

# CHAPTER 1.00 – DISTRICT PHILOSOPHY

## DISTRICT VISION AND MISSION

**1.01**

### **I. VISION**

Every student is inspired and prepared for success in college or a career, and life.

### **II. MISSION**

To provide educational excellence in every school, in every classroom, for every student, every day.

**STATUTORY AUTHORITY:**

**1001.41, 1001.42, F.S.**

**LAW(S) IMPLEMENTED:**

**1001.41; 1001.43, F.S.**

**HISTORY:**

**ADOPTED: February 3, 1998**

**REVISION DATE(S): 11/10/2008**

**4/2/2013**

**FORMERLY: AD**

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## CORE VALUES

**1.10**

**KNOWLEDGE.** We foster lifelong learning in children and adults to be prepared to participate in the global economy.

**RESPONSIBILITY.** We foster learning that leads to independence by upholding individual and collective commitments to creating a community of learners.

**TRUST.** We foster positive relationships based on mutual respect, transparency, honesty, and the consistent demonstrations of actions.

**COMPASSION.** We foster an environment of equity and empathy that respects differences and values diversity.

**STATUTORY AUTHORITY:**

**1001.41(2), F.S.**

**LAW(S) IMPLEMENTED:**

**1001.41, 1001.42, F.S.**

**HISTORY:**

**ADOPTED: February 7, 2006**  
**REVISION DATE(S): 11/1/2010**  
**11/10/2008**  
**4/2/2013**  
**1/8/2018**  
**FORMERLY: BEB**

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## GOALS AND STRATEGIES

1.20

The following are the goals and strategies adopted in the Strategic Plan:

### **GOAL: INTENTIONAL FOCUS ON STUDENT ACHIEVEMENT AND WELL-BEING**

Strategies:

- Promote student engagement through safe, nurturing, and enriching learning environments.
- Provide rigorous and research-proven curriculum through differentiated learning opportunities.
- Expand and improve well-rounded opportunities for the development of the whole child.

### **GOAL: DEVELOP AND RETAIN HIGH PERFORMING TEAM MEMBERS**

Strategies:

- Recruit and retain a diverse team of high quality personnel.
- Provide all team members with the opportunity and support to develop professionally.
- Build capacity within the organization to support succession management.

### **GOAL: SUSTAIN ENGAGEMENT OF PARENTS, CAREGIVERS, & COMMUNITY**

Strategies:

- Provide resources and opportunities to increase districtwide volunteerism, stakeholder awareness, and family engagement.
- Create a welcoming and responsive environment for all stakeholders through high quality customer service.
- Expand and ensure alignment and sustainability between district priorities and government and community organizations.

### **GOAL: ENSURE EFFECTIVE, EQUITABLE, & EFFICIENT USE OF RESOURCES ALIGNED TO IMPROVE STUDENT OUTCOMES**

Strategies:

- Ensure our facilities and grounds are maintained in a manner that creates a safe, healthy, and positive learning and working environment for both our students and employees.
- Provide all schools and departments with the technology, the materials, and the equipment needed to meet the needs of students.
- Ensure the use of district funds is transparent, strategic, and aligned to priorities.

**STATUTORY AUTHORITY:**

**1001.41(2), F.S.**

**LAW(S) IMPLEMENTED:**

**1001.41, 1001.42, F.S.**

**HISTORY:**

**ADOPTED: April 2, 2013**

**REVISED: 9/1/2015**

**1/8/2018**

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## STRATEGIC PLANNING POLICY

1.21

**Background.** The District Strategic Plan is the guide for continuous improvement of Academic Achievement and all areas of District performance. The quality and relevance of the plan is based on the Vision, Mission, Goals, Strategies, and Measurable Outcomes which are created with the participation of all stakeholders, students, school staff and business partners under the leadership of the Superintendent and School Board. The Strategic Plan serves as the basis for making business and investment decisions, developing annual budgets and prioritizing allocation of resources.

**Responsibilities.** The School Board is responsible for approving the Strategic Plan, management oversight of the Measurable Outcomes within the plan, and reporting results to the public. The Superintendent is responsible for drafting, reviewing, reporting, executing and recommending changes to the Strategic Plan. This includes developing Initiatives and Actions that will drive progress toward meeting the Measurable Outcomes contained in the Strategic Plan. These Measurable Outcomes will also be included as annual targets in the individual performance plans of the Superintendent and District Staff.

**Components of the Strategic Plan.** The Strategic Plan will include the following:

- Alignment with Vision and Mission, and Core Values.
- Cover a three-year period with annual updates as needed.
- Goals and Strategies with annual targets clearly defined.
- Measurable Outcomes to summarize and report progress toward student achievement.

**Assessment and Reporting Progress.** The Superintendent will maintain a process for monitoring, tracking and reporting progress internally. The School Board will review progress in publicly noticed workshops and meetings. Reporting is done via the Measurable Outcomes which captures targets and actual results in one document. Transparency regarding progress is a high priority, and results will be communicated quarterly to the public by posting the Strategic Plan and Measurable Outcomes on the District website.

**STATUTORY AUTHORITY:**

**1001.41, 1001.42, F.S.**

**LAW(S) IMPLEMENTED:**

**1001.43, 120.52, 120.54, F.S.**

**HISTORY:**

**ADOPTED: November 1, 2010**

**REVISION DATE(S): 4/2/2013**

**FORMERLY: NEW**

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## EQUITY POLICY

1.22

### **Philosophy, Goals, Objectives, and Comprehensive Plan**

The Duval County School Board values the contributions made by all members of our diverse community of students, staff, parents, and community groups to our mission and goals. Equity is the practice of instructing, provoking, guiding and supporting people to achieve mutually agreed upon objectives that interrupt historical patterns of inequity. We believe that equity of opportunity, and equity of access to programs, services, and resources are critical to closing the achievement gap for all of our students and to creating equal employment opportunities for all of our staff, regardless of race, color, gender or gender identity, age, marital status, disability, sexual orientation, political or religious beliefs, national or ethnic origin, veteran status, language, or any other distinguishing physical or personality characteristics.

The Board recognizes that certain groups in our society have not demonstrated academic success equitably. In light of this past history, the Board further recognizes that such inequities lead to educational, social, and career outcomes that do not accurately reflect the abilities, experiences, and contributions of students, employees, parents and community partners. Such inequitable treatment limits future success and prevents individuals from making a full contribution to society.

The Board is therefore committed to ensuring that equity and inclusion are essential principles of our school system and are integrated into all policies, programs, operations, and practices. Furthermore, the Board believes in equitable outcomes for ALL students and equal opportunities for ALL employees.

The Board will therefore ensure that:

1. The District maintains Administrative Procedures whose purpose is to:
  - a. Prohibit and correct intentional discrimination in any District program or activity on the basis of race, color, gender or gender identity, age, marital status, disability, sexual orientation, political or religious beliefs, national or ethnic origin, veteran status, or any other distinguishing physical or personality characteristics;
  - b. Ensure that all Human Resource matters, including, but not limited to, hiring, promotion, retention, discipline and dismissals, are handled in an equitable and respectful manner;
  - c. Take steps, to the maximum extent possible, to create diversity in all schools and District departments, and to ensure that no group, as identified in paragraph “a.” above, is isolated;
  - d. Cultivate and promote student integration and diversity; and
  - e. Ensure equitable, comprehensive educational opportunities and access for all students in our schools.

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2. The District will balance curriculum (including state and federal mandates) and instruction in our schools to accurately reflect our demographics. The interests, needs and cultural background of students will be considered in making related decisions.
3. Opportunities to challenge practices that deny equitable access to services and instruction in the District are provided without fear of retribution.
4. All students are provided with equitable opportunities to be successful in DCPS; institutional barriers to such success are identified and removed; and all learners are provided with support and incentives to develop abilities and achieve aspirations.
5. Students, employees, parents, and community partners are provided with fair and effective processes and procedures for resolving concerns and complaints that may arise from experiences of unfair or inequitable treatment within the school system.
6. The District aggressively recruits and retains highly qualified teachers and administrators who reflect the diverse community of DCPS. To the maximum extent possible, the plan will ensure that:
  - a. Hiring and promotion practices are non-discriminatory;
  - b. Equitable representation of diversity is evident at all organizational levels;
  - c. All employees have equal opportunities for advancement;
  - d. Employee skills and knowledge are valued; and,
  - e. Employees have equitable access to available support for professional development needs.
7. The professional development of all staff will encompass research-based methodologies that incorporate equity as a means to improve the quality of leadership, support and instruction for ALL students.
8. The contributions of our diverse community of parents and stakeholders to our schools are valued and encouraged; and they are provided with equitable opportunities for working with staff and with each other.
9. Financial and human resources are provided to equitably support the work of staff, students, parents, and community groups, in promoting equity and inclusion throughout the District.
10. Procedures are aligned to the District Strategic Plan for implementing, reviewing, assessing and developing policies, programs, operations and practices (including the competitive solicitation process for vendors, sub-contractors or other entities that provide services or goods to the District) that promote equity in the District and for making changes where necessary.
11. An Advisory Committee will be created, which will meet at regular intervals, and/or as needed, with the Superintendent and her/his cabinet members. The Advisory

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Committee shall be responsible for informing and providing input to the Superintendent in connection with all policies, programs, operations and practices within the District to ensure that, to the maximum extent possible, all decisions and actions taken are equitable. The Advisory Committee shall be appointed by the Superintendent and shall be representative of the District at large, which includes both District and school-based offices.

**STATUTORY AUTHORITY:**

**1001.41, 1001.42, F.S.**

**LAW(S) IMPLEMENTED:**

**1000.5, F.S.**

**HISTORY:**

**ADOPTED: June 11, 2012**

**REVISION DATE(S): n/a**

**FORMERLY: NEW**

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### **THEORY OF ACTION FOR CHANGE FOR IMPROVED STUDENT ACHIEVEMENT: MANAGED PERFORMANCE/EMPOWERMENT 1.30**

In order to implement the Core Beliefs and Commitments and to achieve the Vision and Mission of the Duval County Public Schools, the Board commits to a Theory of Action for Change as its approach to a stable, long-term framework for improving student achievement. This theory will drive the Board's policies, budgets, and administrative strategies in order to transform the culture of Duval County Public Schools (DCPS) into one of high performance in both academics and operations. The school district and greater community will embrace a culture of belief that all students are capable of learning at high levels – then all students will have greater opportunities and the necessary supports to be successful.

#### **Managed Performance/Empowerment**

Managed Performance/Empowerment is an approach to PreK-12 education that strikes a balance between centralized direction (Managed Instruction) and freedom for innovation in local implementation (Performance/Empowerment), with an emphasis on creating a culture of accountability throughout every level of the school district. It combines the effectiveness of a centrally managed academic program with the dynamics of a performance culture, while ensuring that freedom and flexibility (empowerment) is earned as a result of performance and improvement.

District employees are responsible for effective operations and teaching that fosters learning for every student, while recognizing that learning is the responsibility of the student with support from parents and the community. With an increase in meaningful engagement in every school and throughout Duval County Public Schools and in conjunction with our community partners, our students will benefit from greater support before, during and after school.

#### **District and Board Responsibility**

The Superintendent will present a framework, developed with board input, which includes a long-term strategy of moving to a system of Managed Performance/Empowerment. The School Board and Superintendent are responsible for establishing Board policies or management directives that are defined in Policy 2.19, Management Oversight.

#### **School Based Responsibility and Freedom and Flexibility**

Individual school leaders are best equipped to understand the learning needs of their students. Therefore, schools will be given as much flexibility as practicable to implement effective teaching and operational methods within the standards established by the Board and Superintendent. However, increased freedom and flexibility comes with increased accountability. Therefore, freedom and flexibility will be awarded to principals and schools only after rigorous measurement and assessment of individual school performance, using the district's accountability system, in order to ensure accountability and continuous improvement. Where additional training is necessary, it will be made a priority.

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## **A Framework for Continuous Improvement**

It is the intention of the School Board that all district systems will be aligned with Managed Performance/Empowerment in order to provide the framework for improving student achievement in Duval County Public Schools. Continuous redesign will be required and the Board will develop reform policies consistent with this approach. The Superintendent will develop and execute a framework that populates the district strategic plan, based on this Theory of Action for Change and will provide a Theory of Action for Change Implementation/Status Report to the Board semi-annually as part of the Superintendent's evaluation process. To engage in a deep and continuous process of data driven decision making with the best interests of our students in mind, we will expand successful programs and support areas in need.

**STATUTORY AUTHORITY:**

**1001.41, F.S.**

**LAW(S) IMPLEMENTED:**

**1001.41, 1001.42, 1001.43, F.S.**

**HISTORY:**

**ADOPTED: November 9, 2006**

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**05/03/2016**

**FORMERLY: BEC**

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### ACCOUNTABILITY/COMMITMENT TO ACCOMPLISHMENT

1.40

The School Board shall be responsible for school and student performance and for developing, approving, implementing, and maintaining a system of school improvement and education accountability pursuant to Florida Statutes and State Board of Education rules. The system shall establish the individual school as the unit for educational accountability and shall be consistent with and implemented through the District's continuing system of planning and budgeting as required by Florida Statutes, and requirements of the General Appropriations Act for school improvement planning. School as used herein shall include each school-within-a-school, magnet school, self-contained educational alternative center, and satellite center.

**STATUTORY AUTHORITY:**

**1001.41(2), F.S.**

**LAW(S) IMPLEMENTED:**

**24.121(5)(c), 1000.03, 1001.11, 1001.42(16),  
1010.01, F.S.**

**HISTORY:**

**ADOPTED: April 1 , 1997  
REVISION DATE(S): 11/10/2008  
FORMERLY: AE**

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### RECOGNITION FOR ACCOMPLISHMENT

1.50

The Duval County School Board may authorize the expenditure of public funds for the purchase of awards and other methods of recognition for employees, School Board members, students, school volunteers, or advisory committee members who have contributed outstanding and meritorious service in their fields or service areas.

- I. Awards shall include, but not be limited to, certificates, plaques, medals, ribbons, and photographs.
- II. Awards or recognition funded from grants or designated gifts, for purposes as noted above, are authorized for purposes and amounts designated by the grant or gift terms and conditions.

**STATUTORY AUTHORITY:**

**1001.41(2), F.S.**

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**1001.42, F.S.**

**HISTORY:**

**ADOPTED: April 1, 1997**  
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