintendent of Legal Affairs

Dana Kriznar, Assistant Superintendent of Strategic Planning and Partnerships

Attachment: [5.34 December agenda.pdf](#)

Attachment: [5.38 December agenda.pdf](#)

Attachment: [5.71 December agenda.pdf](#)

Attachment: [5.40 December agenda.pdf](#)

Attachment: [5.10 December agenda.pdf](#)

Attachment: [5.52 December agenda.pdf](#)

Attachment: [5.12 December agenda.pdf](#)

Attachment: [5.24 December agenda.pdf](#)

Attachment: [5.46 December agenda.pdf](#)

Attachment: [5.11 December agenda.pdf](#)

Attachment: [5.20 December agenda.pdf](#)

Attachment: [5.25 December agenda.pdf](#)

I. Purpose

The District is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances their educational success. The District also is committed to providing diverse settings for education that promote understanding of diversity, tolerance and fair play, so that the tenets of democratic society are reinforced by what students experience in schools. After the District is declared unitary in its desegregation lawsuit, the District will continue to implement magnet schools and choice programs as one strategy to continue providing quality educational opportunities for students in diverse educational settings.

In The Duval County School District, magnet schools and choice programs have four goals:

- A. To promote or maintain diversity;
- B. To provide a unique or specialized curriculum or approach;
- C. To improve achievement for all students participating in the magnet school or choice program; and,
- D. To stabilize student assignment

II. Definition and Role Diversity

In determining whether a magnet school or choice program has, or will meet, the goal of diversity, the District will examine whether the school or program has admitted students of different race, ethnicity and gender, those with various socio-economic backgrounds; those living in different geographic areas of the District, those who are considered at-risk; those who speak English as a second language and those with special needs, including Exceptional Education Students.

III. Type of Magnet Programs

At the elementary level, the district has implemented primarily total school magnet programs. At the middle and high school levels, the District implemented a program within a school, the principal shall ensure that, for a certain portion of the week, there is interaction between those students participating in the magnet program and those who are not in the magnet program. This interaction, for example, might occur in art, music, physical education classes, or other elective classes. The (b)(6) Assistant Superintendent of School Choice shall monitor implementation of this provision.

IV. Recruitment

It is the goal of the District to provide all students the opportunity to have access to magnet school programs. To carry out this goal, the Superintendent shall require that strategies are developed by each magnet school or choice program. (b)(6)

(b)(6)
(b)(6) The strategies shall be appropriate to recruit a designated target population to the school.

V. Academic or Related Eligibility Criteria

A. At the elementary level, no school shall use academic or related criteria for determining whether a student is eligible for a magnet school or choice program. A. ---Elementary (b)(6) may require, as a condition of admission, that parents sign contracts requiring them to participate in school activities or mandating students to wear uniforms, where such requirements are part of the magnet theme or choice program theme. Prior to the beginning of recruitment for the next school year, the principal shall submit such requirements to the (b)(6) of (b)(6) Superintendent or his/her designee. The Superintendent shall review these requirements to determine that they are nondiscriminatory and do not impede equal access for all students.

B. At the secondary level, the Superintendent may allow a school to use academic or other related criteria for determining students who are eligible for a magnet school or program choice program. Secondary schools may require as a condition of admission that parents sign contracts requiring them to participate in school activities or mandating students to wear uniforms, where such requirements are part

of the magnet theme or choice program theme. Prior to the beginning of recruitment for each school year, the principal shall submit any proposed criteria for the next school year to the (b)(6) Superintendent or his/her designee. Prior to the beginning of recruitment for the next school year, the Superintendent shall review any proposed criteria to determine that they are educationally related to the specialized curriculum or instructional strategy and are non-discriminatory in determining students who are eligible for the magnet school or choice program. In addition, principals at magnet school or choice programs that use selection committees to determine eligible students shall provide that the committees are diverse.

VI. Application and Admission Process

Between January 1 and February 28 of each school year, the District shall make applications for magnet schools and choice programs available by (b) parent portal, at the Magnet Programs Office, and online at [www.\(b\)\(6\).choice.com](http://www.(b)(6).choice.com). To be eligible for consideration for the lottery for fall admission to a magnet school or choice program, parents of applicants must return the completed application to the Magnet Programs Office no later than the last day of February. The application will be designed to allow parents to choose, in order of preference, up to three magnet schools or choice programs.

- A. In all magnet schools and choice programs except the Performing Arts High School, IB Diploma Programme, AICE, and (b) Early College, the District shall select students by a computer lottery process subject to the preferences listed below. The District shall admit as many eligible students to the school or program as can be accommodated within the District's diversity guidelines.
- B. In all schools except those in Elementary Zone VII, the diversity guidelines shall be defined as a student population which is plus or minus twenty percent (20%) from the District's student racial composition. In Elementary Zone VII, the diversity guidelines shall be defined as plus or minus ten percent (10%) from the Zone VII student racial composition.

VII. Preferences

The preferences for on-time applications shall be implemented in (b)(6) as follows:

- A. (b)(6)
- (b)(6) Neighborhood preference: For students who (b)(6) live in the (b)(6) (b)(6) current attendance area of a dedicated magnet school. Neighborhood preference dedicated magnet: For students who live in the former attendance area of a dedicated magnet.
- B. Military dependent: See Policy 5.23
- C. (b)(6)
- (b)(6) Sibling preference: For a student who has a brother or sister residing at the same address who attends a magnet program at the same school and is eligible to return next year. Siblings applying for the first time are not eligible to receive sibling preference. For purposes of this preference, siblings are brothers and sisters, stepbrothers and sisters, or half brothers and sisters, living at the same address.
- D. (b)(6)
- (b)(6) Socio-Economic Status: For elementary students whose neighborhood school is a Title I School and who apply to attend a magnet program (b)(6) in a non-Title I (b)(6) School. Conversely, for elementary students whose neighborhood school is not a (b)(6) (b)(6) Title I School who apply to attend a magnet program in a Title I (b)(6) School.

- E. Principal Signature: For students whose parents attend a tour or open house at the magnet school for which they are applying
- F. Program Continuity: For magnet students who are in a program that continues on at the next school level.
- G. Program Continuity with Sibling Preference: For magnet students who are in a program that continues on to the next school level and who also have a sibling attending the school who is eligible to return the next school year.
- H. Tiered Continuity: A priority awarded to magnet students in certain situations. The priority is only applicable to magnet students who are attending a magnet school that is NOT their neighborhood school. Although at the elementary level all children participate in the magnet theme, the tiered continuity to middle school is reserved for those children who are at the school on a magnet special assignment. These situations are:
 - 1. Magnet students who want to switch themes when entering middle school.
 - 2. Magnet students in an elementary program that does not have a middle school continuation.
- I. Audition: Used as a preference at LaVilla School of the Arts

The goal of the District's magnet schools and choice programs is to improve diversity at the school where the magnet is implemented and not to negatively affect the diversity of the sending and receiving schools. Accordingly, where there are more applications than seats available in a magnet school or choice program, the District shall use the random selection process to select students of all races and ethnicities, of both genders, and from as wide a geographic area to which transportation can be provided in keeping with the preference system described above. Students who choose and are admitted to a magnet school in a zone to which transportation is not provided, may provide their own transportation.

VIII. Waiting List

(b)(6)

(b)(6)

Students accepted to one of their magnet choices will not be placed on a waiting list for their other choices. Those applicants who cannot be given any of their choices will be placed on a waiting list and will be assigned later is spaced become available during the school year. Students who decline a wait list choice offered them are removed from that wait list. Students who accept any wait list choice offered them are removed from all of their other wait lists.

IX. Continuation and Exit Criteria

- A. As a general rule, once a student is admitted to a magnet school or choice program, the District shall allow the student to remain in that school or program until the student reaches the highest grade level offered by that school.
- B. The Superintendent shall submit recommendations to the Board for its approval concerning entrance and exit criteria for all special programs.
- C. Students who wish to exit a magnet school or choice program after the school year is in progress may complete a "Request to Return to Attendance Area School" which must be approved by the receiving and sending school. Otherwise, a magnet assignment is the student's assignment for the school year.

X. Process for the Creation of New Schools or Program Replication of a Magnet Theme at a New Site and Movement of a Magnet Program from One School to Another.

By October 1st of each year, the Superintendent shall determine whether there is a need to identify any potential sites for new magnet schools or choice programs, for replication of existing magnet themes at new sites, or for moving a magnet program from one school to another. In making this determination, the Superintendent shall utilize the goals for magnet schools and choice programs that are outlined in section I of these guidelines.

A. In addition, the Superintendent shall use a number of other considerations. These shall include;

1. The geographic location of a potential site in order to ensure equitable access of magnet programs for all students, including reasonable transportation time for all students;
2. Any demographic changes in an attendance zone, such as changes in student-age population or decreasing diversity;
3. The suitability and condition of the potential facility for a magnet school or choice program;
4. Board Policies and Goals;
5. The impact that implementing a magnet school or choice program at a potential site might have on displacing students currently assigned to the school and on the enrollment and diversity at the surrounding schools;
6. The potential for attracting a diverse enrollment to a proposed site;
7. The capacity and utilization of a potential site; and
8. Budgetary implications.

In addition to the above factors, in determining whether to replicate a magnet theme at another school in the District, the Superintendent shall consider whether there is sufficient demand for that theme by reviewing any waiting list for the theme at an existing school, including the number and diversity of the students on the list.

B. When the Superintendent has identified a potential site, he or she shall recommend a proposed theme for that site. The Superintendent shall base this recommendation on;

1. Whether the magnet theme will draw a diverse enrollment to that site;
2. Whether the magnet theme will improve academic achievement;
3. Whether the magnet theme is aligned with the District's course of study; and
4. Whether the magnet theme should be implemented K-12.

C. Once the potential sites and themes are identified, the Superintendent shall direct the magnet office and principals at those schools to establish a design team to develop a

proposal for implementing the magnet program at their respective schools. These proposals shall include:

1. Development of the magnet theme recommended by the Superintendent;
2. Recruitment strategies for attracting a diverse enrollment;
3. Instructional strategies for improving academic achievement;
4. Alignment of the magnet theme with the District's course of study;
5. Access of students in the District to the magnet school or choice program;
6. Budgetary requirements for the magnet school program, including an explanation of why each budget item is reasonable and necessary for the magnet theme or choice programs; and
7. How the magnet theme or choice program will be monitored and evaluated.

- D. Principals shall submit their proposals to the (b)(6) (b)(6) Superintendent or his/her designee by October 15th for magnet schools or choice programs to be (b)(6) begin the planning phase. The Superintendent shall review the proposals using the goals and criteria specified in the guidelines. Based on the review, the Superintendent shall recommend to the School Board at its December meeting which, if any, of the proposals will be implemented.

XI Process for Discontinuing an Existing Magnet Schools and Choice Programs

- A. No later than October 15 of each school year, the ~~Director~~Assistant Superintendent of School Choice may submit to the Superintendent any recommendations to discontinue a magnet school or choice program. A recommendation to discontinue a magnet school or choice program shall be based on the following criteria:
1. The school has met the diversity guidelines set forth in VI.B. of this policy; and,
 2. The magnet program is not contributing to the stabilization of student assignment (i.e., the magnet program is causing the school to exceed its capacity) and,

3. The school community supports the discontinuation of the magnet program; or
 4. The magnet program is not able to be effectively implemented.
- B. No later than October 15 of each school year, the Principal of a (b)(6) magnet school or (b)(6) program may submit a request to discontinue the magnet program located at that school site. The request to (b)(6)
- The request to discontinue a magnet program may be based on, but not limited to, the following criteria:
1. The magnet program has not met or made progress toward the four goals specified in Section I; or,
 2. The magnet program/theme is no longer supported by the school or community; or,
 3. The magnet program is causing the school to exceed its capacity.
- C. The ~~Director of~~ Assistant Superintendent of School Choice shall submit the recommendations and requests to the Superintendent who shall review each recommendation. The Superintendent shall notify the Board of magnet programs recommended to be discontinued for the upcoming school year no later than November 15.

XII. Budget and Funding Implications

For new magnet schools or programs including programs that the Superintendent determines should be replicated, the District shall, to the extent that budgetary considerations permit, provide necessary and reasonable funding so that these schools and programs can achieve the four goals outlined in these guidelines. The funding may include funds for necessary planning and renovation of the school so that the theme can be effectively implemented. The funding may include start-up funds federal magnet school grants.

Generally, it is expected that the magnet school or choice program will be fully implemented within three years after the program is first implemented. Once a program has been fully implemented, the district shall provide reasonable and necessary recurring costs to the extent that budgetary considerations permit. These costs may include personnel and staff development. The Superintendent shall

direct the ~~Director of~~ Assistant Superintendent of School Choice to monitor this process.

XIII. Transportation

The School Board may provide transportation for all students who are enrolled in magnet schools and choice programs who reside more than one and a half (1 1/2) from their assigned school and are within the designated transportation zone. Magnet transportation will comply with magnet Routes as defined in School Board Policy 8.32.

XIV. Monitoring and Evaluation

No later than November 15 of each school year, the Superintendent shall submit to the School Board a report regarding the implementation of magnet schools and choice programs. This report shall include:

- A. Data on the students who were accepted into each magnet school or choice program, including the diversity of students accepted into each magnet school or choice program;
- B. Data on the selection committees at the High School Performing Arts School used to select students for magnet schools or choice programs, including the diversity of these committees;
- C. Identification of any perceived barriers as related to the four goals of magnet schools and choice programs to students being eligible and admitted into magnet schools or choice programs and recommendations for eliminating any barriers;
- D. Data on how students are performing in each magnet school or choice program, including how students from diverse programs are performing;
- E. Data on the withdrawal of students from each magnet school or choice program, including the diversity of the students withdrawing from the magnet school or choice program; and
- F. Any recommendation for improving magnet schools and choice programs, including access of students to magnet schools or choice programs, and for creating, replicating, or discontinuing any magnet schools or choice programs.

XV. The Board will review this policy every three (3) years, beginning September of 2000.

STATUTORY AUTHORITY: 1001.41, F.S.

LAW(S) IMPLEMENTED: 1001.42, 1001.51, 1002.31, F.S.

HISTORY: ADOPTED: May 26, 1999
REVISION DATE(S): / /14
6/10/13
6/13/11
4/7/09
11/10/08

FORMERLY: JFBD

Cheryl Grymes	- Aye
Connie Hall	- Aye
Ashley Juarez	- Aye
S Shine	- Aye
Paula Wright	- Aye

Operations - Facilities Project Design, Construction and Maintenance

21. PRE-QUALIFICATION OF CONSTRUCTION CONTRACTORS FOR EDUCATIONAL PROJECTS

Attachment: Board Approval - New 12-2014.pdf

Attachment: Board Approval - Renewals 12-2014.pdf

Minutes:

Motions:

That the Duval County School Board approve the attached list(s) of prequalified contractors.	- PASS
---	---------------

Vote Results

Motion:

Second:

Rebecca Couch	- Abstain
Jason Fischer	- Aye
Cheryl Grymes	- Aye
Connie Hall	- Aye
Ashley Juarez	- Aye
S Shine	- Aye
Paula Wright	- Aye

General

25. PUBLIC HEARING AND VOTE, REVISIONS TO CHAPTER 5 BOARD POLICIES

Attachment: 5.24 December agenda.pdf

Attachment: 5.28 December agenda.pdf

Attachment: 5.21 December agenda.pdf

Attachment: 5.40 December agenda.pdf

Attachment: [5.10 December agenda.pdf](#)
Attachment: [5.52 December agenda.pdf](#)
Attachment: [5.12 December agenda.pdf](#)
Attachment: [5.24 December agenda.pdf](#)
Attachment: [5.40 December agenda.pdf](#)
Attachment: [5.11 December agenda.pdf](#)
Attachment: [5.20 December agenda.pdf](#)
Attachment: [5.25 December agenda.pdf](#)

Minutes:

Motions:

1. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.10, Requirements for Original Entry.
2. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.11, Admission to Kindergarten.
3. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.12, Admission to First Grade.
4. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.20, Student Assignment.
5. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.24, Student Rights and Responsibilities.
6. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.25, Student Code of General Appearance.
7. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.34, Granting Permission for Students to Leave the School Campus. - PASS
8. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.38, Student Use of Wireless Communication Device.
9. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.40, Student Attendance Requirements.

10. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.46, Magnet Schools and Choice Programs.
11. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.52, School Counseling Program.
12. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 5.71, Directory Information.

Vote Results

Motion: Paula Wright

Second: Rebecca Couch

Rebecca Couch	- Aye
Jason Fischer	- Aye
Cheryl Grymes	- Aye
Connie Hall	- Aye
Ashley Juarez	- Aye
S Shine	- Aye
Paula Wright	- Aye

27. PUBLIC HEARING AND VOTE: REVISIONS TO CHAPTER 7 BOARD POLICIES

Attachment: Policy 7.70 December agenda.pdf

Attachment: Policy 7.71 December agenda.pdf

Attachment: Policy 7.72 December agenda.pdf

Attachment: 7.42 December agenda.pdf

Minutes:

Motions:

1. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 7.42, Fund-Raising for School Projects and Activities.
2. That the Duval County School Board conduct a Public Hearing and adopt the attached Board Policy 7.70, Purchasing.
3. That the Duval County School Board

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EXTRACURRICULAR PROGRAM

4.40

Extracurricular activities shall be defined as planned school sponsored activities which exist as a part of the total school program, but are not a part of the regular curricular offerings, the extracurricular program shall include both competitive activities and student organizations. All of these activities shall be under the principal's direction and general supervision. The principal shall select the personnel to direct and to act as advisors for the various extracurricular activities. Care shall be exercised to limit the load assigned to any one teacher. Eligibility for participation in extracurricular interscholastic student activities, including cheerleading, shall be as outlined in the Bylaws of the Florida High School Athletic Association, Inc. (FHSAA) and pursuant to Section 1006.15, Florida Statutes.

- I. The principal/designee shall be responsible for determining each student's eligibility for participating in interscholastic extracurricular activities. Any school which allows an ineligible student to participate shall be subject to the penalties set forth by the FSHAA Bylaws.
- II. Students attending a secondary school which does not have an athletic program shall be allowed to participate in activities under FHSAA Bylaws.
- III. All extracurricular activities shall be self-supporting, when possible. Students shall not be excluded from participating in activities for lack of money for dues, materials, or uniforms; however, this does not apply to charging admission for students who are spectators of extracurricular activities.
- IV. Funds derived from extracurricular activities shall be processed according to the District's accounting procedures and the FHSAA bylaws.
- V. Academic eligibility for cheerleaders shall be the same as required of team and organization members who are subject to FSHAA Bylaws.
- VI. To ensure fair and equitable access to extracurricular activities for all students and because all students benefit from exposure to staff with diverse backgrounds, the principal shall select faculty advisors, directors, coaches and sponsors for extracurricular activities that are diverse in racial, ethnic, gender, or any other distinguishing physical or personality characteristics as set forth in Board Policies 1.22 and 10.10. Students shall not be excluded from any extracurricular activity, or from any position of leadership therein, on account of race, ethnic background or gender. Students shall not be denied participation in activities due to lack of ability to pay for expenses related to the activity.

To monitor fair and equitable access to extracurricular activities for all students, the Superintendent shall submit to the Board, by July 1 of each year, a report showing the following:

- A. Data indicating participation in selected extracurricular activities disaggregated by race, ethnicity and gender. The Superintendent or designee shall select the activities to be reported each year which shall be representative of all extracurricular activities

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

and shall be rotated from year-to-year. The Superintendent shall ensure that all activities are reviewed within a five (5) year period.

- B. Any recommended changes which the Superintendent feels are necessary to ensure fair and equitable access to all activities.

STATUTORY AUTHORITY:

LAW(S) IMPLEMENTED:

HISTORY:

1001.41, 1001.42, F.S.

1001.43, 1006.15, 1006.20, 1012.23, F.S.

ADOPTED: April 1, 1997

REVISION DATE(S): 11/10/08

10/07/14

FORMERLY: 10

CHAPTER 6.00- HUMAN RESOURCES

RECRUITMENT OF FACULTY AND ADMINISTRATIVE STAFF 6.07

It is the policy of the Duval County School Board to promote and encourage the presence of a diverse faculty and administrative staff at each school, because diversity has educational benefits for all students. *Diversity* for purposes of this policy shall include gender and race. See also Equity Policy 1.22. *Faculty* for purposes of this policy shall include all certificated teachers, school counselors, social workers, media specialists, and school psychologists. *Administrative staff* for purposes of this policy shall mean principals, vice-principals, assistant principals and others who are paid pursuant to an administrator's salary schedule. It is the Board's goal that it demonstrates its commitment to equal employment by providing a faculty at each school in the District that approximates the district-wide faculty composition by race and gender to the extent practicable.

I. Recruitment

The Division of Human Resource Services is responsible for maintaining and publishing an up-to-date listing of all employment opportunities for faculty. The Division of Human Resource Services also shall establish and implement a year- round recruitment program to ensure that there are an adequate number of qualified and diverse candidates for available faculty positions. The Division of Human Resource Services shall undertake efforts to advertise faculty vacancies and recruit applicants at local, regional and national colleges and universities, particularly those with significant numbers of minority students enrolled in education programs. The Division of Human Resource Services also shall recruit qualified faculty through a variety of appropriate techniques in order to encourage a large and diverse pool of applicants for faculty posts in the District. Faculty and administrative staff shall be recruited, selected, and assigned to duty solely on the basis of experience, qualifications, and requirements of the position. Teachers, particularly minority teachers, shall be encouraged to participate in training for certification for the gifted and academically talented program. This training shall be provided at District expense. Employment practices shall comply with all local, state, and federal laws and court orders.

II. Faculty and Administrative Staff Assignment

In preparing lists of eligible personnel to fill faculty and administrative posts, the Division of Human Resources shall seek to ensure that the lists reflect as diverse a pool of candidates as is practicable, and shall seek to achieve the goals of this policy.

CHAPTER 6.00- HUMAN RESOURCES

III. Monitoring and Evaluation

Not later November 1 each year, the Superintendent shall prepare a report for the Board detailing the gender and racial composition of the faculty and the administrative staff in each school within the District and describing the recruiting efforts undertaken by the Division of Human Resource Services to attract minority applicants for faculty posts. When a school has a faculty that is substantially unrepresentative of the district-wide gender or racial composition, the Superintendent or his/her designee shall take appropriate steps to achieve the goal of diversity to the extent practicable.

STATUTORY AUTHORITY

1001.41, 1002.42, 1012.23, F.S.

LAW(S) IMPLEMENTED:

1001.51, 1012.21, F.S.

HISTORY:ADOPTED:

April 1, 1997

REVISION DATE(S): 11/10/08

1/12/15

FORMERLY GCF

CHAPTER 8.00 - AUXILIARY SERVICES

STUDENT TRANSPORTATION

8.30

- I. The transportation program shall be administered to provide safe and efficient services at the lowest possible cost. Transportation funds shall be used primarily to provide transportation of students to and from the nearest appropriate school as determined by the School Board and in accordance with Florida Statutes and State Board of Education rules.
- II. The Superintendent or designee shall be responsible for supervising, administering, investigating, and resolving problems of the District's transportation system. This shall include determination that all who have responsibility for student transportation are knowledgeable of applicable Florida Statutes and State Board of Education rules.
- III. Maximum regard for the safety of students and due consideration for the protection of health of all students transported shall be primary requirements in the routing of buses, establishing student stops, appointing drivers, and in providing and operating transportation equipment in accordance with requirements of Florida Statutes and State Board of Education rules.
- IV. Transportation is provided for each student in prekindergarten disability programs and in kindergarten through grade 12 membership in a public school when, and only when, transportation is necessary to provide adequate educational facilities and opportunities which otherwise would not be available and to transport students whose homes are more than a reasonable walking distance from the nearest appropriate school. Students who are approved to attend a District school which is not located in their assigned attendance area shall be ineligible for bus transportation except as permitted by District guidelines.
- V. Any student who resides more than one and a half (1 ½) miles from his/her assigned school is eligible to ride the school bus to and from that school. One (1) mile shall be considered a reasonable walking distance to a bus stop for students who are eligible to ride a school bus. Such distance shall be measured by the most direct route

CHAPTER 8.00 - AUXILIARY SERVICES

from the closest pedestrian entry point of the property where the student resides (where private property meets the public right-of-way) to the closest pedestrian entry point of the assigned school building or to the assigned bus stop. The District shall determine the shortest pedestrian route whether or not it is accessible to motor vehicle traffic. If the closest bus stop is a school less than one and a half (1 ½) miles from the student residence the one (1) mile rule to a bus stop will not apply. Students who are assigned to magnet schools and/or programs through the Magnet/School Choice office may be eligible for transportation under this section. The District may also determine that students of other programs, such as Alternative Schools, are eligible for transportation but to which the aforementioned rules for one (1) mile to a bus stop or one and a half (1 ½) miles to a school do not apply. Under the following conditions, students who reside within one and a half (1 ½) miles of the designated school may be eligible to ride the school bus:

A. Special authorization is granted by the Superintendent or designee and may include students who meet the requirements for Hazardous Walking as determined by FS. 1006.23 or students granted transportation under other statutory provisions.

B. A student who is classified as a student with disabilities under the Individual with Disabilities Act (IDEA) if transportation services are required by the student's Individual Education Plan (IEP).

VI. A student who is eligible for transportation and resides beyond the accessibility of a school bus may be provided transportation by payment from the School Board to the parent(s) or legal guardian for use of a private automobile or other conveyance for this purpose.

VII. The School Board may cooperate with other school districts to provide transportation for students.

A. When it is practical to extend a school bus route to serve any territory located in another school district, the School Board shall enter into an agreement with the School Board of the other district to provide transportation services to students residing in the

CHAPTER 8.00 - AUXILIARY SERVICES

adjacent school district. Any such agreement shall be recorded in the official School Board minutes of each school board. The agreement shall state in detail the responsibility of each school board for operating the school bus and maintaining a daily schedule.

B. Whenever a school bus crosses a school district line, all rules of the School Board shall apply to students transported by the said School Board unless otherwise stated in the agreement between the school boards.

VIII. Only a student who is regularly enrolled as a transported student shall be permitted to ride such bus while it is being operated on a regular school bus route. Approval shall not be allowed for student visitation, unless duly authorized; or for a student to obtain transportation to his/her regular place of employment.

IX. A student who arrives early or remains late because of transportation service shall be under school supervision at all times and shall, if practicable, have a planned schedule of activities. The principal shall be responsible for providing such supervision.

X. The school principal or designated staff shall plan and assign places for students to get on and off the school buses at the school and ensures the safety of the loading and unloading zones while providing supervision of students.

XI. The school principal or designated staff shall assume responsibility for all student disciplinary cases which arise in connection with transporting students.

XII. Parents, guardians, and students will be informed annually of their responsibilities regarding student transportation as follows:

CHAPTER 8.00 - AUXILIARY SERVICES

- A. Ensure the safe travel of students during the portions of each trip to and from school and home when the students are not under the custody and control of the District, including each trip to and from home and the assigned bus stop.
- B. Ensure that students ride only in their assigned school buses and get off at assigned stops, except when alternative buses or arrangements have been made, and only with written permission and authorized by school or District staff.
- C. Ensure that students are aware of and follow the Student Code of Conduct while the students are at school bus stops and to provide necessary supervision during the times when the bus is not present.
- D. Each student who is transported shall abide by the rules of safety and behavior necessary to operate the District's transportation system. Serious infraction of these rules may result in the loss of the student's privilege. The student's parent(s) or legal guardian shall be responsible for making sure the student abides by the rules or for providing the student's transportation. Suspension from a bus shall not affect the attendance laws and rules.
- E. Ensure that, when the physical disability of the student renders the student unable to get on and off the bus without assistance, the necessary assistance to help the student get on and off at the bus stop as required is provided.
- F. Ensure that the student arrives at the bus stop on time in the morning.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1006.21, 1006.22, 1006.23, 1011.58, F.S.

STATE BOARD OF EDUCATION RULES:

6A-9.001, 6A-9.017, 6A-9.018

CHAPTER 8.00 - AUXILIARY SERVICES

FACILITIES PLANNING

8.50

I. Facilities Master Plan

- A. The Superintendent shall direct the development of a facilities master plan, including major maintenance, for the District utilizing the most recent Educational Plant Survey conducted by the Florida Department of Education. The plan shall:
 - 1. Reflect the needs of current educational procedures and projected educational programming.
 - 2. Specify financial needs to accomplish any required construction and major maintenance, including a component to project how the required funding needs are to be met.
- B. The development of the District's facilities master plan shall include participation by District-level and school-based employees. Representation shall include administrative, instructional, and non-instructional personnel.
- C. The School Board, pursuant to Chapter 163, Florida Statutes, shall enter into an Inter-local Agreement with the City of Jacksonville to coordinate and cooperate, to the greatest extent practicable, the implementation of the School Board's plans for the construction, remodeling, renovation and opening of public educational facilities.

II. Establishment of Priorities for Facilities Development

The following order of needs is established for allocating resources for facilities, human resources, funds, and materials and shall be adhered to without special consideration:

- A. Conditions adversely affecting the health and safety of occupants;
- B. Conditions which may close a school or result in serious damage to the facility;
- C. Conditions adversely affecting the educational goals of the School Board;
- D. Space for expansion of school programs to meet special needs and changing conditions in educational curriculum; and,
- E. Space for extra class activities, recreational, and community activities

III. Long-Range Educational Facilities Planning

CHAPTER 8.00 - AUXILIARY SERVICES

- A. The District has a primary responsibility to provide school facilities that address changing enrollment patterns and that sustain high quality educational programs in a way that meets its policies. The Board fulfills this responsibility through the facilities planning process.
 - 1. This Long-Range Educational Facilities Planning Policy provides direction on how the capital planning process should be conducted and prescribes criteria and standards to guide planning. This process is designed to promote public understanding of planning for the District and to encourage community members, local government agencies and municipalities to identify and communicate their priorities and concerns to the Superintendent and Board.
 - 2. The Board recognizes the interrelationship of its facilities planning policy with other policies, such as those on educational programs, magnet schools and programs and attendance boundaries. Each of these factors is substantially affected by a policy which attempts to ensure that enrollment is appropriate to facility capacity.
 - 3. Enrollment changes in the District do not occur at a uniform rate through the county. Accordingly, there shall be an enrollment review in accordance with Board Policy 5.44 School Attendance Boundaries.
- B. Development and Adoption of Five-Year Facilities Plan
 - 1. On or about September 1 of each year, the Superintendent will publish a Five - Year Facilities Plan for the District, including major maintenance for the upcoming year, utilizing the most recent Educational Plant Survey conducted by the Florida Department of Education. This Plan will include recommendations and the necessary balanced budget for facilities for the coming five fiscal years and shall include the following:
 - a. Enrollment projections for the next five years for each school;
 - b. A profile of all school facilities showing physical and program characteristics, such as Head Start, magnet programs, kindergarten and pre-kindergarten, programs for LEP students, and special education classes;
 - c. A summary of any proposals that would change the facility and any proposed programs to be offered at the facility or the attendance area of the facility; and
 - d. Descriptions for requested projects in the Five-Year Facilities Plan. (A project description describes the needs for a particular facility or for

CHAPTER 8.00 - AUXILIARY SERVICES

several facilities with similar requirements and contains the project estimated budget.)

2. During the appropriate time frame pursuant to Florida Statute each year, the Board will hold a workshop or workshops on the Superintendent's recommendations and on any Board-adopted alternatives.
3. The Board will adopt a Five-Year Facilities Plan pursuant to the time frames mandated by Florida Statutes.

C. Enrollment Forecasts

The District shall develop projections for all schools no less than every five years for at least a five year period. These forecasts will be the basis for evaluating facility space and initiating planning activities. The forecasts should be developed utilizing the Duval County Planning Department's county population forecast, other pertinent demographic data, and state cohort projections.

D. Review.

This policy shall be reviewed by the Board not less than every three (3) years, beginning in September 2000.

STATUTORY AUTHORITY:

1001.41, F.S.

LAW(S) IMPLEMENTED:

Chapter 163, 1001.42, 1001.51, 1013.21, 1013.31,
1013.36, 1015.61, F.S.

HISTORY:

ADOPTED: April 1, 1997
REVISION DATE(S): 07/07/15
11/10/08
FORMERLY
FA, FE

PART V: EMPLOYMENT EQUITY

A. Complete the following chart for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

District: Duval		2015-16 School District Administrative Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
District-Level Administrators	255	80 (31%)	10 (4%)	148 (58%)	17 (7%)	146 (57%)	109 (43%)
Principals	162	84 (52%)	4 (2%)	74 (46%)	0 (0%)	128 (79%)	34 (21%)
Asst. Principals	234	131 (56%)	9 (4%)	89 (38%)	5 (2%)	177 (76%)	57 (24%)
Teachers	8054	2216 (28%)	385 (5%)	5183 (64%)	270 (3%)	6382 (79%)	1672 (21%)
Guidance Counselors	266	119 (45%)	11 (4%)	130 (49%)	6 (2%)	246 (92%)	20 (8%)

- Continue to recruit high-quality teachers and guidance counselors who are college of education majors, as a first priority.
- Continue to recruit teachers and administrators who reflect the diversity of our student population.
- Continue implementation of the Quality Education for All Fund focus on human capital and the recruitment of highly qualified and diverse teacher candidates through the Jacksonville Teacher Residency program for STEM majors, and the Teach for America partnership to attract math and science classroom teachers.
- Continue partnering with the University of North Florida counseling program, Supporters of Academic Rigor (SOAR), which prepares urban teachers to be effective guidance counselors.
- Continue partnering with Edwards Waters College and Duval County Public School's "Call Me Mister" program designed to attract African American males to teach in DCPS urban settings.
- Increase teacher retention through the implementation of research-based exit interview and/or surveys that will provide next steps data used to train administrators, enhance mentor support, and ultimately retain a diverse group of effective teachers.
- Expand partnership events with local and regional colleges and universities.
- Expand recruitment efforts to emphasize the recruitment of underrepresented student populations.
- Expand partnership with Jacksonville University to attract non-contracted Speech and Language Pathologists.

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant 04, 05

* b. Program/Project 04, 05

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 05/01/2017

* b. End Date: 07/01/2019

18. Estimated Funding (\$):

* a. Federal	1,485,208
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,485,208

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Nikolai

Middle Name:

* Last Name: Vittti

Suffix:

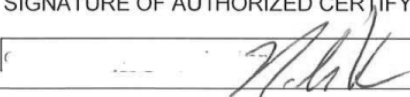
* Title: Superintendent of Schools

* Telephone Number: 904-390-2000 Fax Number: 904-390-2989

* Email: vitttin@duvalschools.org

* Signature of Authorized Representative: [Signature] * Date Signed: 2/10/17

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Superintendent of Schools
APPLICANT ORGANIZATION Duval County Public Schools	DATE SUBMITTED 2/10/17

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.


(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Duval County Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Nikolai Middle Name:
* Last Name: Vitti	Suffix:
* Title: Superintendent of Schools	
* SIGNATURE 	* DATE: 2/10/17

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Duval County Public Schools * Street 1: 1701 Prudential Drive Street 2: _____ * City: Jacksonville State: FL: Florida Zip: 32207 Congressional District, if known: 04,05		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: U.S. Department of Education		7. * Federal Program Name/Description: CFDA Number, if applicable: _____
8. Federal Action Number, if known: _____		9. Award Amount, if known: \$ _____
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: N/A Street 2: _____ * City: N/A State: FL: Florida Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: N/A Street 2: _____ * City: N/A State: FL: Florida Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Completed on submission to Grants.gov * Name: Prefix: _____ * First Name: Nikolai Middle Name: _____ * Last Name: Vitti Suffix: _____ Title: _____ Telephone No.: 904-390-2000 Date: 2/10/17		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

DR. NIKOLAI P. VITTI

EDUCATION

- **Doctorate of Education**, Harvard Graduate School of Education, Cambridge, MA. Education, Administration, Planning and Social Policy. 16th Cohort of the Urban Superintendents Program. March, 2012. Presidential Fellowship, \$174,000/4 Years
- **Master of Education**, Harvard Graduate School of Education, Cambridge, MA. Education, Administration, Planning and Social Policy. June, 2006
- **Master of Education**, Wake Forest University, Winston-Salem, NC. December, 2001
Master Teacher Fellowship, \$30,460/14 months, Wake Forest University, 2000
- **Bachelor of Arts**, History Major. Wake Forest University, Winston-Salem, NC.
Magna Cum Laude and Phi Beta Kappa. May, 2000. Golden Key Honor Society, 1999

LEADERSHIP EXPERIENCE

Superintendent of Schools Duval County Public Schools

November, 2012 - present

- Managed the day to day operations of the 21st largest school district in the United States
- Revamped district curriculum which resulted in the highest proficiency in district history in 6th, 8th, and 9th grade reading, a 7 percentage point increase in reading retake scores for 10th graders, a 4 percentage point increase for 11th graders and a 3 percentage point increase for seniors, a 3 percentage point increase in Algebra Proficiency, a 6 percentage point increase in 5th grade Science Proficiency, a 2 percentage point increase in 8th Grade Science Proficiency, an 11 percentage point increase in Biology, and a 13 percentage point increase in U.S. History.
- Developed a School Allocation Plan focusing on the equitable distribution of resources. The allocation plan included a Reading Coach at all schools, a Math coach at select low performing schools, and the addition of a Test Chairperson and Dean of Discipline at all secondary schools
- Increased Class Size compliance by 20 percentage points from 80% to 100%
- Infusing a college going culture at all secondary schools through an emphasis on accelerated courses leading to an 8.9 percentage point increase in the graduation rate from 67.7% to 76.6%, an 8.8 percentage point increase in the African American graduation rate (making Duval the highest among the large 7 districts in Florida), a 10.6 percentage point increase in the Hispanic graduation rate, an 8.9 percentage point increase in the graduation rate for English Language Learners (making Duval the highest among the Big 7), a 5 percentage point increase in reading readiness from 73% to 78%, and a 6 percentage point increase in math readiness from 55% to 61%.
- Narrowed the Achievement Gap between White and African American students as evidenced by a 6.1 percentage point increase in the African American Graduation Rate over two years, (more than six times the state average).
- Expanded Accelerated Programs resulting in an increase of 8 percentage points over the past two years in Accelerated Participation, a 31% increase in IB participation, a 57% increase in AICE participation, and a 271% increase in Industry Certification Participation.
- Increased performance on the VPK Readiness Assessment with the district reporting no low performing schools and over half of schools demonstrating 100% readiness as compared to only four schools in 2012-13.
- Increased performance in accelerated coursework including a 17 percentage point increase in accelerated performance, a 39% increase in AP performance, a 41% increase in Dual Enrollment performance, and a 260% increase in the number of Industry Certifications earned.
- Increased DE offerings by 120 courses including the creation of the first High School through College Direct to Work Pipeline Early College Program and a new partnership with Embry Riddle in Military History which will expand DE offerings by an additional 2,650 students
- Secured \$50 million dollars through Quality Education for All to enhance human capital and increase technology
- Completed a District Reorganization which shifted over \$7 million dollars from the District to schools
- Developed and passed a zero-based budget including establishing a 5% non-restricted reserve and a step increase for all teachers coupled with no increase in health care costs
- Increased student enrollment by over 3,000 students
- Developed and passed a new Strategic Plan and emergency management plan
- Developed the Whole Child with an emphasis on the Arts including funding an art, music, and Physical Education teacher at all elementary schools as well as initiating a cultural passport program to expose all Title I elementary students to cultural arts programs
- Restructured and expanded ESE programs including the creation the GRASP Academy program for dyslexic students
- Developed overage schools for students who are two or more years behind in school

- Expanded Early Childhood programs in Title I schools and opened Pre-K programs in non-Title I schools
- Revamped district Curriculum Office including the creation of new curriculum guides and assessments that are aligned and infuse Common Core strategies, initiated Saturday and Evening School for Credit Recovery, expanding job-embedded professional development offerings, hosting a Teacher Academy to train teachers on the new curriculum and a Coach Academy to recruit and retain highly effective Reading, Math, and Science Coaches, instituting common planning in all secondary schools, developing new courses to promote college ready skills, and reducing the number of days spent on assessments
- Established a Parent Academy
- Executed QZAB Grant and Expanded Technology including iPads for all Pre-K classes
- Defined a Legislative Agenda and successfully presented in Tallahassee to increase diploma options for students
- Redesigned and aligned Career and Technical Education including over thirty career academies and increasing the number of students participating in Industry Certification Exams by 600 from 441 to 1,041

Chief Academic Officer

Miami-Dade County Public Schools

2012

- Supervised the Education Transformation Office, which leads and manages 66 traditionally lower-performing schools. 26 of these schools were identified as “persistently lowest-achieving” by the USDOE/FLDOE and were awarded the competitive School Improvement Grant (SIG). Over \$200 million in school budgets.
- Oversaw curriculum and instruction district-wide for 392 schools in the fourth-largest district in the country
- Led and managed the departments of Title I (\$94 million), Title II (\$21 million), School Improvement Grants (\$20 million), Early Childhood/Head Start, School Improvement, HIPPO, Reading/Language Arts, Mathematics, Science, Social Studies, and Career and Technical Education.
- Transitioned 127 Head Start Centers from the county to the school district.

Assistant Superintendent of Curriculum and Instruction

Miami-Dade County Public Schools

2010-2012

- Led and managed the 26 schools identified as “persistently lowest-achieving” by the USDOE/FLDOE. 9 elementary schools, 7 middle schools, and 10 high schools. 24,000 students. \$120,000,000 budget. 71% African-American, 25% Hispanic, 1% White, 3% Other, 12% English Language Learners, 13% Students with Disabilities, and 91% Free/Reduced Lunch.
- Of 19 schools originally served, 7 schools were “Cs”, 10 were “Ds”, and 2 were “Fs”. Now, 5 are projected “As”, “2”Bs,” 8 “Cs,” 3 “Ds”, and 1 “F”. Of 26 schools served, reading proficiency has increased by 7 percentage points; math proficiency by 32 percentage points; Algebra proficiency by 10 percentage points; science proficiency by 25 percentage points; reading learning gains by 24 percentage points; reading learning gains for the lowest 25% by 41 percentage points. Reduced days of outdoor and indoor suspension from 19,180 days to 11,533 days. Each of 10 high schools improved graduation rate by an average of 12 percentage points, to an overall average of 78%. College reading readiness improved by 36 percentage points and math readiness by 16 percentage points. Accelerated Participation (dual enrollment, industry certification, and Advanced Placement) improved by 49 percentage points and performance improved by 35 percentage points.
- Developed and led the Education Transformation Office (ETO) consisting of turnaround experts in reading, math, and science who directly support schools instructionally.
- Secured 20 million dollars in competitive School Improvement Grant (SIG) funds.
- Redesigned high school Career Academies that lead to Dual Enrollment, Advanced Placement, or Industry Certification.
- Expanded mentorship and internship opportunities for students.
- Upgraded technological infrastructure of schools.
- Implemented Positive Behavior Support in all schools.
- Designed Project Lead initiative to develop future administrators for urban schools through resident and internship process.

Deputy Chancellor of School Improvement

Florida Department of Education

2009 – 2010

- Reorganized and supervised Bureaus of School Improvement, Title I, Federal Programs, Office of Equal Opportunity, Guidance, Just Read, Florida!, Early Learning, and Community and Parent Outreach. Managed nearly \$800 million in various federal and state programs and initiatives.
- Served as Florida’s lead for Race to the Top and School Improvement Grant application and initial implementation process.
- Provided professional development and technical assistance to superintendents, district administrators, principals, and teachers on numerous school improvement and Federal Program initiatives.
- Initiated and developed policy for Florida’s Differentiated Accountability Plan

Nikolai P. Vitti ...Continued

- Led, trained, supervised, and expanded five regional offices throughout the state consisting of a Regional Executive Director, Instructional Specialists, and Reading Coordinators who directly supported the state's lowest performing schools and their districts.

**Bureau Chief of School Improvement
Florida Department of Education****2008 – 2009**

- Spearheaded the implementation of Differentiated Accountability's Pilot, which merged existing No Child Left Behind (NCLB), state statute, and State Board requirements related to school improvement and accountability under one system. Initiative led to 79% of targeted schools improving their school letter grade by one or more grades. Some of which went from "Fs" to "As" and made AYP.
- Supervised five regional offices each consisting of a Regional Executive Director and four Instructional Specialists who provided direct support to the state's lowest performing schools and their districts.
- Supervised four Instructional Specialists to provide direct assistance to Region resulting in increasing the school grades of 6 out of 7 targeted schools by one or more letter grades. Two schools increased their letter grade from an "F" to an "A"
- Led 25 directors or specialists in the Bureau of School Improvement on various projects and initiatives including outreach programs to low-performing schools, Pupil Progression Planning, Career Academies, and School Advisory Councils. Managed nearly \$15.5 million in grants and general revenue for numerous programs within the Bureau.

**Knowledge Management Officer
Miami-Dade County Public Schools****2007**

- Served on Senior Cabinet.
- Co-planned and facilitated COMSTAT meetings among Senior Staff and Regional Superintendents to strengthen district's lowest-performing schools, which led the district to increase its attendance rate and decrease its suspension rate.
- Analyzed data to identify problem areas in schools and conducted instructional walkthroughs to provide principals with instructional support.
- Vetted District initiatives prior to implementation.
- Incorporated feedback from all district departments.
- Conducted instructional audit of the district's Early Childhood Programs.

**Intern to Superintendent Dr. Rudolph F. Crew
Miami-Dade County Public Schools****2006****Head Dean of Students; Fordham Leadership Academy High School
New York City Public Schools****2003-2005**

TEACHING EXPERIENCE

2003/05	Fordham Leadership Academy High School New York City Schools T.R. Educational Campus, 500 East Fordham Road, Bronx, NY 10458
2002/03	Joseph Wade Middle School (Professions and Careers Academy) New York City Public Schools 1865 Morris Avenue, Bronx, NY 10453
2001/02	Carver High School Forsyth County Schools 3545 Carver School Road, Winston-Salem, NC 27105
2001	Parkland High School Forsyth County Schools 1600 Brewer Road, Winston-Salem, NC 27127.

Kelly G. Coker-Daniel, Ed.D.

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Career Objective

To support the vision of the Duval County Public Schools by providing high-quality instructional and operational support to principals at the elementary, middle, and high school levels.

Education

University of North Florida, Jacksonville, Florida
Doctorate in Educational Leadership, June 2001

Jacksonville University, Jacksonville, Florida

Master of Arts in Teaching, Elementary Education, December 1992 /Honors Graduate

University of Florida, Gainesville, Florida

Bachelor of Arts in Elementary Education December 1991/Honors Graduate

Certification Areas

Educational Leadership (All Levels)

School Principal (All Levels)

Social Sciences (Grades 5-9)

Elementary Education (Grades 1-6)

Gifted Endorsement (k-12)

Experience

Duval County Public Schools | Cabinet

Assistant Superintendent of Accountability and Assessment 2015– Present

Responsible for providing oversight of data and analytics, assessment programs, career and technical education programs, school counseling, information technology, student information management, and acceleration programs within the Duval County Public Schools.

Kelly G. Coker-Daniel, Ed.D.

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Duval County Public Schools | High Schools

Region Superintendent For High School Education 2014– 2015

Responsible for providing instructional and operational support for twelve comprehensive and two magnet high schools within the Duval County Public Schools.

Duval County Public Schools | K-12 Schools

Chief for K-12 Education, Region 3 2013– 2014

Responsible for providing instructional and operational support for the 34 schools in the elementary, middle, and high school feeder patterns for Fletcher High School, Lee High School, Mandarin High School, and Sandalwood High School.

Duval County Public Schools | Middle School & High School Cluster

Executive Director 2012 – 2013

Instructional and operational support for 9 middle schools (July-December 2012)

Instructional and operational support for 7 high schools (January 2013-Current)

Creation and implementation of Learning Schedule Assessments for middle schools

PLC: Let's Focus Planning Process (6th Grade Math and 8th Grade ELA)

Duval County Public Schools | Julia Landon College Preparatory & Leadership Development School

Principal 2008 – 2012

Development and implementation of comprehensive data protocols for multiple data sources including; FCAT, Benchmarks, PMAs, School-Based PLC Assessments, Write Score, FAIR, Lexile, and teacher-based assessments.

Development of a student data review system allowing for small group and individual RTI based instruction for all students during 'skinny' period.

Creation of Saturday School program to support remedial and enrichment needs of students at all achievement levels.

Implementation of systematic leadership team data review system based on work by Dr. Mike Schmoker in *Results Now*. System allowed for continuous review of multiple data points.

Creation of a 'paperless' leadership agenda protocol system using File Maker Pro.

Created and implemented a school-wide reading strategies program.

Designed and monitored implementation of "FCAT Bell-Ringer" program.

Created and oversaw the implementation of a 'paperless' 8th grade Global Leadership course.

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Developed and trained teaching staff in usage of blogging to communicate with parents regarding homework and critical school information.

Responsible for creation and submission of MSAP Grant for Julia Landon College Preparatory and Leadership Development Program resulting in \$956,000 MSAP Grant funding.

Created, trained and implemented multi-grade level student leadership program.

Developed and maintained oversight of the staff selection and student recruitment process for new magnet program.

Created and implemented internal grade recovery and credit recovery program.

Planned and implemented school website that allowed parents to view curriculum and student activities in multiple languages.

Categorizing the Curriculum training and implementation (All grade levels/contents). This work resulted in comprehensive collaborative PLC planning with all teaching staff.

Development and implementation of internal assessment and data protocol system.

Creation of mentor program through faith based partnership.

Created and monitored implementation of School Improvement Plan.

Developed and taught an award winning "Parenting against the World" course.

AYP met in 2008, 2009, 2010 and 2011.

School was removed from Differentiated Accountability List in 2010.

Retention rate of 0% for 8th grade students in 2009.

Retention rate of 0% for 6th, 7th, and 8th grades in 2010 and 2011.

Ranked 11th out of 584 middle schools in the state of Florida in 2011.

Ranked 7th out of 587 middle schools in the state of Florida in 2012.

Duval County Public Schools | Darnell-Cookman Middle School

Principal 2006 – 2008

Designed and implemented curriculum for 1154 advanced and gifted program students.

Creation, implementation and monitoring of school-wide data management system.

Developed and implemented a school-wide reading strategies program.

Designed and implemented school-wide "FCAT Bell-Ringer" program.

Had the primary responsibility of supervising 108 certificated and non-certificated staff members.

Increased parental communication through the development of a school-wide newsletter.

Designed and implemented a comprehensive tutoring program for bottom quartile students.

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Created and implemented a comprehensive professional development program.

Developed and implemented a new teacher induction program.

Designed and created a comprehensive leadership team whose focus was to guide school improvement.

Designed and monitored implementation of School Improvement Plan.

School achieved National Blue Ribbon Designation in 2007.

AYP met in 2007 and 2008

Duval County Public Schools | Paxon School for Advanced Studies

Vice-Principal 2004 – 2006

Creation and implementation of master schedule including AP/IB offerings.

Created and implemented a professional development program with a focus on student data and instructional alignment.

Created school-wide data review system.

Designed and monitored implementation of School Improvement Plan.

Implemented and monitored a comprehensive tutoring program for AP/IB testing review.

Maintained oversight of all aspects involved in the FCAT, AP, and IB testing process.

Managed all facilities and coordinated construction of new science building.

Ordered, maintained, and distributed all textbooks.

Responsible for the development and oversight of all athletic and student activities schedules.

Served as a liaison for PTSA and SAC.

School was placed 4th in Newsweek High School National Rankings.

University of North Florida | College of Education

Graduate Instructor 2002 – 2003

Educational Research Instructor (Graduate Level)

Instructional Methods: Elementary School Instructor (Undergraduate Level)

Duval County Public Schools | Darnell-Cookman Middle School

Vice-Principal 2001 – 2002

Master schedule creation and implementation for over 1200 students.

Responsible for all aspects of student services for 7th grade students.

Designed and monitored implementation of School Improvement Plan.

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Responsible for all aspects of facilities and textbook management.

Developed and facilitated the agendas for all leadership team meetings.

Served as the liaison for PTSA and SAC.

Duval County Public Schools | Saint Clair Evans Academy

Teacher Instructional Support 2000 – 2001

Created and implemented the master schedule and resource schedule for over 640 students.

Had primary responsibility for providing student services to students in kindergarten through 5th grade.

Developed and implemented a school-wide discipline management system.

Direct instruction training and oversight (Reading and Math).

Developed and implemented curriculum for Saturday School Program.

School achieved a “C” Designation by the Florida Department of Education (Prior status of “F”).

Duval County Public Schools | Exceptional Student Education

Specialist 1998 – 2000

Served as the ESE program specialist for all schools within the Raines/Ribault feeder pattern.

Gifted program oversight for K-12 throughout district.

Grant writing oversight for levels 1 and 2 Gifted Program Curriculum.

Assisted with the development and training for ENCORE.

Duval County Public Schools | Landmark Middle School

Teacher 1992 – 1998

Professional Development Facilitator

Team Leader

Shared Decision Making Chairperson

6th, 7th, and 8th Grade Social Studies (Gifted, Advanced, and Standard)

6th Grade Science (Standard)

6th Grade Math (Standard)

6th Grade Reading

Specialized Training

Prioritizing the Curriculum

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PLC Development in the Middle School Setting

Response to Intervention

Principal's Academy Graduate/Cohort 1

MSAP Grant Writing

Facilitative Leadership

International Baccalaureate Training for School Leadership

Advanced Placement Training for School Leadership

Foundations

CRISS Train the Trainer

CAST Certification

FPMS Certification

Instructor for Mentor Teacher Training

Clinical Educator Training

References

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Elizabeth Cutrona

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Experience

Duval County Public Schools

August 2016-Present

Assistant Superintendent, Strategic Planning and Partnerships

- Lead strategic planning, goals tracking and project management for 20th largest school system in the United States
- Launch a district research team focused on answering questions about what strategies are best supporting students and where future investments should be made to ensure continuous improvement
- Lead competitive grant writing and secure partnerships with local and national organizations so accelerate district progress toward goals.
- Provide internal support, advisement and strategy development across divisions to help teams improve the effectiveness and efficiency of their daily work

TNTP (The New Teacher Project)

September 2008-August 2016

Partner, Academic Strategy

August 2013- Present

- Designed, set strategy and managed a range of innovations for helping teachers, schools and districts meet the demands of college and career readiness standards, including TNTP's academic diagnostic team, responsible for research, reporting and executive advisement in more than 20 districts across nine states
- Managed and set strategy for cross-functional TNTP teams focused on improving human capital and academic policies and practices at the central office and in schools, including continuing partnerships with Duval County Public Schools and Fresno Unified School District
- Led TNTP's research and product development in district academic supports, including the project concept and methodology for TNTP's next national report, currently underway
- Contributed to TNTP's 2013 paper *Fixing Classroom Observations: How Common Core Will Change the Way We Look at Teaching* to support districts and states in improving the quality of teacher observations and feedback
- Designed the TNTP Core Teaching Rubric, a streamlined observation tool for conducting Common Core-aligned classroom observations

Director, Teacher Training

May 2011-July 2013

- Designed, implemented and evaluated TNTP's pre-service and early career development models, curricula, tools and processes
- Developed TNTP's Fast Start teacher coaching model, as described in TNTP's 2014 publication *Fast Start: Training Better Teachers Faster, with Focus, Practice and Feedback*
- Led internal staff development on effective coaching and coach management for more than 100 TNTP staff members
- Designed the teacher observation tool for TNTP's multiple-measure evaluation system for early career teachers, the Assessment of Classroom Effectiveness (ACE), as described in TNTP's 2013 publication *Leap Year: Assessing and Supporting Effective First-Year Teachers*

Site Manager, Maryland Practitioner Teacher Program

December 2009-May 2011

- Led an alternative certification program which trained and certified approximately 200 teachers annually in Baltimore City
- Managed 30 instructional staff members responsible for new teacher development
- Developed, facilitated, and evaluated staff training modules to support the delivery of 13 curricular titles

Training and Resource Manager, Teaching Fellows Programs

September 2008-December 2009

- Oversaw pre-service training programming for approximately 150 new teachers in a variety of high-need subject areas
- Created and executed Fellow observation and development plans to ensure a successful transition into the classroom for each new teacher
- Designed and facilitated differentiated professional development opportunities in areas of instructional design, delivery, and classroom management and culture

Miami Dade County Public Schools

June 2005-August 2008

High School English Teacher, Homestead Senior High School

June 2005-August 2008

- Led students in a high-needs high schools to significant academic gains with a 97% pass rate on the 10th grade Florida Writes exam over three years

- Designed and taught an Advanced Placement English curriculum and increased the student pass rate of AP English exams by more than 600%
- Led professional development programming for high school English department and managed new teacher support of alternatively certified educators

Education

Hamilton College

2001-2005

Bachelor of Arts degree, Cum Laude

Major: Anthropology, Honors

Harold C. Bohn Prize for Excellence in Anthropology

Hamilton College Senior Fellow

2004-2005

One of six top students selected to design and conduct an independent research project in lieu of the normal senior program; designed an interdisciplinary curriculum, conducted extensive local fieldwork, and defended an academic manuscript

Pearl M. Roziers

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Personal Statement

A master educator with more than thirty years of experience with increasing responsibility and a proven record of instructional and professional achievement.

EDUCATION

- Master of Education, Educational Leadership, University of North Florida, 8/03
- Bachelor of Arts, Communication Disorders, University of Central Florida 05/80

PROFESSIONAL EXPERIENCE

January, 1982 – Present: **Duval County Public Schools**

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|--------------------------------|--|
| • July, 2014 – Present | Assistant Superintendent
Office of School Choice |
| • May, 2013 – June, 2014 | Executive Director
Office of School Choice |
| • July, 2012 – May, 2013 | Executive Director/Turn-Around Specialist
Elementary Education – Cluster I |
| • June, 2005 – June, 2012 | Principal
2005 – 2009: Rufus E. Payne Elementary School
2009 – 2012: Kernan Trail Elementary School |
| • April, 2005 – June, 2005 | Interim Principal
Rufus E. Payne Elementary School |
| • October, 2004 – April, 2005 | Assistant Principal
Rufus E. Payne Elementary School |
| • August, 2002 – October, 2005 | Just Read Florida - Reading Coach
Rufus E. Payne Elementary School |
| • October, 1997- June, 2002 | Speech/Language Pathologist
District Operated Schools |
| • August, 1995- October, 1997 | 1st and 2nd Grade ESE classroom teacher
Brookview Elementary School |

- January, 1982 – August, 1995

Speech/Language Pathologist
 Alimacani Elementary School
 Neptune Beach Elementary School
 Brookview Elementary School

LEADERSHIP ACCOMPLISHMENTS

- **Assistant Superintendent**
 - Oversee the day to day operations of five departments(Charter, Choice, Magnet, Recruitment and Pupil Assignment)
 - Created a Team of four District Specialists to provide in-school support for magnet and choice program implementation
 - Developed a plan of implementation for district recruitment to reclaim students that have left Duval County
- **Executive Director, Office of School choice**
 - Supervise 11 Dedicated Magnet Schools
 - Supervise 24 Charter Schools
 - Oversee 16 Magnet themed Programs
 - Oversee 53 Secondary School Choice Programs
- **Elementary Executive Director**
 - Supervised 18 Elementary Schools ranging in school grades from “A” to “D”.
 - Supervised 6 Non-dedicated magnet schools comprised of 5 different magnet themes
- **Rufus Payne Elementary**
 - Served as the school based administrator in the grant writing process for A Dreams Begin Here Magnet Grant
 - Supervised the implementation of the \$900,000.00 Dreams Begin Here Primary Years International Baccalaureate Grant
 - Assisted in the authorization process for final authorization. Rufus Payne was the first PYP IB School from the Dreams Begin Here magnet grant to be authorized.
 - Facilitated a Principal Learning Community discussion for DCPS non-authorized PYP IB magnet principals
 - Successfully introduced Mandarin Chinese as a foreign language into the Rufus Payne feeder pattern schools (Ribault Middle and Ribault High Early College Program)
 - Assisted in writing, supervising and monitoring the implementation of the District grant with Duval county and the University of Florida Teacher Apprentice Program
 - Assisted in Administering and implementing local and private grants for two afterschool programs
- **School Data**
 - School gained a total of 220 points in three years:
 - 97 points from 2006 – 2007 (370- 467)
 - 14 points from 2007 – 2008 (467 – 481)
 - 109 points from 2008 – 2009 (481 – 590)
 - 2009 – Ranked 4th highest in overall learning gains in Duval County
 - Only “A” earned in school’s history
 - Highest points earned in school’s history (590)
 - Highest percent of students scoring a level 3 or higher in Math in school’s history (73%)
 - 2009 - Highest percent of students meeting the Writing standard in Duval County (98%)
 - Highest percent of students making learning gains in Reading in the school’s history (66%)
 - Highest percent of students making learning gains in Math in the school’s history (85%)
 - Highest percent of lowest 25% making learning gains in Reading in the school’s history (67%)
 - Highest percent of lowest 25% making learning gains in Math in the school’s history (98%)
- **Kernan Trail Elementary**
 - 2012 - One of twelve elementary schools that had an increase in total points earned and maintained the school grade of “A”.
 - 2012 - Highest percent of students meeting the writing standard in the school’s history (88%)
 - 2011 – School made Adequate Yearly Progress

- 2011 - Highest percent of students scoring a level 3 or higher in Math in the school's history (85%)
- 2010- Highest percent of students scoring a level 3 or higher in Science in school's history (65%)

PROFESSIONAL ACCOMPLISHMENTS

- State of Florida, Educational Leadership Certification, all levels
- State of Florida, Speech Correction, all levels
- Attended Magnet Schools of America Annual Conference for 2 consecutive years
- Administrator of the Year – Council for Exceptional Children, 2010
- Certificate of Recognition Finalist - First Coast Counseling Association, 2009
- Elementary Liaison for Duval Elementary School Principals - Cluster IV, 2009
- Standards Based Report Card Leadership Team Member, 2006
- Administrator of The Year Finalist, Florida Alliance of African American Educators, 2005
- Most Professional Employee of The Year, Rufus E. Payne Elementary, 2004
- Most Valuable Teacher of The Year, Rufus E. Payne Elementary, 2003
- Teacher of The Year, District Operated Schools, 2001
- Project Head Start Education Volunteer of The Year, 2001
- Duval Finalist, Teacher of The Year, 1992
- Florida Outstanding Young Educator of The Year, 1992
- Teacher of The Year, Alimacani Elementary School, 1992

Duval County Public Schools Job Description

Job Title:	Supervisor, Strategic Planning & Partnerships	Job #:	ADM 149
Department:	Strategic Planning & Partnerships	Pay Scale:	DA
Reports to:	Chief of Strategic Planning	Pay Band:	09
Supervises:	Support Technician, Strategic Planning	FLSA Status:	Exempt
Work Year:	12 months	Union Status:	Exempt
Date of Last Revision:	8/5/15	Date Board Approved:	8/4/14

Job Summary

Assists with planning, directing, developing, coordinating, overseeing, and monitoring District initiatives, projects, and/or automated systems including research, data gathering, reporting and analysis.

Essential Functions

Percent of Job

1. Researches, reviews, and analyzes district administrative and support programs, activities, reports, and/or systems to determine their application and compliance with the needs of the district, and local, state, and federal laws, rules, and regulations. 10%
2. Provides guidance, assistance, and training to others regarding administrative and support programs activities, and/or automated systems. 10%
3. Supervises the maintenance of administrative records, files, and reports. 10%
4. Develops, reviews, audits, analyzes, and/or processed various forms, records, reports, data, and other job related information. 10%
5. Researches, gathers, and/or enters data into assigned databases and information systems. 10%
6. Researches, compiles data, conducts special studies, and prepares written reports, presentations, and correspondence. 10%
7. Responds to inquiries and/or complaints, and provides information regarding assigned work, programs, and related areas. 10%
8. Attends conferences and meetings to provide and gather information. 10%
9. Plans, schedules, assigns, reviews, and evaluates the work of assigned employees. 10%
10. Recommends, interprets, and administers laws, rules, regulations, policies, practices, and/or procedures governing assigned administrative and support programs activities, and/or automated systems. 10%
11. Performs other duties as assigned.

Qualifications

Education: Bachelor's degree from an accredited college or university.

Experience: Three (3) years administrative and/or management experience emphasizing data analysis; research; public administration, planning functions, programs and activities. Employment with business, a governmental entity, or public school district preferred.

Certifications & Licenses: NA.

Knowledge, Skills, and Abilities (KSAs)

- Knowledge of school board policies; district rules and guidelines; and state and federal laws related to strategic planning activities
- Knowledge of strategic planning practices and procedures
- Knowledge of budget procedures
- Expert level writing skills
- Strong word processing, spreadsheet, presentation, and database software skills
- Strong oral, written, and interpersonal communication skills
- Strong business acumen skills
- Strong supervisory management skills
- Strong project management skills
- Strong report writing skills
- Strong research skills
- Strong analytical skills
- Strong presentation skills
- Strong time management skills
- Strong organizational skills
- Ability to develop and administer budgets
- Ability to communicate to management upwards and downwards
- Ability to effectively facilitate meetings
- Ability to design workflows and procedures;
- Ability to implement continuous improvement processes

Physical Requirements and Working Conditions

Legend: 0% = No Requirement (N)
1-20% = Some Requirement 1-2 hours per day (S)
21-50% = Moderate Requirement 2.5 – 4 hours per day (M)
51-79% = Great Requirement 4.5-6 hours per day (G)
80-100% = Constant Requirement 6.5 hours or more per day (C)

Physical Requirements/Movement:

Light (11 to 20 lbs.) items or awkward weights (S)

See (C)

Hear (C)

Talk (M)

Sit (G)

Walk (S)

Stand (C)

Grasp (G)

Fine hand & finger movements (G)

Repetitive arm and hand motion (S)

Color perception necessary (N)

Push/pull movements (S)

Bend/stoop (S)

Reach above/below the waist (S)

Operate equipment (C) - personal computers, copiers, printers, facsimiles, and calculators

Operate motor vehicle (S)

Work Conditions:

Office environment (C)

Note: The essential functions, physical demands, and working conditions described are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



OFFICE OF MAYOR LENNY CURRY

ST. JAMES BUILDING
117 WEST DUVAL STREET, SUITE 400
JACKSONVILLE, FLORIDA 32202

TEL: (904) 630-1771
FAX: (904) 630-3391
www.cofj.net

February 3, 2017

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

To Whom It May Concern,

It is my pleasure to write a letter in support of the Opening Doors, Expanding Opportunities grant proposal from Duval County Public Schools.

As the Mayor of the City of Jacksonville, Florida, I understand the value of diversity and its contributions to quality and highly effective communities. As the largest city by area in the contiguous United States and a cultural and commercial center in our region, our city is fortunate to have a wonderfully diverse population. This is an immense opportunity, but it is an opportunity that we are not consistently leveraging to improve learning and achievement for all students, especially those in our highest-need schools. I respect and support Duval County Public Schools in its efforts to change that.

I believe that our school system has proposed a project that will allow our community to better understand the underlying reasons why we lack socioeconomic diversity in our schools. With this information in hand, I know our community will be able to generate a collaborative, locally-driven plan for improving achievement by increasing diversity in our schools.

As a consolidated city, my commitment to our residents is One City. One Jacksonville. This effort supports that commitment and helps our students have access to highly effective schools. I support the efforts of Duval County Public Schools as it seeks to provide opportunities that will help all students reach their goals.

Sincerely,

(b)(6)

Lenny Curry
Mayor



**JACKSONVILLE
PUBLIC
EDUCATION
FUND**

Powering Potential

904.356.7757

904.394.2005

40 East Adams Street
Suite 110
Jacksonville, FL 32202

February 10, 2017

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

To Whom It May Concern:

Duval County Public Schools' *Opening Doors, Expanding Opportunities* grant proposal is an exciting prospect for our community and a project that I am pleased to support.

As the President of the Jacksonville Public Education Fund, my daily work is focused on generating unified community action in support of a high-quality public education of all children in Duval County. One of our organization's belief statements is that historic and ongoing inequities have affected the education of children in our city, but that that we must work to ensure equal access to a high-quality education for all children, regardless of the condition of their birth. We believe that the lack of socioeconomic diversity in our schools is a barrier to higher achievement, particularly for our highest need students.

In a recent research brief written by our organization, *Stronger Together*, we found that more than half (54 percent) of all African-American students are in non-diverse schools, while less than a third (30 percent) of students of any other race attend non-diverse schools. When looking at income data, we find that among Jacksonville's lowest-income schools, most (83 percent) are racially non-diverse and have African-Americans as the largest group. Together, these data are deeply concerning

This grant proposal is exciting to our organization because it elevates the importance of engaging a wide array of individuals and community voices to design sustainable strategies for improvement. By looking carefully at both quantitative and qualitative data, this project would allow our city to reflect on the underlying barriers to increased socioeconomic diversity; I believe our community will be able better positioned to make real, lasting improvements, both in terms of diverse enrollment and overall achievement as a result.

I am proud of the progress our community has made in acknowledging and addressing the barriers to a quality education for all and the financial support our organization has been able to provide toward these efforts; this grant proposal represents an important step forward in that shared work.

Sincerely,

(b)(6)

Trey Csar
President

Board of Directors

Poppy Clements
Chair

Judge Brian Davis
Vice Chair

Lisa Page
Secretary

Michael Ward
Treasurer

Dr. Jordan Baker

Ricardo Bedoya

Gary Chartrand

Cindy Edelman

Ronnie A. Ferguson

Hugh Greene

Kevin Hyde

Ronnie King

Marsha Oliver

Donna Orender

Dr. Shannon Perry

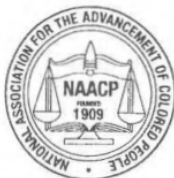
Matthew Rapp

Anita Vining

Dr. Nikolai P. Vitti
ex-officio

Hon. Paula D. Wright
ex-officio

Kay Park
ex-officio, Duval County
Teacher of the Year



Isaiah Rumlin
President

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

JACKSONVILLE BRANCH

1725 Oakhurst Avenue, Suite 401 • Jacksonville, Florida 32208

Email: jaxnaacp@comcast.net

(904) 764-7578

Fax (904) 764-7572

February 9, 2017

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

To Whom It May Concern:

We are pleased to extend the support of the Jacksonville Branch of the National Association for the Advancement of Colored People (NAACP) to Duval County Public Schools' Opening Doors, Expanding Opportunities grant proposal.

Our Branch of the NAACP has been active for over fifty years and since that time has pursued improvements to the political, educational, social and economic status of minority groups. Our organization believes in community-driven solutions to these challenges and has long advocated for these in our city's school improvement efforts. It is our expectation that Opening Doors, Expanding Opportunity Grant will allow for increased research and dialogue about the underlying causes of unequal opportunity and socioeconomic segregation in our schools while enabling community members and parents to have input into the solutions that they believe would best address these issues.

With accurate data and the voice of our stakeholders clearly registered, collaboration with the NAACP and local governmental agencies will enable the community to create a sustainable plan for increasing access and opportunity for students who have been systematically disadvantaged by our educational system.

We support the community-focused nature of this project and hope that the Department of Education provides the resources for our school district to pursue it. If the grant is funded, the NAACP Education Committee would request monthly updates on the implementation. In addition, it is recommended that the Jacksonville Planning Department and City Council members be partners in the implementation of strategies to improve services to students.

Sincerely,

(b)(6)

[Redacted signature]

Isaiah Rumlin
President

(b)(6)

[Redacted signature]

Elnora Atkins
NAACP Education Committee Chair
Jacksonville Branch NAACP

Jax Journey
City Hall at St. James Building
117 W. Duval St.
Jacksonville, FL 32202

February 9, 2017

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Re: Opening Doors, Expanding Opportunities Grant

To Whom It May Concern:

I am writing in support of Duval County Public Schools' Opening Doors, Expanding Opportunities grant proposal to the United States Department of Education.

As a longtime citizen of Jacksonville, a former Duval County School Board member, and the Chair of Jax Journey, a City initiative dedicated to the prevention of crime, I join the School District in recognizing the importance of diversity in our community and in our schools. Our city enjoys an extraordinary diversity of cultures, races and ethnicity that provide an array of perspectives and a steady stream of new ideas that enriches the lives of our students. However, as recognized by the School District, not all our schools reflect the diversity of our city; and many of our highest-need students are enrolled in schools that lack heterogeneity.

The Jax Journey's focus on crime prevention is data driven; developing and supporting programs that yield measureable results. Similarly, the project proposed by the School District will allow our community to conduct the necessary research and data analysis to identify the impediments to increased socioeconomic diversity in our schools. Data and community input on the real drivers of school choice will assure that a plan to increase diversity is effective and sustainable.

I urge the Department of Education to support this grant that will provide our school district the resources and information to correct the persistent lack of diversity in too many of our schools. Improving our students' understanding of other cultures and exposing them to a more diverse school community will not only enrich their education, it will help build better citizens and a more pluralistic and safe community.

(b)(6)

W.C. Gentry, Chair
Jax Journey

(b)(6)

Jessie Ball duPont Center
40 E. Adams St., Suite 200
Jacksonville, FL 32202

February 10, 2017

Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

To Whom It May Concern:

I am writing to offer United Way of Northeast Florida's support of Duval County Public Schools' Opening Doors, Expanding Opportunities grant proposal to the United States Department of Education.

Since 2005, United Way of Northeast Florida has been a community impact organization that pursues sustainable, locally-driven improvement in education, income and health. Our work with community leaders has led to an intensive focus on economic mobility in our region and we see the need to build a lasting infrastructure of opportunity to increase access and improve life-chances for youth and young adults. Duval County Public School's grant proposal to research, plan, pilot and implement strategies to increase the socioeconomic diversity of our schools, both by attracting a range of students to traditionally challenged schools and by increasing access to high-performing schools, is exactly the kind of effort that will develop the local systems, networks and culture needed to increase economic mobility locally.

Our organization supports the efforts of Duval County Public Schools as they strive to provide opportunities for all students to maximize their potential and hope that this project can help our community take another step forward in this area.

(b)(6)


Michelle Bradin
President & CEO

United Way of Northeast Florida

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State Board of Education

Marva Johnson, *Chair*
John R. Padget, *Vice Chair*
Members
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck

Pam Stewart
Commissioner of Education

March 29, 2016

COPY

Ms. Latrell Edwards
Duval County School District
1701 Prudential Drive
Jacksonville, Florida 32207-8182

Your indirect cost proposal for fiscal year 2016-2017 has been reviewed and the restricted rate of 5.24% and unrestricted rate of 15.58% is approved with an effective date of July 1, 2016 through June 30, 2017.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

(b)(6)

Matt Kirkland

Matt Kirkland
Chief Comptroller, Bureau of the Comptroller



DISTRICT SCHOOL BOARD OF DUVAL COUNTY
CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
PLAN B4

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in 2 CFR 200, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward	5.23%
Federal Programs - Unrestricted with Carry Forward	15.54%

I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2014-2015, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

Signature of District Superintendent  Date Signed 2/19/16	(b)(6) Signature of Finance Officer  Date Signed 2/19/16
--	--

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward	5.24%
Federal Programs - Unrestricted with Carry Forward	15.58%

These rates become effective July 1, 2016, and remain in effect until June 30, 2017, and will apply to all eligible federally assisted programs as

(b)(6) Signature of Comptroller, Florida Department of Education	Date Signed 3/29/16
---	---------------------

DUVAL COUNTY CLERK'S OFFICE
16 FEB 29 PM 3:34

Single State Point of Contact

Florida is listed on the State Single Point of Contact under the State's Executive Order 12372. Duval County Public Schools will be submitting the "Opening Doors, Expanding Opportunities" grant proposal to the U.S. Department of Education, Office of Elementary and Secondary Education (OESE). The Point of Contact in Florida is Lauren Mulligan, Coordinator of the Florida State Clearinghouse.

Although the DOE grant programs are eligible for coverage under Presidential Executive Order 12372, this grant is exempt from the E.O. 12372 review process in the State of Florida. Section 4 of Gubernatorial Executive Order 95-359 provides that all federal applications that originate from non-state agencies, such as local governments and non-profit organizations, and that have no significant effect on Florida's environment, are exempted from the intergovernmental coordination and review process overseen by the State Clearinghouse. This project is exempt since it does not involve construction or wetland dredge/fill activities.