

**Plan for Community Engagement
Process for Proposed Boundary
Changes, Uniform Policy, and
Graduation Reform for Certificate of
Completion**

August 18, 2015

Requirements per Board Policy 5.44 (School Boundary Changes)

- Identification of Need for New Boundaries and Public Input Process: 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.
 - This information was presented at the Board Workshop on July 14th
- Once schools are identified for a potential Boundary Change, the ACE process shall be implemented, including the development of Working Groups
 - Engage each PTA/SAC of schools directly impacted by the proposed change
 - Parent and community engagement, including the development of Working Groups shall commence once the school year begins in late August.
 - Working groups will have broad membership in order to obtain stakeholders' review of the proposed changes and to capture the unique geographic and demographic factors that may exist
 - The composition of each working group shall include at least one person representing the following: parents/guardians, students, school staff, supporting organizations, local community members, civic organizations, and business owners. Each school will have a maximum of four members on the working group. Working groups will be identified during the end of August and first week of September
 - Once established, the working groups will be trained in the ACE process and will meet in open public meetings during the last two weeks of September.
 - Public comment will be received at each working group session for a period not to exceed thirty (30) minutes at three (3) minutes per speaker, and according to the general procedures used for Board meetings in Board Policy 2.26. This is in addition to public comment portions of upcoming committee and board meetings on the proposed changes
- Upon the conclusion of the community engagement and Working Group process, the superintendent shall share the findings with the Board and make a final recommendation
 - This information will be shared at the second workshop in October
- The Superintendent shall advertise public hearing notices for any proposed boundary changes. 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.

Recap of Rationale for Proposed Boundary Changes

- Proactive and synergistic approach to address challenges in multiple areas including: 1) low performance through focus on early learning and new programs to narrow the achievement gap; 2) multiple lower utilized schools in same area of low residential growth that leads to inefficient use of funds and facilities.
- Continues to expand and diversify rich program options for parents in traditional public school settings by leveraging our taxpayer assets in real estate. This makes us competitive in choice landscape.
- Maintaining a status quo approach in this area will leave the district and school board in an increasing position of vulnerability financially, programmatically due to choice options, and politically due to inevitability of Priority Status (former Intervene)

Proposed Elementary Changes

Proposed Change	Receiving School(s)	Rationale
Oak Hill: K-8 conversion to Autistic Center	Cedar Hills (81%) Gregory Drive (84%) Jax Heights (63%)	<ul style="list-style-type: none"> - Streamlines support for autistic students. - Increases district/school/parent ownership. Similar to GRASP. - Reduces burden of satellite sites at neighborhood schools - Maximizes currently underutilized schools in area and at Oak Hill (72%)
S.P. Livingston: K-8 conversion to YWLA YWLA/YMLA at Butler: K-8 conversion to YMLA	West Jax (K-2) (42%) Susie Tolbert (3-5) (52%)	<ul style="list-style-type: none"> -Allows each single gender school to have their own location in the same neighborhood -Maximizes currently underutilized schools in area and at S.P. Livingston (49%)
West Jax: Conversion to PK-2*	Susie Tolbert (3-5) (52%)	<ul style="list-style-type: none"> -Streamlines resources and focus for highest level of early learning and intervention to narrow the achievement gap -Maximizes currently underutilized schools (West Jax 42%)
R.L. Brown: Full conversion to dedicated magnet for Gifted& Talented /Project Lead the Way School	John Love (K-2) (74%) Matthew Gilbert (3-5) (55%)	<ul style="list-style-type: none"> -RL Brown is not attracting students, performance low -Large parent demand for gifted and talented and STEM -Addresses low underutilized school challenge in area (R.L. Brown 62%) and low density of residents

Proposed Elementary Changes (cont'd)

Proposed Change	Receiving School(s)	Rationale
John Love: Conversion to PK-2*	Matthew Gilbert (3-5) (55%)	-Streamlines resources and focus for highest level of early learning and intervention to narrow the achievement gap -Maximizes currently underutilized schools in the same area (John Love 74%)
Long Branch: Full conversion to PK-2*	Matthew Gilbert (3-5) (55%)	-Streamlines resources and focus for highest level of early learning and intervention to narrow the achievement gap -Maximizes currently underutilized schools (Long Branch 57%) in the same area
Hyde Grove: Full conversion to PK-2*	Hyde Park (3-5) (83%)	-Streamlines resources and focus for highest level of early learning and intervention to narrow the achievement gap -Maximizes currently underutilized schools (Hyde Grove 69%)
Hyde Park: Full conversion to 3-6	Hyde Grove (K-2) (69%)	-Streamlines resources and focus for highest level of early learning and intervention to narrow the achievement gap -Maximizes currently underutilized schools (Hyde Park 83%)

*Approximate cost reduction of \$5 million in administrative and school improvement positions

Proposed Secondary Changes

Proposed Change	Schools Receiving Students	Rationale
Andrew Jackson High School: 9 th grade phase in conversion to dedicated Advanced Studies magnet with existing students remaining at school through graduation	Raines High (58%) Ribault High (71%)	--Maximizes currently underutilized schools (Andrew Jackson 51%) in areas of low resident growth and lower performance -Parent demand for another dedicated advanced studies magnet
Wolfson High School: 9 th grade phase in conversion to dedicated magnet for International Studies	Atlantic Coast High (84%) Englewood High (99%) Mandarin High (98%) Terry Parker High (86%)	-Response to loss of higher performing students in natural feeder pattern while strengthening existing IB program -Establishes additional accelerated choice options for secondary students
Northwestern Middle (52%): 6 th grade phase in conversion to middle school vocational trade school with existing students remaining at school through completion of 8 th grade	Lake Shore Middle (86%) North Shore: Phase in conversion to K-8 with only grade 6 in 2016-17 (49%) Highlands Middle (65%) Ribault Middle (65%)	-Response to community and parent demand for vocational trade school -Builds pipeline for high school vocational school and broadens middle school reform -Maximizes utilization in area of low resident growth
Stilwell Middle: Full conversion to middle school performing arts magnet	N/A (no boundaries)- current Military Leadership students will attend Ed White (74%)	-High demand for LaVilla II among parents -West side area needs arts programming -Maximizes utilization at middle/HS in area

Proposed Secondary Changes, cont'd.

Proposed Change	Schools Receiving Students	Rationale
Ed White High School: 9 th grade phase in conversion to dedicated 6-12 military magnet with existing students remaining at school through graduation	Raines High (58%) Ribault High (71%) Westside High (79%)	-Builds off of support for Stilwell military focus -Provides Ed White with much needed program identity in area of high charter competition -Maximizes currently underutilized schools, including Ed White (74%)
Oceanway Middle School: Phase in boundary change with 6 th Graders	Highlands Middle (65%)	-Overcrowding at Oceanway Middle (118%) with space at Highlands (64%)
Matthew Gilbert: Convert to 3-8 non-dedicated medical magnet	N/A	-Maximizes currently underutilized schools on same street (Matthew Gilbert (55%) and RL Brown (62%)) -Places a STEM program at Gilbert to serve ALL students in grades 3-8
First Coast High: Phase in boundary change with 9 th graders	Ribault High (71%)	-Relieves possible overcrowding at First Coast due to resident area growth (97%) with space at Ribault (71%)
A. Phillip Randolph: Full conversion to vocational trade school	N/A (no boundaries)	-Addresses high community demand for vocational programming -Maximizes currently underutilized school that is not attracting students (Randolph 39%)

Proposal for Secondary Open Enrollment for 2016-17

- Students and parents would select school by mid-year of 5th and 8th through a selection of options. Similar to magnet process. Priority status would remain for all schools.
- Increasingly difficult to balance boundary configuration with need for more competitive programs in non-dedicated high schools. Without districtwide reform in this area we will inevitably undermine the future of secondary schools in low density resident areas with lower performing schools.
- Infrastructure exists already at secondary schools for open enrollment, including bus lines

Proposed Process for Stakeholder Engagement on District Uniform Policy

Activity	Timeline
Individual SAC/PTA Meetings to engage stakeholders at all Elementary and Middle Schools	September – October 2015
Parent and Student Surveys (available online through district website and possibly web-based)	August-October 2015
Review of Feedback with Board	November or December Committee Meeting
Potential Agenda Item to adopt Board Policy (if applicable)	January Board Meeting

Policy Change Consideration: Certificate of Completion and Participating in Graduation Ceremonies

Recommendation: Restrict students* participating in graduation ceremonies to students earning a high school diploma

*This includes students earning what was once known as a “special diploma”.

Certificate of Completion v. High School Diploma

- The Certificate of Completion is defined by the State of Florida as:
 - “A student who earns the required 24 credits, or the required 18 credits under s. [1002.3105](#)(5), **but fails to pass the assessments required under s. [1008.22](#)(3)** or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education.
- The High School Diploma is defined by the State of Florida as:
 - A student who earns the required 24 credits, or the required 18 credits under s. [1002.3105](#)(5), **and passes the assessments required under s. [1008.22](#)(3)** and achieves a 2.0 GPA shall be awarded a standard high school diploma.
 - A student with a disability who entered ninth grade prior to 2013-14, and meet all requirements specified for a Special Diploma.*
 - Students with disabilities who entered 9th grade in 2012-2013 and earlier are the only students eligible for this diploma option. Also note that students with IEPs receive a waiver regarding the state assessment requirement to receive a high school diploma.

Privileges Allowed With Certificate of Completion vs. High School Diploma

Certificate of Completion

- Students earning a Certificate of Completion may be admitted to a state/community college but must pass FCAT or earn a concordant score before a degree is awarded
 - Limitations on program opportunities
 - Ineligible to receive financial aid
 - Limitations on career opportunities that require a high school diploma for licensure or certification
- Ineligible to enlist in the U.S. Armed Forces
- Limitations to entry level workforce requiring a high school diploma as a minimum job qualifier.

High School Diploma

- Eligible to apply to post secondary institutions, state/community college or universities (based on admission criteria)
- Eligible to apply for and receive financial aid, including federal and state grants, scholarships and loans.
- Eligible to enlist in the U.S. Armed Forces
- Eligible to enter entry level work force opportunities requiring a high school diploma.

Historical Data: COC Statistics

Year	# of Graduates Earning a HS Diploma	# of COCs (non-graduate)	# of Students in Cohort	% of Students in Cohort Earning a COC (non-graduate)	% of Students in Cohort Earning a HS Diploma
2011-2012	5,564	425	7,981	5.33	69.72
2012-2013	5,867	420	7,913	5.31	74.14
2013-2014	6,148	539	8,128	6.63	75.64

Race/Ethnicity and Gender of Those Earning a COC

School Year	Male		Female		Asian		African American		Hispanic		Amer. Ind.		Multi-Racial		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2011-2012	187	44.00	238	56.00	21	4.94	289	68.00	34	8.00	1	.24	9	2.12	71	16.71
2012-2013	189	45.00	231	55.00	13	3.10	288	68.57	43	10.24			4	0.95	72	17.14
2013-2014	222	41.19	317	58.81	21	3.90	387	71.80	52	9.65	2	.37	10	1.86	67	12.43

Principal Survey Results on Students Earning a Certificate of Completion Participating in Commencement Exercises

Question	YES	NO	No Opinion
Do you believe that students earning a COC should be able to participate in commencement ceremonies in our district?	6.25 %	93.75 %	
Do you believe that allowing only those students earning a high school diploma to participate in commencement ceremonies would motivate students to complete the necessary requirement to earn their degree?	100 %		
Do you believe that students truly understand the long term ramifications of earning a COC?	31.25 %	62.25%	6.25 %

Survey Results From School Counselors on Students Earning a Certificate of Completion Participating in Commencement Exercises

Question	YES	NO	No Opinion
Do you believe that students earning a COC should be able to participate in commencement ceremonies in our district?	50%	42.85%	7.14%
Do you believe that allowing only those students earning a high school diploma to participate in commencement ceremonies would motivate students to complete the necessary requirement to earn their degree?	64.28%	35.71%	
Do you believe that students truly understand the long term ramifications of earning a COC?	28.57%	64.28%	7.14%

Summary of Rationale for Recommended Policy Change

- Current policy leads to a false sense of opportunity and accomplishment
- Recommended change sets higher expectations for all students
- Recommended change provides proper respect for students who meet all requirements
- Recommended change provides extra motivation to pass the FCAT or achieve a concordant score
- Recommended change continues to respect challenges of ESE students
- Systems in place at 11th and 12th grade levels to provide extra support to students through FCAT Retake/College Readiness/ACT & SAT classes, Summer School, and Saturday School