



TALLAHASSEE  
**COLLEGIATE  
ACADEMY**

## **Governing Board Meeting**

**Monday, October 21, 2024 6:00PM**

**TSC Fine & Performing Arts Center – Room 104**

### **VISION**

*Tallahassee Collegiate Academy graduates will be lifelong learners and contributors to society through STEM careers and continued education.*

### **MISSION**

*Tallahassee Collegiate Academy will prepare a diverse population of students for high-demand, high wage positions through rigorous coursework leading to an associate degree in a science, technology, engineering, or mathematics (STEM) field concurrent with a high school diploma.*

### **Agenda**

- 1. Call to Order**
- 2. Approval of Minutes from September Meeting**
- 3. Board Member Opening Comments**
- 4. New Business**
  - a. Principal's Report
  - b. Enrollment Update
  - c. Budget Update
  - d. Accreditation Update
- 5. Items for Consideration**
  - a. Academic Goals – 2024-2025
  - b. Projected Enrollment – 2025-2026
  - c. Elect Hearing Officer
- 6. Announcements**
  - a. Upcoming Events Report
- 7. Public Comment**
- 8. Adjourn**

***Next Meeting: Monday, November 18, 2024***

**Minutes  
Tallahassee Collegiate Academy  
Charter School Office  
444 Appleyard Drive  
Tallahassee, FL 32304  
Monday, September 16, 2024**

**Board Meeting**

On September 16, 2024, the Tallahassee Collegiate Academy (TCA) Board of Trustees meeting was called to order by Trustee Karen Moore at 5:58 p.m.

**Members Present:** Board Chair Moore, Trustees Clark, Pople, Kelling, and Taylor.

**Absent:** None

**Via Phone/Zoom:** None

**Others Present:** Jessica Chapman, Patricia Pagozalski, Matthew Gregory, Calandra Stringer, Barbara Wills, Melanie Larson, Sean McGovern, Melvin Hugans, Wendi Davis, Julie Perry, and student members of the TCA robotics team.

**COMMENTS:**

- i. **Board Chair** – Trustee Moore welcomed everyone and opened the floor for board members to share any comments and congratulated everyone on the new 2024-2025 school year and the amazing things that are being done with the students.
- ii. **Board Members-** Trustee Taylor commented that he has loved receiving the updates from Principal Chapman. Trustee Pople said it was great to be back for a second school year. Trustee Moore had TSCPD Chief McGovern introduced, and he was asked to share what he did in terms of the recent lockdown. He gave an overview of his background and gave details regarding the incident, noting that the campus was shut down out of an abundance of caution, and TCA was put on lockdown due to there being students on campus by the direct order of the Chief. Trustee Moore mentioned that she spoke with President Murdaugh and he was very pleased with the handling of the situation from the TSC Police Department.

**APPROVAL OF MINUTES**

1. August 06, 2024

Requested Board approve June board meeting minutes as presented.

**MOTION:** Trustee Clark **SECOND:** Trustee Taylor

Motion passed unanimously.

**NEW BUSINESS**

**a. Principal's Report**

Principal Chapman opened with a comment about how “TCA has gone worldwide!”, with an exchange student from Spain, an exchange teacher from the Philippines, and a student who came to us from Alaska. She commented that TCA has had a great start to the school year, and the student body has almost essentially doubled in size, and new students have been welcomed in with open arms.

Principal Chapman introduced Mr. Melvin Hugans from Thomasville National Bank. Mr. Hugans presented the TCA Robotics Team with a grant for \$2,000, from the bank to support innovative schools with high performing students, teachers, and administration.

For information only, no Board action required.

**b. Enrollment Update**

Update provided by Principal Chapman. At the time of this memorandum, there were 274 students enrolled. Trustee Moore asked for more information regarding what budgeting would look like for 275 students, as well as for 300 students. The requested presentation on the 300-student discussion was given by Principal Chapman. Additionally, Dr. Wills presented a budget update.

For information only, no Board action required.

**c. Academic Update**

Update provided by Principal Chapman. Current academic goals for the 2024-2025 school year are under development as we review and acquire data on our new incoming students. The Literacy Leadership Team met when the PM1 scores were completed to make student schedule adjustments and decisions. Academic goal development will be completed the last week of September and will be presented in October. Additionally, diagnostic tests will be done for all other subjects with End of Course exams to provide comprehensive student data.

For information only, no Board action required.

**d. Budget Update**

Update provided by Principal Chapman. An update on the TCA budget was given.

For information only, no Board action required.

**e. Policy Update**

Update provided by Principal Chapman. This item provides notification about a proposed policy review and development that will be brought to the board at the following board meeting. Principal Chapman has been working with Chief McGovern as these policies are based on legislative changes affecting K-12 schools, particularly in the area of safety and security.

For information only, no Board action required.

## **ITEMS FOR CONSIDERATION**

**a. Teachers Out of Field 2024-2025**

Principal Chapman requested Board approval to allow the teachers listed to teach in a subject other than the areas listed on their Florida teaching certificate, due to national teacher shortage and in an effort to provide TCA students with a comprehensive curriculum.

Principal Chapman requested that Lindsay Shaw, Reading Interventionist, be permitted to teach HOPE, the physical education class required by the Department of Education for high school graduation.

Principal Chapman requested that Pablo Perez de Alejo, World History teacher, be permitted to teach Spanish. He is a fluent speaker of the language.

Principal Chapman requested that Christy Baldwin be permitted to teach Biology. Ms. Baldwin is certified in Chemistry and has an advanced degree in Biochemistry.

Principal Chapman requested that Julie Perry be permitted to teach Science. She holds seven certifications and endorsements and has experience in curriculum development for the Florida Department of Education.

Principal Chapman requested that Cynth Malbas be permitted to teach Math for College Liberal Arts and World History. She is an exchange teacher from the Philippines and has taught in both these subjects

**MOTION:** Trustee Pople  
Motion passed unanimously.

**SECOND:** Trustee Clark

**b. Staff Salary and Healthcare Insurance Increase**

Principal Chapman requested Board approval for TCA employees to receive the 4% raise, in alignment with the TSC employee raises, as well as the additional increase in employer coverage for healthcare insurance, totaling at \$70,000.

**MOTION:** Trustee Kelling  
Motion passed unanimously.

**SECOND:** Trustee Taylor

**ANNOUNCEMENTS**

- a. Upcoming Events Report
- None

**PUBLIC COMMENTS**

None

**NEXT MEETING DATE**

October 21, 2024 at 6:00 p.m.

Location: **TSC Main Campus**

**ADJOURNMENT**

Vice Chair Clark adjourned at 7:10 p.m.

Minutes approved at the business meeting of the Board of Trustees on (Date) \_\_\_\_\_.

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**Karen Moore**  
**Chair**

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**Jim Murdaugh, Ph.D.**  
**President/Superintendent**



444 Appleyard Drive  
Tallahassee, Florida 32304-2895  
850.5046300 | [www.tca.fl.edu](http://www.tca.fl.edu)

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October 21, 2024

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Jessica Chapman, Principal

**SUBJECT:** Enrollment Update

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### **Item Description**

This item provides an overview of the current enrollment numbers for the 2024-2025 school year.

### **Overview and Background**

TCA has 274 students enrolled. There are 113 9<sup>th</sup> graders, 98 10<sup>th</sup> graders, and 50 11<sup>th</sup> graders and 13 12<sup>th</sup> graders. We have offered five seats to students on our waitlist and are working on getting them enrolled.

### **Funding/ Financial Implications**

None

### **Past Actions by the Board**

None

### **Recommended Action**

Presented as an information item only.



444 Appleyard Drive  
Tallahassee, Florida 32304-2895  
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October 21, 2024

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Jessica Chapman, Principal

**SUBJECT:** Budget Update

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### **Item Description**

This item provides an update on the TCA Budget.

### **Overview and Background**

In accordance with Florida Statute 1002.33(9) the governing board of the charter school shall annually adopt and maintain an operating budget. The LEA and School monitors the operating fund activity to ensure approved budget limits are maintained. This form is provided in accordance with Statute, which requires charter schools to provide annual financial report and program cost report information in the state-required formats for reporting.

The 24-25 budget is based on an enrollment of 275 students and using the Florida Department of Education revenue generating formula for charter schools. The budget maintains a 5% contingency and a balanced budget.

The TCA Finance Committee met on October 10<sup>th</sup> from 3:00-4:00pm. During that time we reviewed revenues and expenditures, discussed future funding. Consistently, expenditures are coming in under budget and the budget remains balanced.

### **Funding/ Financial Implications**

n/a

### **Past Actions by the Board**

The Board approved the 24-25 operating budget for the Tallahassee Collegiate Academy based on 275 students on April 15, 2024. The board approved a budget amendment during the September 2024 board meeting.

### **Recommended Action**

Presented as an information item only.

TALLAHASSEE COLLEGIATE ACADEMY BUDGET REPORT 2024-25  
THROUGH SEPTEMBER 30, 2024

<b>FY25 Revenue</b>	<b>MONTH ACTUAL</b>	<b>MONTH BUDGET</b>	<b>YTD ACTUAL</b>	<b>YTD BUDGET</b>	<b>% of YTD BUDGET</b>
July	\$ 213,324.00	\$ 209,315.25	\$ 213,324.00	\$ 209,315.25	102
August	\$ 211,507.00	\$ 209,315.25	\$ 424,831.00	\$ 418,630.50	101
September	\$ 211,509.00	\$ 209,315.25	\$ 636,340.00	\$ 627,945.75	101
October	0	\$ 209,315.25	\$ 636,340.00	\$ 837,261.00	76
November		\$ 209,315.25	\$ 636,340.00	\$ 1,046,576.25	61
December		\$ 209,315.25	\$ 636,340.00	\$ 1,255,891.50	51
January		\$ 209,315.25	\$ 636,340.00	\$ 1,465,206.75	43
February		\$ 209,315.25	\$ 636,340.00	\$ 1,674,522.00	38
March		\$ 209,315.25	\$ 636,340.00	\$ 1,883,837.25	34
April		\$ 209,315.25	\$ 636,340.00	\$ 2,093,152.50	30
May		\$ 209,315.25	\$ 636,340.00	\$ 2,302,467.75	28
June		\$ 209,315.25	\$ 636,340.00	\$ 2,511,783.00	25

<b>FY25 Expenditures</b>	<b>MONTH ACTUAL</b>	<b>MONTH BUDGET</b>	<b>YTD ACTUAL</b>	<b>YTD BUDGET</b>	<b>% of YTD BUDGET</b>
July	\$ 209,331.94	\$ 193,115.09	\$ 209,331.94	\$ 193,115.09	108
August	\$ 158,822.06	\$ 193,115.09	\$ 368,154.00	\$ 386,230.17	95
September	\$ 207,778.84	\$ 193,115.09	\$ 575,932.84	\$ 579,345.26	99
October	0	\$ 193,115.09	\$ 575,932.84	\$ 772,460.34	75
November		\$ 193,115.09	\$ 575,932.84	\$ 965,575.43	60
December		\$ 193,115.09	\$ 575,932.84	\$ 1,158,690.52	50
January		\$ 193,115.09	\$ 575,932.84	\$ 1,351,805.60	43
February		\$ 193,115.09	\$ 575,932.84	\$ 1,544,920.69	37
March		\$ 193,115.09	\$ 575,932.84	\$ 1,738,035.77	33
April		\$ 193,115.09	\$ 575,932.84	\$ 1,931,150.86	30
May		\$ 193,115.09	\$ 575,932.84	\$ 2,124,265.94	27
June		\$ 193,115.09	\$ 575,932.84	\$ 2,317,381.03	25

October 21, 2024

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Jessica Chapman, Principal

**SUBJECT:** TCA's Accreditation Status Update

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### **Item Description**

This item provides an update on our candidacy review completed by Cognia and shares the Candidacy Review Report.

### **Overview and Background**

Tallahassee Collegiate Academy has been named a candidate for accreditation with Cognia following the candidacy review conducted on September 13, 2024. This is a significant milestone in our school's commitment to continuous improvement and providing a high-quality educational experience for all students. As a candidate for accreditation, TCA is authorized to use the following statement in its publications moving forward: Tallahassee Collegiate Academy is a Candidate for Accreditation with NCA CASI, NWAC and SACS CASI

Earning candidacy towards accreditation is the first step in the process. There is still much work to be done over the next six months. Our next step will be our Accreditation Engagement Review, which will provide insights and feedback to further enhance TCA's improvement efforts. This will include:

- A complete evaluation of adherence to Cognia's Exemplary Performance Standards and Assurances.
- Assessment of TCA's existing improvement process, goals, and progress monitoring.
- Review and analysis of data related to student performance, student engagement, stakeholder perceptions and activities, and overall organizational effectiveness.

### **Funding/ Financial Implications**

None

### **Past Actions by the Board**

None

### **Recommended Action**

Information Item Only

October 3, 2024

Jessica Chapman  
Head of School  
Tallahassee Collegiate Academy  
444 Appleyard Drive (Building 8)  
Tallahassee, Florida 32304  
United States of America

Dear Jessica Chapman,

Based on the Candidacy Review on September 13, 2024, we are pleased to congratulate Tallahassee Collegiate Academy as a Candidate for Accreditation with Cognia. Congratulations!

As a Candidate for Accreditation, your school may use the following language in your publications. However, use of the Cognia and/or NCA CASI, NWAC and SACS CASI logos and seals is prohibited until accreditation is earned and granted by the Cognia Global Commission.

***Tallahassee Collegiate Academy is a Candidate for Accreditation  
with NCA CASI, NWAC and SACS CASI.***

In anticipation of the Accreditation Engagement Review, please carefully review the *Candidacy Review Report*. The timeline for accreditation will be different for each institution but can range from 6 to 24 months.

The purpose of the Engagement Review is to provide powerful insights and feedback to enhance your institution's improvement efforts. The Engagement Review will:

1. Thoroughly evaluate your institution's adherence to the Performance Standards and Assurances.
2. Assess your institution's improvement process.
3. Review and evaluate data related to student performance, stakeholder perceptions and activities, and organizational effectiveness.

As your state experts for accreditation and continuous improvement, Andy Martinez <[andy.martinez@cognia.org](mailto:andy.martinez@cognia.org)>, Dr. Jessica Swere <[Jessica.Swere@Cognia.org](mailto:Jessica.Swere@Cognia.org)>, Dianna Weinbaum <[dianna.weinbaum@cognia.org](mailto:dianna.weinbaum@cognia.org)>, will continue to guide and support your next steps and will contact you to schedule an orientation session to begin your preparation for the Engagement Review. We also encourage you to take advantage of the Cognia Learning Community and aligned, interrelated resources designed to help with your accreditation journey. You may find the resources via the Engagement Review Training course.

Congratulations again and best wishes with your journey!

Sincerely,



Michael L. Bratcher, Ed.D.  
Director, Accreditation Services

cc: Andy Martinez, Director Southeast Region  
Jessica Swere, Director Southeast Region  
Dianna Weinbaum, Senior Director Southeast Region  
Maribette Salazar, Analyst Southeast Region



# Tallahassee Collegiate Academy

Tallahassee, Florida

**September 18, 2024**

**Candidacy Review Report**

99144



# Cognia Candidacy Review Report

This report is designed to reflect your institution's capacity to meet the requirements for accreditation. Cognia representatives have conducted a thorough review of your Candidacy Diagnostic, collected data, and examined practices in relation to the Cognia Performance Standards.

## Cognia Performance Accreditation and the Candidacy Review

Accreditation is a continuous improvement process that leverages standards to improve educational quality in benefit to its learners and the school community. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. During the Cognia Candidacy Review, highly skilled and trained representatives gather first-hand evidence and information pertinent to determining the institution's capacity to meet the accreditation requirements, including the Cognia Performance Standards. Based on the criteria, a recommendation is made to move the institution to Candidacy status or remain at Applicant status.

## Summary of the Candidacy Review

Tallahassee Collegiate Academy (TCA) hosted a Candidacy Review on September 18, 2024. The review began with a meeting with the TCA administrative team and an overview presentation by the school principal, Jessica Chapman. The presentation included detailed information on the school's history, mission, vision, values, educational philosophy, organizational structure, instructional model, and student performance levels. While visiting, the Regional Accreditation Evaluator (RAE) interacted with students, toured classrooms, and met with teachers and guidance counselors. The team and the RAE discussed the school's Self-Assessment, emphasizing the importance of identifying and collecting supporting evidence as the accreditation process progresses. Finally, the leadership team discussed those identified areas of excellence, areas of weakness, and challenges for the future. The leadership team held an Exit Meeting to discuss the review findings and provide guidance on TCA's next steps toward Cognia Accreditation.

## Results of the Candidacy Review

The Candidacy Review Lead Evaluator and Team (if applicable) arrived at the findings of the institution's capacity to achieve accreditation. The sections below describe the institution's capacity to successfully achieve accreditation, including meeting Standards and Assurances.

### Standards

The following narrative examines TCA's capacity to meet the Cognia Performance Standards.

The school has made significant strides in meeting the **Culture of Learning** standards. TCA is a dual enrollment STEM charter high school approved by Tallahassee State College (TSC), the first college in Florida to be approved as a charter school authorizer. The school has an enrollment of approximately 275 students. However, TCA expects to expand over the next 4-5 years because of its

positive performance and outstanding student benefits. The administration is already making plans to accommodate future growth, including creating a designated space that will keep students linked to TCA when they start their college coursework. This student/staff connection is a hallmark of the TCA program. The school has a well-defined anti-discrimination admissions process and serves a diverse student population. The school's demographics show a high percentage of minority and low-income students who may otherwise view a college degree as unattainable. Reflecting the overall school population, the staff members come from diverse backgrounds. The school allows all students to enroll, and when the maximum capacity is reached, the staff uses a lottery system to determine which students they admit. The school ensures support and accommodations for students with disabilities based on each student's individual education plan (I.E.P.). A parent/student handbook is in place that enumerates the student code of conduct and provides clear and concise information regarding the school's practices and procedures. TCA dedicates itself to ensuring a safe, secure, and harassment-free educational environment for all students and school employees. The board of directors has established policies to ensure fairness and ethical behavior and to enumerate the expectations of all stakeholders. TCA encourages parents to participate in their students' education, participate in their course selection, and offer support throughout their educational journey. Opportunities for parental involvement include membership in the Eagles Parent Network and attendance at parent workshops offered throughout the school year. TCA will use surveys created by Cognia to gather feedback from parents, teachers, and students about their views on the school. These surveys will be administered in October 2024. To provide opportunities for internships, guest speaking, mentoring, career expos, and industry support, the school has developed community partnerships with STEM businesses and industries.

The school's mission is to equip a diverse student population for STEM careers and higher education through rigorous courses and professional certifications, leading to high-demand, well-paying jobs. The school's primary objective is to prepare students with the necessary skills to pursue STEM-related careers and contribute meaningfully to society as lifelong learners. The visible mission and vision statements displayed on the school's website, printed materials, board agendas, and in the school's hallways influence the institution's daily operations. TCA's decisions, influenced by the school's mission and vision, highlight its commitment to its students and families. The school values communication with its stakeholders and has created a well-defined communications plan. This plan encompasses various channels, including the school's website, printed materials, community activities, and targeted student recruitment initiatives.

The school's acronym SOAR represents Safety, Ownership, Achievement, and Respect, which are the focus areas for all students. At the Academic Center for Excellence (ACE), students can benefit from the help of an ACE advisor who guides them in selecting a degree pathway, devising a course of study, tracking their progress, and facilitating connections with college assistance. Students also attend a weekly "Power Hour" that allows them to have lunch with a faculty member and gain extra resources for success. This fosters positive and supportive relationships between students and adults within the school. Both academic coaches and college staff monitor student progress and their overall well-being. Teachers and staff work together to ensure students meet the criteria for success in this dual enrollment program. TCA prioritizes student success in its decision-making.

Staff members engage in collaboration through various forums such as regularly scheduled staff meetings, professional learning communities (PLCs), discussions focused on educational development, Multi-tiered System of Supports (MTSS) meetings aimed at providing comprehensive support to students, and curriculum meetings dedicated to enhancing educational materials and resources. All teachers can collaborate, brainstorm, and discuss the challenges they are experiencing during their common planning period and duty-free lunch provided by the school. The school offers

mentoring and coaching as support for professional staff members. The school assigns an experienced staff member to support newly hired teachers. A lead teacher provides support and guidance to teachers within the classroom, playing a vital role in shaping the educational experiences in the school. The administration conducts regular classroom walkthroughs, offering individual and group feedback. Administrators will employ Cognia's Effective Learning Environments Observation Tool® (eleot®) during the 2024-2025 school year to measure and promote learner-centered environments. Formal observations of teachers using the Marzano Model are used to gauge student performance and identify areas for staff professional development. During the RAE interviews, students and staff highlighted TCA's supportive and student-focused atmosphere. The school commits to ensuring the success of its students, making it the top priority in all decision-making. TCA has demonstrated its capacity to meet the Culture of Learning standards.

The school has demonstrated its capacity to meet the **Leadership for Learning** standards. A board of trustees provides the school's legal, financial, and fiduciary oversight. Board members participate in governance training as required by state law. The board meets monthly to discuss school performance, policy updates, and strategic initiatives. Representatives from TSC, the school's authorizer and partner in facilitating a successful educational program, also attend all board meetings. The community can access the agendas and minutes of the board meetings electronically.

The principal, assistant principal, and dean of students oversee the school's daily operations, ensuring compliance with state academic standards and regulations and promoting a positive learning environment. Collaborating as a team, the administrative staff works together to develop goals and strategic plans in preparation for continuous growth over the next five years. Data-driven decision-making informs and steers the administrative team's choices, pinpointing areas for improvement throughout the school. Administrators have developed a comprehensive hiring process to ensure they recommend the most qualified teachers for employment. All teachers meet or exceed the expectations for certification as required by Florida statute. Once employed, the school provides new teachers with a mentor teacher who offers support and guidance throughout the school year. Teachers are encouraged to attend professional conferences, and the school has allocated a specific amount per teacher in the budget to cover all expenses, demonstrating support for ongoing professional development. Using the research-based Marzano Evaluation Model, the school assesses teachers using specific observation criteria. The administrator schedules a follow-up meeting with each teacher after each observation to discuss and provide feedback. Administrators collect data to evaluate teachers' professional growth, classroom practices, and student achievement. All curricula are in alignment with the Florida state standards. The school arranged training sessions for teachers to ensure their thorough comprehension of the Florida standards. The Florida Virtual School serves as a guide for the staff in developing course content and assessments. The school depends on the Florida Center for Reading Research to expand its knowledge in choosing literacy materials for its high school students. TCA also uses the "What Works" Clearinghouse as an extra source of research-based educational resources.

TCA's commitment to safety is unwavering. The school has collaborated with The Florida Office of Safe Schools to develop all required safety plans per Florida state statute. All faculty members have received extensive safety and security training, and a dedicated school resource officer is present on-site during school hours. The school implements various tools to ensure safety on campus, such as a visitor management system, FortifyFL for reporting suspicious activities, and the TSC Alert emergency notification system. All students on the campus can access Tallahassee State College's safety and security information through the EagleSafe phone app. A recent Florida Department of Education (FLDOE) Safe School monitoring visit further validated TCA's commitment to safety, confirming its

compliance with all statutory standards. TCA has demonstrated its capacity to meet the Leadership for Learning standards.

The school has demonstrated its capacity to meet the **Engagement of Learning** standards. The curriculum emphasizes the value of diverse cultures, backgrounds, and abilities. Students participate in community cultural events and festivals and create cultural activities around specific holidays during the school year, such as Black History Month and Women's History Month. TCA seeks opportunities to celebrate inclusion among its students and within the community. The school hosts a speaker series to introduce students to diverse cultures and careers and encourages community service during its "Giving Week," where students volunteer at shelters. TCA emphasizes project-based learning, engaging students and empowering them to explore real-world issues and gain relevant knowledge. This approach helps students cultivate critical thinking skills and prepare for future careers. Students collaborate on projects with partners, in small groups, or individually. Place-based education at TCA urges students to discover and use their community surroundings to enhance their education. The school's curriculum aligns with Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) standards and benchmarks. Teachers use Florida's Assessment of Student Thinking (FAST) quarterly progress monitoring, formative classroom assessments, and end-of-course evaluations to measure progress. Teachers evaluate students through regular assessments in all courses and offer alternative ways to demonstrate proficiency. Staff and students use technology to integrate Smart Boards, student laptops, online textbooks, and digital resources into the learning environment. TCA uses the MTSS process to identify, support, and regularly evaluate students needing academic or behavioral interventions to ensure that they are making adequate progress. The school is developing an MTSS handbook with the Florida Problem Solving/Response to Intervention Project at the University of South Florida to formalize this process.

Students can take part in TCA-based clubs and activities. Currently, the school hosts a music club, a dance team, and a robotics team. Recently, the school received approval to establish a National Honor Society and a Key Club. The school encourages staff members to start new clubs based on student interests. Upon beginning their first dual enrollment class, students can access TCS's non-sports extracurricular activities, clubs, and organizations. As the RAE visited classrooms, student engagement was evident. Students worked in groups, engaged in problem-solving, participated in discussions, and employed technology. TCA has demonstrated its capacity to meet the Engagement of Learning standards.

TCA has demonstrated its capacity to meet the **Growth in Learning** standards. Teachers have professional development days before the start of the school year to establish goals, engage in pre-planning, and review policies and procedures. Staff development activities are scheduled throughout the school year and focus on specific needs. To support the growth and success of students and staff, teachers participate in various meetings, including faculty meetings, lead teacher intervention meetings, student intervention meetings, MTSS problem-solving team meetings, literacy leadership team meetings, and department collaboration meetings. Through direct instruction and data-driven individualized intervention programs, TCA provides targeted reading and math intervention to students in the lowest quartile. Identified students also receive support through the weekly Power Hour. Data discussions occur among staff, administration, and students to identify academic challenges and develop interventions for student success. The administration acknowledged the importance of preparing TCA students to manage the increased workload and demands of the college experience to ensure a successful transition to TSC. To ensure the success of all students, the administration has developed a comprehensive curriculum that prioritizes the development of social-emotional learning and the honing of executive functioning skills. The administration has developed a comprehensive curriculum that prioritizes the development of social-emotional learning and honing

executive functioning skills for students. TCA also allows students to participate in the Florida Soft Skills Program, which provides effective communication, teamwork, collaboration, critical thinking, and problem-solving training. Successful completion of this program provides students with the Florida Soft Skills credential.

TCA developed targeted goals for student performance in English/language arts, mathematics, science, and social studies. The school not only met but exceeded those goals in all areas. In its inaugural year, the school received an “A” grade from the Florida Department of Education. In addition, TCA’s dual enrollment program with TSC had a humble beginning, with only 11 students initially enrolled. The program has experienced substantial growth and boasts over 85 students taking part in this valuable educational opportunity. TCA has demonstrated its ability to meet the Growth in Learning standards.

Tallahassee Collegiate Academy has successfully demonstrated its capability to meet the Cognia Performance Standards.

## Assurances

<b>Assurance # 1</b>	Leadership has read, understands, and complies with the Cognia Accreditation Policies and Procedures. Verified through document review and discussion with the leadership team.
<b>Assurance # 2</b>	Staff complies with all applicable governmental laws and regulations, as verified through discussions/interviews, a review of the school’s website, and the board’s policies available online.
<b>Assurance # 3</b>	The school adheres to ethical marketing and communication practices to disclose current and accurate information transparently. The school has developed a comprehensive communication plan to communicate with all stakeholder groups. The school’s official website offers extensive information about school programs, academic offerings, enrollment procedures, parent and student handbooks, the student code of conduct, safety protocols, and general school-related details.
<b>Assurance # 4</b>	The governing board adheres to written policies that govern its conduct, decision-making, ethics, and authority and engages in training aligned with its roles and responsibilities. The board agenda and minutes are easily accessible through the school’s website, providing convenient access for stakeholders and the community.
<b>Assurance # 5</b>	The school annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution. The school provided evidence that its board has approved the selection of an auditor to complete the required audit as mandated under Florida Statute 218.39. The district website offers budget information and school financial reports.

<b>Assurance # 6</b>	The leadership annually reviews and implements written management plans for security, safety, and health in on-site and virtual environments, including expectations, communications, protocols, and training for students, staff, and stakeholders. The school provided a copy of its Crisis Management Plan, evidence of an emergency drill schedule, and feedback from a recent Florida Department of Education (FLDOE) Safe School monitoring visit, further validating the school's safety commitment and confirming its compliance with all statutory standards.
<b>Assurance # 7</b>	The school participates in the required training related to accreditation or certification within the prescribed timeframes. The school leadership confirmed the completion of all Cognia training with supporting documentation. The school has adhered to all timelines regarding school candidacy.

## Additional Areas for Candidacy

The responses to the following questions are the Cognia representative's evaluation of additional requirements for Candidacy.

- |   |   |
|---|---|
| 1. Is the governing authority and leadership supportive of the institution's decision to pursue accreditation?            | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">YES</div> |
| 2. Does this institution have financial and human resources necessary to achieve and maintain accreditation?              | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">YES</div> |
| 3. Does the institution have the necessary organizational infrastructure to engage and sustain the accreditation process? | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">YES</div> |



## Conclusion and Recommendation

Based on the results of the Candidacy Review, the recommended status for the institution is:

☐

Remain as an Applicant for Accreditation

☒

Approve as a Candidate for Accreditation

## Tasks

The following tasks should be completed before the Accreditation Engagement Review will be scheduled. Cognia representatives stand ready to help you achieve these tasks.

Complete the Orientation Meeting with a Cognia Representative.
Complete mandatory training for Self-Assessment.
Enhance student support services by developing an MTSS/RTI process manual.
Implement the elect to measure and support a student-centered learning environment.
Provide documentation demonstrating compliance with the required assurances and adherence to the standards and practices during the Accreditation Engagement Review period. The member will ensure all relevant materials are organized and submitted on time to host the Accreditation Engagement Review.

*Marsha R. Hurda, Ed.D.*

**Regional Accreditation Evaluator**

**September 23, 2024**

**Date**

**Cognia Representative**

**Date**





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Tallahassee, Florida 32304-2895  
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October 21, 2024

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Jessica Chapman, Principal

**SUBJECT:** Academic Achievement Goals for 2024-2025

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### **Item Description**

This item requests approval of the proposed academic achievement goals for this academic year, 2024-2025, which per our charter contract are due to TSC as the school authorizer upon approval by the TCA board.

### **Overview and Background**

Schools develop academic achievement goals each year to monitor the teaching and learning process to ensure student learning needs are being met. As stipulated in our charter contract, the deadline for submitting academic achievement goals to TSC was originally set for October 15, 2024. I formally requested an extension of the submission deadline for these academic achievement goals to October 22<sup>nd</sup>. The adjustment was requested to have the utmost accurate data to develop accurate and pragmatic goals to be presented to the board for approval on October 21<sup>st</sup>.

The detailed academic goals for TCA are reflected in the attached 17-page document titled Academic Achievement Goals.

**2024-2025 Academic Goal Data:** To establish our goals in all areas, we reviewed data from each student from the prior year, applying the new performance standards as established, as well as the preliminary data that we've gathered on our students as a school. The preliminary data was gathered through FLDOE PM1 testing in ELA, and iXL diagnostic data for Math. For Biology and US History, the student literacy levels largely influence our ability to project performance in these areas as both tests are reading as well as content area tests. If we meet our proposed goals, we will be an A school for the 2025-2025 school year, maintaining our A-rating. It is important to note that the students in the tested areas are largely the students that are new to TCA and much work must be done each year to maintain our A-rating.

**2024-2025 Dual-Enrollment Data:** In addition to our Academic Achievement Goals, TSC requested additional goals to be developed based on students targeted for dual-enrollment programs, specifically A.S. Degree pathways. It is important to note that TCA accepts all

students regardless of academic abilities, and we must do intensive intervention with students at the high school level before they can qualify for dual-enrollment. However, we have many systems in place to support this, as our overall school goal is for students to earn a high school diploma and an A.S. Degree upon graduation. *See the attached document Academic Achievement Goals to review Dual-Enrollment data.*

Comprehensive Goals and Strategies: To support our Academic Achievement Goals, we have also provided comprehensive goals that we've developed to support student achievement in the areas of ELA, Math, College-Readiness, and Career-Readiness. *See the attached Academic Achievement Goals to review all school-wide comprehensive goals and strategies.*

**Funding/ Financial Implications**

TCA FEFP Funds 24-25, as budgeted

**Past Actions by the Board**

None

**Recommended Action**

Review and Approve Academic Achievement Goals as presented.



### Academic Achievement Goals

District Name:	School Name:	School Code:	Year:
Tallahassee State College – District 81	Tallahassee Collegiate Academy	0100	2024-2025
Principal Name: Jessica B. Chapman		Principal Email: Jessica.Chapman@tsc.fl.edu	
Charter School District Vision:	To provide access to high-quality secondary educational choices for students and their families and accelerated pathways to college and career that lead to greater socio-economic mobility. This vision and the associated goals listed below align directly with the College’s strategic plan as well as with the principles and purposes of charter schools spelled out in section 1002.33. F.S., Charter Schools, and <a href="#">Florida’s Principles and Standards for Quality Charter School Authorizing</a> . Through sponsorship of charter schools, TSC will: <ul style="list-style-type: none"><li>• Offer flexibility to students and parents in selecting their educational pathways, particularly for underserved and underrepresented populations.</li><li>• Provide college acceleration programs that lead to certificate or degree attainment so that students can continue their career or immediately enter the workforce with less debt.</li><li>• Support student achievement through academic excellence and support services.</li><li>• Ensure any affiliated charter school supports and embodies the mission of TSC in providing open access to a high-quality education that prepares students for success in a global economy by offering higher education pathways, workforce opportunities, and civic engagement.</li></ul>		
School Vision:	Tallahassee Collegiate Academy graduates will be lifelong learners and contributors to society through STEM careers and continued education. Students will simultaneously earn a high school diploma and an Associate of Science degree their selected field of study or the equivalent in transferable credits.		
School Mission:	Tallahassee Collegiate Academy will prepare a diverse population of students for career and higher education opportunities through rigorous coursework leading to professional certification in a wide variety of science, technology, engineering, and mathematics (STEM) fields leading to high-demand, high-wage career opportunities.		

## Academic Achievement Goals

**Student Demographics:** Provide the demographic information for the 2024-2025 academic year.

Total # of student enrolled for the 2024-2025 academic year:	274
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Grade Level	Number	Percentage
9 <sup>th</sup>	113	41%
10 <sup>th</sup>	98	36%
11 <sup>th</sup>	50	18%
12 <sup>th</sup>	13	5%

Gender	Number	Percentage
Female	149	54%
Male	125	46%
Not Reported	0	0%
Race/Ethnicity	Number	Percentage
Black or African American	165	60%
White	108	39%
Asian	3	2%
American Indian/Alaska Native	7	2.5%
Native Hawaiian or other Pacific Islander	3	2%

*\* Students may select one or more race/ethnicity categories that best reflect their identity.*

Previous School District	Number	Percentage
Leon	103	38%
Gadsden	30	10%
Wakulla	2	1%
Other	7	3%
Tallahassee Collegiate Academy	132	48%
Previous School Type	Number	Percentage
Public	190	70%
Public Charter	57	20%
Private	20	7%
Home School	7	3%

**Data Analysis:** Provide the requested baseline data.

TCA's achievement goals are divided between eight areas for 2024-2025:  
ELA, Math, Science, Social Studies, Learning Gains and the Lowest Quartile for ELA, Learning Gains and the Lowest Quartile for Math.

With our current enrollment and the elimination of the additional boxes to include graduation rate and college and career acceleration, we are working with EIGHT boxes.

If we meet our goals, we will score  $514/800=64\%$  (A)

English Language Arts (Florida Assessment of Student Thinking; Grades 9 and 10)		
Measure	Goal for 23-24	Goal for 24-25
Achievement $\geq$ Level 3	64	64
Learning Gains	<i>n/a for 23-24</i>	60
Learning Gains Lowest Quartile	<i>n/a for 23-24</i>	47

Mathematics (Algebra 1 and Geometry EOCs; enrolled students)		
Measure	Goal for 23-24	Goal for 23-24
Achievement $\geq$ Level 3	60	68
Learning Gains	<i>n/a for 23-24</i>	60
Learning Gains Lowest Quartile	<i>n/a for 23-24</i>	50

Science (Biology 1 EOC)		
Measure	Goal for 23-24	Goal for 24-25
Achievement $\geq$ Level 3	72	85

Social Studies (U.S. History EOC)		
Measure	Goal for 23-24	Goal for 24-25
Achievement $\geq$ Level 3	77	80

## Additional Academic Data Requested by TSC:

Registered Dual Enrollment (General Education Courses*) <i>*State Core Classes Required to enter A.S. Degree Pathway</i>		
Measure	Currently Enrolled for Fall 2024	Enrollment Goal for Spring 2025
Total number of students:	94	110
Total number of 9 <sup>th</sup> graders:	2	8
Total number of 10 <sup>th</sup> graders:	37	42
Total number of 11 <sup>th</sup> graders:	42	48
Total number of 12 <sup>th</sup> graders:	13	13

Selected Associate of Science Program (A.S. Program Level Courses)	
Program	Student Interest/Selection of Program of Study
Accounting Technology	4
Animation and Game Art	27
Applied Artificial Intelligence	2
Building Construction Management	10
Business Management	4
Cybersecurity	26
Computer Programming and Web Development	19
Crime Scene Technology	1
Criminal Justice Technology	4
Engineering Technology	23
Dental Hygiene	12
Digital Media	1
Drafting and Design Technology	8
Game Development and Design	16
Graphic and Web Design Technology	12
Nursing (R.N.)	69
Radiologic Tech	6
Respiratory Care	3
Supply Chain Management	1
Building Automation Systems	0
Unmanned Vehicle Systems	1
Undecided	25

## Academic Achievement Goals

<b>Goal #1:</b> (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)	During the 2024-2025 School year, we will identify and provide targeted reading intervention to 46 students that represent the lowest quartile of learners at Tallahassee Collegiate Academy. 46 students represent the lowest quartile of learners at TCA. 21 of our lowest quartile of students are Level 1 in ELA. 25 of our lowest quartile of students are Level 2 in ELA
<b>School Vision/Mission Alignment:</b>	Tallahassee Collegiate Academy is committed to preparing a diverse population of students for career and higher education opportunities. By improving ELA achievement for the 46 students that represent the bottom 25%, we are equipping students with the foundational skills needed to qualify for advanced STEM studies.
<b>District Vision/Mission Alignment:</b>	The district's mission is to provide a high-quality education that prepares students for future success. This goal directly supports the district's mission by addressing the specific needs of a group of students who require intervention in ELA to reach their full potential at the college. By addressing student deficiencies in ELA, we are equipping students with the skills needed to qualify for dual-enrollment in the future.
<b>Strategy #1:</b> Describe the strategy that will support this goal	Students will receive targeted reading intervention from our reading-endorsed interventionist through our Intensive Reading course, 230 minutes per week as scheduled.
	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Review student schedules of all 46 students that represent the lowest quartile of learners at TCA.</li> <li>2. Ensure that students are scheduled into Intensive Reading for Reading Intervention.</li> <li>3. Reading intervention provided through the following measures: <ol style="list-style-type: none"> <li>a. Direct Instruction using Data Driven Individualized Intervention Plans, with a focus on: Decoding, Fluency, Comprehension and Vocabulary</li> <li>b. Small Group Instruction with Targeted Support (grouping with similar reading challenges) and Collaborative Learning (students working together)</li> <li>c. Progress Monitoring – Tracking growth and additional needs, and providing feedback to students, other ELA teachers, and administration</li> <li>d. Achieve 3000 (research and evidence-based reading program)</li> </ol> </li> </ol>

	e. Common Lit Materials (aligned with the ELA curriculum)	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Standard Tracking</li> <li>• Achieve 3000 Data</li> <li>• PM1 and PM2 data comparison</li> <li>• Common Lit Assessments</li> <li>• Classroom Assessments</li> <li>• Formal/Informal Measures</li> <li>• Literacy Leadership Team Data Tracking</li> </ul>
	<b>Person(s) Responsible:</b>	Jessica Chapman/Patricia Pagozalski/Lindsay Shaw/Bronwen West/Sarah Chapman
	<b>Timeline:</b>	September 2024-May 2025
<b>Strategy #2:</b> Describe the strategy that will support this goal	Students will receive targeted reading intervention from a reading endorsed teacher through Power Hour for 40 minutes a week, one time per week on Wednesdays during lunch.	
	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Identify students in lowest quartile.</li> <li>2. Assign students in lowest quartile to a Power-Hour with a reading endorsed teacher (Sarah Chapman, Bronwen West or Lindsay Shaw)</li> <li>4. Reading intervention provided through the following measures:               <ol style="list-style-type: none"> <li>a. Direct Instruction using Data Driven Individualized Intervention Plans, with a focus on: Decoding, Fluency, Comprehension and Vocabulary</li> <li>b. Small Group Instruction with Targeted Support (grouping with similar reading challenges) and Collaborative Learning (students working together)</li> <li>c. Progress Monitoring – Tracking growth and additional needs, and providing feedback to students, other ELA teachers, and administration</li> <li>d. Achieve 3000 (research and evidence-based reading program)</li> <li>e. Common Lit Materials (aligned with the ELA curriculum)</li> </ol> </li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Achieve 3000 Data</li> <li>• PM1 and PM2 data comparison</li> <li>• Formal/Informal Measures</li> </ul>
	<b>Person(s) Responsible:</b>	Bronwen West / Sarah Chapman

		Lindsay Shaw / Jessica Chapman / Patricia Pagozalski
	Timeline:	September 2024-May 2025
<b>Strategy #3:</b> Describe the strategy that will support this goal	TCA's Literacy Leadership Team will meet once monthly to discuss student progress as it relates to ELA performance and progress in English Courses, Intensive Reading Intervention and Power Hour Reading Intervention. A combination of qualitative and quantitative data will be reviewed to gain a comprehensive understanding of each student's needs. Prior to beginning our Literacy Leadership Team meetings back in 2022, TCA Administration and Teachers met with the Florida Center for Reading Research (FCRR) to review our goals, standards, and curriculum used before launching our plan. As an additional support for the Literacy Leadership Team, FCRR will be consulted as needed by TCA Leadership.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b>	
	<ol style="list-style-type: none"> <li>1. Literacy Leadership Team Meetings Scheduled for the year, led by Patricia Pagozalski, Assistant Principal of Curriculum</li> <li>2. Data will be brought to each meeting by Sarah Chapman, Bronwen West, Lindsay Shaw.</li> <li>3. Data will be reviewed beforehand by admin to develop data questions.</li> <li>4. The Literacy Leadership Team will utilize data to make informed decisions to adjust instruction to meet the needs of the identified students.</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Standard Tracking</li> <li>• Achieve 3000 Data</li> <li>• PM1 and PM2 data comparison</li> <li>• Common Lit Assessments</li> <li>• Classroom Assessments</li> <li>• Formal/Informal Measures</li> <li>• Literacy Leadership Team Data Tracking</li> </ul>
	<b>Person(s) Responsible:</b>	Patricia Pagozalski/Jessica Chapman
	<b>Timeline:</b>	September 2024-May 2025

<b>Goal #2:</b> (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)	During the 2024-2025 School year, we will identify and provide targeted math intervention to 26 students that represent the lowest quartile of learners at Tallahassee Collegiate Academy. 26 students represent the lowest quartile of learners at TCA. 7 of our lowest quartile of students are Level 1 in Math. 19 of our lowest quartile of students are Level 2 in Math.	
<b>School Vision/Mission Alignment:</b>	Tallahassee Collegiate Academy is committed to preparing a diverse population of students for career and higher education opportunities. By improving Math achievement for the 26 students that represent the bottom 25%, we are equipping students with the foundational math skills needed to qualify for advanced STEM studies.	
<b>District Vision/Mission Alignment:</b>	The district’s mission is to provide a high-quality education that prepares students for future success. This goal directly supports the district’s mission by addressing the specific needs of a group of students who require intervention in Math to reach their full potential at the college. By addressing student deficiencies in Math, we are equipping students with the skills needed to qualify and excel in dual-enrollment in the future.	
<b>Strategy #1:</b> Describe the strategy that will support this goal	7 students scored a Level 1 on last year’s Algebra 1 EOC. The Algebra 1 EOC is not only a graduation requirement but provides foundational math skills needed for success in the post-secondary setting. We will recode last year’s Algebra 1 class to Algebra 1A to provide robust instruction and targeted remediation to ensure that the 7 students have the foundational skills needed to pass the Algebra 1 EOC this year, while filling in skill gaps that currently exist.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Identify the 7 students who did not pass the Algebra 1 EOC last year, adjust schedules if needed.</li> <li>2. Review grades and data from previous years.</li> <li>3. Recode Algebra 1 to Algebra 1A on student transcripts.</li> <li>4. Move students to Algebra 1 this year.</li> <li>5. Students are provided direct instruction using Data Driven Individualized Intervention Plans through IXL (Math)</li> </ol>	
	<table border="1"> <tr> <td data-bbox="553 1703 894 1898"> <b>Evidence:</b>            (Identify documents and artifacts)         </td><td data-bbox="899 1703 1421 1898"> <ul style="list-style-type: none"> <li>• Standard Tracking</li> <li>• IXL Math Data</li> <li>• Classroom Assessment Data</li> <li>• Formal/Informal Measures</li> <li>• Algebra 1 EOC practice test</li> </ul> </td></tr> </table>	<b>Evidence:</b> (Identify documents and artifacts)
<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• Standard Tracking</li> <li>• IXL Math Data</li> <li>• Classroom Assessment Data</li> <li>• Formal/Informal Measures</li> <li>• Algebra 1 EOC practice test</li> </ul>	

		<ul style="list-style-type: none"> <li>Algebra 1 EOC</li> <li>Math Team Data Tracking</li> </ul>
	Person(s) Responsible:	Javon Williams / Patricia Pagozalski / Jessica Chapman
	Timeline:	September 2024-May 2025
<b>Strategy #2:</b> Describe the strategy that will support this goal	Implement IXL Math as an effective in-classroom intervention tool to improve the math skills and proficiency of the 26 students in Algebra and Geometry who represent the lowest quartile of learners.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>Identify the lowest quartile in math.</li> <li>Review grades and data from previous years.</li> <li>Students complete diagnostic testing on IXL with fidelity.</li> <li>Teachers use data from IXL to prescribe support lessons.</li> <li>Teachers use data from IXL to identify patterns of math deficit with specific groups of learners.</li> <li>Teachers use data from IXL to inform their instruction.</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>Standard Tracking</li> <li>IXL Math Data</li> <li>Classroom Assessment Data</li> <li>Formal/Informal Measures</li> </ul>
	Person(s) Responsible:	Javon Williams/Marilynn Griffith/Patricia Pagozalski/Jessica Chapman
	Timeline:	September 2024-May 2025
<b>Strategy #3:</b> Describe the strategy that will support this goal	Students will receive targeted math intervention from a skilled math intervention teacher through Power Hour for 40 minutes a week, one time per week on Wednesdays during lunch.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>Identify students in lowest quartile.</li> <li>Assign students in lowest quartile to a Power-Hour with a math interventionist teacher (Javon Williams/Marilynn Griffith)</li> <li>Math intervention provided through the following measures:               <ol style="list-style-type: none"> <li>Direct Instruction using Data Driven Individualized Intervention Plans.</li> <li>IXL Math (research and evidence-based math program)</li> </ol> </li> </ol> <p><i>Note: When students struggle in both reading and math and require intervention in both, reading will always come first during Power Hour, and math intervention will follow.</i></p>	

	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• IXL Math Data</li> <li>• Classroom Assessments</li> <li>• Formal/Informal Measures</li> <li>• Algebra 1 EOC practice test</li> <li>• Geometry EOC practice test</li> <li>• Algebra 1 EOC</li> <li>• Geometry EOC</li> </ul>
	<b>Person(s) Responsible:</b>	Javon Williams / Marilynn Griffith / Patricia Pagozalski/Jessica Chapman
	<b>Timeline:</b>	September 2024-May 2025

<b>Goal #3:</b> (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)	During the 2024-2025 School year, we will identify and provide targeted social-emotional support to 9 <sup>th</sup> and 10 <sup>th</sup> grade students who aspire to participate in TSC’s dual-enrollment programs but have demonstrated a need for additional social and emotional support.
<b>School Vision/Mission Alignment:</b>	Tallahassee Collegiate Academy is committed to preparing students for higher education opportunities and future career success. Our mission is to provide an education that addresses not only academic needs but the social and emotional well-being of our students. We recognize that students may be academically ready but must also be socially ready to take on the demands and executive functioning skills in Dual-Enrollment.
<b>District Vision/Mission Alignment:</b>	Our TSC District provides high-quality education that equips students for lifelong success. For our students to move to TSC successfully, they must first be equipped both socially and emotionally to handle the additional workload and demands. We prioritize the holistic development of students, including their social and emotional well-being.
<b>Strategy #1:</b> Describe the strategy that will support this goal	Establish a Leadership Class led by our 2 <sup>nd</sup> school counselor that equips students with a targeted social-emotional learning curriculum to include executive functioning skills.
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Identify students to take the class, check schedules and schedule students accordingly.</li> <li>2. Plan curriculum in collaboration with Leadership and the School Counseling Office to cover key areas that we want to provide to students as areas of support.</li> <li>3. Establish partnership with Florida Ready to Work – Students will compete Workforce and Soft Skills Training Modules.</li> </ol>

	<p>4. Identify book studies that students will complete collaboratively. Example: The 7 Habits of Highly Effective Teens</p>	
	<p><b>Evidence:</b> (Identify documents and artifacts)</p>	<ul style="list-style-type: none"> <li>Percentage of Leadership Class/SGA students who will take a Dual-Enrollment course when ready</li> <li>Pre-Assessment and Post-Assessment on student self-efficacy</li> <li>Student Grades</li> <li>Student Persistence in HS courses and consistent demonstration of college readiness.</li> </ul>
	<p><b>Person(s) Responsible:</b></p>	<p>Wendi Davis/Patricia Pagozalski/Jessica Chapman</p>
	<p><b>Timeline:</b></p>	<p>September 2024-May 2025</p>
<p><b>Strategy #2:</b> Describe the strategy that will support this goal</p>	<p>Establish a partnership with Florida Ready to Work to provide student soft-skills training in the areas of effective communication, teamwork and collaboration, critical thinking and problem solving. Selected targeted students will work through the Florida Soft Skills program and earn the Florida Soft Skills Credentials. This training will strengthen students socially and emotionally and provide support before beginning dual-enrollment.</p>	
<p><b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.</p>	<p><b>Tasks/Action Steps:</b></p> <ol style="list-style-type: none"> <li>Identify students who would benefit from additional support before entering their dual-enrollment workforce pathway.</li> <li>All students in the Leadership class will take the soft-skills training as well.</li> <li>Implement the soft-skills training with a whole-student approach</li> </ol>	
	<p><b>Evidence:</b> (Identify documents and artifacts)</p>	<ul style="list-style-type: none"> <li>Percentage of Leadership Class/SGA students who will take a Dual-Enrollment course when ready</li> <li>Pre-Assessment and Post-Assessment on student self-efficacy</li> <li>Student Grades</li> </ul>

		<ul style="list-style-type: none"> <li>Percentage of targeted students who complete and earn <b>The Florida Soft Skills Credential</b></li> </ul>
	<b>Person(s) Responsible:</b>	Wendi Davis/Matt Gregory/Jessica Chapman
	<b>Timeline:</b>	September 2024-May 2025
<b>Strategy #3:</b> Describe the strategy that will support this goal	We will identify and assign students who self-identify or parent-identify as struggling with anxiety to participate in anxiety support group for 40/minutes per week led by our school counselor. Identified students would have demonstrated decreased school attendance due to anxiety and increased school attendance would be a goal of the group.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>Identify students who need the support group, as evidenced by self or parental reporting.</li> <li>Provide school counselor with the list of students who wish to participate in the group.</li> <li>Provide school counselor with a book-study for students in overcoming anxiety and managing anxiety effectively both in school and beyond.</li> <li>Engage parents in our process, providing resources and information to support their students at home.</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>Percentage of students who attend support group who increase their school attendance/decrease anxiety-related absences.</li> <li>Pre-Assessment and Post-Assessment on student self-efficacy, anxiety management</li> </ul>
	<b>Person(s) Responsible:</b>	Quashier Flood / Matt Gregory / Jessica Chapman
	<b>Timeline:</b>	September 2024-May 2025
<b>Goal #4:</b> (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)	During the 2024-2025 School year, we will identify and provide targeted academic support to 9 <sup>th</sup> and 10 <sup>th</sup> grade students who aspire to participate in TSC’s dual-enrollment programs but have demonstrated a need for additional academic support in order to	

	qualify for dual-enrollment. The students in this area are not in our lowest quartile and mostly are on grade level, but need additional work in order to demonstrate the level of college-readiness required to qualify for dual-enrollment.	
<b>School Vision/Mission Alignment:</b>	Tallahassee Collegiate Academy is committed to preparing students for higher education opportunities and future career success. We recognize that students may not all be academically ready for dual-enrollment but come to us very close to college-readiness. TCA prioritizes college and career readiness in order to prepare students for future success in TSC dual-enrollment programs.	
<b>District Vision/Mission Alignment:</b>	The district's mission is to provide a high-quality education that prepares students for future success. This goal directly supports the district's mission by addressing the specific needs of a group of students who require support to reach their full potential at the college. By providing students with targeted support, we are equipping students with the skills needed to qualify and excel in dual-enrollment at TSC.	
<b>Strategy #1:</b> Describe the strategy that will support this goal	Review previous testing data, and strategically select students scoring at a Level 3 to take the PERT assessment to predict college and career readiness based on prior scores. While the PERT is not required to dual-enroll, for students who do not have a qualifying grade or score, (Especially in English), we can have them take the PERT to qualify for Dual-Enrollment. The PERT can also inform where the student is showing deficits, and we can remediate the student and have them take the PERT again in a timely manner as the test is fluid.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>1. Review previous testing data from prior years</li> <li>2. Review grades for private and home school students who did not take a state test / have no prior year data to review</li> <li>3. Sign students up to take the PERT at TSC</li> <li>4. Track PERT scores and students who demonstrate college-readiness</li> <li>5. Students who do not demonstrate college-readiness will be remediated and provided with targeted intervention in areas as identified by the PERT test.</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>• PERT Test</li> </ul>
	<b>Person(s) Responsible:</b>	Quashier Flood/Patricia Pagozalski/Matt Gregory
	<b>Timeline:</b>	September 2024-May 2025

<b>Strategy #2:</b> Describe the strategy that will support this goal	Provide test-taking strategies during Power-Hour once per week for 40/minutes a week for students who demonstrate high grades but low test-scores, with the intention that our students will perform better on standardized tests used to inform their college-readiness score.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"><li>1. Discuss student grades vs. low standardized test scores with teachers for qualitative data gathering.</li><li>2. Review students who have high GPAs but low standardized tests</li><li>3. Review students who attended private or homeschool and did not take standardized tests previously</li><li>4. Develop a roster and schedule students in Power-Hour</li><li>5. Review curriculum and track student progress</li></ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"><li>• Performance on class assessments</li><li>• Pretest / Post test</li><li>• Performance on standardized practice tests</li></ul>
	<b>Person(s) Responsible:</b>	Danielle Henry / Patricia Pagozalski
	<b>Timeline:</b>	September 2024-April 2025
<b>Strategy #3:</b> Describe the strategy that will support this goal	Provide students who show deficits in Math and are not ready to dual-enroll in Math but have completed Algebra 1 and Geometry successfully with a Math Intervention course aimed at strengthening college-readiness skills in order to perform well on the PERT in Math. The intention is to be in the math intervention course for only one semester and qualify for dual-enrollment by the very next semester.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"><li>1. Discuss student grades vs. low standardized math test scores with teachers for qualitative data gathering.</li><li>2. Schedule students in Math for College Liberal Arts with Ms. Marilyn Griffith who will provide robust instruction in math to fill in skill gaps that exist.</li><li>3. Review students who attended private or homeschool and did not take standardized tests previously</li><li>4. Review curriculum and track student progress.</li><li>5. Schedule students for the PERT test several times first semester</li></ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"><li>• Qualifying score on PERT math</li></ul>
	<b>Person(s) Responsible:</b>	Cynth Malbas / Patricia Pagozalski
	<b>Timeline:</b>	September 2024-May 2025


<b>Goal #5:</b> (SMART – Specific, Measurable, Attainable, Realistic, Time-Bound)	By the end of the 2024-2025 school year, TCA Administration, Faculty and Staff – in collaboration with TSC- will provide students at Tallahassee Collegiate Academy with comprehensive exposure to various STEM A.S. Degree pathways offered at TSC, enabling students to see into the future and make an informed decision as they select their A.S. Degree pathway of study.
<b>School Vision/Mission Alignment:</b>	Tallahassee Collegiate Academy is committed to preparing students for higher education opportunities and future career success. We recognize that students may not all be ready to choose a degree pathway until they have been properly exposed to each degree. TCA prioritizes exposure in order to assist students in making an informed decision in their A.S. Degree pathway selection.
<b>District Vision/Mission Alignment:</b>	Our TSC District provides high-quality education that equips students for lifelong success. For our students to move to TSC successfully, they must first be informed about all that TSC has to offer when making a degree pathway selection.
<b>Strategy #1:</b> Describe the strategy that will support this goal	Develop high school electives around A.S. Degrees offered at TSC, to provide a “first-look” at fields of study from the high-school perspective to aid students in making their selection.
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>The following electives are offered at TCA in order to provide students with a “first look” into certain fields of study: <ul style="list-style-type: none"> <li>Cybersecurity Essentials – this course offers an overview of Cybersecurity and provides students with the basics needed to gain interest in the field of Cybersecurity.</li> <li>Artificial Intelligence in the World- this is an introductory course that guides students through the building blocks, concepts and tools of artificial intelligence.</li> <li>Integrated Science/STEM – students spend several weeks exploring the science involved in each STEM A.S. degree pathway offered at TSC.</li> <li>Robotics – students dive into the world of coding, robot construction, programming fundamentals, mechanical design.</li> </ul> </li> <li>Allow students to select courses based on their interest, initial interest surveys, and predicted outcomes.</li> </ol>

	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>By the end of 9<sup>th</sup> grade year, students will be able to make an informed decision based on the degree pathway they would like to choose.</li> </ul>
	<b>Person(s) Responsible:</b>	Julie Perry/Jessica Chapman/Patricia Pagozalski/Javon Williams/Marilynn Griffith/Wendi Davis/Matt Gregory
	<b>Timeline:</b>	August 2024-May 2025
<b>Strategy #2:</b> Describe the strategy that will support this goal	TCA will host STEM Immersion week in October which will provide students with a week-long discovery into the A.S. Degrees pathway of their choice. 9 <sup>th</sup> graders will be provided the ability to explore several options, while 10 <sup>th</sup> graders will be required to narrow it down to one focus degree. Students will participate in the World of Works (WOW) event as part of our STEM immersion week.	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>Identify all STEM A.S. Degree pathways offered by TSC that are of interest to TCA students, including any new pathways.</li> <li>Schedule guest speakers</li> <li>Collaborate with businesses</li> <li>Collaborate with TSC / professors and current students</li> <li>Participate in Worlds of Work</li> <li>Host STEM Immersion Week</li> </ol>	
	<b>Evidence:</b> (Identify documents and artifacts)	<ul style="list-style-type: none"> <li>By the end of STEM immersion week, students would have selected their degree pathway of choice and can begin academic and career planning.</li> </ul>
	<b>Person(s) Responsible:</b>	Julie Perry /Jessica Chapman/Matt Gregory/Patricia Pagozalski/Quashier Flood/Wendi Davis
	<b>Timeline:</b>	October 2024
<b>Strategy #3:</b> Describe the strategy that will support this goal	TCA will work to collaborate with TSC A.S. Degree Pathways throughout the year for various events and symposiums in order to attract student interest. (Example: Cybersecurity Symposium)	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Tasks/Action Steps:</b> <ol style="list-style-type: none"> <li>Meet with TSC leaders regularly to identify areas that we can collaborate.</li> <li>Pay attention to TSC board meeting minutes and information released about new A.S. Degrees coming out in the future/stay informed.</li> </ol>	

	<p>3. Plan events in collaboration with TSC that support the A.S. Degree pathways.</p> <ul style="list-style-type: none"> <li>• TCA's Dual-Enrollment Information Breakfast</li> <li>• Cybersecurity Symposium</li> <li>• World Of Work</li> <li>• Artificial Intelligence Training with STEM Center</li> <li>• Additional Events will be planned leading up to STEM Immersion Week</li> </ul>	
	<p><b>Evidence:</b> (Identify documents and artifacts)</p>	<ul style="list-style-type: none"> <li>• Plan at least ten strategic events throughout the year that lead to exposure for students.</li> <li>• Successful events and collaboration</li> </ul>
	<p><b>Person(s) Responsible:</b></p>	<p>Jessica Chapman/Wendi Davis/Matt Gregory/Patricia Pagozalski/Javon Williams</p>
	<p><b>Timeline:</b></p>	<p>August 2024-May 2025</p>



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October 21, 2024

## MEMORANDUM

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Jessica Chapman, Principal

**SUBJECT:** Projected Enrollment for 2025-2026

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### Item Description

This item requests approval of the Projected Enrollment numbers for Tallahassee Collegiate Academy for **2025-2026**.

### Overview and Background

As outlined in the Florida Standard Charter Contract agreed upon between Tallahassee Community College and Tallahassee Collegiate Academy, by November 1 of each year, the school will provide to the sponsor the school's preliminary projected enrollment for the following school year. The preliminary projected enrollment shall not constitute a cap on the school's enrolment for the following school year, but should serve as a goal.

As shared in the enrollment update, there are 274 students currently enrolled at Tallahassee Collegiate Academy. There are 113 9<sup>th</sup> graders, 98 10<sup>th</sup> graders, and 50 11<sup>th</sup> graders and 13 12<sup>th</sup> graders.

Year 1: Upon opening, our initial projection was for 100 students. Due to community excitement, we increased that goal to 200 students, landing at 142 in year one.

Year 2: The board approved enrollment goal for 2024-2025 was **260** students. We currently have **274** enrolled.

Year 3: For the 2025-2026 school year, we would like to bring in 115 9<sup>th</sup> graders, and fill open seats in 11<sup>th</sup> and 12<sup>th</sup> where students are ready for dual-enrollment. This would bring our enrollment goal for **2025-2026** to **390**. (275 + 115)

*We are near capacity in our building and with our staff. As we grow to 390, we will need to do a comprehensive review of space to ensure students can be accommodated next year.*

### Funding/ Financial Implications

None

**Past Actions by the Board**

None

**Recommended Action**

Review and Approve the Projected Enrollment numbers of Tallahassee Collegiate Academy as presented.



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October 21, 2024

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Jessica Chapman, Principal

**SUBJECT:** Elect Hearing Officer for Discipline Processes

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### **Item Description**

This item provides details about a proposal to elect a hearing officer should we have any disciplinary concerns in the future that would require a disciplinary hearing. The officer should be a member of the governing board.

### **Overview and Background**

In accordance with Policy po5610, I recommend that the Board appoint a hearing officer to ensure we are prepared to address any future disciplinary concerns that may require a formal hearing. As outlined in the policy, a hearing officer may be necessary for cases involving expulsion or the admission of students who have been expelled from other school districts. By appointing a hearing officer, we can maintain a fair and transparent disciplinary process while also keeping tight timelines that these decisions require.

The hearing officer would work closely with the Principal to review all relevant disciplinary actions and would be authorized to make decisions on behalf of the Board or recommend that the Board enter into executive session for further deliberation. I believe that appointing a hearing officer is a proactive step that will help us maintain a high standard of fairness and accountability in our disciplinary procedures. I would like to recommend that the board appoint David Clark as the TCA Board Hearing Officer.

### **Funding/ Financial Implications**

N/A

### **Past Actions by the Board**

The Board approved and adopted the current TCA policy on discipline po5610 on July 17, 2023.

### **Recommended Action**

Elect Trustee David Clark to serve as the hearing officer on behalf of the board.



Book	TCA Policy Manual
Section	5000 Students
Title	REMOVAL, OUT-OF-SCHOOL SUSPENSION, AND EXPULSION OF STUDENTS
Code	po5610
Status	Active
Legal	F.S. 120.569 F.S. 120.57 F.S. 1002.20 F.S. 1003.02 F.S. 1003.32 F.S. 1006.07 F.S. 1006.09 F.A.C. Chapter 28-106 18 U.S.C. Section 921
Adopted	July 17, 2023

## 5610 - **REMOVAL, OUT-OF-SCHOOL SUSPENSION, AND EXPULSION OF STUDENTS**

The Governing Board (Board) recognizes that exclusion from the educational program of the schools, whether by emergency removal, suspension, or expulsion, is the most severe sanction that can be imposed on a student in Tallahassee Collegiate Academy Charter School (School), and one that cannot fairly be imposed without due process.

No student is to be removed, suspended, expelled, or excluded from an activity, program, or a school unless his/her behavior represents misconduct as specified in the student/parent handbook approved by the Board. The handbook shall also specify the procedures to be followed by school officials. In determining whether a student is to be suspended or expelled, School administrators shall use a preponderance of evidence standard. In addition to the procedural safeguards and definitions set forth in this policy and the student/parent handbook, the procedures set forth in Policy 5605 shall apply to students identified as disabled under the IDEA and/or Section 504 of the Rehabilitation Act of 1973.

### **REMOVAL FROM CLASS**

#### **A. Referral**

A teacher has the authority to refer a disruptive student to the Principal's office to maintain effective discipline in the classroom and may recommend an appropriate consequence consistent with the Student Code of Conduct.

Disruptive behavior will include, but not be limited to, the following:

1. Assault on staff or students;
2. Threat(s) or violence;

3. Willful disregard of a teacher's directions, interfering with the class or activity;
4. Malicious vandalism;
5. Possession of weapons of any type;
6. Continuing use of profane language or obscene gestures; or
7. Instigation of violence or mass disobedience to legitimate directions.

After determining that the student has violated the Student Code of Conduct, the Principal shall respond either by employing the teacher's recommended consequence, or by imposing a more serious disciplinary action, if the student's overall behavioral history warrants it.

If the Principal determines that disciplinary action other than that recommended by the teacher is appropriate, the Principal should consult with the teacher before taking disciplinary action. If the Principal deviates in any way from the teacher's recommendation, the Principal must provide the reasons for any such deviation in writing to the teacher.

If the Principal determines that the student has not violated the Student Code of Conduct, the Principal may not impose any discipline.

The Principal shall notify the teacher of any decision regarding discipline, or lack thereof, and interventions provided to a student to address the behavior.

The teacher may request a conference with the Principal and the student's parent(s)/guardian(s) prior to the student being returned to the classroom. A disruptive student will not normally be returned to the classroom where the student exhibited the disruptive behavior before such conference occurs.

## **B. Removal**

Pursuant to F.S. 1003.32, a teacher may remove a student from their class whose behavior the teacher determines interferes with the teacher's ability to effectively communicate with other students in the class or with the ability of the student's classmates to learn.

The principal may not return a student who has been removed by a teacher from the teacher's class without the teacher's consent, unless the Placement Review Committee established herein determines that such placement is the best or only available alternative.

The teacher and the Placement Review Committee must render decisions within five (5) working days of the removal of the student from the classroom.

In accordance with State law, each school shall establish a Placement Review Committee(s) to determine if a student is to be returned to a teacher's class after that student has been removed by the teacher and the teacher has withheld consent for that student to be returned to the teacher's class. Committee membership shall be as set forth in State law. The Placement Review Committee(s) will be selected during preschool planning.

A teacher, who removed a student from their class and who has withheld consent for the return of that student to their class, shall not serve on the committee when the committee makes its decision regarding the return of the student.

## **OUT-OF-SCHOOL SUSPENSION FROM SCHOOL OR FROM RIDING SCHOOL BUS**

When a student's actions are so disruptive to themselves or to the School as to violate law, Board policies, or school rules, the student may be suspended by the Principal. A student who is suspended shall not be allowed to attend their regular classes or school-sponsored activities for a prescribed number of days not to exceed ten (10). The Principal or designated representative may refer the student during the period of the suspension to in-school suspension, a center for special counseling or shall remand the student to the custody of the student's parent or guardian.

'Suspension', also referred to as 'out-of-school suspension', means the temporary removal of a student from all classes of instruction on school grounds and all other school-sponsored activities, except as authorized by the Principal, for a period not to exceed ten (10) school days and remanding of the student to the custody of the student's parent, with specific homework assignments to complete.

'Serious breach of conduct' includes, but is not limited to, willful disobedience, open defiance of authority of a member of the staff, actual or threatened violence against persons or property, or any other act that substantially disrupts the orderly conduct of the school.

The Principal may suspend a student from school for a period not to exceed ten (10) school days. The student may be suspended for more than three (3) days but not to exceed ten (10) days. Before suspending a student, except in emergencies or disruptive conditions that require immediate suspension or in the case of a serious breach of conduct, the Principal shall make a good faith effort to employ parental assistance or alternative methods of dealing with the student and shall document such efforts.

In no case shall a teacher suspend a student from school or class, nor shall a bus driver suspend a student from riding a school bus. A student may not be suspended for unexcused tardiness, lateness, absence, or truancy.

Prior to a suspension, the student will receive oral and written notice of the charges and an explanation of the evidence against them. The Principal will hold an informal hearing to give the student an opportunity to explain the student's side of the story. The hearing will be held on the day of the alleged infraction, unless it would be impossible or unreasonably difficult to do so.

The Principal will make a good faith effort to contact the student's parent or guardian by telephone immediately after making the decision to suspend.

The Principal will send formal written notice to the student's parent or guardian by U.S. Mail, informing of the length of the suspension and the reasons for it. The Principal will also report each suspension to the Superintendent in writing within twenty-four (24) hours of the time the student is informed of the suspension.

Except in the event of emergencies, all out-of-school suspensions shall begin at the end of the school day of the infraction, unless the parents or guardians have been notified and are able to pick up the student at school. The school will provide homework assignments for the student to complete.

In cases of extremely disruptive or dangerous behavior persons or groups involved may be immediately suspended and ejected from the school campus without the necessity of a prior hearing. In such instances, each student shall be afforded an informal hearing before the principal prior to the expiration of the third day of suspension.

A student shall be given the opportunity to make up schoolwork and course requirements missed while absent due to out-of-school suspension. The student shall have a reasonable amount of time to complete the school work missed (number of days suspended plus one (1) day) and shall do so on the student's own initiative.

When Board action on a recommendation for the expulsion of a student is pending, the Principal may extend the suspension beyond ten (10) school days if such suspension expires before the next regular or special meeting of the Board.

In the case of students with disabilities, suspensions shall be pursuant to the procedures outlined in the *Student Code of Conduct*.

### **Appeal**

The Board designates the Principal as its representative at all hearings regarding the appeal of a suspension.

The notice to the parent will include an explanation of the right of the student or parent to appeal to the Principal, the right to be represented at the appeal, and the right to request the hearing be held in executive session if before the Board.

### **Delayed Admission**

The Board authorizes the Principal to delay the admission of a student who has been suspended by another public or private school for an act that would have been grounds for suspension according to the Board-adopted *Student Code of Conduct* for a period equal to that of the suspension.

### **School Work Assigned During Out-of-School Suspension**

Credit will be given for work missed due to out-of-school suspension provided the student completes and submits all required assignments upon return to school.

### **Expulsion**

A principal may recommend the expulsion of a student who has committed a serious breach of conduct. A recommendation of expulsion will include a detailed report on the student's actions and alternative measures taken before the recommendation.

'Expulsion' means the removal of the right and obligation of a student to attend a public school for a period of time and under conditions set by the Board not to exceed the remainder of the term or school year and one (1) additional year of attendance.

'Serious breach of conduct' includes, but is not limited to, willful disobedience, open defiance of authority of a member of the staff, violence against persons or property, or any other act that substantially disrupts the orderly conduct of the school.

A student and their parent or guardian will be given written notice of the principal's recommendation and the reasons therefore and an opportunity to meet with the Principal to answer the charges.

When the Principal makes a recommendation for expulsion to the Board, written notice shall be given to the student and their parent or guardian of the recommendation setting forth the charges against the student, with a summary of the factual, legal, and policy grounds for the recommendation, and advising the student and their parent or guardian of their right of due process.

The student and parent or representative will have the opportunity to meet with the Principal to challenge the proposed action or to otherwise explain the student's actions. The written notice will state the time and place to appear, which must not be earlier than three (3) school days and no later than five (5) school days after the notice is given, unless the Principal grants an extension upon request of the student or parent.

Within one (1) school day of the meeting, the Principal will notify the parents, guardians, or custodians of the student and the Fiscal Officer of the Board whether the Principal intends to recommend to the Board that the student be expelled. The notice will include the reasons for recommendation and the right of the student, parent, guardian, or custodian to appeal to the Board, the right to be represented at the appeal, and the right to request the hearing be held in a public meeting if before the Board.

When making a determination whether or not a student will be expelled or permanently excluded under this policy, the Principal shall retain all documents, electronically stored information ('ESI'), and electronic media (as defined in Policy 8315 - *Information Management* (i.e. 'Litigation Hold')) created and/or received as part of an investigation.

The documents, ESI, and electronic media retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law – e.g., student records and confidential medical records.

All students who are recommended for expulsion shall undergo screening to determine if they may be a student with a disability and due the procedural rights and safeguards afforded such students.

A parent or adult student may make a written request for a hearing within ten (10) days from receipt of the Superintendent's notice.

### **Expulsion Hearing**

The hearing may be conducted by the entire Board or by an individual appointed by the Board to serve as hearing officer.

All parties will be given reasonable notice of the hearing of not less than fourteen (14) days; however, the fourteen (14) day requirements may be waived by the Board or hearing officer without the consent of the parties.

Failure to timely request a hearing or failure to appear at a hearing after notice of the date and time of the hearing shall be deemed to be a waiver of any hearing on the matter. However, upon presentation of good and sufficient reasons for non-appearance, the presiding officer may direct that the hearing be rescheduled.

Hearings will be conducted in accordance with Florida statutes and the Uniform Rules of Procedure. Reasonable flexibility in method or order of presentation shall be permitted. No parent or adult student shall be prohibited from presenting reasonable matters because of insubstantial procedural irregularities. A parent or adult student may be represented at the hearing by an adult, whether as legal counsel or a qualified representative. Expulsion hearings are exempt from the public meetings law; however, the parent may elect to have the hearing held as a public meeting.

### **Final Order**

The Board will enter a written final order, including findings of fact, if any, and conclusions of law separately stated. The final order will include a ruling on each exception, if any, in accordance with Florida statutes.

The final order will be served on all parties.

## **Appeal**

A party may seek judicial review of the final order in accordance with F.S. 120.68.

## **Application Requirements for Earned Return of Expelled and/or Students Whose Expulsion is Held in Abeyance**

Any student who has been expelled for violent behavior (acts of assault, violence, intimidation, or fighting), possession of weapons, or the sale or transfer of alcoholic beverages, narcotics, illegal drugs and/or prohibited substances as defined in Board Policy shall not be considered eligible for an earned return under this rule.

Students expelled from school and eligible for earned return may apply for re-admission in accordance with this rule. Applicants must provide documentation of the following:

- A. The student has made successful progress in a State-approved rehabilitation and/or counseling treatment program;
- B. During the expulsion period, the student has demonstrated continued academic progress in the School-approved off-site abeyance alternative program or other Board-approved program; or
- C. A controlled urine screen immediately prior to application to verify the student is medically clean of drugs if requested.

The parent(s)/guardian of a student eligible for earned return may complete one or more parenting classes. The classes and the parent/guardian's involvement in the process are to be considered by the principal in making a recommendation.

A student and parent(s) or guardian may apply for return to the regular school program commencing the semester following completion of the requirements for earned return of expelled students. The student shall return to school at the beginning of the semester or summer session following final approval of the application. Application can be made in the same semester or term that the expulsion occurs. The application for earned return shall be submitted to the principal of the school where the student was last enrolled and expelled. It shall be accompanied by a written conduct agreement between the principal/designee, the student and the parent(s)/guardian delineating responsibilities if the student is re-admitted to the regular school program. Such agreement shall outline conditions of the earned return and may include provisions such as, use of periodic controlled urine screening, student responsibility for attendance, school performance, discipline procedures, special services, or other provisions. It shall include a provision stating that if a student does not meet the requirements of this contract, the original expulsion order remains effective. If a final order of expulsion has not been entered by the Board, the student will return to the off-site abeyance program.

The Principal shall review the application and approve or disapprove.

If a student is expelled for more than twenty (20) school days or for any period of time that extends into the next school year, the superintendent shall provide the student and his/her parents with the names, addresses, and telephone numbers of those public or private agencies in the community that offer programs or services that help to rectify the student's behaviors and attitudes that contributed to the incident(s) that caused the expulsion.

## **Denial of Admission**

A student seeking to enroll in the School who has been expelled for an act that would have been grounds for expulsion according to the School-adopted *Student Code of Conduct* by an in-state or out-of-state public district school board or private school, or lab school may be denied admission to the School for a period equal to that of that expulsion.

Prior to making a recommendation regarding admission or denial thereof, the Principal may offer the student an opportunity for a hearing to review the circumstances of the expulsion and any other factors the Principal determines to be relevant.

The Principal may recommend that the Board honor the final order of expulsion from the student's previous district of attendance and deny admission to the student, or that the Board waive the final order of expulsion and admit the student.

Acting upon the recommendation of the Principal, the Board may deny the admission of a student who has been expelled by any in-state or out-of-state public district school board or private school for a period equal to that of the expulsion for an act that would have been grounds for expulsion according to the Board-adopted *Student Code of Conduct*. A final order of expulsion shall be recorded in the records of the School, and the student and their parents shall be advised of the final order of expulsion.

However, the Board may, with or without the Principal's recommendation, waive the expulsion, admit the student, and direct that the student be placed in an appropriate educational program.

A copy of this policy is to be made accessible to students and parents in the School's online policy manual, and shall be provided in hard copy to students and parents upon request. Key provisions of this policy should also be included in the *Student Code of Conduct*.

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October 21, 2024

## **M E M O R A N D U M**

**TO:** Governing Board for Tallahassee Collegiate Academy

**FROM:** Jessica Chapman, Principal

**SUBJECT:** Upcoming Events Report

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### **Item Description**

This item details the upcoming events at Tallahassee Collegiate Academy for the month of October and November 2024.

### **Overview and Background**

10/17 TCA Dedication Ceremony at 2:30pm

10/18 End of 1st Nine Weeks

10/19 TSC Science Festival @ Kleman Plaza

10/21 Teacher Planning Day/Q1 Grades Due & TCA Board Meeting

**10/22-10/25 STEM Immersion Week**

**10/24 World of Works Event (9th 8:30-10:30) (10th-12th 3-5pm)**

10/25 Q1 Report Cards distributed to students and parents

**10/28 TCA Cybersecurity Symposium**

10/29 PSAT

10/31 TCA Fall Festival

**11/14 TCA Exhibition Night- Semester 1 Presentations / Community Invite to TCA**

11/15 Q2 Progress Report Cards

11/25-11/29 Thanksgiving Break

### **Funding/ Financial Implications**

None

### **Past Actions by the Board**

None

### **Recommended Action**

This item was presented for informational purposes only.