

**The School Board
of
Orange County, Florida**

**BOARD
AGENDA**

May 27, 2003

**Orange County Public Schools
Educational Leadership Center
445 West Amelia Street, Orlando, Florida**

**THE SCHOOL BOARD
OF
ORANGE COUNTY, FLORIDA**

Judge “Rick” Roach, Chairman

Karen Ardaman, Vice-Chairman

Susan Landis Arkin

Joie Cadle

Bert Carrier

Kathleen “Kat” Gordon

Tim Shea

Ronald Blocker, Superintendent

The School Board of Orange County welcomes and encourages input from the community. At this meeting, you may address the Board regarding any action item on the agenda. If you wish to speak, please complete a form available at the left end of the board table and give it to the School Board Services representative nearby.

You may address the Board regarding a nonagenda item by contacting School Board Services at (407-317-3236) within three days following this Board Meeting. School Board Policy BEDH: *Any person or group desiring to address the School Board shall file with the Superintendent a written request to be placed on the agenda at least 11 days prior to a meeting.* FAX: 407-317-3242, Address: P. O. Box 271, Orlando, FL 32802-0271.

All board meetings are videotaped and aired on Orange TV in their entirety, *with the exception of student discipline and employee matters.* In keeping with School Board policy, if a speaker refers to a student discipline case or employee matter, his or her comments will not be included in the broadcast version of the board meeting.

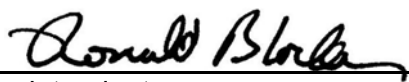
**School Board of Orange County
May 27, 2003**

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The above listed recommendations to the School Board of Orange County are submitted for consideration and approval at the meeting of May 27, 2003.



 Superintendent

If you need any assistance or adaptive devices to ensure your participation, contact Pamela Green at 407-317-3500, extension 5619, or if you use a TDD machine, call 407-317-3537. For translation services, call Tomasita Ortiz at 407-317-3410. For the visually impaired, call Wanda Eddleman at 407-317-3551. Please make your request three days in advance of the school board meeting.

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas M. Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval of Superintendent's Document: Student Progression Plan

BACKGROUND:

This revision of the Superintendent's Document SD-SM-IA changes the Pupil Progression Plan to the Student Progression Plan with revisions required by the new K-20 Education Code passed by the Florida Legislature. In addition to the name change, the major revisions involve Florida Statute 1008.25 (Public school student progression; remedial instruction; reporting requirements); Procedures for Academic Improvement Plans, mandatory third grade retention, and parent notice. Updates in advanced programs and course changes from the Florida Course Code Directory for graduation requirements are included. Other additions comprise minor language revisions.

This document has been reviewed by Cabinet and is in accordance with district goals of student achievement. It is in accordance with DOE guidelines for required elements in student progression plans.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of Superintendent's Document: Student Progression Plan.

SUBMITTED AND PREPARED BY:

Margaret S. Gentile, Senior Director, Student Services

TITLE: PUPIL STUDENT PROGRESSION PROCEDURES

FEDERAL/STATE REQUIREMENTS:

STATUTORY AUTHORITY: Section 1001.41(2) 230.22(2), Florida Statutes

ADOPTED: ~~08/28/04~~ 05/13/03

LAWS IMPLEMENTED: Sections ~~228.061; 229.565; 229.57; 229.814; 230.23(4)(b); 230.2316; 230.33(8); 231.085; 232.0225; 232.09; 232.245; 232.2454; 232.246; 232.2462; 232.2463; 232.247; 232.425; 233.0672; 240.40202~~ Sections 1001.42(21); 1003.33(1)-(2); 1003.43(1)-(7); 1003.43(9); 1003.436(1)(a); 1003.437; 1003.438; 1006.02(4); 1007.235(1)-(2); 1007.27 (4)-(9); 1007.271(1)-(4); 1007.271(16); 1007.272(1)-(3); 1008.21; 1008.25 Florida Statutes

STATE BOARD OF EDUCATION RULES: 6A-1.093; 6A-1.094; 6A-1.0941; 6A-1.09411; 6A-1.09412; 6A-1.09413; 6A-1.09414; 6A-1.09415; 6A-1.09416; 6A-1.09417; 6A-1.095; 6A-1.0996; 6A-6.011; 6A-6.013; 6A-6.020; 6A-6.021; 6A-6.0301; 6A-6.03011; 6A-6.03012; 6A-6.03013; 6A-6.03014; 6A-6.03015; 6A-6.03016; 6A-6.03018; 6A-6.03020; 6A-6.03021; 6A-6.03022; 6A-6.03023; 6A-6.03024; 6A-6.03025; 6A-6.0312; 6A-6.0331; 6A-6.0341; 6A-6.03411

PROCEDURES:

ORANGE COUNTY PUPIL STUDENT PROGRESSION PLAN

Charter School District Qualifier

The Orange County Student Progression Plan contains all required elements as stated in Florida Statutes. Due to the status of Orange County Public Schools as a Charter School District, waivers from requirements in the Student Progression Plan may be obtained subsequent to the approval of the Student Progression Plan. Such waivers will take precedence over and may replace a component of this plan.

Language Enriched Pupils K -12

Schools are to follow all procedures stated on the approved District LEP Plan 2001 -2004 and the LEP Committee Meeting Procedural Handbook for any educational decisions for LEP: placement, promotion and retention. The LEP Committee, functioning in accordance with Rules A-6.0900 – A6-6.90, F.A.C., and 19090 League of United Latin American Citizens et al. State Board of Education et al. Consent Decree, will make the appropriate decisions regarding the proper placement of Language Enriched Pupils (LEP) in the school district..

Pupil Student Progression - Elementary

The requirements for pupil student progression for the elementary schools shall provide for the continuous progress for all students. Elementary pupil student progression procedures are based on the belief that individual students learn at different rates. Progression through the elementary grades shall be determined by monitoring the student's progress and achievement against the student outcomes adopted by the school board. The student outcomes are based on performance

standards approved by the State Board of Education. District standards for evaluating student performance are based on how well a student masters the Sunshine State Standards by evidence of FCAT scores, alternative tests and other student work. Developmentally appropriate curriculum guidelines based on national and state standards are have been developed at the local level. by the district in the Comprehensive Academic Achievement Plan (CAAP) and the Curriculum, Instruction, Assessment (CIA) guidelines.

Report Cards

Each student and his/her parent are to be informed of the student's academic progress. A report card will be issued at grading period intervals. The report card will clearly depict and grade the student's academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student's conduct and behavior, as well as student attendance. The final report card for a school year shall contain a statement indicating end of year status, behavior, attendance and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion.

Retention and Promotion

A placement committee consisting of the principal, the classroom teacher, counselor, parent and other appropriate personnel shall consider ~~pupil~~ student progression matters including initial placement, nonpromotion and promotion with remediation. Consideration shall be given to physical, emotional and social readiness, attendance record, previous school records, a first language other than English, participation in alternative program, academic progress and parental input. The principal has the responsibility for all final decisions regarding initial placement, nonpromotion and promotion with remediation. Each student's progression from one grade to another shall be determined, in part, upon proficiency in reading, writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. Retention decisions should be based on more than a single test score. Students who do not meet these performance levels must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style, areas of need and other contributing factors. An appropriate alternative placement must be ~~considered~~ provided for a student who has been retained 2 two or more years. The nature of the placement will be determined with guidance by the district to the school.

Assessment Test Performance and the Academic Improvement Plan

Each student must participate in district and statewide assessment tests in reading, writing, science and mathematics at grade levels designated by the state. The district expectations of performance standards in reading, writing, science, and mathematics for each grade level are the state's expectations of levels of performance as determined by the State Board of Education. Students who are performing below grade level expectation or who do not meet specific levels of performance in reading, writing, science and mathematics, determined by the Commissioner of Education, on the statewide assessments at selected for each grade levels, must be provided with additional diagnostic assessments determined by the district and school to determine identify the nature of the student's difficulty and areas of academic need. For all elementary students in grades 3-5 with FCAT Level 1 scores in reading or math, or with a FCAT writing score below a Level 3, an Academic Improvement Plan (AIP) must be enacted. An AIP is to be used for students in grades K – 3 who show substantial deficiency in reading, writing or mathematics as determined

by various assessments. Any student with an AIP in reading is to be given additional diagnostic assessment in the five required reading areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. The desired level of performance will be identified. The school must develop an Academic Improvement Plan in consultation with the student's parent or legal guardian.

The purpose of the Academic Improvement Plan is to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction and support services in the areas of weakness. Strategies may include, but not be limited to:

- Modified curriculum
- Reading instruction
- After-school instruction
- Tutoring
- Mentoring
- Class size reduction
- Extended school year
- Intensive skill development in summer school

The Academic Improvement Plan used in the district will meet all specifications of statute and be a specific, detailed plan to identify individual assistance to be given to remedy the student's individual, diagnosed deficiencies. The AIP is not a form or folder. It is a set of actions and may contain multiple papers with documentation located in multiple locations.

If the documented deficiencies for reading, mathematics and/or writing are not corrected in accordance with the academic improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education on the statewide assessment tests in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory school attendance.

Beginning with the 2002-2003 school year, the school district is required to administer the school readiness uniform screening (SRUS) to each kindergarten student upon entry into kindergarten. Children who enter public school for the first time in the first grade must be administered the SRUS adopted for use in first grade.

Third Grade Mandatory Retention

Students who exhibit substantial deficiency in reading, based on locally determined assessments, conducted before the end of grades K – 2, 1, or grade 2, or based on teacher recommendation, must be given intensive reading instruction immediately following the identification of the reading deficiency and continue to be given intensive reading instruction, until the reading deficiency is remedied. Students must have their reading proficiency reassessed by locally determined assessments or through teacher observation at the beginning of the grade following the intensive instruction.

Beginning in 2002-2003, the parent of any student in K-3 who exhibits a substantial deficiency in reading must be notified in writing that a deficiency has been identified. Further, a description of current services provided to the child and a description of proposed instructional services and supports to remediate the areas of reading deficiency will be given. Notice of mandatory grade 3

retention must also be included with reference to limited exemptions for good cause.

If the student's reading deficiency, as determined by locally determined assessment, at grades ~~1 and 2~~ K – 3 or by the statewide assessment at grade 3, is not remedied by the end of ~~grade 4~~ grade 3 and if the student scores below the specific level of performance on the statewide assessment in reading, the student must be retained. Beginning in 2002-2003, if a grade 3 student scores below a FCAT Reading Level 2, then the student must be retained to have extra time to develop reading skills and mastery. A student may be exempted from third grade mandatory retention for good cause only in the limited definitions of the Good Cause Exemption legislation detailed s. 1008.25, FS. District guidelines specify these exemptions as stated in law. District guidelines contain the process for establishing, documenting and submitting the exemption request for approval by the Superintendent. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. ~~The decision to exempt a student from mandatory retention for good cause shall be based on the following factors: classroom work, observations, tests, district assessments and other relevant information.~~

Parental Notice and Annual Reporting of Progress

The parents or guardians of a student not making adequate progress toward promotion must be notified in writing and given an opportunity to meet with the placement committee by the end of the third grading period.

Progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents or guardian of each student. The report will be developed by the district and is adopted by the school board in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- classroom work
- observations
- tests
- district and state assessments
- other relevant information

The school board will annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: provisions of the law relating to public school student progression and the district's policies and procedures on student retention and promotion. By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the FCAT Reading will be reported. By grade, the number and percentage of all students in grades 3-10 will be reported. Information on the total number of grade 3 students who were promoted for good cause, by each category of good cause. Any revisions to school board policy on retention and promotion from the prior year.

Allocation of Resources

The allocation of remedial and supplemental instruction resources for students shall occur in the following priority: first, students who are deficient in reading by the end of grade 3. The next priority shall be given to students who fail to meet performance levels required for promotion.

Graduation

There will be no graduation exercises in the elementary schools.

Accelerated Placement

Accelerated education experiences should be provided students within their assigned grade levels. Accelerated placement of students in succeeding grade levels may be considered for students who demonstrate exceptionally rapid mastery of grade level objectives and who have attained an adequate level of social maturity. A placement committee consisting of the principal, the classroom teacher, parent and any other personnel designated by the principal will make recommendations concerning accelerated placement. The parent(s) or guardian(s) of students considered for accelerated placement must be consulted. Parental consent must be provided in writing. The principal has the responsibility for final decisions regarding placement.

Where accelerated educational experiences seem indicated for an individual student, programs for the gifted shall be the first alternative for placement.

Pupil- Student Progression - Grades 6-8

Students are to be scheduled into interdisciplinary academic teams for instruction in English/language arts, mathematics, science, and social studies. English/language arts will include reading, writing, speaking, and listening. Units in alcohol, drugs, tobacco, sexuality education and HIV/AIDS infection shall be offered in grades 6-8. The middle school curriculum will also include critical thinking and computer literacy skills. Physical education and exploratory vocational/fine arts experiences will comprise the remainder of the middle school schedule.

Required Curriculum

1. Three years in mathematics.
2. Three years in communications to include experiences in reading, writing, and speaking. Developmental reading shall be provided at each grade level for those students for whom the district or laboratory school deems such reading appropriate.
3. Three years in science, which shall include instruction in life science and in earth science or physical science.
4. Three years in social studies to include the study of the United States and world geography, civics, and Florida history.
5. Physical education shall be regularly scheduled each year.

Students who have special interest/talent in music may elect one semester of band, orchestra, or chorus in grade six in lieu of the exploratory wheel course. Seventh and eighth grade students may elect to take a full year of music in lieu of the exploratory course.

Alternative assessment methods, scheduling patterns, and the combining of courses may be employed by schools for the accomplishment of school improvement projects with the approval of the superintendent or designee.

Report Cards

A report card will be issued at grading period intervals. The report card will clearly depict and grade the student's academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student's conduct and behavior, as well as student attendance. The final

report card for a school year shall contain a statement indicating end of year status, behavior, attendance and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion.

Regular Promotion Requirements

To meet regular promotion requirements, students must successfully pass the equivalent of four full-year courses, three of which must be from the areas of English/language arts, mathematics, science and social studies. District standards for evaluating student performance are based on how well a student masters the Sunshine State Standards by evidence of FCAT scores, alternative tests and other student work. Developmentally appropriate curriculum guidelines based on national and state standards have been developed by the district in the Comprehensive Academic Achievement Plan (CAAP) and the Curriculum, Instruction, Assessment (CIA) guidelines.

Each student's progression from grades six through eight to another shall be determined, in part, upon proficiency in reading, writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. Retention decisions should be based on more than a single test score. Students who do not meet these performance levels must receive remediation or be retained within an intensive program that is different from the previous year's program and that takes into account the student's learning style, areas of need and other contributing factors.

Assessment Test Performance and the Academic Improvement Plan

Each student must participate in district and statewide assessment tests in reading, writing, science and mathematics at grade levels designated by the state. The district expectations of performance standards in reading, writing, science, and mathematics for each grade level are the state's expectations of levels of performance as determined by the State Board of Education. Students who are performing below grade level expectation or who do not meet specific levels of performance in reading, writing, science and mathematics, as determined by the Commissioner of Education, on the statewide assessments at selected for each grade levels, must be provided with additional diagnostic assessments determined by the district and school to determine identify the nature of the student's difficulty and areas of academic needs. For all students in grades 6-8 with FCAT Level 1 scores in reading or math, or with a FCAT writing score below a Level 3, an Academic Improvement Plan (AIP) must be enacted. Any student with an AIP in reading is to be given additional diagnostic assessment in the five required reading areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. The desired level of performance will be identified The school must develop an Academic Improvement Plan in consultation with the student's parent or legal guardian.

The purpose of the Academic Improvement Plan is to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction and support services in the areas of weakness. Strategies may include, but not be limited to:

- Modified curriculum
- Reading instruction
- After-school instruction
- Tutoring
- Mentoring
- Class size reduction

- Extended school year
- Intensive skill development in summer school

The Academic Improvement Plan used in the district will meet all specifications of statute and be a specific, detailed plan to identify individual assistance to be given to remedy the student's individual, diagnosed deficiencies. The AIP is not a form or folder. It is a set of actions and may contain multiple papers with documentation located in multiple locations.

If the documented deficiencies for reading, mathematics and/or writing are not corrected in accordance with the academic improvement plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education on the statewide assessment tests in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory school attendance.

If students in grades six through eight do not meet promotion requirements, they may be promoted with remediation to the next grade level upon the recommendation of a committee comprised of the teachers involved, a guidance counselor, and the principal. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. An appropriate alternative placement determined by the district and school must be ~~considered~~ provided for a student who has been retained ~~2~~ two or more years.

Parental Notice and Annual Reporting of Progress

Progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents or guardian of each student. The report will be developed by the district and is adopted by the school board in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- classroom work
- observations
- tests
- district and state assessments
- other relevant information

The parents or guardians of a student not making adequate progress toward promotion must be notified in writing and given an opportunity to meet with the placement committee by the end of the third grading period.

~~There will be no formal graduation exercises for middle schools.~~

~~Alternative assessment methods, scheduling patterns, and the combining of courses may be employed by schools for the accomplishment of school improvement projects with the approval of the superintendent or designee.~~

The school board will annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: provisions of the law relating to public school student progression and the district's policies and procedures on student retention and promotion, by grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the FCAT Reading will be reported, by

grade, the number and percentage of all students in grades 3-10 will be reported, information on the total number of grade 3 students who were promoted for good cause, by each category of good cause. Any revisions to school board policy on retention and promotion from the prior year will be reported.

Graduation Ceremony

There will be no formal graduation exercises for middle schools.

Pupil Student Progression - Grades 9-12

Students must earn a minimum of 24 credits, grades 9-12, or complete an International Baccalaureate curriculum, for graduation. The school board may authorize graduation requirements in excess of the minimum state requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

Students entering the ninth grade in the 2000-2001 school year and thereafter, must have a minimum cumulative grade point average of 2.0 on a 4.0 scale to meet graduation requirements. All courses taken must be included in the calculation of the cumulative grade point average required for graduation unless the grade has been replaced by retaking the course according to the district forgiveness policy. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades earned above "D" may also be re-taken for forgiveness.

Students entering the ninth grade in the 1996-97 school year ~~and thereafter~~ must have a minimum cumulative grade point average of 2.0 on a 4.0 scale to meet graduation requirements. To compute the cumulative GPA to determine if a student meets this requirement; only courses used for graduation will be used. Elective courses in excess of graduation requirements will not be used.

Students entering the ninth grade prior to July 1, 1996, must have a minimum cumulative 1.5 GPA on a 4.0 scale or its equivalent and earn a 2.0 or above on a 4.0 scale for courses that apply to the 24 credits required for graduation which are taken after July 1, 1997 or have an overall cumulative GPA of 2.0 on a 4.0 scale in all high school courses taken in the student's educational program except those for which a forgiveness policy has been applied.

At the end of each semester, the parent or guardian of each student in grades 9-12 who has a cumulative GPA of less than 0.5 above the GPA required for graduation must be notified that the student is at risk of not meeting the requirements for graduation. The notice must also contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

A student accepted into the GED Exit Option program will be exempted from this progression.

Report Cards

A report card will be issued at grading period intervals. The report card will clearly depict and grade the student's academic performance in each class or course based on examinations as well as written papers, class participation, and other academic performance criteria. The report card will depict the student's conduct and behavior, as well as student attendance. The final

report card for a school year shall contain a statement indicating end of year status, behavior, attendance and promotion or non-promotion. The district may use a separate report notice for statement of promotion or non-promotion.

Grade Classification

Credit requirements for grade classification will be as follows:

9th Grade	0-4.5	11th Grade	11-17.5
10th Grade	5-10.5	12th Grade	18-24

For purposes of non-athletic student activities, principals may designate the appropriate standing (Freshman, Sophomore, Junior, Senior).

Regular Promotion Requirements

Students entering the ninth grade prior to July 1, 1996, must have a minimum cumulative GPA of 1.5 to be promoted from one grade to another. Students entering the ninth grade after July 1, 1996, must have a minimum cumulative GPA of 2.0 to be promoted from one grade to another. Students with a GPA of 2.0 or less shall be scheduled into courses consistent with their academic needs. No student may be granted credit toward high school graduation for enrollment in any Level I course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. In such cases a written assessment of the need must be included in the student's Individual Educational Plan or in the student's Academic Improvement Plan signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.

Each student's progression from grades nine through twelve shall be determined, in part, upon proficiency in reading, writing, science and mathematics, including specific levels of performance on statewide assessments at selected grade levels as determined by the Commissioner of Education. Students who do not meet these performance levels must receive remediation or be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. An appropriate alternative placement determined by the district and school must be ~~considered~~ provided for a student who has been retained 2 or more years.

Assessment Test Performance and the Academic Improvement Plan

Each student must participate in district and statewide assessment tests in reading, writing, science and mathematics at grade levels designated by the state. The district expectations of performance standards in reading, writing, science, and mathematics for each grade level are the state's expectations of levels of performance as determined by the State Board of Education. Students who are performing below grade level expectation or who do not meet specific levels of performance in reading, writing, science and mathematics, as determined by the Commissioner of Education, on the statewide assessments at the tenth or eleventh grade, for high school grade levels, must be provided with additional diagnostic assessments determined by the district and school to determine identify the nature of the student's difficulty and areas of academic needs. For all students in grades 9-12 with FCAT scores in reading or math that are below the required score for graduation, or with a FCAT writing score below a Level 3, an Academic Improvement Plan (AIP) must be enacted. Any student with an AIP in reading is to be given additional diagnostic assessment in the five required reading areas of phonemic awareness, phonics,

fluency, vocabulary and comprehension. The desired level of performance will be identified The school must develop an Academic Improvement Plan in consultation with the student's parent or legal guardian.

The purpose of the Academic Improvement Plan is to assist the student in meeting state and district expectations for proficiency. Each plan must include the provision of intensive remedial instruction and support services in the areas of weakness. Strategies may include, but not be limited to:

- Modified curriculum
- Reading instruction
- After-school instruction
- Tutoring
- Mentoring
- Class size reduction
- Extended school year
- Intensive skill development in summer school

If the documented deficiencies for reading, mathematics and/or writing are not corrected in accordance with the Academic Improvement Plan, the student may be retained. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education on the statewide assessment tests in reading, writing, science and mathematics must continue remedial or supplemental instruction until the expectations have been met or the student graduates from high school or is no longer subject to compulsory school attendance.

Parental Notice and Annual Reporting of Progress

Progress of the student toward achieving state and district expectations for proficiency in reading, writing, science and mathematics and the student's results on each statewide assessment test must be reported annually in writing to the parents or guardian of each student. The report will be developed by the district and is adopted by the school board in the approval of this Student Progression Plan. The evaluation of this progress must be based on:

- classroom work
- observations
- tests
- district and state assessments
- other relevant information

The parents or guardians of a student not making adequate progress toward promotion must be notified in writing and given an opportunity to meet with the placement committee by the end of the third grading period.

The school board will annually publish in the local newspaper and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: provisions of the law relating to public school student progression and the district's policies and procedures on student retention and promotion. By grade, the number and percentage of all students in grades 3-10 performing at Levels 1 and 2 on the FCAT Reading will be reported. By grade, the number and percentage of all students in grades 3-10 will be reported. Information on the total number of grade 3 students who were promoted for good cause, by each category of good cause. Any revisions to school board policy on retention and promotion from the prior year.

~~A student accepted into the GED Exit Option program will be exempted from this progression.~~

~~For purposes of non-athletic student activities, principals may designate the appropriate standing (Freshman, Sophomore, Junior, Senior)~~

Determination of Credits

The satisfactory completion of each course results in .5 credit for a semester course and 1.0 credit for a full-year course.

Credits transferred from accredited schools in other school systems shall be verified by official transcript and evaluated in terms of the requirements of the school system where such credit was earned. Credits will not be accepted from a high school which is not accredited by regional or state accrediting agencies except when validated by the student's demonstration of satisfactory classroom performance during a nine-week probationary period.

The school board shall provide students with access to enroll in courses available through the Florida Virtual High School and award credit for successful completion of such courses. Access shall be available during or after the normal school day and through summer school enrollment.

A course designated in the Course Code Directory as grade 9 through 12 which is taken below the ninth grade may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements.

The decision as to whether a student has satisfactorily completed a course and what grade is to be issued are professional judgments of the teacher. However, to receive credit in any course, students must demonstrate mastery of the Sunshine State Standards designated for that course. Any grade which a student receives, including failures, shall be adequately documented in the form of test grades, grades on class participation, mastery of the Sunshine State Standards, and other course work to support the decision. ~~The grading scale will be as prescribed by state statute: A=Excellent, 90-100; B=Good, 80-89; C=Average, 70-79; D=Poor, 60-69; F=Failing, below 60.~~

Students who do not attain six credits in a school year should be counseled into a summer school program and re-evaluated at the end of the summer.

Weighted Course and Grading Scale and Computation of Grade Point Average (GPA) Grades 9-12: Unweighted and Weighted

The grading system and interpretation of letter grades will be as prescribed by state statute. The unweighted grading scale will be:

Grade	Grade Point Average	Value	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

Computation of the high school graduation GPA requirement shall be based on all courses taken except those forgiven through the grade forgiveness policy. The unweighted grading scale values will be used in the calculation of the cumulative minimum GPA for graduation required by Florida Statute. The unweighted grading scale values will be used in the calculation of the minimum GPA required for participation in extracurricular activities.

A weighted scale will be used to compute a grade point average when determining rank in class and will also be used to determine eligibility for an honors diploma. Grade values for the weighted scale are as follows:

<u>Grade</u>	<u>Weighted Value</u>
<u>A</u>	<u>5</u>
<u>B</u>	<u>4</u>
<u>C</u>	<u>3</u>
<u>D</u>	<u>1</u>
<u>F</u>	<u>0</u>

Honors (including advanced social studies courses), advanced placement, pre-International Baccalaureate and International Baccalaureate, gifted, math analysis, calculus, analytical geometry, probability and statistics, trigonometry, Chemistry II, Physics II, Biology II, college dual enrollment, early college admissions, Japanese I and II, and all foreign language courses beyond the second year will be weighted. District magnet program courses may be weighted on an individual school basis. Weighted status for magnet program courses must be requested by the principal and approved by the Superintendent or his/her designee. ~~Grades will be computed based upon the following point scale:~~

~~A=5, B=4, C=3, D=1, F=0.~~

~~A weighted scale will be used to compute a grade point average when determining rank in class and will also be used to determine eligibility for an honors diploma.~~

Grades transferred into the district shall be weighted according to Orange County Public Schools policy for GPA calculation.

A committee will be established to review other courses that may be recommended for weighting. Recommendations for course review will be submitted to the committee by the school principal and/or the Associate Superintendent for Education Services. The committee will make a recommendation to the superintendent and his/her designee.

~~The minimum GPA required for participation in extracurricular activities, and the cumulative minimum GPA for graduation require (by Florida Statute) a grade point average based upon a 4.0 scale (A=4, B=3, C=2, D=1, and F=0) and must be computed separately.~~

The GPA calculation for the Florida Bright Futures Program shall be based upon the Statewide Florida Bright Futures Scholarship Program Weighting System established by the Department of Education.

Graduation/Promotion Exercises

Graduation from our public schools implies that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; and that they have satisfactorily passed any examinations and other requirements set

by the faculty.

Detailed graduation requirements will be established that reflect achievement of Ends Policy as adopted by the school board. These requirements should be based on the assumption that a high school education basically represents the successful completion of a four year program of studies and they shall be flexible enough to allow other alternatives for qualifying students. Graduates may qualify for differentiated diplomas or a Certificate of Completion depending on their individual progress and accomplishments.

The staff will arrange for appropriate awards and recognition programs and graduation exercises at appropriate times during the year.

All graduation and promotion exercises shall be limited to the 12th grade. These exercises shall be scheduled within the last four days of the school year. This is not to preclude special or awards assemblies at an earlier time. Special dress shall not be required for participation in special or awards assemblies. A student who does not meet the requirements for graduation and does not qualify for a diploma or Certificate of Completion shall not participate in graduation ceremonies.

Graduation Requirements

A. Regular Graduation Requirements

Students must be in attendance on a full-time basis for a minimum of eight semesters in grades 9-12. Exception may be made for a student who qualifies for accelerated graduation.

Students must earn a minimum of 24 credits, grades 9-12, or complete an International Baccalaureate curriculum, for graduation. Standards for graduation include earning a passing score on the FCAT(grade 10) as defined in Florida Statute and designated by the State Board of Education. All requirements for student progression and remedial instruction must be completed.

The school board may authorize graduation requirements in excess of the minimum state requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

Students who earn the required credits, attain the required GPA and demonstrate mastery ~~of the minimum student performance standards (HSCT) or~~ of the Sunshine State Standards (FCAT) as determined by the State Board of Education will receive a diploma. Students who enroll in grade 9 during the 1999-2000 school year or thereafter must earn a passing score on the grade 10 FCAT as designated by the State Board of Education. ~~with a passing score in reading, writing, and mathematics to qualify for a high school diploma.~~

A student who has met state and school district credit requirements for graduation but has not passed the statewide assessment (HSCT or FCAT) or achieved the required GPA is eligible for a certificate of completion or a special certificate of completion. Such a student may also attend summer school, adult high school and/or may remain in high school for up to one ~~an~~ additional year ~~of high school~~ on a full or part-time basis to meet all graduation requirements and receive a standard high school diploma.

A student who previously has been awarded a certificate of completion in lieu of a standard high school diploma may be awarded a standard high school diploma upon retaking and passing the statewide assessment test.

A student who is entitled to a certificate of completion or who receives a certificate of completion in lieu of a standard high school diploma, may elect to remain in school for up to one additional year in order to achieve the GPA required for graduation and may shall be awarded a standard high school diploma whenever the requirements are completed.

A student who accepts a certificate of completion at a graduation ceremony shall not be eligible to participate in a subsequent high school graduation ceremony.

For students who meet all graduation requirements except for the required cumulative grade point average, special assistance may be given to obtain a high school equivalency diploma pursuant to s.1003.435, F.S.

Required credits for graduation must include the following in grades 9-12:

Language Arts *(1) (6) (9) (17)	4
Mathematics *(6) (15) (2) (9) (17)	3
Science *(6) *(9) *(10) *(12) (3) (9) (11-13)	3
Social Studies *(2) (4)	3
Physical Education *(3) (5)	1.5
Performing Fine Arts *(4) (6) (8)	.5
Practical Arts *(5) (7) (8) (9) (14) (16)	.5
Life Management Skills *(7) *(11) *(13) (10) (14-15)	.5
Electives *(16) (17-18)	9.0 8.5
TOTAL	24.0

The school board may authorize graduation requirements in excess of the minimum state requirements.

*(1) The Language Arts requirements are fulfilled by courses, English I, II, III, IV which by state mandate law, give major concentration to composition and literature. One of the two Advanced Placement English courses may substitute for English IV. ESOL I, II, III, and IV also satisfy the Language Arts requirement.

(2) Three credits in mathematics are to be earned. Beginning with the 1997-98 school year and thereafter, the state requires that students entering ninth grade must complete Algebra 1, a series of courses equivalent to Algebra 1, or a higher-level mathematics course. (Orange County Public Schools began this requirement in 1996-97 school year.)

(3) Of the three credits in science to be earned, two must have a laboratory component. Agriscience Foundations I, the core course in secondary Agriscience and Natural Resource programs, may count as one of the science credits. JROTC courses listed in items (11) through (13) may be used for science credits.

*~~(2)~~(4) Social Studies requirements must include: one year of American History; one year of World History including comparative study of history, doctrines, and objectives of all major political systems; one semester of American Government including the study of the United States Constitution, and one semester of Economics including comparative study of history, doctrines, and objectives of all major economic systems. For students entering 9th grade in 1997-98 school year and thereafter, the study of Florida government including its Constitution and the branches of government-state, municipal and county will be required

as part of American Government.

~~*(3)(5)~~One semester of required Physical Education must be Personal Fitness or Adaptive Physical Education IEP. Courses in Driver Education, ~~Marching Band~~, and R.O.T.C. may not substitute for physical education.

A school may not require that one credit in Physical Education be taken during the 9th grade year.

Participation in an interscholastic sport, whether at the freshman, junior-varsity, or varsity level, for a full season shall satisfy the state requirement in Personal Fitness. Satisfying the Personal Fitness requirement through interscholastic sports participation does not decrease the minimum number of 24 credits needed for graduation. Students entering high school after July 1, 1999, are required to complete one full credit of physical education, including Personal Fitness. The one credit physical education requirement may be met through participation in Junior Varsity or Varsity sports for two full seasons. Students must also pass a state competency test on Personal Fitness examination with a grade of "C" or better in order to exercise the course waiver option.

Completion of one semester with a grade of "C" or better in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity shall satisfy a one-half credit requirement in Physical Education. This one-half credit may not be used to satisfy the personal fitness requirement or the Adaptive Physical Education IEP.

~~*(4)(6)~~ Courses meeting the Performing Fine Arts requirement are listed in the Florida Course Code Directory under the sections: Arts-Visual Arts, Dance, Drama-Theatre Arts, Music and Language Arts (Oral Communications). ~~may include any Art, Dance, Drama, or Music courses which require manual dexterity. Passive courses in appreciation/theory/ history do not meet this requirement.~~

~~*(5)(7)~~ Practical Arts includes all related courses for Practical Arts Career and Technical Education or Exploratory Career and Technical Education. Practical Arts credit may be earned from any vocational career and technical education courses for which high school credit is given ~~or from a basic computer course.~~ Journalism II, III, or IV may be used to fulfill the Practical Arts requirement beginning with course work taken in the 1991-92 school year. Completion of Practical Keyboarding Skills (8200320) and Practical Computer Skills (8200330) will satisfy the Keyboarding and Document Processing (8209010) requirement for business education programs.

~~*(8)~~ The requirement for Performing Fine Arts and Practical Arts may be satisfied by earning 1.0 credit in either area in lieu of earning 0.5 credit in each area. Credit for Performing Fine Arts or Practical Arts must be available in the 9th grade, and students must be scheduled into a 9th grade course as a priority.

~~*(6)(9)~~Completion of ALL the courses within certain job preparatory vocational programs as described by the Florida Department of Education will allow for the substitution of required credits in language arts, mathematics and science. However, credits obtained in this manner may not exceed more than two (2) credits in each subject area.

~~*(7)(10)~~ Health education and substance abuse prevention contained in the The Life Management Skills half credit shall be given in either the 9th or 10th grade. Life Management Skills must include units in topics of positive emotional development, marriage and relationship skills.

nutrition education, consumer education, drugs education, hazards of smoking and tobacco, CPR, cancer education including breast cancer detection and self-examination, suicide-prevention and of HIV/AIDS infection and other sexually transmitted diseases, benefits of sexual abstinence and consequences of teenage pregnancy. Integrated instruction in health education and substance abuse prevention is included in units in the curriculum frameworks and student performance standards for science, home economics, personal fitness and social studies.

- *~~(9)~~(11) Upon completion of the JROTC Maritime Science program, including Maritime Science IV, students may substitute, on a curriculum equivalency basis, one ROTC credit for ~~Oceanography (2001370)~~ Marine Science (2002500) to satisfy one of the three science requirements needed for graduation.
- *~~(10)~~(12) Upon completion of the JROTC Aerospace Science program, including Aerospace Science II and III, students may substitute, on a curriculum equivalency basis, one JROTC credit for ~~General Science (2002310)~~ Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.
- *~~(12)~~(13) Upon completion of JROTC Naval Science I, II, and III, students may substitute, on a curriculum equivalency basis, one JROTC credit for ~~General Science (2002310)~~ Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.
- *~~(11)~~(14) Upon completion of the Army JROTC Leadership Education and Training courses I and II (1801300 and 1801310), students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I-Life Management Skills (0800380) to satisfy the health requirement needed for graduation.
- *~~(13)~~(15) Upon completion of the Marine Corp JROTC Leadership Education courses I and II (1803300 and 1803310), student may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I - Life Management Skills (0800300) to satisfy the health requirement needed for graduation.
- *~~(14)~~(16) Upon completion of the JROTC program (Army, Navy, Marine, or Air Force), students may substitute on a curriculum equivalency basis one credit to satisfy the Practical Arts graduation requirement.
- *~~(15)~~ ~~Beginning with the 1996-97 school year, students entering ninth grade must complete Algebra 1, a series of courses equivalent to Algebra 1, or a higher level course.~~
- *(17) Remedial and compensatory courses taken in grades 9-12 may only be counted as elective credit.
- *~~(16)~~(18) Students entering high school after July 1, 1999, are required to earn 8.5 elective credits. Credit may be earned for volunteer activities and nonacademic activities approved by the State Board of Education. To meet an elective credit requirement, schools may award a maximum one-half credit in social studies and one-half credit elective for student completion of nonpaid voluntary community or school service work. A minimum of 75 hours of service in either category must be completed. Credit may not be earned for service provided as a result of court action. School principals are responsible for approving specific volunteer activities. Guidelines for volunteer service credit will be developed by the district.

Alternative assessment methods, scheduling patterns, and the combining of courses may be employed by schools for the accomplishment of school improvement projects with the approval of the superintendent or designee.

B. Courses Excluded from Credit Awarding

No student may be granted credit toward high school graduation for enrollment in the following:

-more than a total of nine elective credits in remedial programs

-more than one credit in exploratory vocational courses

-more than three credits in practical arts family and consumer science courses

-any Level 1 course unless the student's assessment indicates that a more rigorous course would be inappropriate, in which case a written assessment of need is included in the IEP or a student performance plan with signatures of the principal, guidance counselor, and parent, or student if the student is 18 years or older.

B- C. Honors Diploma

Students who meet either of the following criteria will receive an Honors Diploma:

1. Meet the requirements for a standard diploma and have a 4.0 weighted grade point average.
2. Meet the requirements for a standard diploma, obtain a score at the 7th stanine or above on an approved standardized achievement test using national norms, and have a 3.0 weighted grade point average. (A previous score of 25 on Enhanced ACT or 1120 on SAT will waive the 7th stanine requirement for students with a 3.0 GPA.)

The grade point average utilized for awarding an honors diploma will be determined using final grades earned in grades 9-11 and include the first semester grades of the senior year. All courses that receive grades of A, B, C, D, and F will be included. The following point scale will apply: A = 4; B = 3; C = 2; D = 1; F = 0. The weighted courses that the student takes will have a point scale of A=5; B=4; C=3; D=1; F=0.

C- D Florida Bright Futures Scholarship Program

The appropriate scholarship shall be awarded by the Commissioner of Education to any graduate who has completed the initial eligibility requirements as specified in ~~Section 240.40202 Florida Statutes~~ s.1009.531, F.S.

A course designated in the Course Code Directory as grade 9 through 12 which is taken below the ninth grade, may be used to satisfy Florida Bright Futures Scholarship Program requirements.

D- E. Graduation Requirements for Transfer Students

Transfer students will be expected to meet graduation credit requirements of the Orange County Public Schools. If such credit requirements are judged to be impossible to meet time wise because of late transfer to Orange County, requirements of the school board shall not be retroactive. Such students however, will be expected to meet the planned program requirements of the school system from which they transfer as specified in State Board of Education Administrative Rule 6A-1.095(1)(d). All transfer students must meet

State Board of Education requirements in the minimum performance standards (HSCT/FCAT) or they will receive a Certificate of Completion. Students may continue in school for one additional year to receive a diploma if they do not choose to accept a Certificate of Completion.

E. F. Articulated Acceleration and Alternative Graduation Requirements

1. Accelerated Graduation-Acceleration through Summer School Credits

A student may meet graduation requirements in fewer than four full years by earning credits in summer sessions if the following conditions are met:

The student must successfully complete the number of credits above grade 8 required for graduation, including all specified courses listed under Regular Graduation Requirements. The student must also meet the minimum performance standards established by the State Board of Education.

If a student has fulfilled the requirements for accelerated graduation above, he/she may withdraw from school or attend school on a part-day basis with the approval of the principal.

2. Advanced Placement

Enrollment in the Advanced Placement Program administered by the College Board is available to high school students. A passing grade in the course will be accepted for a high school credit. A qualifying score on the AP exam determined by the postsecondary institution can earn the student college credit. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on corresponding AP exam. Students shall be exempt from payment of any fees.

Students may enroll in dual enrollment courses with advanced placement instruction. The funding will be either by the dual enrollment or advanced placement formula specified in s.1001.62, F.S. No student shall be funded through both a dual enrollment and advanced placement program. The school board shall use the funding formula that more closely approximates the cost of the course. Postsecondary credit will be awarded as either dual enrollment or advanced placement credit, as preferred by the student. An award of AP credit must be limited to the minimum score of 3, on a 5 point scale on the AP exam. No student shall claim double credit. No student shall be required to complete the AP exam.

3. Dual Enrollment

A high school student or home education student who meets eligibility requirements may enroll in postsecondary courses that are creditable toward a ~~vocational~~ career and technical certificate or an associate or baccalaureate degree. Credits earned in dual enrollment courses are also creditable toward high school graduation requirements as required or elective credits. Application, admission and credit transfer shall be governed by the provisions of an articulation agreement between the school district and the postsecondary institution.

Students may take courses during school hours, after school hours, and during the summer term. Students enrolled are exempt from the payment of registration, matriculation and lab fees. If instructional time for dual enrollment exceeds 900 hours, a maximum of only 1.0 FTE may be reported by the district.

Vocational-preparation instruction, college preparatory instruction and physical education courses that focus on the physical education of a skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

Enrollment in a postsecondary adult vocational center may also be permitted under the provisions of this section.

The enrollment of a student in postsecondary instruction that is not creditable toward a high school diploma shall not be classified as dual enrollment.

4. International Baccalaureate Diploma

Students who successfully complete the International Baccalaureate Diploma Program sponsored and administered by the International Baccalaureate Office shall be deemed to have met the curricular requirements for graduation and shall be awarded a high school diploma. These students shall also qualify as Florida Academic Scholars.

Students who complete the International Baccalaureate curriculum but fail to earn the International Baccalaureate Diploma may qualify for the Florida Bright Futures Scholarship Program if they achieve the test score as prescribed in the initial eligibility requirements as specified in ~~Section 240.40202 Florida Statutes~~ s.1009.531, F.S.

The State Board of Education has defined rules that specify the cutoff scores and the IB Examination that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

5. Advanced International Certificate of Education Programs

Eligible secondary students may be enrolled in Advanced International Certificate of Education Programs. The specific course for which the student receives credit is determined by the community college or university system that accepts the student for admission. Students shall be exempt from the payment of any fees.

6. Credit by Examination (CLEP)

Credit by Examination shall be the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. Minimum scores required for an award of credit are stated by the State Board of Education in the statewide articulation agreement.

2- 7. Early College Admissions

Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in accordance with the provisions of an articulation agreement between the school district and the postsecondary institution. The following conditions apply:

The student must be accepted by an accredited college after completion of at least the tenth grade with an unweighted 3.0 cumulative grade point average or above.

The student must enroll in college on a full-time basis and earn sufficient college credit to fulfill remaining high school graduation requirements. Three college semester credits equate with one high school semester credit.

Students enrolled are exempt from the payment of registration, matriculation and lab fees.

The student may be awarded a diploma at graduation based on the completion of all high school graduation requirements. ~~including mastery of the minimum student performance standards (HSCT) or the Sunshine State Standards (FCAT) as determined by the State Board of Education.~~

4. 8. High School Equivalency Diploma

The General Education Development (GED) examination may qualify a person for a State of Florida High School Diploma issued by the Florida Department of Education provided that prerequisite requirements are met prior to testing and that minimum scores are earned on the GED examination as specified by the Florida Department of Education.

In order to qualify for a GED, a student must be at least 18 years of age at the time of application unless individually waived for extraordinary circumstances by the School Board. Extraordinary circumstances shall include but not be limited to the following criteria:

- To meet requirements for job eligibility
- To meet requirements for job promotion
- Single parents
- Married minors
- Incarcerated minors in an adult facility
- Students enrolled in an approved dropout prevention program.
- Entrance into vocational-technical programs

In such a case, the applicant must have completed a career planning conference with the parent or guardian in attendance, must have submitted an official application including the approval signature of the parent or guardian and payment of the required fee for the GED exam. Applicants 18 years of age and older must submit an official application and pay the required fee.

A student who successfully completes all of these requirements shall be considered a high school graduate, but will not participate in high school graduation exercises and will not receive an Orange County high school diploma.

Students enrolled in an approved ~~dropout prevention~~ high school GED Exit Option program, who successfully complete the GED examination, may be awarded an Orange County high school diploma in addition to a State of Florida high school diploma and may participate in the graduation exercises.

9. Interinstitutional Articulation Agreements

The Superintendent of schools and the of the community college shall establish an articulation committee to develop a comprehensive interinstitutional articulation agreement for the school district. This agreement must be completed prior to fall registration each year. The agreement will contain all specified items as listed in s.1007.27, F.S.

F. G. High School Credit

One full credit is defined as a minimum of 135 hours of instruction in a designated course of study contained in the Florida Course Code Directory which contains student performance standards as provided for in Section 232.2454 Florida Statute. One-half credit is defined to be one-half the requirement for a full credit. The Charter School District waiver permits the district an exemption from the 135 hours minimum and allows mastery of content to determine credit.

Mastery of student performance standards will be determined by teacher judgment based on adequate documentation.

The school district maintains a one-half credit earned system that includes courses provided on a full-year basis. One-half credit shall be awarded if the student successfully completes either the first or the second half of a full year course but fails to successfully complete the other half. A full credit shall be awarded if the student successfully completes either the first or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades in each half would result in a passing grade.. The student must successfully meet additional school board requirements, such as class attendance, homework, participation and other performance indicators.

Excused absences as determined by the school board and as carried out by the secondary school principals shall be based upon the criteria for determining excused absences as provided in F.S. 232.0225 s.1003.21, F.S. absence for religious instruction, or a religious holiday and F.S. 232.09(4) s.1003.24, F.S. absence due to sickness, injury or other insurmountable condition, and absence due to participation in an academic class or program. Missed work shall be made up for all excused absences.

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement.

A student may be counted as being in school if 1) he/she is attending an academic instructional activity away from the school site; 2) the academic instructional activity is directly related to the instructional outcomes of one or more of the classes missed; 3) and all class work and homework are made up for any classes missed.

Such activities as guidance and counseling, psychological assessment, speech, vision, hearing therapy and other such student related services are part of the academic instructional program. In instances where there is a question regarding whether the activity is directly related to instructional outcomes, the decision will be referred to the appropriate area superintendent or designee.

A student may earn elective credit towards high school graduation through participation in a shared-time program at one of the district's adult vocational centers. For the purpose of earning high school credit, a student below grade nine may be classified as a high school student for the period the student is enrolled in a course designated as a 9-12 grade course.

G- H. Computation of Grade Point Average

The high school graduation GPA requirement shall be based on the 24 credits required by statute. When a student has repeated a course in which he/she received a failing grade or a course in which he/she received a grade of "D," and the grade of "C" or higher is earned, the

~~lower of the two grades failing grade or grade of "D"~~ is dropped from the computation of the grade point average (GPA). However, ~~both~~ all grades must remain on the student's transcript.

For students entering the ninth grade in the 2000-2001 school year and thereafter, the high school graduation GPA requirement shall be based on all courses taken unless the grade has been forgiven by retaking the course. The forgiveness of required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course or another course. Any course grade not replaced according to this forgiveness policy must be included in the calculation of the cumulative grade point average required for graduation. Note: The grade forgiveness limitation does not apply to grades earned in high school courses taken below grade nine. In this case, grades earned above "D" may also be re-taken for forgiveness.

H. I. Strategies for Exceptional Students to Meet Standard Diploma Requirements

The school may require specific modified courses or programs of study so that exceptional education students are assured the opportunity to meet graduation requirements through one of the following strategies that would meet the student's needs based on an assessment and be reflected on the IEP:

-assignment to an exceptional education class for a basic course with same student performance standards as nonexceptional students; or

-assignment to a basic education class for a basic course for which instruction is modified to accommodate the student's exceptionality.

Placement of Students into Exceptional Student Education Programs

Placement of a student into an exceptional student education program shall follow the procedures established in the approved Special Programs and Procedures for Exceptional Students document, found in the Exceptional Student Education Staffing Handbook. No student shall be placed in an exceptional student education program unless that student meets approved criteria and is properly staffed. The Individual Education Plan (IEP) document, shall be used by IEP Teams in making appropriate placement recommendations based on identified student service needs.

An Individual Education (IEP) Team meeting is required prior to an exceptional student being recommended for administratively promoted promotion from one grade level to another. Routine promotion due to credits earned does not require an IEP Team meeting.

Elementary School (K-5) - Exceptional

For exceptional students in grades ~~4-4~~ 1-3, who participate in district and state assessments, documentation shall be provided of remediation activities related to reading, writing and mathematics when determining promotion or retention.

Promotion

Students in exceptional student education programs shall be promoted to the next grade level on the basis of appropriate academic and adaptive behavioral evaluations. The Individual Education Plan (IEP) is the appropriate document, ~~at the annual review conference~~, on which to address the issue of promotion.

Retention

Retention shall not be automatic for any student except as provided by policy. Retention of a student shall be limited to two (2) years in the elementary grades unless additional retention is recommended by an IEP Team. Students in grade 3, not reading beyond FCAT Level I, will be retained as required in statute unless they qualify for the good cause exemption.

The parent(s) of a student not making adequate progress must be notified in writing by the end of the third grading period if teacher judgment indicates the student may not be meeting promotion standards.

Dismissal

Students dismissal from exceptional student education programs to regular programs or reassignment to other exceptional student education programs shall be recommended by an IEP Team for placement based on least restrictive environment, academic performance, age, and the best educational judgment of the IEP Team as outlined in the Exceptional Student Education Staffing Handbook.

Middle School (6-8) - Exceptional

Promotion

Exceptional students in middle schools shall meet the same course requirements for promotion as students in the regular program. If an exception for required courses is considered necessary, it shall be justified and stated in the student's Individual Education Plan (IEP). Such determination shall be based on appropriate academic and adaptive behavioral evaluations of the exceptional student.

Retention

Students not meeting promotion requirements may be recommended for promotion with remediation to the next grade level by the IEP Team. In cases where there might be a difference of opinion between the parent and the school staff as to the value of retention, the principal may retain a student when he/she feels that such action is in the best interest of the student. However, the parent may invoke the right to due process.

The decision as to whether a student has satisfactorily completed a course is a professional judgment of the teacher. For any grade which a student receives, including failure, there shall be adequate documentation in the form of test grades, class participation or other course work to support the decision.

The parent(s) of a student not making adequate progress should be notified in writing by the end of the 5th week of the third nine weeks grading period that the student may have to repeat a course or grade level.

Dismissal

Students being dismissed or reassigned from exceptional student education programs shall be recommended by the IEP team for placement based on least restrictive environment, courses passed, academic performance, age, and the best educational judgment of the team as outlined in the Exceptional Student Education Staffing Handbook.

Senior High School - (9-12) - Exceptional

For the purpose of earning high school credit, a student below grade nine who is in the Gifted Program may be classified as a high school student for the period the student is enrolled in a course designated as a 9-12 grade course.

Graduation

An exceptional education student has the opportunity to earn any of the diplomas offered by the Orange County Public Schools provided the student meets the criteria established for a particular diploma. Exceptional students are eligible for services until they graduate with a standard diploma or ~~when they turn age 22.~~ at the end of the semester in which they turn 22 years of age.

The criteria for each diploma are summarized below.

1. Honors Diploma
 - a. Meet the requirements for a standard diploma and have a weighted 4.0 grade point average.
 - b. Meet the requirements for a standard diploma, obtain a score at the 7th stanine or above on an approved standardized achievement test using national norms, and have a weighted 3.0 grade point average. (A previous score of 25 on Enhanced ACT or 1120 on SAT will waive the 7th stanine requirement for students with a 3.0 GPA.)
2. Standard Diploma
 - a. Complete course requirements.
 - b. Pass the High School Competency Test or the Florida Comprehensive Assessment Test.
 - c. Meet attendance requirements.
 - d. Meet 2.0 cumulative GPA requirements.
3. Certificate of Completion
 - a. Complete course requirements.
 - b. Meet attendance requirements.
4. Special Diploma - Option I
 - a. Complete course requirements as described in this document
 - b. Meet established student performance standards for Special Diploma.
 - c. Meet attendance requirements.
 - d. Meet the 2.0 cumulative GPA requirements, for the time the student is designated as a Special Diploma candidate.
5. Special Diploma - Option II
 - a. Complete community and employment competencies identified on the ~~Exceptional Student Education Vocational Training Program Student Training Record.~~ Student's Transition Individual Education Plan (TIEP) and based on Sunshine State Standards for special Diploma, Life Work Strand
 - b. Complete two or more semesters of vocational/job training.
 - c. ~~Maintain 800-1200 hours of~~ successful community-based employment during two or more consecutive semesters at minimum wage or better by Wage and Labor guidelines.
 - d. Be 17 years of age or older.

6. Special Certificate of Completion
 - a. Complete course requirements.
 - b. Meet attendance requirements.

Only exceptional students who have been properly classified as educable mentally handicapped, trainable mentally handicapped, profoundly handicapped (includes Dual-Sensory Impaired), deaf/hard of hearing, specific learning disabled, physically impaired (when ability to communicate orally or in writing is severely impaired), language impaired, or emotionally handicapped are eligible for the Special Diploma or the Special Certificate of Completion. This does not exclude the above mentioned students from attempting to meet standard diploma requirements.

Exceptions:

1. Hospital/Homebound

General education students who are only staffed into the Hospital/Homebound program are not eligible for a special diploma, or special certificate of completion. Hospital/Homebound students staffed into another exceptional education program shall meet requirements established for the diploma choice made during an IEP team meeting.

2. Visually Impaired

Visually Impaired students are not eligible for a special diploma or special certificate of completion when services are based solely upon their visual impairment.

To ~~demonstration~~ demonstrate mastery of Sunshine State Standards for Special Diploma, students in Exceptional Student Education programs may function at one or more of three exit performance levels; Independent, Supported, and/or Participatory.

Before the student graduates from high school, the school shall assess the student's preparation to enter the workforce and provide the student and the student's parent with the results of the assessment. The Department of Education has determined that since FCAT assesses certain Education Goal 3 standards which were developed from a U.S. Secretary of Labor's report on necessary skills for the workforce (SCANS), the FCAT can serve as this assessment.

Three Special Diploma options (I-A, I-B and II) are available for students in Exceptional Student Education (ESE) Programs

Option I-A (recommended for students functioning at the independent or supported level)

Courses Required for Graduation

- 3 English or (2 English & 1 Reading)
- 2 Math
- 1 Career Education - 9th Grade
- 1 Social Studies
- 2 Sciences (1 Home Ec. may be substituted)
- .5 Social Personal* or .5 Computer Usage - ~~40th~~ 9th Grade
- .5 Career Preparation - 10th Grade
- .5 Life Management Skills - 10th Grade

.5 Physical Education or Personal Fitness - 9th Grade
 4 Job Preparatory/Career Placement/Vocational Credits

15 Required Credits (7 Electives)

*EH students may elect more Social Personal courses.

9th Grade English or Reading Math Science Career Education .5 Social Personal or Computer Usage .5 Physical Education/Personal Fitness Electives	10th Grade English Math .5 Career Preparation .5 Life Management Skills 1-3-credit vocational block* Career Experiences Shared Time/Tech Center Job Preparatory vocational program** Electives (1 Social Personal for EH)
11 th Grade English Science or Social Studies 1-3-credit vocational block* Career Experiences Shared time/Tech Center Job Preparatory vocational program** Electives (1 Social Personal for EH)	12th Grade Science or Social Studies 1-5-credit.Career Placement*** 1-3-credit vocational block* Career Experiences Shared Time/Tech Center Job Preparatory vocational program** Electives

*Successful job training is based on time, not credit. Students scheduled in vocational training are to be scheduled for the entire school year lasting from August through May.

** Job preparatory vocational programs include: On-campus Auto Mechanics; Child Care; Industrial Food Preparation; Business and Computer Courses.

***By referral and acceptance only.

For exceptional students on a 4x4 school schedule, the school will exercise the option to increase credit required for graduation. It is suggested that emphasis be given to classes in reading and/or vocational programs.

Option I-B (recommended for students functioning at the participatory level)

Students functioning at the participatory level are generally considered to have significant cognitive and physical limitations that preclude their ability to generalize or transfer their learning. Courses for students should focus on tasks and activities of daily living which to the extent appropriate, maximize independence and personal effectiveness.

Courses Required for Graduation (16 Credits)

Courses should include outcomes related to curriculum and learning, communication, independent functioning and social emotional behavior benchmarks. Specific courses requirements shall be made by the IEP team, for the student's level of functioning.

Special Diploma Option II (recommended for students functioning at the independent level)
While completion Phase I-A is strongly encouraged prior to entering Phase II-A, an IEP Team may recommend a student enter this diploma option in Phase II.

Phase I-A:

- ◆ Career Education and/or Career Preparation
- ◆ Life Management Skills/Driver's Education or other elective
- ◆ Math
- ◆ English
- ◆ Social Personal Skills course
- ◆ Elective

Phase II-A:

Two or more semesters of one of the following are required:

- ◆ On-the-job training (unpaid or paid)
- ◆ Vocational training program on campus
- ◆ Vocational training class at a technical center through shared time or dual enrollment

Phase II-B:

- ◆ Maintain 800—1200 hours of successful community-based employment during two or more consecutive semesters at minimum wage or better by Wage and Labor guidelines (required)
- ◆ Be 17 years of age or older

Promotion

Exceptional education students seeking an honors diploma, standard diploma, or a special diploma must have a minimum GPA of 2.0 to be promoted from one grade level to another. A special certificate of completion does not require a minimum GPA for promotion.

Dismissal

Students being dismissed from exceptional student education programs to regular programs or reassigned to other exceptional student education programs shall be recommended by an IEP Team for placement based on least restrictive environment, and course credits earned for grade placement.

Course Credit

An exceptional student may be awarded course credit toward a standard diploma or standard certificate of completion when the course is taken with regular students, or when the course is taken with exceptional students, provided the student meets either the performance standards or the Sunshine_State Standards established for the course. Accommodations may include: (1) flexible scheduling; (2) flexible timing; (3) flexible setting, (4) flexible presentation/revised format, and (5) flexible responding.

An exceptional education student may be awarded course credit toward a special diploma or special certificate of completion by taking courses in exceptional, basic or vocational education, as listed in the current Course Code Directory. Exceptional student education (ESE) course descriptions and Sunshine State Standards for Special Diploma developed by the Department of Education will be used for exceptional education courses for Special Diploma.

Accommodations shall be made to basic courses as necessary to assure disabled students the

opportunity to meet the graduation requirements for a standard diploma. Accommodations shall be made to vocational courses and programs of study shall, as necessary, to assure disabled students the opportunity to meet graduation requirements for a standard or special diploma.

The decisions as to whether a student has satisfactorily completed a course and what grade is to be issued are professional judgments of the teacher. However, to receive credit in a course, a student must demonstrate mastery of the performance standards designated for that course. Any grade which a student receives, including failure, shall be adequately documented in the form of test grades, grades on class participation, mastery of performance standards, and other course work to support the decision. The grading scale will be as follows: A=Excellent, 90-100; B=Good, 80-89; C=Average, 70-79; D=Poor, 60-69; F=Failing, below 60.

~~Additionally, students in the programs listed below must meet the following requirements.~~

~~1. Dual Sensory Impaired~~

~~Dual Sensory Impaired students must demonstrate mastery of special performance standards for profoundly handicapped students or the Sunshine State Standards for Special Diploma.~~

~~2. Hospital/Homebound~~

~~General education students who are only staffed into the Hospital/Homebound program are not eligible for a special diploma, or special certificate of completion. Hospital/Homebound students staffed into another exceptional education program shall meet requirements established for the diploma choice made during an IEP team meeting.~~

~~3. Visually Impaired~~

~~Visually Impaired students are not eligible for a special diploma or special certificate of completion when services are based solely upon their visual impairment.~~

Pupil Student Progression - Adult Education Students

Definition of Adult Students

An adult student is one who is beyond the compulsory school age and who has legally left the elementary or secondary school. However, with special permission, as specified by the State Board of Education, an individual of compulsory school age may be temporarily assigned to one or more classes offered in Adult Education.

Adult General Education

Adult Basic Education, 0-8.9

The requirements for pupil student progression for the basic levels of the Adult Basic Education program shall provide for the continuous progress of all students.

Placement of Adult Basic Education Students

Students who enter the Adult Basic Education program will be initially assessed by the Test of

Adult Basic Education (TABE), an instrument approved by the DOE for this purpose. The student will then be placed in an individualized program based on the assessment results and personal goals. Returning students who have completed at least one Literacy Completion Point (LCP) by demonstrating mastery of performance standards approved by the DOE may be placed at their level of achievement. Additional assessment instruments may also be used to place adults with disabilities at their level of achievement.

Promotion - Through Adult Basic Education Levels

Promotion will be determined by demonstrated completion of state-approved performance standards at the student’s level of achievement for reading, mathematics, and language arts courses offered in the Adult Basic Education program.

The program is subdivided into three courses:

- Reading
- Mathematics
- Language

Each course is divided into four levels:

1. Basic Literacy – grade levels 0.0 - 1.9
2. Beginning Literacy – grade levels 2.0 - 3.9
3. Intermediate Literacy – grade levels 4.0 - 5.9
4. Functional Literacy – grade levels 6.0 - 8.9

Each level of instruction is designed to improve the employability of the state’s workforce through instruction in math, reading and language, and workforce readiness skills at grade level equivalency to 0-8.9.

English for Speakers of Other Languages (ESOL)

Placement of English for Speakers of Other Languages (ESOL) and Vocational English for Speakers of Other Languages (VESOL) Education Students

Students who initially enter the program are tested with instruments approved for this purpose by the State Board of Education to determine their English language proficiency in reading, and listening. Each student shall be interviewed to evaluate speaking and listening ability. Based on test results and student-expressed interest and goals, an individualized learning program is designed.

The ESOL program is subdivided into two courses: ESOL and VESOL

Each course has a Student Performance Level (SPL) and a Comprehensive Adult Student Assessment System (CASAS).

ESOL is divided into seven levels:

Course	SPL	CASAS	Grade Level Equivalents
1. Literacy/Foundations	(SPL 0-2)	Lowest CASAS scale score of 165-190	0 – 1.9
2. Low Beginning	(SPL 3)	Lowest CASAS scale score of 191-200	2.0 – 2.9

3. High Beginning	(SPL 4)	Lowest CASAS scale score of 201-210	3.0 – 4.5
4. Low Intermediate	(SPL 5)	Lowest CASAS scale score of 211-220	4.6 – 5.9
5. High Intermediate	(SPL 6)	Lowest CASAS scale score of 221-235	6.0 – 7.4
6. Advanced	(SPL 7)	Lowest CASAS scale score of 236-245	7.5 – 8.9
7. Academic Skills	(SPL 8)	Lowest CASAS scale score of 246+	9.0 – 12.9

Literacy for Adult ESOL Learners

The purpose of this course is to provide English language and literacy instruction for limited English proficient adults who are non-literate or semi-literate in their home language in order to increase their ability to communicate in English.

Course 9900300	CASAS	TABE
	Not Literate in First Language	Literate in First Language
LCP "A"	<170	<160
LCP "B"	171 -180	161 - 260
LCP "C"	181 – 190	261 - 367

VESOL is divided into three levels:

1.	Beginning	Lowest CASAS scale score of 191-200 or Lowest TABE Reading score of 1.0 - 2.9
2.	Intermediate	Lowest CASAS Reading scale score of 201-220 or Lowest TABE Reading score of 3.0 - 5.9
3.	Advanced	Lowest CASAS scale score of 211-245 or Lowest TABE Reading score of 6.0 - 8.9

Promotion Through ESOL/VESOL Levels

Promotion of a student will be determined by demonstrated completion of state-approved performance standards at level of achievement. Each level includes language competencies the student needs to acquire. State-approved tests are used to determine student readiness for other programs, such as ABE (Adult Basic Education), GED, vocational/technical programs and college. VESOL prepares students to be successful in vocational/technical programs.

Placement and Promotion of Citizenship Education Students

The purpose of this course is to prepare students for success in the Naturalization process required for all who have United States citizenship as a goal. The only measurable outcome will be the student's successful completion of performance standards which demonstrate probability of success on the oral citizenship interview with the U.S. Department of Immigration and Naturalization Service personnel.

Placement and Promotion of Workplace Readiness Skills for Limited English Proficient Students

The purpose of this course is to provide English language instruction for limited English proficient (LEP) adults who are employed but are required to improve English language skills to maintain employment or upgrade employment. Each student shall be interviewed to evaluate speaking and listening ability. Most workplace classes are customized for a particular population with specific goals determining the appropriate performance level of the student. Successful completion of the

course by an individual student will be a joint decision of the instructor and the employer.

Placement and Promotion of Literacy for Adult ESOL Learners

Promotion of a student will be determined by demonstrated completion of state approved performance standards at level of achievement. Each level includes language competencies the student needs to acquire. State approved tests are used to determine student readiness for other programs, such as ABE (Adult Basic Education, GED, vocational/technical programs and college.

Placement of GED Preparatory Students

Students who are promoted from the Adult Basic Education program will advance to Adult Secondary Level IV, grades 9-12. Completion of Level IV is dependent on the student's mastery of academic content areas evaluated by the passing of the Official GED Tests. The GED tests measure proficiency in writing skills, social studies, science, interpreting literature and the arts, and mathematics. Level IV is a preparatory program for the attainment of a high school equivalency diploma as measured by achievement of qualifying scores on the Official Tests of General Educational Development (GED).

GED Examination Eligibility

1. Adults (18 years of age or older)
2. Youth (16-17 years of age) who for extraordinary circumstances are determined eligible to test by the Superintendent of Orange County Schools or his designee. Extraordinary circumstances shall include, but not be limited to, the following criteria for the superintendent's consideration:

~~To meet~~ Requirements for job eligibility

~~To meet~~ Requirements for job promotion

~~For~~ Entrance into vocational or technical or similar community College programs

Single parents

Married minors

Pregnancy

Incarcerated minors in adult facility

Economically disadvantaged

Medical, physical, mental condition that interferes with regular school setting and policies

Behind in credits and has exhausted all means of catching up

Before test eligibility can be considered, the youth must be legally withdrawn from secondary school (including private and home schooled students) for a period of thirty (30) days. In addition, he/she will enroll in and complete a GED preparation program, obtain recommendation from an Orange County GED prep teacher, and obtain parental/ guardian consent.

3. Students enrolled in an approved dropout prevention program

~~GED Diploma~~ State of Florida Diploma through the GED Testing

Passing the Official Tests of General Educational Development (GED) qualifies a person for a State of Florida High School Diploma. Prerequisite requirements must be met before testing and minimum scores, as specified by the Florida Department of Education, must be earned to obtain

~~the GED Diploma.~~ State of Florida Diploma through the GED testing program.

A student who successfully completes all requirements and receives a diploma issued by the Florida Department of Education shall be considered a high school graduate. Orange County high school diplomas will not be issued to students in lieu of the State of Florida high school diploma.

Students enrolled in an approved dropout prevention program, who successfully complete the GED tests, may be awarded an Orange County high school diploma in addition to the State of Florida high school diploma.

Placement of Adult High School Credit Program Students

Students entering the Adult High School Credit Program will have previous high school transcripts evaluated by an adult high school guidance counselor prior to enrollment. Guidance counselors will then make recommendations for program placement based on previous credits, assessment results, and student goals.

Determination of Credits

A student must have a minimum cumulative grade point average of 2.0 on a 4.0 scale (A=4, B=3, C=2, D=1, F=0) in courses required for graduation. In computing the cumulative GPA to determine if a student meets this requirement, only courses for graduation will be used. According to State Statute 232.246(7) s.1003.43(6), F.S., no student may receive credit towards state graduation requirements for Level I courses taken after July 1, 1997 unless a written assessment of need is included in a student performance plan. It is the responsibility of the co-enrolled student's counselor and principal to ensure the student's performance plan is in place before recommending the student to the adult education program. No failed grades will be used. Elective courses in excess of graduation requirements will not be used. When a student has repeated a course in which he/she received a failing grade or a course in which he/she received a grade of "D," the lower of the two grades is dropped from the computation of the grade point average. However, both grades must remain on the student's transcript.

For students entering the ninth grade in the 2000-2001 school year and thereafter, the high school graduation GPA shall be based on all courses taken unless the grade has been forgiven by retaking the course. The forgiveness of required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher by retaking the same or comparable course or another elective course. Any course grade not replaced according to this forgiveness policy must be included in the calculation of the cumulative grade point average for graduation.

A student must also satisfy the State Department of Education passing score on the High School Competency Test (HSCT) or Florida Comprehensive Assessment Test (FCAT) as determined by the State Board of Education. Students enrolled in ninth grade in the Fall of 1999 and thereafter, must earn a passing score on the FCAT Grade 10 assessment instead of the HSCT. A remedial education experience designed to remedy the specific deficiency or deficiencies will be provided to the adult student who fails the HSCT/FCAT. The local school staff must verify with proper documentation that remediation and re-evaluation were provided. Students who earn the required credits but are unable to meet the standards established by the State Board of Education for the HSCT/FCAT will receive a certificate of completion. Such a student may attend an additional year of school on a full- or part-time basis to meet all graduation requirements and receive a standard

high school diploma.

A student who has previously been awarded a Certificate of Completion in lieu of a regular high school diploma by virtue of failure to pass the statewide competency test may be awarded a regular high school diploma upon retaking and passing the HSCT or FCAT.

A student who is entitled to a certificate of completion or who receives a certificate of completion in lieu of a standard high school diploma, may elect to remain in school for up to one additional year in order to achieve the GPA required for graduation and may be awarded a standard high school diploma.

A student who accepts a certificate of completion at a graduation ceremony shall not be eligible to participate in a subsequent high school graduation ceremony nor an adult education center's graduation ceremony for a high school diploma.

A minimum of two courses must be satisfactorily completed in the Orange County Adult High School Credit Program before a diploma will be issued. To receive credit in any course, students must demonstrate mastery of the intended outcomes and Sunshine State standards and benchmarks designated for that course. The student's tracking sheet demonstrating mastery will be kept in the student's cumulative folder. Credit is awarded upon attainment of a satisfactory score on (a) standardized semester examination(s), regardless of time spent in class. Students should not be allowed to test in any course if the student has been in attendance for less than 12 hours. The satisfactory completion of each course results in .5 credit for a semester course and 1.0 credit for a full-year course. The grading scale will be prescribed by state statute: A=Excellent, 90-100; B=Good, 80-89; C=Average, 70-79; D=Poor, 60-69; F=Failing, below 60.

Credits transferred from accredited schools in other school systems shall be evaluated in terms of the requirements of the school system where such credit was earned.

(Numbers in parentheses reference numbered sections below.)

Language Arts (1) (6)	4
Mathematics (6)	3
Science (6) (7)	3
Social Studies (2)	3
Physical Education (3)	0

Performing Fine Arts (4) (8)	.5
Practical Arts Career Education	.5

(5) (8)	
Life Management Skills	.5
Electives*	<u>9.5</u>
TOTAL CREDITS	24.0

*A maximum of two elective credits may be awarded for successful military experience. The military experience must be validated by evidence of an honorable discharge.

- (1) The language arts requirements are fulfilled by English I through English IV which, by state mandate, give major concentration to composition and literature. ESOL I through IV also satisfies the Language Arts requirement.

- (2) Social studies requirements must include one year credit of American history, one year credit of world history, one ~~semester~~ half-credit of American government, and one ~~semester~~ half-credit of economics.
- (3) The Florida legislature has waived the required one credit in physical education for adults. This credit has been transferred to the electives column.
- (4) ~~Fine arts may include~~ For Performing Fine Arts, any course listed in the Florida Course Code Directory (Section 5 Career and Technical) in the areas of art, dance, drama, or music ~~courses which require manual dexterity. may be taken by adult education students and will satisfy the credit in performing arts required for high school graduation. Passive courses in appreciation/theory/ history do not meet this requirement. A course in any art form, in addition to painting and sculpture, that requires manual dexterity or a course in speech or debate may be used.~~
- (5) Practical arts career education or exploratory career education credit may be earned from any ~~vocational/~~ career and technical secondary courses for which high school credit is given or from a basic computer course. ~~Journalism II, III or IV may be used to fulfill the practical arts requirement. an eligible postsecondary course identified in Section 5 (Career and Technical) of the Florida Course Code Directory.~~
- (6) Completion of ALL the courses within certain job preparatory vocational/technical programs as described by the Florida Department of Education will allow for the substitution of required credits in language arts, mathematics and science. However, credits obtained in this manner may not exceed more than two credits in each subject area.
- (7) Science laboratory requirements are waived because laboratory facilities are unavailable or inadequate to accommodate use by adult education students.
- (8) The requirement for performing fine arts and practical arts career education or exploratory career education may be satisfied by earning 1.0 credit in either area in lieu of earning 0.5 credits in each area.

Placement of Students Into the Co-Enrollee Program

Provisions have been made within the Adult High School Credit Program to assist high school students who are in jeopardy of not graduating due to credit deficiency. A student in grades 9-12 who has a credit deficit may enter the Co- Enrollee Program by submitting adult education's request for enrollment form with the appropriate signatures to an adult education counselor. High school students are expected to fulfill the same course and grade requirements as those required of regular adult credit students. ~~A maximum of three Carnegie credits may be earned for transfer except in cases of extenuating circumstances. When extenuating circumstances exist, enrollment/placement variations may be granted with prior approval of both the associate superintendent for Workforce Education and the area superintendent for the appropriate secondary school sites.~~

Graduation/Promotion Exercises

Adult schools may conduct graduation exercises for those adult students who have successfully completed requirements for a high school diploma from Orange County or the Florida Department of Education, or for vocational/technical program completion certificates.

A student who is entitled to a certificate of completion or who receives a certificate of completion in lieu of a standard high school diploma, may elect to remain in school for up to one additional year in order to achieve the GPA required for graduation and may be awarded a standard high school diploma.

A student who accepts a certificate of completion at a graduation ceremony shall not be eligible to participate in a subsequent high school graduation ceremony nor an adult education center's graduation ceremony for a high school diploma.

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Emma Newton, Chief Human Resources Officer

SUBJECT: AGENDA ITEM: Request Approval of Revisions to Superintendent's Document GC (Definition of Instructional and Administrative Staff Positions) and GCD (Annual Leave)

BACKGROUND:

In October 2001, the Office of General Counsel for the Department of Education sent a memorandum regarding the classification of school psychologists. Pursuant to Florida Statutes 228.041(9) (b) (2001) school psychologists are included within the classification of "pupil personnel services," which are in turn a classification of "instructional personnel."

Committees comprised of district administrators and school psychologists evaluated all the components to make the shift of school psychologists from administrators to instructional. All components have been addressed except the changes in two superintendent documents.

The revision of policy Definition of Instructional and Administrative Staff Positions realigns psychologists to a category called "professional instructional." The revision of policy Annual Leave is to delineate those "professional instructional" employees who were employed as school psychologists (administrators) prior to July 1, 2002, with those "professional instructional employees" hired after July 1, 2002, and the appropriate annual leave accrual for both categories of 12-month employees.

These revisions are intended to align the current policies with the changes that were enacted for the 2002/2003 school year for the "professional instructional" employees.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of Revisions to Superintendent's Document GC (Definition of Instructional and Administrative Staff Positions and GCD (Annual Leave)

SUBMITTED AND PREPARED BY:

Kathie Sills, Director, Human Resources

PROFESSIONAL STAFF

FILE: GC

TITLE: Definition of Instructional and Administrative Staff Positions

POLICY:

The following definitions shall apply to instructional and administrative staff positions.

(1) Instructional Staff - The instructional staff shall be composed of those school-based personnel, other than principals, who are assigned direct responsibility for the supervision, instruction and evaluation of students and shall specifically include teachers, librarians, counselors, ~~psychologists,~~ resource teachers and noncertificated specialists employed pursuant to Section 6A-1.0502, State Board of Education Rules.

(2) Professional Instructional staff shall be composed of those school-based personnel who are responsible for the evaluation of students and shall specifically include school psychologists.

~~(2)~~ Administrative Staff - The administrative staff shall be composed of all personnel responsible for the planning, administration and supervision of the total instructional program and for all supporting services such as maintenance, transportation, school food service, personnel, purchasing, federal programs, payrolls and all other responsibilities as directed by the superintendent. The administrative staff specifically includes the following.

(a) Program Specialists - These staff members are nonschool based personnel responsible for working with teachers and other members of the instructional staff in the improvement of instruction in specifically assigned areas of instruction. Each program specialist shall hold a valid Florida Educators Certificate.

(b) Principals - These personnel are assigned direct and primary responsibility for administration and supervision of school centers. This includes both building principals who are designated as administrative heads of a school and assistant principals who are assigned limited administrative and supervisory duties within a school. Each principal must hold a valid Florida Educators Certificate.

(c) Professional Administrative Assistants - Professional administrative assistants shall include the following:

1. those personnel assigned responsibility as administrative and supervisory heads of support activities, such as maintenance, transportation, purchasing, finance, school food service, personnel, federal programs and others requiring a professional level of training

2. district-wide instructional administrators, including those personnel responsible for the overall development, supervision and improvement of the instructional program of the district, including inservice education, evaluation of the teaching process, comprehensive planning for the district, accreditation requirements and other responsibilities, exclusive of program specialists as provided herein

STATUTORY AUTHORITY: ~~230.22(2)~~ 1011.41(2), Florida Statutes

LAWS IMPLEMENTED: Sections ~~228.041(9)(10); 231.085; 231.009~~ 1012.01(2), (3); 1001.54; 1012.53, Florida Statutes

STATE BOARD OF EDUCATION RULES: 6A-1.050; 6A-1.052

ADOPTED: ~~10/12/93~~

**PROFESSIONAL STAFF VACATIONS
AND HOLIDAYS**

FILE:GCD

TITLE: Annual Leave

POLICY:

(1) A full-time ~~professional-administrative~~ employee who is employed on a 12-month basis shall accrue annual leave exclusive of holidays, with compensation as follows.

(a) An employee with less than five years service in the district at the rate of 18 work days per fiscal year

(b) An employee with five to 10 years service in the district at the rate of 21 work days per fiscal year

(c) An employee with 10 or more years service in the district at the rate of 24 work days per fiscal year

(d) Annual leave shall be credited at the close of each month but shall not be accrued in excess of 60 days (~~excess to be removed at the end of each calendar year~~). Each employee shall be encouraged to use accrued leave on an annual basis.

~~(e) On termination or retirement accrued annual leave shall not be paid in excess of 60 days.~~

~~(2) (2) — A full-time professional instructional employee employed prior to July 1, 2002 on a 12-month basis shall accrue annual leave exclusive of holidays, with compensation as follows. Annual leave may be granted by the employee's immediate supervisor upon the written application of the employee. Annual leave shall be scheduled so as to cause a minimum disruption of the school program.~~

~~(a) An employee with less than five years of service in the district at the rate of 18 work days per fiscal year~~

~~(b) An employee with five to 10 years service in the district at the rate of 21 work days per fiscal year~~

~~(c) An employee with 10 or more years service in the district at the rate of 24 work days per fiscal year~~

~~(d) Annual leave shall be credited at the close of each month but shall not be accrued in excess of 60 days (excess to be removed at the end of each calendar year). Each employee shall be encouraged to use accrued leave on an annual basis.~~

~~(3) Full-time professional instructional employees hired on or after July 1, 2002 and instructional personnel hired on a 12-month basis shall accrue annual leave exclusive of holidays, with compensation as follows:~~

~~(a) An employee with less than four years service in the district at the rate of 13 work~~

days per fiscal year

(b) An employee with five to nine years service in the district at the rate of 16 work days per fiscal year

(c) An employee with 10 or more years service in the district at the rate of 19 work days per fiscal year

(d) Annual leave shall be credited at the close of each month but shall not be accrued in excess of 30 days (excess to be removed at the end of each calendar year). Each employee shall be encouraged to use accrued leave on an annual basis.

(e) On termination or retirement accrued annual leave shall not be paid in excess of 30 days.

(4) Annual leave may be granted by the employee's immediate supervisor upon the written application of the employee. Annual leave shall be scheduled so as to cause a minimum disruption of the school program.

(5) Annual leave shall be reported in one hour increments.

STATUTORY AUTHORITY: Section ~~230.22(2)~~1012.22(a), Florida Statutes

LAWS IMPLEMENTED: Sections ~~230.33(7); 231.434; 236.02(4)~~1012.27; 1017.22(2); 1011.60(4), Florida Statutes

STATE BOARD OF EDUCATION RULE: SA-1.082

ADOPTED: ~~09/18/01~~

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Emma Newton, Chief Human Resources Officer

SUBJECT: AGENDA ITEM: Request Approval of the Personnel Agenda Dated May 27, 2003, Including the Designation/Creation of Positions to be Filled, the Minimum job Qualifications for the Positions, Salary Schedules, Appointments, and Terminations of Select Personnel as Shown Thereon

BACKGROUND:

Chapter 1012.22 of the Florida Statutes authorizes the School Board to act on all personnel actions. These May 27, 2003, personnel actions are requested in order to maintain continuity and enhance educational services delivered to students. These actions will become effective on the specified dates. Attached hereto and incorporated herein is the personnel agenda with the applicable data contained therein.

FISCAL IMPACT STATEMENT:

Cost of the personnel actions fall within the approved 2002 & 2003 budget.

RECOMMENDED RESOLUTION:

Approval of the Personnel Agenda Dated May 27, 2003, Including the Designation/Creation of Positions to be Filled, the Minimum job Qualifications for the Positions, Salary Schedules, Appointments, and Terminations of Select Personnel as Shown Thereon.

SUBMITTED AND PREPARED BY:

Emma Newton, Chief Human Resources Officer

**ADMINISTRATIVE AGENDA
MAY 27, 2003**

2002 - 2003 SCHOOL YEAR

**RESIGNATION(S)/RETIREMENT(S)/TERMINATION(S) OF ADMINISTRATIVE/
TECHNICAL PERSONNEL**

<u>Name</u>	<u>Work Location</u>	<u>Reason</u>	<u>Date</u>
Fessler, Ronald	Senior Facilities Manager District Programs Facilities & Environmental Services Design & Construction	Other Employment	05/21/03
Filmore, Ammie	Program Specialist Title I Central Learning Community	Retiring	06/30/03
Steinhauser, Adele	Senior Manager EEO & Drug Testing Program Human Resources & Labor Relations	Retiring	06/30/03

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Emma Newton, Chief Human Resources Officer

SUBJECT: AGENDA ITEM: Request Approval for Expenditure of Funds to Purchase the Implementation Software Services for Volunteer Application Software

BACKGROUND:

Orange County Public Schools' guidelines require that individuals who desire to volunteer be registered as ADDitions volunteers; therefore, approval is being requested to purchase implementation software services from Seminole County Public Schools to assist with the process. Seminole County Public Schools' web based online volunteer information system will enable Orange County Public Schools to manage the 4 R's of school volunteers: Recruitment, Registration, Record Keeping, and Recognition. The system will be accessed through our district's Internet website, and each volunteer will be able to register and update information annually. The proposed application software is operational at Seminole County and meets basic requirements of registering volunteers and collecting appropriate screening information for providing "Safe School Zones." Community Resources processed more than 40,000 ADDitions applications during the 2002-2003 school year. The implementation of this software will enable the department to use technology to process these applications rather than using manual entry.

FISCAL IMPACT STATEMENT:

The implementation of the online system will reduce the annual cost by approximately \$25,000. Therefore, the estimated cost is \$50,000 which includes implementation services, hardware, software, license agreements, and required software modifications. Funds are available in the 2002-2003 Community Resources Florida Department of Law Enforcement and Benefits Services budgets.

RECOMMENDED RESOLUTION:

Approval for Expenditure of Funds to Purchase the Implementation Software Services for Volunteer Application Software.

SUBMITTED AND PREPARED BY:

Renalia DuBose, Senior Director, Benefits Services
Pam Woulard, Senior Manager, Community Resources

CONFIDENTIAL

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent
FROM: Nicholas Gledich, Associate Superintendent, Education Services
SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School

BACKGROUND:

A principal requested expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School. This request has been investigated, and I join the principal in recommending the expulsion as provided by the Florida Statute 230.23(6)©. This student has committed a Level 4 offense of the Code of Student Conduct, and his parents were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

BK/Winter Park High School

CONFIDENTIAL

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School

BACKGROUND:

A principal requested expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School. This request has been investigated, and I join the principal in recommending the expulsion as provided by the Florida Statute 230.23(6)©. This student has committed a Level 4 offense of the Code of Student Conduct, and his parents were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

YM/West Orange High School

CONFIDENTIAL

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School

BACKGROUND:

A principal requested expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School. This request has been investigated, and I join the principal in recommending the expulsion as provided by the Florida Statute 230.23(6)(c). This student has committed a Level 4 offense of the Code of Student Conduct, and his parents were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

DG/University High School

CONFIDENTIAL

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School

BACKGROUND:

A principal requested expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School. This request has been investigated, and I join the principal in recommending the expulsion as provided by the Florida Statute 230.23(6)(c). This student has committed a Level 4 offense of the Code of Student Conduct, and his parents were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

TB/Community Education Partners/Northwest

CONFIDENTIAL

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School

BACKGROUND:

A principal requested expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School. This request has been investigated, and I join the principal in recommending the expulsion as provided by the Florida Statute 230.23(6)(c). This student has committed a Level 4 offense of the Code of Student Conduct, and his parents were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

GM/West Orange High School

CONFIDENTIAL

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent
FROM: Nicholas Gledich, Associate Superintendent, Education Services
SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year

BACKGROUND:

A principal requested expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year. This request has been investigated, and I join the principal in recommending the expulsion as provided by the Florida Statute 230.23(6)(c). This student has committed a Level 4 offense of the Code of Student Conduct, and his parents were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

JMC/Lockhart Middle School

CONFIDENTIAL

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent
FROM: Nicholas Gledich, Associate Superintendent, Education Services
SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year

BACKGROUND:

A principal requested expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year. This request has been investigated, and I join the principal in recommending the expulsion as provided by the Florida Statute 230.23(6)(c). This student has committed a Level 4 offense of the Code of Student Conduct, and his parents were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

TC/Lakeview Middle School

CONFIDENTIAL

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent
FROM: Nicholas Gledich, Associate Superintendent, Education Services
SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year

BACKGROUND:

A principal requested expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year. This request has been investigated, and I join the principal in recommending the expulsion as provided by the Florida Statute 230.23(6)(c). This student has committed a Level 4 offense of the Code of Student Conduct, and his parents were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

CW/Lakeview Middle School

CONFIDENTIAL

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval of the Expulsion of Students in Conjunction With the Waivers of Out-of-School Student Expulsion and The District Behavior Contracts

BACKGROUND:

The principals have requested expulsion of students in accordance with School Board policy defining the Waivers of Out-of-School Student Expulsion and the District Behavior Contracts. These requests have been investigated, and I join the principals in recommending the expulsions as provided by Florida Statute 230.23(6)(c). These students have committed a Level 4 offense of the Code of Student Conduct, and their parent(s)/guardian(s) were afforded opportunities for due process.

FISCAL IMPACT STATEMENT:

None

RECOMMENDED RESOLUTION:

Approval of the Expulsion of Students in Conjunction With the Waivers of Out-of-School Student Expulsion and The District Behavior Contracts.

SUBMITTED AND PREPARED BY:

Nicholas Gledich, Associate Superintendent, Education Services

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval to Submit a Grant Renewal Agreement With the Department of Health to Fund the Full Service Schools Program

BACKGROUND:

The Department of Health is the fiscal agent for the Full Service Schools Program. The Workforce Education Department of OCPS will receive approximately \$435,131 to continue the district's Full Service Schools Program for the 2003-2004 school year. The major goal of this program is to integrate education, medical, social and/or human services to meet the needs of high-risk students and their families. Under this agreement, the district will continue to offer services at the following schools:

Apopka High	Grand Avenue Elementary	Orange Center Elementary
Colonial High	Hungerford Prep	Walker Middle
Evans High	Lake Weston Elementary	Westside Tech

This grant agreement has been reviewed by the school board attorney.

The agreement directly supports the school board ENDS policy 3.2. The associate superintendent, Workforce Education, has endorsed this grant agreement. The project manager for this agreement is the director, Adult Education and Community Services.

FISCAL IMPACT STATEMENT:

There are no matching fund requirements for this grant agreement. No additional district funding is required for this grant program. The Department of Health will provide funding to continue the Full Service Schools Program for the 2003-2004 school year. The proposed budget by function and object code is as follows:

Function	Object	Description	Amount
5000	100	Salaries	\$ 134,550
5000	200	Benefits	36,502
5000	300	Purchased Services	261,079
5000	500	Materials & Supplies	3,000
		TOTAL:	\$ 435,131

RECOMMENDED RESOLUTION:

Approval of the Submission of a Grant Renewal Agreement With the Department of Health to Fund the Full Service Schools Program.

SUBMITTED AND PREPARED BY:

Frenchie Porter, Senior Manager, Grant Services
Richard Migliore, Director, Adult Education and Community Services
Jan Thackston, Grants Coordinator, Workforce Education

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval to Submit a Grant Application to Continue the Florida Diagnostic and Learning Resources System/Action Center (FDLRS/ ACTION Center)

BACKGROUND:

The FDLRS/Action Center is one of 19 associate centers across the state, funded through federal and state dollars. The local FDLRS/Action Center serves Orange, Seminole, Lake, Osceola, and Sumter counties. Orange County has been the fiscal agent for this multi-district project since 1974. The primary purpose of the FDLRS/Action Center grant proposal is to provide staff development for teachers and schools who serve exceptional education students; support the Child Find process in each district and enhance diagnostic services for pre-kindergarten students; provide informational services for the selection, evaluation, and use of instructional media and technology with students with disabilities; and support districts, families and community agencies in sustaining collaborative partnerships.

FDLRS/Action Center will continue to provide and expand staff development opportunities for basic and exceptional education personnel who support exceptional education students in least restrictive environments. The center will refine and support staff development products which address how to: 1) teach reading to struggling and disabled readers; 2) organize schools and classrooms for improved discipline and student learning; 3) integrate writing across the curriculum 4) facilitate and assess learning for students who are diverse learners; and 5) integrate assistive and instructional technology into curricula. FDLRS/Action will also continue to support district add-on certification programs, provide classes and promote mentorship and coaching for teachers who are working in exceptional education classrooms.

This application directly supports school board ENDS Policy 3.4. The associate superintendent, Curriculum, ESE and Multilingual Services, endorses this application. The senior administrator, FDLRS/Action will serve as the project manager.

FISCAL IMPACT STATEMENT:

The district expects \$1,439,016 from the state of Florida, from three separate sources:

Individuals With Disabilities Education Act (IDEA), Part B	\$ 1,123,149
IDEA, Part B, Preschool	217,670
General Revenue	<u>98,197</u>
TOTAL:	\$ 1,439,016

The funds will be used to maintain current operations such as: 1) staff salaries; 2) specialized curriculum and technology resources; 3) equipment; 4) substitutes and stipends; 5) supplies; 6) in-and out-of-county travel; 7) conference registration; and 8) indirect costs. No matching funds are required. The proposed budget by major function and object code is as follows:

Function	Object	Description	Amount
6000	100	Salaries	\$ 734,031
6000	200	Benefits	223,992
6000	311	Consultants	75,000
6000	330	Travel	40,000
6000	360	Rentals	15,000
6000	370	Postage	2,000
6000	390	Printing and Other Purchased Services	93,000
6000	510	Supplies	81,000
6000	600	Equipment	45,000
6000	730	Registration Fees	20,179
6000	751	Substitutes	6,000
6000	759	Teacher Stipends	32,371
7000	793	Indirect Costs	71,443
		TOTAL:	\$ 1,439,016

RECOMMENDED RESOLUTION:

Approval of the Submission of a Grant Application to Continue the Florida Diagnostic and Learning Resources System/Action Center (FDLRS/Action Center).

SUBMITTED AND PREPARED BY:

Linda Egan, Senior Administrator, FDLRS/Action Center
Kim Gilbert, Senior Manager, Grant Services

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval to Include Dr. Phillips High School and Westminster Academy Charter School to Submit Applications to the Florida Department of Education for Florida Learn & Serve K-12 Grants

BACKGROUND:

Florida Learn & Serve, K-12, is a federally funded grant program supporting public school-based student service learning to enhance academic performance and meet education, public safety, human and environmental needs. Awards are also designed to improve student attendance and graduation rates, promote career exploration, increase civic participation, expand use of adult volunteers in schools, and encourage educators to explore innovative instructional methods. The Florida Department of Education has designated \$209,535 for the program to fund school-based service learning projects, adult volunteer partnership grants, and youth service learning councils for the 2003-2004 school year.

Service learning is the formal integration of student service into learning or academic instruction. It is a method by which youth learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs. Projects offer opportunities for students to use newly acquired academic skills in "real-life" situations and help foster the development of a sense of civic responsibility and caring for others. For school-based projects, schools apply for funds to conduct service learning on campus or in the community. Adult volunteer partnership projects are also school-based programs where adult volunteers work with students to improve education and student outcomes. Youth service learning councils are representative and diverse groups of students who develop, review and select applications for mini-grants to youth, youth organizations, and teachers for service learning.

Public school districts are eligible to apply on behalf of individual schools, groups of schools, or district departments. Applicant schools may request a one-year grant for \$9,000 for school-based service learning projects. Applications are due in Tallahassee by May 30, 2003.

We received school board approval on May 13, 2003 for 10 schools to submit applications for the Florida Learn and Serve K-12 Grants. The budget request for \$82,821 was approved for the following schools: Discovery Middle, Gateway School, Hiawassee Elementary, Liberty Middle, Memorial Middle, Robert Hungerford Preparatory High, Rosemont Elementary, Stonewall Jackson Middle, Windy Ridge Elementary, and Zellwood Elementary. Dr. Phillips High and Westminster Academy, with the endorsement of their area superintendents, will be included in the application.

Summary paragraphs about their proposed projects follow the resolution.

Each project directly supports school board ENDS policy 1.0. The area superintendents of the South and West learning communities endorse this initiative. The principals of each school will serve as project administrator over their projects.

FISCAL IMPACT STATEMENT:

A total of twelve schools will request up to \$9,000 each for school-based, service learning projects. The match requirement for these projects is 33 percent and can be represented in in-kind, or non-cash, contributions. Applicant schools are still finalizing their proposal budgets. Indirect costs are not allowed. The one-year budget estimate for Dr. Phillips High School and Westminster Academy Charter School is as follows:

Function	Object	Description	Amount
5100	200	Benefits	\$ 50
5100	300	In-County Travel	350
6300	300	Consultants	1,000
5100	500	Materials and Supplies	2,450
6300	600	Capitalized Furniture, Fixtures & Equipment	8,000
5100	700	Substitutes	400
6150	700	Printing	400
TOTAL:			\$ 12,650

Florida Learn & Serve K-12 Project School Summaries

Dr. Phillips High is proposing to submit an application that combines community outreach to head start centers and elementary feeder schools. Dr. Phillips students will develop a “Safety Manual” to present to head start and elementary students in an effort to teach safety measures. These students will also incorporate reading and interactive activities related to the “Safety Manual”.

Westminster Academy Charter School is proposing a project which intends to increase the independence of each student using adapted computers, assistive technology software and peripherals.

RECOMMENDED RESOLUTION:

Approval of the Inclusion of Dr. Phillips High School and Westminster Academy Charter School for the Submittal of Applications to the Florida Department of Education for Florida Learn & Serve K-12 Grants.

SUBMITTED AND PREPARED BY:

Ramona Williams, Manager, Grant Services

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Nicholas Gledich, Associate Superintendent, Education Services

SUBJECT: AGENDA ITEM: Request Approval to Submit Applications to the Florida Department of Education for Florida Learn & Serve District Infrastructure Building Projects

BACKGROUND:

Florida Learn & Serve, is a federally funded grant program supporting school-district service learning programs to enhance academic performance and meet education, public safety, human and environmental needs. Awards are also designed to enrich activities, support policies, staffing and trainings. The Florida Department of Education has designated \$257,274 for the program to fund district-wide service learning building projects for the 2003-2004 school year.

Service learning is the formal integration of student service into learning or academic instruction. It is a method by which youth learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs. Projects offer opportunities for students to use newly acquired academic skills in "real-life" situations and help foster the development of a sense of civic responsibility and caring for others.

Only public school districts are eligible to apply for the Florida Learn & Serve District Infrastructure Building Projects. This is a three year project award, with year two and three funds based on project performance and available funding.

The school district is proposing to develop a project that will target all seventh grade students. This project will be a partnership between OCPS and the Oakland Nature Preserve at Lake Apopka.

Students will be able to participate in the following service learning activities:

- Adopt upland plots of land that are being restored to their natural habitat (students will develop transects of the plots to monitor the rebirth of native species).
- Produce specimen herbaria (4 sets of each species) for the museum at the preserve and the schools to use in their studies.
- Participate in "classroom feeder watch", an international monitoring program of bird species, survival and migration.
- Build wood duck boxes and collect data on the success of their use by various species (correlated to "classroom feeder watch").

- Build a Plexiglas calibration pipe to monitor the level of artesian wells on the property and correlate this to local rainfall.
- Build soil pits to be used by students in Orange County as well as visitors to the preserve to observe and identify the strata of soil in the area
- Collect data on restoration using a Global Positioning System (GPS).
- Conduct water quality tests (clarity, phosphorus, pH, plankton) and use data to monitor the progress of the restoration of Lake Apopka.
- Develop stories based on the history of the area (Indian, settler, natural, etc.) that can be shared with visitors to the Oakland Nature Preserve.
- Learn about and experience the various careers the nature preserve and in a restoration project such as the one in Oakland.

This project directly supports school board ENDS policy 2.2.3. The director of Curriculum Services will serve as project administrator.

FISCAL IMPACT STATEMENT:

The district will request up to \$50,000 each year for three years. The funds will be used for teacher professional development, salaries, equipment, transportation, materials and supplies. The match requirement for this project is 33 percent and can be represented in in-kind, or non-cash, contributions. Indirect costs are not allowed. The one-year budget estimate is as follows:

Function	Object	Description	Amount
5100	100	Teacher Hourly Pay	\$ 20,000
5100	200	Benefits	4,000
5100	300	In-County Travel	10,000
5100	500	Materials and Supplies	11,000
6150	500	Materials and Supplies	5,000
		TOTAL:	\$ 50,000

RECOMMENDED RESOLUTION:

Approval of the Submission of Applications to the Florida Department of Education for Florida Learn & Serve District Infrastructure Building Projects.

SUBMITTED AND PREPARED BY:

Bonnie Mizell, Instructional Support, Curriculum Services
 Ramona Williams, Manager, Grant Services

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Roy Brooks, Area Superintendent

SUBJECT: AGENDA ITEM: Request Approval of Agreement With Multicultural America, Inc., for the 2002-2003 School Year

BACKGROUND:

Closing the achievement gap is not only an area disparity, but a hallmark of our charter school district objectives. Larry Bell, a consultant with Multicultural America, Inc., customizes and implements a professional development plan to help bridge the achievement gap for schools in the South Learning Community. The focus of the professional development is to collaborate with administrators and teachers in addressing the paramount challenge of increasing the academic achievement of minority students. Nationally, there is compelling evidence that illustrates the widening of the achievement gap. The focal point of the training is to examine the root causes and contributing factors that created the gap, and propose multiple solutions to eradicate this divide.

Trainer presentation and demonstrations present models of best instructional practices that afford administrators and teachers the opportunity to see hands-on, practical strategies in action that are applicable to their diverse needs and support the continuous improvement of their schools with the goal of improving student achievement. Schools will focus on cultivating and fostering a cohesive culture that promotes resiliency, expects success, encourages active learning, and produces high academic performance.

FISCAL IMPACT STATEMENT:

The School Board of Orange County, Florida agrees to pay Multicultural America, Inc. a total sum, not to exceed \$16,000, for professional development in the area of closing the achievement gap for the 2002-2003 school year. This includes the cost of facilitating the South Learning Community leadership retreat and materials for elementary, middle, and high schools. Funds are allocated in the learning community budget. The Area Superintendent endorses the use of Title II funds for this purpose.

RECOMMENDED RESOLUTION:

Approval of Agreement with Multicultural America, Inc., for the 2002-2003 School Year.

SUBMITTED AND PREPARED BY:

Roy Brooks, Area Superintendent, South Learning Community

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Bonnie Marmor, Associate Superintendent, Workforce Education

SUBJECT: AGENDA ITEM: Request Approval to Establish a Contract for Service WithUCompass.com and Workforce Education Serving as Fiscal Agent for the Florida Adult & Technical Distance Education Consortium for Hosting Online Courses for 2003-04

BACKGROUND:

Since August 2002, the Workforce Education Department has served as the fiscal agent for the Florida Adult and Technical Distance Education Consortium. The Consortium is a partnership of nine public school districts or school sites and the Florida Virtual School. The purpose of the Consortium is to place adult education and career technical curriculum online through sharing development and operating costs.

For the past year, the Consortium has been utilizing the services of JonesKnowledge.com, a learning management vendor, to host and manage a GED online course. However, JonesKnowledge.com is going out-of-business in September 2003. The Consortium members, after reviewing other vendors and in consultation with the Florida Virtual School, have chosen UCompass.com to replace the JonesKnowledge vendor. UCompass.com is able to provide online platform services that will enable the Consortium to continue to utilize the existing course content and add additional online courses.

FISCAL IMPACT STATEMENT:

The fiscal impact for OCPS will be a total of \$3,700 to be funded out of the 2003-04 Workforce Education budget. The Workforce Education Department, serving as fiscal agent of the Consortium, will expend \$29,600 to UCompass.com for the contract amount with the consortium members contributing \$25,900 to reimburse OCPS for expenditures made on their behalf.

RECOMMENDED RESOLUTION:

Approve Request to Establish a Contract for Service With UCompass.com and Workforce Education for 2003-04

SUBMITTED AND PREPARED BY:

Bonnie Marmor, Associate Superintendent, Workforce Education

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: James H. Lawson, Associate Superintendent, Curriculum, ESE and Multilingual Services

SUBJECT: AGENDA ITEM: Request Approval of Cooperative Agreement With The Princeton Review Organization

BACKGROUND:

One of the Superintendent's performance goals is to increase the number of ESE students who graduate with a standard diploma. One of the ESE Guiding Principles is that achievement for students with disabilities be accomplished with appropriate OCPS support. In alignment with these two expectations, Orange County Public Schools has identified over 242 ESE 12th grade students who have not yet passed the FCAT, and who are in jeopardy of not graduating by June 2003. Additionally, careful review of current data indicates each high school has a rising number of ESE juniors who have not passed the FCAT and may be in jeopardy of not graduating in their senior year. Currently there exists an aggressive plan of action designed at increasing the number of ESE students passing the FCAT. This plan was developed collaboratively with county-wide educators, university and community college personnel, parents and with the review and approval from secondary principals for the use of Homeroom.com at their high schools. It was designed to reflect the No Child Left Behind legislative language for use of "scientifically based instructional practices".

The Princeton Review, a nonprofit organization, was established in 1987 to address the test preparation needs of underserved students. Jonathan Becker and Dale Mann of Interactive, Inc. have conducted an evaluation report on Homeroom.com as to its relationship to scientifically based instructional practice. They found that this K-12 service prepares students for state assessment testing through student use of online practice on www.Homeroom.com, in conjunction with the use of related print products and professional development seminars. Homeroom.com allows schools to assess students' academic strengths to provide the necessary remedial exercises. Homeroom.com is a Web-based subscription service designed to help students in grades 3 through 11 master the information and test-taking skills required by state assessments. Homeroom.com library includes 10,000+ educational resources for grades 3 through 12 and 160,000 questions or test items in math, reading and language arts that are aligned to state standards, state tests and leading textbooks.

FISCAL IMPACT STATEMENT:

Approving this contract would result in a total of \$40,065.00 to be paid out of federal IDEA funds specifically set aside to provide 242 ESE students with FCAT assistance.

RECOMMENDED RESOLUTION:

Approval of Cooperative Agreement With The Princeton Review Organization.

SUBMITTED AND PREPARED BY:

Belinda Wheeler, Program Specialist, Curriculum Access Services

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: James H. Lawson, Associate Superintendent
Curriculum, ESE, and Multilingual Services

SUBJECT: AGENDA ITEM: Request Approval for Amendment to the Existing Agreement
With Threshold, Inc.

BACKGROUND:

Student is a 9 year old who presents extremely unique behavioral characteristics. The student engages in a variety of self-injurious behaviors including (but not limited to); picking away at gum line and attempting to extract own teeth, straightening stiffly and falling straight back which has resulted in significant head injuries requiring stitches, picking out stitches, and picking at self resulting in tissue damage and scarring over a large percentage own body. The student also engages in a wide variety of aggressive behaviors including (but not limited to) head butting, hitting, and hair pulling. Several workmen's compensation claims have been filed as a result of this aggression. These classes of behaviors occur with great frequency and intensity.

This student currently receives services at Threshold, Inc. in a 2:1 staff to student ratio. Services provided at Threshold are designed to decrease these intense self-injurious and aggressive behaviors. Initially, rates of behavior exceeded 150 a day. Currently, behavior rates are reduced to an average of 40 a day. Treatment also includes the teaching of appropriate behaviors.

The intense behavioral treatment should ultimately allow for fading of the second instructor as well as dismissal from the day treatment program. In order to accomplish these goals, further intense treatment is necessary. Threshold staff work in collaboration with OCPS staff to achieve these goals.

FISCAL IMPACT STATEMENT:

Approving this contract would result in a total of \$19,440 to be paid out of discretionary IDEA funds for the 2002 – 2003 school year.

RECOMMENDED RESOLUTION:

Approval of Amendment to the Existing Agreement with Threshold, Inc.

SUBMITTED AND PREPARED BY:

Jayne Ness-Lee, Program Specialist, Specialized Curriculum

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent
FROM: Joseph J. Basgall, Chief Operations Officer
SUBJECT: AGENDA ITEM: Request Approval of Bids to be Awarded – May 27, 2003

BACKGROUND:

The bids and bid documents on the following pages have been processed in compliance with the applicable purchasing procedures of Orange County Public Schools. Each contract award is to the lowest bidder meeting specifications and each bid contract is to be awarded to the vendors as listed on the attached pages for the items specified in the amounts noted. The purchases are necessary to provide a quality education for all students.

FISCAL IMPACT STATEMENT:

Bids are for various departments, expending funds as approved in the annual budget.

RECOMMENDED RESOLUTION:

Approve bids to be awarded – May 27, 2003

SUBMITTED AND PREPARED BY:

Kevin S. Gaston, Director, Procurement Services

May 27, 2003

MEMORANDUM

TO: JOSEPH J. BASGALL, Chief Operations Officer
 FROM: KEVIN S. GASTON, Director, Procurement Services
 SUBJECT: BOARD MEETING – May 27, 2003

Listed below are the bids and/or contracts, which are being recommended for awarding by the School Board on May 27, 2003. Also listed are other miscellaneous items for Board Approval. Each contract award is to the lowest bidder meeting specifications.

TITLE	NO. OF BIDS REQ.	NO. OF BIDS REC.	VENDOR	ESTIMATED AMOUNT	BASIS OF AWARD	CONTRACT PERIOD	SCHOOL OR DEPARTMENT	DESCRIPTION
Cafeteria Equipment, Bid No. FS-03-10AV	25	4	Designs, Furnishings & Equipment, Inc. (L) International Restaurant Distributors, Inc. (L)	\$337,632.00 \$ 93,744.39	Lowest bid price per lot meeting specifications	Two (2) years from date of award of bid	All Schools and Locations	To provide a source to purchase various items of cafeteria equipment..
Freedom High School Fall Season Athletic Uniforms, Bid No. SB-03-13LE	67	11	Amigo Sporting Goods (OS) * GoodSports (L) * Johnny Mac's Sporting Goods (L) Orlando Team Sports (L) Riddell/All American (OS) Tri-Sports (L) Varsity Spirit Fashions (OS)	\$ 90.00 \$ 1,222.50 \$ 2,607.95 \$ 7,552.00 \$ 253.50 \$10,956.75 \$20,201.75	Lowest bid price per item and lowest bid price per lot meeting specifications	Two (2) years from date of award of bid	Freedom High School	To provide a source for Freedom High School to purchase various items of fall season athletic uniforms.
Automotive Instructional Equipment, Bid No. 03-03-04GD	16	5	Affordable Auto Equipment (L)	\$23,510.00	Lowest "All or None" bid price meeting specifications	One Time Buy	Apopka High School	To be used by Apopka High School to purchase automotive instructional equipment.

TITLE	NO. OF BIDS REQ.	NO. OF BIDS REC.	VENDOR	ESTIMATED AMOUNT	BASIS OF AWARD	CONTRACT PERIOD	SCHOOL OR DEPARTMENT	DESCRIPTION
Replacement Glass, Bid No. 03-03-03GD	17	5	Perfect Touch Glass & Mirror (L) *	\$118,737.00	Lowest "All or None" bid price meeting specifications	One (1) year from date of award of bid	Operations & Maintenance Dept.	To be used to purchase replacement glass throughout the district.
Operation and Maintenance of Water/Wastewater Treatment Plants, Bid No. 03-03-06NN	16	3	Southeast Utilities, Inc. (L)	\$109,800.00	Lowest "All or None" bid price meeting specifications	One (1) year from date of award of bid	Operations & Maintenance Dept. and Environmental Services	To be used to provide services for the water and wastewater treatment plants districtwide.
Custodial Chemicals, Bid No. 02-10-01VH	56	16	Affiliated Janitor Supply (L) ** Buckeye of Orlando (L) Colonial Paper Company (L) Lawton Bros., Inc. (L) Pyramid School Products (L) QVS, Inc. (OS) ***	\$ 4,219.80 \$686,477.38 \$ 5,964.00 \$ 6,121.05 \$ 4,322.95 \$ 13,453.36	Lowest "All or None" bid prices meeting specifications	One (1) year from date of award of bid	Warehouse Store Inventory	To be used to provide various chemicals and products to be used by the Custodial Services Dept.

*MBE/WBE Firms (Not Certified)

**MBE/WBE Firms (Certified)

***Award Pending Vendor Application

This is for confirmation only since it is an emergency bid.

L Local Vendor

OS Out of State Vendor

Copies of the awards/tabulations are available for review in Procurement Services.

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Joseph J. Basgall, Chief Operations Officer

SUBJECT: AGENDA ITEM: Request Approval of Settlement of Workers' Compensation Claim: Soraya D. Youngblood v. Orange County School Board

BACKGROUND:

The details of this claim are outlined in a letter dated May 5, 2003 from Moore & Peterson, P.A., attorneys for the School Board, which is provided under separate cover.

RECOMMENDED RESOLUTION:

Approve settlement of Workers' Compensation claim Soraya D. Youngblood v. Orange County School Board.

SUBMITTED AND PREPARED BY:

Regina Cochran, Manager, Workers' Compensation

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Joseph J. Basgall, Chief Operations Officer

SUBJECT: AGENDA ITEM: Request Approval of a Contract With Sonitrol of Orlando, Inc. for Electronic Security Systems and Services

BACKGROUND:

The contract that has been in effect with Sonitrol of Orlando, Inc. for electronic security alarm systems has expired. Service continues to be provided through a temporary contract extension. The decision was made to re-negotiate the previous Sonitrol contract. The proposed agreement is based largely on the bid package previously awarded to Sonitrol of Orlando, Inc.

Presently, electronic security is provided at 160 school sites and ancillary facilities.

FISCAL IMPACT STATEMENT:

The 2002-2003 budget includes \$534,000 for the cost of electronic monitoring of facilities and \$400,000 for installation and repair of security systems. The new contract calls for an annual fee of \$480,000.

RECOMMENDED RESOLUTION:

Approve the Contract with Sonitrol of Orlando, Inc. for Electronic Security Systems and Services.

SUBMITTED AND PREPARED BY:

Rick Harris, Senior Director, Safety, Security and Environmental Services

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Joseph J. Basgall, Chief Operations Officer

SUBJECT: AGENDA ITEM: Request Approval of the Renewal of the Contract With MRM Consulting, Inc. to Provide OCIP Insurance Consulting Services for 2003-2004

BACKGROUND:

The School Board began an Owner Controlled Insurance Program (OCIP) for new construction and major remodeling in August 1997. MRM Consulting, Inc. was chosen unanimously to provide these services due to the comprehensive proposal and high level of understanding of OCIP's. The current contract will expire on June 1, 2003.

FISCAL IMPACT STATEMENT:

The cost of consulting services for 2002-2003 was \$250,000. The new annual contract for 2003-2004 is \$180,000, paid quarterly.

RECOMMENDED RESOLUTION:

Approve of the Renewal of the Contract with MRM Consulting, Inc. to Provide OCIP Insurance Consulting Services for 2003-2004.

SUBMITTED AND PREPARED BY:

Joseph J. Basgall, Chief Operations Officer

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Henry R. Boekhoff, Chief Financial Officer

SUBJECT: AGENDA ITEM: Request Approval of the Fixed Asset Deletion Report

BACKGROUND:

In accordance with Chapter 274.05 and 274.06, Florida Statutes, each governmental unit shall have discretion to classify as surplus any of its property, which property is not otherwise lawfully disposed of, that is obsolete or the continued use of which is uneconomical or inefficient, or which serves no useful function. Property, the value of which the governmental unit estimates to be between \$200 or more shall be sold only to the highest responsible bidder, or by public auction, after publication of notice not less than 1 week nor more than 2 weeks prior to sale in a newspaper having a general circulation in the district in which is located the official office of the governmental unit or in additional newspapers if in the judgment of the governmental unit the best interests of district will better be served by additional notices.

Additionally, The Rules of the Auditor General Section 10.470 require that the full circumstances of disposition be recorded in each property record.

FISCAL IMPACT STATEMENT:

All moneys received from the sale of surplus property are deposited to the district's general operating fund.

The **surplus items** totaling a historical value of \$3,339,281.93 which are fully depreciated represent items to be sold during a public auction in June 2003. The YTD historical value of surplus items total \$7,302,126.94, the YTD net book value of surplus items total \$106,651.39.

RECOMMENDED RESOLUTION:

Approve the Fixed Asset Deletion Report.

SUBMITTED AND PREPARED BY:

Deborah T. Woods, Director, Property Accounting

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Daniel C. Buckman, Senior Executive Director, Planning and Governmental Relations

SUBJECT: AGENDA ITEM: Request Approval of Dedication of Access Road to City of Winter Garden for Maintenance and Public Use

BACKGROUND:

The construction program and budget for the new Dillard Street Elementary School includes funding for an internal access drive to the school. The City of Winter Garden (City) has agreed to reimburse all of the costs for the access road and to accept dedication of the road for City maintenance.

Dedication to the City will reduce Orange County Public Schools (OCPS) liability and maintenance costs and will not interfere with school use of the access road. Dedication also sets the stage for discussion with the City about joint use and maintenance of the school open space which is located along the access road.

The City has previously agreed to reimburse OCPS the amount of \$139,031.00 for the costs of construction. It is the intent of this action that the right-of-way and improvements be dedicated to the City upon final payment of this amount.

FISCAL IMPACT STATEMENT:

The City's reimbursement will reduce the project cost by \$139,031.00, and will eliminate ongoing responsibility for road maintenance and the long-term cost of road repair and replacement.

RECOMMENDED RESOLUTION:

Approval of Dedication of Access Road to City of Winter Garden for Maintenance and Public Use.

SUBMITTED AND PREPARED BY:

Jon Martin, Senior Manager, Real Property

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent
FROM: Patrick Herron, Chief Facilities Officer
SUBJECT: AGENDA ITEM: Request Approval of Phase III Final Construction Documents for Bid Package No. 10 at Jones High School

Program Category/Project Phase: Comprehensive Needs / Bid Package No. 10

BACKGROUND:

The Superintendent approved the design contract to BRPH Architects Engineers, Inc. on January 29, 2003. The Phase III Final Construction Documents have been completed and are ready for Board approval.

The project budget is \$49,038,000 and the anticipated construction start date is June 1, 2003.

FISCAL IMPACT STATEMENT:

Approval of Phase III Final Construction Documents will have no fiscal impact.

RECOMMENDED RESOLUTION:

Approval of Phase III Final Construction Documents for Bid Package No. 10 at Jones High School.

SUBMITTED AND PREPARED BY:

Steve Gertel, Facilities Director New/Replacement Schools

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent
FROM: Patrick Herron, Chief Facilities Officer
SUBJECT: AGENDA ITEM: Request Approval of Phase III Final Construction Documents for Bid Package No. 9 at Jones High School

Program Category/Project Phase: Comprehensive Needs / Bid Package No. 9

BACKGROUND:

The Superintendent approved the design contract to BRPH Architects Engineers, Inc. on January 29, 2003. The Phase III Final Construction Documents have been completed and are ready for Board approval.

The project budget is \$49,038,000 and the anticipated construction start date is July 1, 2003.

FISCAL IMPACT STATEMENT:

Approval of Phase III Final Construction Documents will have no fiscal impact.

RECOMMENDED RESOLUTION:

Approval of Phase III Final Construction Documents for Bid Package No. 9 at Jones High School.

SUBMITTED AND PREPARED BY:

Steve Gertel, Facilities Director New/Replacement Schools

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent
 FROM: Patrick Herron, Chief Facilities Officer
 SUBJECT: AGENDA ITEM: Request Approval of the Certificate of Final Inspection for the Immediate Needs Project at Apopka Elementary School

Program Category/Project Phase: Immediate Needs/Complete

BACKGROUND:

Construction of the Immediate Needs project at Apopka Elementary School has been completed. The final inspection has been performed and the Certificate of Final Inspection has been prepared and is ready for Board approval.

The project budget approved by the Board on April 24, 2001 was \$4,685,000; the final project cost is \$4,165,459 and the final construction contract amount is \$3,058,335 (includes final Owner Direct Purchases (ODP) actual expenditures, and all change orders excluding ODP deducts). Overall, the project was completed \$519,541 under the approved project budget.

Approved Project Budget	Final Project Cost	Current Project Balance
\$4,685,000	\$4,165,459	\$519,541

FISCAL IMPACT STATEMENT:

Approval of the Certificate of Final Inspection will have no fiscal impact.

RECOMMENDED RESOLUTION:

Approval of the Certificate of Final Inspection for the Immediate Needs Project at Apopka Elementary School.

SUBMITTED AND PREPARED BY:

Steve Quickel, Facilities Director, School Refurbishments

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent
 FROM: Patrick Herron, Chief Facilities Officer
 SUBJECT: AGENDA ITEM: Request Approval of the Certificate of Final Inspection for the Immediate Needs Project at Zellwood Elementary School

Program Category/Project Phase: Immediate Needs /Complete

BACKGROUND:

Construction of the Immediate Needs project at Zellwood Elementary School has been completed. The final inspection has been performed and the Certificate of Final Inspection has been prepared and is ready for Board approval.

The project budget approved by the Board on September 12, 2000 was \$269,442; the final project cost is \$254,370 and the final construction contract amount is \$240,974 (includes final Owner Direct Purchases (ODP) actual expenditures, and all change orders excluding ODP deducts). Overall, the project was completed \$15,072 under the approved project budget.

Approved Project Budget	Final Project Cost	Current Project Balance
\$269,442	\$254,370	\$15,072

FISCAL IMPACT STATEMENT:

Approval of the Certificate of Final Inspection will have no fiscal impact.

RECOMMENDED RESOLUTION:

Approval of the Certificate of Final Inspection for the Immediate Needs Project at Zellwood Elementary School.

SUBMITTED AND PREPARED BY:

Steve Quickel, Facilities Director, School Refurbishments

Orange County Public Schools MEMO

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Patrick Herron, Chief Facilities Officer

SUBJECT: AGENDA ITEM: Request Approval of Architectural and Engineering Firms for Comprehensive Priority Projects

BACKGROUND:

The Consultants Competitive Negotiation Act (CCNA) Committee met on May 2, 2003, to select Architectural and Engineering firms for Architectural and Engineering Services for Comprehensive Priority Projects. These professional services are needed to provide architectural and engineering services for comprehensive priority projects. The Committee utilized policies in accordance with Florida Statutes 287.055 for the selection of the architectural and engineering firms.

The CCNA Committee consisted of OCPS personnel Steven Grube, Kay K. Syed, Kevin Gaston, Leslie Komurke, and Joe DeBonis. The Committee met initially on April 4, 2003, to review and evaluate proposals submitted by the following 26 firms:

Architects International, Inc.	Hunton Brady Architects, P.A.
Borrelli & Associates	Laura Perez & Associates, Inc.
BRPH Architects/Engineers, Inc.	MLM – Martin Architects, Inc
Burke, Bales & Mills associates, Inc.	Reynolds, Smith and Hills, Inc.
CSO/Perkins & Will	Rhodes + Brito Architects, Inc.
C.T. Hsu + Associates, Inc.	Rizo Carreno & Partners, Inc.
Daimwood, Derryberry, Pavelchak, Arch. P.A.	Schenkel Shultz, Inc.
Fanning/Howey Associates of Florida, Inc.	Scott Partnership Architecture, Inc.
Farmer Baker Barrios Architects, Inc.	Spillis Candela DMJM
Florida Architects, Inc.	Starmer Ranaldi Planning & Arch., Inc.
GLE Associates, Inc.	Stotler Stag & Associates
Hanson Professional Services, Inc.	Strollo Architects, Inc.
Harvard Jolly Clees Toppe Architects, P.A.	Vitetta Group, Inc.

All proposals were evaluated using the evaluation form contained in the Request for Qualifications package provided to all interested firms. The evaluations were based on each firm's related past experience, ability of professional personnel, performance history, workload, M/WBE history and completeness of the firm's response to the District's Request For Qualifications. Scores were totaled for each firm and a ranking established based on the total number of points, highest to lowest. From these rankings the Committee short-listed the following firms for interview:

BRPH Architects/Engineers, Inc.
C.T. Hsu + Associates, Inc.
Fanning/Howey Associates of Florida, Inc.
Hanson Professional Services, Inc.
Harvard Jolly Clees Toppe Architects, P.A.
Hunton Brady Architects, P.A.
Rhodes + Brito Architects, Inc.
Schenkel Shultz, Inc.
Spillis Candela DMJM
Starmer Ranaldi Planning & Arch., Inc.
Stottler Stagg & Associates
Vitetta Group, Inc.

On May 2, 2003, the Committee interviewed the 12 short-listed firms. The interview results were based on criteria contained in the Request for Qualifications evaluation form. Criteria included the firm's references, overall approach and methodology, cost control/value engineering, knowledge of services, project scheduling, and overall quality of teams. After interviews, the Committee evaluated each firm's performance using a consensus process developed by the District's Analytical Process Services. The consensus evaluation was facilitated by Kay K. Syed from Contract Administration. The resultant scores were then totaled and the firms ranked in order of preference. The rankings were as follows:

1. Starmer Ranaldi Planning & Arch., Inc
2. Rhodes + Brito Architects, Inc.
3. Vitetta Group, Inc.
4. Fanning/Howey Associates of Florida, Inc.
5. C.T. Hsu + Associates, Inc.
6. Stottler Stagg & Associates
7. Harvard Jolly Clees Toppe Architects, P.A.
8. Spillis Candela DMJM
9. BRPH Architects/Engineers, Inc.
10. Hanson Professional Services, Inc.
11. Schenkel Shultz, Inc.
12. Hunton Brady Architects, P.A.

Starmer Ranaldi Planning & Architecture, Inc. was ranked No. 1 and had the highest scores in the area of overall approach and methodology, cost control/value engineering and project scheduling. The Committee was impressed with Starmer Ranaldi's presentation that emphasized their approach involving all parties for strong pre-design services and provided alternatives and solutions to Owner problems. A three tier method to review costs, square footage, life cycle and quality take-offs and a value engineering tracking process was also stressed.

Rhodes + Brito Architects, Inc. was rated No. 2 and scored the highest of all firms in the area of overall quality of team. Rhodes + Brito presented an experienced team and emphasized their hands on approach and personal involvement by the principal of the firm.

Vitetta Group, Inc. was rated No. 3 and had a high score in the areas of cost control/value engineering. The presentation emphasized on-going value engineering to balance benefits and costs and planning to reduce costs and monitor scope creep.

Fanning/Howey Associates of Florida was rated No. 4 and had the best score of all firms in the area of overall quality of team. The Committee was impressed with the background and experience of each team member and strong LEED experience.

C.T. Hsu was rated No. 5 and scored high in the area of overall approach. They had a comprehensive work plan for time schedules, a work matrix and phasing. Student safety on an active campus is a priority.

Stottler Stagg was rated No. 6 and presented an impressive phasing plan and experience with fast track projects on active campuses.

Harvard Jolly Clees and Toppe, was ranked No. 7 and had the best score of all firms in the area of references. The firm is very familiar with OCPS issues and has extensive school experience.

Spillis Candela DMJM ranked No. 8 and discussed their experience in renovating active campuses and unforeseen condition planning.

In light of the above, The Committee recommends selection of the following eight top rated firms: Starmer Ranaldi Architecture and Planning, Inc., Rhodes + Brito Architects, Inc., Vitetta Group, Inc., Fanning/Howey Associates of Florida, Inc., C. T. Hsu + Associates, P.A., Stottler Stagg & Associates Engineering, Planning, Inc., Harvard Jolly Clees Toppe Architects, P.A., and Spillis Candela DMJM.

FISCAL IMPACT STATEMENT:

There is no fiscal impact associated with this selection recommendation.

RECOMMENDED RESOLUTION:

Approval of Architectural and Engineering Firms for Comprehensive Priority Projects

SUBMITTED AND PREPARED BY:

Kay K. Syed, Senior Administrator, Contract Administration

**NON CONSENT
ITEM 1**

**ORLANDO, FLORIDA
May 1, 2003**

The School Board of Orange County, Florida, met in a work session on Thursday, May 1 2003, at 3:35 p.m. Present were: Judge Richardson Roach, chairman; Karen Ardaman (arrived at 3:45 p.m.), vice chairman; Joie Cadle, Timothy Shea (arrived 4:00 p.m.), Kathleen B. Gordon, Susan Landis Arkin, and Berton R. Carrier, school board members, Ronald Blocker, superintendent, as well as members of the staff, public and media.

The meeting was held for the purpose of discussing the 2003-2004 budget.

Dr. Henry Boekhoff, chief financial officer, presented a legislative update and a review of the preliminary budget reductions and operating budget.

There was discussion by board members including the shortage of custodians, magnet busing; hazardous busing, late start time for high school, staff development for urban cohort schools, discontinuation of the 4x4 program; and reduction of the Department of Juvenile Justice programs.

The meeting adjourned at 5:50 p.m.

Chairman

Secretary

dmm

**NON CONSENT
ITEM 2**

**ORLANDO, FLORIDA
May 8, 2003**

The School Board of Orange County, Florida, met in a board engagement workshop on Thursday, May 8, 2003, at 3:35 p.m. Present were: Judge Richardson Roach, chairman; Karen Ardaman, vice chairman; Joie Cadle, Timothy Shea, Kathleen B. Gordon (arrived at 4:05 p.m.), Susan Landis Arkin (arrived at 4:05 p.m.), and Berton R. Carrier, school board members, Ronald Blocker, superintendent, as well as members of the staff, public and media.

The board engagement workshop was an opportunity for the board to hear from stakeholders about the capacity enhancement process.

The forty-six persons present included 3 parents, 23 developers/real estate professionals and their legal counsel, 8 school staff members, 5 community members, 5 local government representatives and 2 media representatives.

Participants used the GIFT (Group Interactive Feedback Technology) technology (handheld keypads) to respond to questions about capacity enhancement before and after an overview of the process from staff. Responses were instantly shown on the screen so that all could see how others felt about important aspects of this topic.

Participants broke into small groups and worked through an exercise to give them a feel for the capacity enhancement process and to surface important issues and concerns. Each small group reported out to the larger group. Open discussion by participants and questions by board members followed.

The workshop recessed at 5:30 p.m. Board members and staff attended all or part of the debriefing.

The debriefing ended at 6:45 p.m.

Chairman

Secretary

dmm

**NON CONSENT
ITEM 3**

**ORLANDO, FLORIDA
May 13, 2003**

The School Board of Orange County, Florida, met in a work session on Tuesday, May 13, 2003 at 3:35 p.m. Present were: Judge Richardson Roach, chairman; Karen Ardaman, vice chairman; Joie Cadle, Timothy Shea, Kathleen B. Gordon (arrived at 3:45 p.m.), Susan Landis Arkin (left at 4:31 p.m.) and Berton R. Carrier, school board members; Ronald Blocker, superintendent, as well as members of the staff, public and media.

The board entertained the following special order speakers:

Alan Friedland, 8519 Buckley Court, Orlando, Florida, 32817, addressed the board regarding his public records request.

Joanne Friedland, 8519 Buckley Court, Orlando, Florida, 32817, addressed the board regarding the budget.

Leona Rachman, 2650 Danielle Drive, Orlando, Florida, Oviedo, Florida, addressed the board regarding school board policies and the need for closure.

The purpose of the work session was to discuss board issues.

David Collins, senior director, educational planning, facilitated the discussion of board issues.

In regard to mitigation, the board's policy governance committee will schedule a meeting to discuss policy language.

In regard to the Superintendent's Documents, Frank Kruppenbacher, general counsel, will start scheduling meetings with individual board members after June 1.

In regard to the desegregation order, Daniel Buckman, senior executive director, planning and governmental relations, is assembling a group to look at this issue.

In regard to K-8 schools, there was discussion by board members regarding the concept for a Winter Park Pilot School.

In regard to the facilities use, Mr. Carrier stated that a board engagement session will be held by the end of June. Information will be brought to the board after input was gathered from represented parties and then a board policy would be developed.

In regard to transportation, Mrs. Ardaman recommended that a hazardous busing task force be formed to look at the hazardous busing legislation. There was discussion by board members.

The meeting adjourned at 5:05 p.m.

Secretary

Chairman

dmm

**NON CONSENT
ITEM 4**

**ORLANDO, FLORIDA
May 13, 2003**

The School Board of Orange County, Florida, met in regular meeting on Tuesday, May 13, 2003, at 5:39 p.m. Present were: Judge Richardson Roach, chairman; Karen Ardaman, vice chairman; Timothy Shea, Joie Cadle, Kathleen B. Gordon, Berton R. Carrier, school board members; Deborah Manuel, deputy superintendent, instruction and curriculum services; Frank C. Kruppenbacher and Andrew B. Thomas, school board attorneys; and Ronald Blocker, superintendent.

Susan Landis Arkin, school board member, was absent.

A moment of silence was followed by the Pledge of Allegiance.

The chairman welcomed recognized three future educators from the University of Central Florida and announced that any individual who would like to address an item on the agenda could do so by completing the appropriate form at the board table.

Adoption of Agenda: Mr. Blocker requested the following changes to the agenda: an addendum to 1.1 (Request Approval of Personnel Agenda Dated April 29, 2003, Including the Designation/Creation of Positions to be Filled, the Minimum Job Qualifications for the Positions, Salary Schedules, Appointments, and Terminations of Select Personnel as Shown Thereon); a change to 2.11 (Request Approval of the Expulsion of Students in Conjunction With the Waivers of Out-of-School Student Expulsion and The District Behavior Contracts); the withdrawal of 3.4 (Request Approval to Submit Applications to the Florida Department of Education for Florida Learn & Serve District Infrastructure Building Projects) and 4.5 (Request Approval of the Conceptual Agreement for the Development of a Proposal for a Winter Park Pilot School); and the addition of item 11.2 (Request Approval of the Settlement of Fernando Santiago Claim Against The School Board of Orange County, Florida).

The chairman found good cause to amend the agenda as requested.

It was moved by Mr. Carrier and seconded by Mr. Shea that the agenda be approved as amended.

The motion passed unanimously 6-0 (Mrs. Arkin being absent).

Ends Monitoring Report : Dr. Deborah Manuel, deputy superintendent, instruction and curriculum services, presented a report on recommendations made by the Marching Band Review Committee regarding student participation in high school marching band.

There were questions and discussion by board members, staff, school board attorney and the superintendent.

Adoption of Consent Agenda: It was moved by Mr. Carrier and seconded by Mr. Shea that the consent agenda be approved.

Human Resources and Labor Relations

(Legally Required Board Action)

- 1.1 Request Approval of Personnel Agenda Dated May 13, 2003, Including the Designation/Creation of Positions to be Filled, the Minimum Job Qualifications for the Positions, Salary Schedules, Appointments, and Terminations of Select Personnel as Shown Thereon **(Addendum)**
- 1.2 Request Approval to Amend a Previously Board Approved Contract With Ventures for Excellence for Training and Product Services

Approve Student Expulsions *(Legally Required Board Action)*

- 2.1 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year/CB Lockhart Middle School
- 2.2 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year/TH Winter Park 9th Grade Center
- 2.3 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year/DR Meadowbrook Middle School
- 2.4 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year/TL Community Education Partners/NorthWest
- 2.5 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School/EM Apopka High School
- 2.6 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the Entire 2003-2004 School Year, Including Summer School/LS Robinswood Middle School
- 2.7 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the First Semester of the 2003-2004 School Year/NV NorthStar Charter School
- 2.8 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the First Semester of the 2003-2004 School Year/ES Cypress Creek High School
- 2.9 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the First Semester of the 2003-2004 School Year/JW Community Education Partners/Southeast
- 2.10 Request Approval of the Expulsion of a Student for the Remainder of the 2002-2003 School Year, Including Summer School and the First Semester of the 2003-2004 School Year/CD West Orange High School
- 2.11 Request Approval of the Expulsion of Students in Conjunction With the Waivers of Out-of-School Student Expulsion and The District Behavior Contracts **(Changed)**

Approve Grant Applications *(Legally Required Board Action)*

- 3.1 Request Approval to Submit a Grant Application for the Farmworker Jobs and Education Program
- 3.2 Request Approval to Submit a Grant Application for the Adults With Disabilities and Senior Adult Learners Program
- 3.3 Request Approval to Submit Applications to the Florida Department of Education for Florida Learn & Serve K-12 Grants
- 3.4 Request Approval to Submit Applications to the Florida Department of Education for Florida Learn & Serve District Infrastructure Building Projects **(Withdrawn)**
- 3.5 Request Approval for Palmetto Elementary to Enter Into a Grant Agreement With the Orange County School Readiness Coalition

- 3.6 Request Approval to Collaborate With Workforce Florida, Inc. for the Dislocated Worker Program
- Approve Education Services Related Items *(Legally Required Board Action)*
- 4.1 Request Approval of Agreement With Innovative Sciences, Inc. for the 2003 Summer Literacy Institute
- 4.2 Request Approval of Agreement With the Association for Supervision and Curriculum for the 2003 Summer Literacy Institute
- 4.3 Request Approval of the Inter-District Agreement for the Enrollment of Lake County School Board Students in the West Orange County Elementary Charter School
- 4.4 Request Approval of the Agreement With Sylvan Learning Center, a Division of Sylvan Learning Systems, Inc., for 2002-2003 Supplemental Instructional Services to Eligible Migrant Students Participating in the Step Ahead to Success Program
- 4.5 Request Approval of the Conceptual Agreement for the Development of a Proposal for a Winter Park Pilot School **(Withdrawn)**
- Approve Work Force Education Issues *(none) (Legally Required Board Action)*
- Approve Curriculum, ESE & Multilingual Services *(Legally Required Board Action)*
- 6.1 Request Approval to Continue an Agreement With the AVID Center to Offer the AVID Program at Oak Ridge and West Orange High Schools and to Enter an Agreement With the Center for Programs at Walker and Gotha Middle Schools
- 6.2 Request Approval of an Extension to the Agreement With Voyager Expanded Learning, Inc., for the Purpose of Implementing the Voyager Universal Literacy System
- Approve Operations Issues *(Legally Required Board Action)*
- 7.1 Request Approval of Bids to be Awarded – May 13, 2003
- 7.2 Request Approval of Florida Eligibility Guidelines of Free and Reduced Price Meals
- 7.3 Request Approval for the Superintendent to be Authorized to Approve Implementation of Breakfast Programs in Secondary Schools
- 7.4 Request Approval to Increase School Meal Prices at Secondary Schools for the 2003-2004 School Year
- 7.5 Request Approval of Contract With the Orange County Parks and Recreation Department for Transportation for the 2003-2004 Recreational Program
- 7.6 Request Approval of Contract with the YMCA for Transportation for the 2003-2004 Recreational Program
- Approve Business and Finance Functions *(Legally Required Board Action)*
- 8.1 Request Approval of the Monthly Financial Statements for Year to Date Ending February 2003
- 8.2 Request Approval of the Monthly Financial Statements for Year to Date Ending March 2003
- 8.3 Request Approval of the Fixed Asset Deletion and Restoration Report
- Approve Construction Related Issues *(Legally Required By Law)*
- 9.1 Request Approval of the Certificate of Final Inspection for the Immediate Needs Project at Ivey Lane Elementary School
- 9.2 Request Approval of the Certificate of Final Inspection for the Immediate Needs Project at Lovell Elementary School
- 9.3 Request Approval of the Certificate of Final Inspection for the Immediate Needs Project at Oak Hill Elementary School
- 9.4 Request Approval of Professional Surveying Firms
- 9.5 Request Approval to Modify the Referendum Plan and Proceed With Projects at the First Three Listed Schools
- Approve Change Orders *(Board Policy EL11/Legally Require Board Action)*

- 10.1 Request Approval of Change Order No. 1 to J.A. Jones at Boone High School
- 10.2 Request Approval of Change Order No. 22 to Skanska USA at Colonial High School
- 10.3 Request Approval of Change Order No. 23 to Skanska USA at Colonial High School
- 10.4 Request Approval of Change Order No. 24 to Skanska USA at Colonial High School
- 10.5 Request Approval of Change Order No. 21 to Construct Two at Jones High School

Approve Legal Issues

- 11.1 Request Approval of the Settlement of Delores Bailey Claim Against The School Board of Orange County, Florida
- 11.2 Request Approval of the Settlement of Fernando Santiago Claim Against The School Board of Orange County, Florida **(Addition)**

Accept Superintendent's Monitoring Reports

The motion passed unanimously.

Highlights from the Superintendent on the Consent Agenda: Mr. Blocker stated a grant agreement with the Orange County School Readiness Coalition and Palmetto Elementary School will fund the Jump Start for Kindergarten Program. He added that this summer camp program is designed to help students entering kindergarten succeed.

Mr. Roach shared some highlights of the recent meeting with the State Fire Marshall. In the future, a staff member will walk with the Fire Marshall as he conducts the inspection. On the day of the inspection, a copy of the findings will be given to the principal of the school. The report on the inspection will be sent to the State Fire Marshall and to the superintendent.

There was discussion by board members and the superintendent.

Nonconsent #1 – Approve Minutes – April 22, 2003 Work Session: It was moved by Mrs. Gordon and seconded by Mr. Shea that the minutes be approved. Mr. Shea requested that the word “technology” be added to the words “strategic listening” throughout the minutes.

The motion, with corrections, passed unanimously.

Nonconsent #2 – Approve Minutes – April 22, 2003 Recognitions: It was moved by Mrs. Cadle and seconded by Mr. Shea that the minutes be approved.

The motion passed unanimously.

Nonconsent #3 – Approve Minutes – April 29, 2003 Work Session: It was moved by Mr. Carrier and seconded by Mrs. Gordon that the minutes be approved.

The motion passed unanimously.

Nonconsent #4 – Approve Minutes – April 29, 2003 Board Meeting: It was moved by Mrs. Cadle and seconded by Mrs. Gordon that the minutes be approved.

The motion passed unanimously.

Nonconsent #5 – Request Approval of the Change to the 2003-04 and 2004-05 School Calendars to Include the President’s Day Holiday: It was moved by Mr. Carrier and seconded by Mrs. Cadle to approve changes to the 2003-2004 and 2004-2005 school year

calendars to include the President's Day holiday.

There was discussion by board members and staff.

The motion passed unanimously.

It was moved by Mrs. Cadle and seconded by Mr. Shea that the school board direct the superintendent to form an advisory group to look at school calendar alignment with surrounding Central Florida counties and report to us, in a timely manner, recommendations for the 2004-2005 school year.

The motion passed unanimously.

Nonconsent #6 – Request Approval of the Code of Student Conduct for the 2003-2004 School Year: It was moved by Mr. Carrier and seconded by Mrs. Gordon to approve the Code of Student Conduct for the 2003-2004 school year.

There was discussion by board members, school board attorney, and staff.

The motion passed unanimously.

Statement of Policy Level Issues the Board Would Like to Agenda for Subsequent Meetings or Work Sessions: Issues raised included crafting language related to bullying and the review by general counsel on the legalities and the rights of parents in acquiring the FCAT test results for their child.

There was discussion by board members.

It was moved by Mrs. Cadle and seconded by Mr. Shea that the school board direct the superintendent to place our END Results on the OCPS website.

The motion passed unanimously.

There was discussion by board members.

It was moved by Mrs. Ardaman and seconded by Mr. Roach that the board create a Hazardous Busing Task Force. Members would include representatives from local municipalities' Traffic Planning Departments and Traffic Enforcement; County Traffic Planning, Sheriff's Enforcement, an OCPS employee, a LYNX representative and a representative from 3 private transportation providers. The purpose of the task force would be to look at the hazardous busing statute and the guidelines in place; identify the areas where the hazardous busing statute applies; look to improve the language of the statute; work with our attorney to establish guidelines that are pertinent to this community or decide that we have to lobby for changes in the state law level. Additionally the task force would look at funding mechanisms that are in place already to address hazardous busing needs as well as any potential new revenue sources that could be identified.

There was discussion by board members and the school board attorney.

The motion passed unanimously.

School Board Committee Reports: The Facility Usage Committee is moving forward on the policy for uniform facility usage standards. A draft document will be presented to the board prior to implementation in August. The Community Linkage Committee and the Policy Governance Committee each will be scheduling a meeting in the near future.

The chairman gave a summary on the Capacity Enhancement Workshop.

Information and Future Meeting Dates - Superintendent: Mr. Blocker announced that the Board of County Commissioners had launched a study of arts education in Orange County. Dr. Deborah Manuel, Dr. James Lawson, associate superintendent, curriculum, ESE, and multilingual services, Carolyn Minear, coordinator, visual/performing arts and Dr. Roberta Thomas, senior administrator, curriculum evaluation are members of the Orange County Arts and Cultural Affairs Advisory Council, which has already done a status review of arts in the public schools that went to each of our schools. A baseline report of their findings this new study will be delivered in the fall. The results will be studied by all involved and used to enhance arts education in the community.

To address concerns regarding a possible change in high school starting times, a telephone survey will be conducted to receive input from high school students. The survey will available from May 12 – May 23. A telephone survey for parents will follow.

Mr. Blocker announced the following upcoming meetings:

- | | | |
|--------------|-----------|-------------------------------------|
| May 15, 2003 | 3:30 p.m. | Work Session (MWBE) |
| May 27, 2003 | 3:30 p.m. | Work Session (Board Issues) |
| May 27, 2003 | 5:30 p.m. | Board Meeting |
| May 28, 2003 | 3:30 p.m. | Work Session (No Child Left Behind) |

Information Shared by Board Members: Mrs. Gordon plans to meet with members of the Seminole County Board to look at procedures they currently have in place for open communication with their teachers. The Seminole Board received an award for their work in recognizing and listening to teacher concerns.

Mrs. Gordon read excerpts of letters she received from inmates and their parents after a recent visit to the 33rd Street Youth Offender Program. She shared their hopes for the continuation of this program.

Mr. Roach congratulated 21 students from BETA and the additional 14 GED students who took part in graduation exercises. He also congratulated the superintendent, area superintendents and learning community personnel for the excellent FCAT writing scores.

The meeting recessed to Conference Room A & B at 7:41 p.m. for a debriefing session and adjournment.

Chairman

Secretary

dmm

Orange County Public Schools **MEMO**

May 27, 2003

TO: Ronald Blocker, Superintendent

FROM: Patrick Herron, Chief Facilities Officer

SUBJECT: AGENDA ITEM: Request Acceptance of the Facilities & Environmental Services Report to the Board for the Month of April 2003

BACKGROUND:

On July 18, 2000, the Board approved Executive Limitations for the Facilities & Environmental Services Department. These limitations required a report to the Board on a monthly basis of all contracts awarded, amendments, change orders, and notices to proceed issued during the prior month. A Construction Review Committee has been established to oversee the change order process. The report for the month of April is attached.

FISCAL IMPACT STATEMENT:

There is no fiscal impact associated with this report.

RECOMMENDED RESOLUTION:

None; for information only.

SUBMITTED AND PREPARED BY:

Kay K. Syed, Senior Administrator, Contract Administration

**Facilities and Environmental Services
Contract Administration
Board Report for April 03**

I. CONTRACTS APPROVED							
ITEM NO.	SCHOOL	PROGRAM	NAME OF FIRM	DESCRIPTION OF SERVICES	CONTRACT AMOUNT	APPROVAL REQUIRED	APPROVAL DATE
1	University HS	Roofing	Rizo Carreno & Partners	Agreement for Architectural & Engineering Services for Roofing Consulting Services, RFQ 0304	\$347,475	Superintendent	4/4/03

II. CONTRACTS AMENDED							
ITEM NO	SCHOOL	PROGRAM	NAME OF FIRM	DESCRIPTION OF SERVICES	AMENDMENT AMOUNT	APPROVAL REQUIRED	APPROVAL DATE
1	Colonial HS	Comprehensive	BRPH Architects-Engineers, Inc.	Amendment No. 4 to Agreement No. DCM12992000 for Architectural and Engineering RFQ # 9814PS	\$2,885.35	Facilities Program Director Reviewed by CPSC 4/10/03	3/12/03
2	Colonial HS	Comprehensive	BRPH Architects-Engineers, Inc.	Amendment No. 3 to DCM12992000 for Architectural/Engineering RFQ # 9814PS	\$6,811.90	Facilities Program Director Reviewed by CPSC 4/10/03	3/12/03
3	District-wide	Other	Rizo Carreno & Partners	Amendment No. 1 to 0202CCONMCRP for Architectural and Engineering, RFQ # 0202PS	Legal Name Change	Facilities Program Director Reviewed by CPSC 4/17/03	3/26/03
4	Freedom HS (New Cypress Creek HS Relief)	New Schools	Deatrick Eng	Amendment No. 2 to WA No. 0102003 for Threshold Inspection Services RFQ # 0102PS	\$4,182.56	Facilities Program Director Reviewed by CPSC 4/17/03	4/9/03
5	New Discovery MS Relief	Other	Schenkel Schultz	Amendment No. 1 to WA No. 0202012 for Design Build Services RFQ # 0202PS	\$1,980.00	Senior Manager (Real Property) Reviewed by CPSC 4/10/03	3/11/03
6	New Orlo Vista ES Replacement	New Schools	Reynolds, Smith & Hills	Amendment No. 1 to 0109SCONORLORSH for Architectural and Engineering RFQ # 0109	\$40,331.00	Chief Facilities Officer , Reviewed by CPSC 4/10/03	4/15/03

III. NOTICE TO PROCEED/ WORK AUTHORIZATIONS							
ITEM NO.	SCHOOL	PROGRAM	NAME OF FIRM	DESCRIPTION OF SERVICES	CONTRACT AMOUNT	APPROVAL REQUIRED	APPROVAL DATE
1	Aloma ES	New Work Project	BRPH Architects-Engineers, Inc.	Work Authorization No. 0202013, for Architectural and Engineering RFQ # 0202PS	\$48,535.00	Chief Facilities Officer	4/15/03
2	Chickasaw ES	New Work Project	SGM	Work Authorization No. 0113022, for Mechanical/Electrical/Plumbing RFQ # 0113PS	\$1,975.00	Acting Director (Maintenance)	4/17/03
3	Conway MS	New Work Project	BRPH Architects-Engineers, Inc.	Work Authorization No. 0202019, for Architectural and Engineering RFQ # 0202PS	\$43,000.00	Chief Facilities Officer	4/15/03
4	Corner Lake MS	New Work Project	BRPH Architects-Engineers, Inc.	Work Authorization No. 0202014, for Architectural and Engineering RFQ # 0202PS	\$26,045.00	Chief Facilities Officer	4/15/03
5	Hunter's Creek MS	New Work Project	Schenkel Schultz	Work Authorization No. 0202015, for Architectural and Engineering RFQ # 0202PS	\$35,000.00	Chief Facilities Officer	4/15/03
6	Jones HS	Comprehensive	Bay to Bay Balancing, Inc.	Work Authorization No. 9820048, for Test & Balance Services RFQ # 9802PS	\$20,561.00	Senior Facilities Program Director	4/2/03
7	Memorial MS	New Work Project	Reynolds, Smith & Hills	Work Authorization No. 0202018, for Architectural and Engineering RFQ # 0202PS	\$35,000.00	Chief Facilities Officer	4/15/03
8	New Citrus/Frangus ES Relief	New Schools	Southeastern Surveying & Mapping	Work Authorization No. 9704067, for Surveying Services RFQ # 9704PS	\$2,085.00	Senior Manager (Real Property)	4/15/03

III. NOTICE TO PROCEED/ WORK AUTHORIZATIONS							
ITEM NO.	SCHOOL	PROGRAM	NAME OF FIRM	DESCRIPTION OF SERVICES	CONTRACT AMOUNT	APPROVAL REQUIRED	APPROVAL DATE
9	New Orlo Vista ES Replacement	Planning	SGM	Work Authorization No. 0113020, for Mechanical/Electrical/Plumbing RFQ # 0113PS	\$6,200.00	Facilities Program Director	3/26/03
10	Orlando Tech.	Immediate Needs	Skanska Construction	Work Authorization No. 99CM02039, for Construction Management Services RFQ # 99CM02	\$444,315.00	Superintendent	4/18/03
11	Orlo Vista ES	Surveying	Leading Edge	Work Authorization No. 9704068, for Surveying Services RFQ # 9704PS	\$370.00	Senior Manager (Real Property)	4/16/03
12	Piedmont Lakes MS	New Work Project	Schenkel Schultz	Work Authorization No. 0202016, for Architectural and Engineering RFQ # 0202PS	\$35,000.00	Chief Facilities Officer	4/15/03
13	Ponkan MS & ES Site	Geotechnical	Ardaman & Assoc.	Work Authorization No. 9712083, for Geotechnical Services RFQ # 9712PS	\$989.00	Senior Manager (Real Property)	3/12/03
14	Ponkan MS & ES Site	Surveying	BJM Associates	Work Authorization No. 9704066, for Surveying Services RFQ # 9704PS	\$1,700.00	Senior Manager (Real Property)	3/25/03
15	Southwest MS	New Work Project	Reynolds, Smith & Hills	Work Authorization No. 0202017, for Architectural and Engineering RFQ # 0202PS	\$35,000.00	Chief Facilities Officer	4/15/03
16	Winter Park HS	Comprehensive	Universal Eng	Work Authorization No. 9712084, for Geotechnical Services RFQ # 9712PS	\$13,021.00	Senior Facilities Program Director	3/26/03

IV. CHANGE ORDERS APPROVED								
ITEM NO	SCHOOL	REASON FOR CHANGE	NAME OF FIRM	DESCRIPTION OF SERVICES	CO NO.	C.O. AMOUNT	APPROVAL REQUIRED	APPROVAL DATE
1	Boone HS	Owner Direct Purchase	J.A. Jones Const.	Work Authorization 99CM02029 for Construction Management Services, RFQ # 99CM02	2	(\$4,398,097.63)	Superintendent, Reviewed by CPSC 4/10/03	4/11/03
2	Lakeview MS	Scope requirement: Rephased work from Phase B-Canopy lighting, Parking lot lighting, Sidewalks, Sitework/Paving Parking Lot, Irrigation Softball field	Wharton-Smith	Work Authorization 99CM02040 for Construction Management Services, RFQ # 99CM02	2	\$178,466.00	Superintendent, Reviewed by CPSC 4/3/03	4/4/03
3	Lakeview MS	ODP--Estimated Owner Direct Purchases	Wharton-Smith	Work Authorization 99CM02040 for Construction Management Services, RFQ # 99CM02	1	(\$850,000.00)	Superintendent, Reviewed by CPSC 4/3/03	4/4/03
4	Lakeview MS	Customer Request--Replace existing sanitary piping at North Courtyard	Wharton-Smith	Work Authorization 99CM02040 for Construction Management Services, RFQ # 99CM02	3	\$10,980.00	Senior Facilities Program Director, Reviewed by CPSC 4/10/03	4/2/03
5	Mid-Florida Tech	Customer Req: Add sprinkler head drops, drywall repairs and framing and Scope: Change 2nd floor A/C air handler to match 1st floor air handler	Skanska Construction	Work Authorization 0202NC for General Contractor	CCD #2	\$24,704.00	Superintendent, Reviewed by CPSC 4/3/03	4/4/03
6	Mid-Florida Tech	Replaces CCD 1 and 2 and adds extended general conditions per Skanska's revised change proposal 0002 for permitting delays	Skanska Construction	Work Authorization 0202NC for Hard Bid	3	\$65,538.00	Superintendent, Reviewed by CPSC 4/12/03	4/15/03
7	Mid-Florida Tech	Repair 2nd floor concrete spalling/cracking, use carpet in lieu of vinyl comp tile in designated areas	Skanska Construction	Work Authorization 0202NC for General Contractor , RFQ # 0202NC	2	\$30,890.00	Superintendent, Reviewed by CPSC 4/3/03	4/4/03

IV. CHANGE ORDERS APPROVED								
ITEM NO	SCHOOL	REASON FOR CHANGE	NAME OF FIRM	DESCRIPTION OF SERVICES	CO NO.	C.O. AMOUNT	APPROVAL REQUIRED	APPROVAL DATE
8	New Dillard Street ES Replacement	Scope: Re-establish property boundary corners, BCCO: Addition of 4 "No Parking Fire Lane signs,"	Walker	Agreement 02CM05CONNDILWALKE for Construction Management Services , RFQ # 02CM05	3	\$29,659.95	Chief Facilities Officer, Reviewed by CPSC 4/24/03	5/2/03
9	New Eagle Nest ES	Cust. Req: A/E Omis.-Corner guards, delete fan, add 2 grilles: BCCO-pricing to furnish/install voice evac. system & center rail section main stairs	Construct Two	Agreement 02CM06CONEAGCONS for Construction Management Services, RFQ # 02CM06	7	\$33,723.39	Chief Facilities Officer, Reviewed by CPSC 4/24/03	5/9/03
10	New Freedom HS	Customer Request: requesting approval to deduct Deatrick Engineering's re-inspection fee and a time extension	Centex Rooney	Agreement 01CM01CONNWCYPEN for Construction Management Services, RFQ # 01CM01	13	(\$4,183.00)	Facilities Program Director, Reviewed by CPSC 4/10/03	4/2/03
11	New Glenridge MS Replacement	A/E Error: Provide additional retaining wall, Removed exterior power outlet-- Cust. Req: 12" gate & A/E Omission-	Centex Rooney	Agreement 00CM05CONNWGLECEN for Construction Management Services, RFQ # 00CM05	6	\$17,452.00	Senior Facilities Director, Reviewed by CPSC 4/3/03	3/26/03
12	New Glenridge MS Replacement	Cust. Req.: Delete top-load kiln/replace with front load kiln, Revise Glenridge Way landscape/irrigation, Reimb.CM for watermeters	Centex Rooney	Agreement 00CM05CONNWGLECEN for Construction Management Services, RFQ # 00CM05	7	\$46,833.00	Chief Facilities Officer, Reviewed by CPSC 4/24/03	5/2/03
13	New Hiawassee ES Replacement	Scope: BCCO--Modify fire dampers, Fire sprinkler additions, Add'l fire lane signage --	Turner	Agreement 01CM02CONTRACT for Construction Management Services, RFQ # 01CM02	5	\$10,175.19	Senior Facilities Program Director, Reviewed by CPSC 4/10/03	4/2/03
14	Ocoee ES	OCIP Savings: Relocate 12 existing Thermostats, install back draft for exhaust fan, replace compressor on RTU 2,	Wharton-Smith	Work Authorization No. C528 for Construction Management Services, RFQ # 99CM02	8	(\$10,589.00)	Facilities Program Director, Reviewed by CPSC 4/17/03	4/9/03

IV. CHANGE ORDERS APPROVED								
ITEM NO	SCHOOL	REASON FOR CHANGE	NAME OF FIRM	DESCRIPTION OF SERVICES	CO NO.	C.O. AMOUNT	APPROVAL REQUIRED	APPROVAL DATE
15	Robinswood MS	ODP--This CO deducts from original contract all amounts for ODP for the purpose of sales tax savings, and this CO is inclusive of all materials	Skanska Construction	Work Authorization No. 99CM02036 for Construction Management Services, RFQ # 99CM02	6	(\$9,989.00)	Facilities Program Director, Reviewed by CPSC 4/3/03	3/26/03
16	Robinswood MS	Unforeseen Cond.--Complete removal/replacement of existing Intercom System, Cust. Req.: New mechanical units	Skanska Construction	Work Authorization No. 99CM02036 for Construction Management Services, RFQ # 99CM02	7	\$107,342.00	Superintendent, Reviewed by CPSC 4/24/03	5/2/03

V. MISCELLANEOUS						
ITEM NO.	SCHOOL	PROGRAM	TYPE OF SERVICE	CONTRACT AMOUNT	PREVIOUSLY APPROVED BY	APPROVAL DATE
1	Community Education Partnership Orange Blossom Trail Site	New Schools	Certificate of Final Inspection	N/A	Board	4/15/03
2	Community Education Partnership Semoran Site	New Schools	Certificate of Final Inspection	N/A	Board	4/15/03
3	Killarney ES	Immediate Needs	Certificate of Final Inspection	N/A	Board	4/15/03
4	Southwest MS	Immediate Needs	Certificate of Final Inspection	N/A	Board	4/15/03
5	West Orange HS	Immediate Needs	Certificate of Final Inspection	N/A	Board	4/15/03
6	Lockhart ES	Portable Replacement	Certificate of Final Inspection	N/A	Board	4/15/03
7	Apopka MS	Immediate Needs	Certificate of Final Inspection	N/A	Board	4/29/03

Nondiscrimination Statement

The School Board of Orange County, Florida, does not discriminate in admission or access to or treatment or employment in its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability or any other reason prohibited by law. The equal opportunity supervisor responsible for compliance is Emma Newton, Chief Human Resources Officer, and she may be contacted at the Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida, 32801, (407) 317-3239.