Exhibit A
December 22, 2011

Steve Hegarty, Communications Officer
Hillsborough County Public School District
901 E. Kennedy Blvd.
Tampa, FL 33602
stephen.hegarty@sdhc.k12.fl.us

Superintendent MaryEllen Elia
Hillsborough County Public School District
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Dear Mr. Hegarty and Superintendent Elia:

It has come to our attention that the Hillsborough County Public School District is operating single-sex education programs or activities in one or more of its schools. Specifically, it appears that a number of middle schools, and as many as ten elementary schools, have instituted single-sex classes, and in addition that the District operates Franklin Boys Preparatory Academy and Ferrell Girls Preparatory Academy as single-sex schools. Therefore, pursuant to the Florida Public Records Law, Fla. Stat. §§119.01 to 119.1, we request the records enumerated in Exhibit A.

We also alert you that single-sex education programs and activities may run afoul of numerous legal provisions under state and federal law, including Title IX of the Education Amendments of 1972 and the United States Constitution. Under Title IX, “No person in the United States shall, on the basis of sex, be excluded from participation in ... any education program or activity receiving Federal financial assistance.” 20 U.S.C. § 1681(a). Separation of students by sex within coeducational institutions violates this prohibition on discrimination.

In addition, numerous federal agencies promulgate regulations implementing the Title IX mandate. For example, regulations issued by the United States Department of Agriculture (USDA) flatly prohibit single-sex classes. 7 C.F.R. § 15a.34 (“A [USDA funding] recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis ...”). USDA regulations apply to all
Florida schools as a result of their participation in the USDA-funded school lunch program.

Moreover, while Title IX regulations promulgated by the United States Department of Education permit sex segregation under certain limited circumstances, they require at a minimum that where single-sex classes exist within a coeducational school, such classes must be justified by specific, identified objectives; must be completely voluntary; must exist alongside a substantially equal coeducational option; and must be periodically evaluated “to ensure that single-sex classes or extracurricular activities are based upon genuine justifications and do not rely on overly broad generalizations about the different talents, capacities, or preferences of either sex and that any single-sex classes or extracurricular activities are substantially related to the achievement of the important objective for the classes or extracurricular activities.” 20 C.F.R. §106.34(b)(1),(4).

In addition, the Hillsborough County Public School District may not maintain any single-sex education program or activity that fails to meet constitutional standards. In *United States v. Virginia*, the United States Supreme Court made clear that to comply with the Equal Protection Clause, a governmental actor instituting a single-sex education program must demonstrate an “exceedingly persuasive justification,” and the single-sex nature of the program must be substantially related to the achievement of that goal. *Virginia*, 518 U.S. 515, 540-42 (1996); accord Doe v. Vermilion Parish School Board, No. 10–30378, 2011 WL 1290793, at *5 (Apr. 6, 2011). The Constitution does not permit single-sex education to be based on “overbroad generalizations about the different talents, capacities, or preferences of males and females.” *Virginia*, 518 U.S. at 533. Further, even where it is claimed that a sex-segregated program is justified based on “‘important differences between men and women in learning and developmental needs’ [and] ‘psychological and sociological differences,’” generalizations about a “typical” male or female student are constitutionally impermissible bases for a single-sex program. *Id.* at 549-50. This constitutional prohibition applies equally to single-sex schools and sex-segregated classes within a coeducational school.

In accordance with the Florida Public Records Law, please acknowledge that you have received our public records request, and please provide an estimated timeframe within which the requested records are to be produced. See Fla. Stat. §119.07(1)(c). If you refuse to provide all or part of the requested records, please explain in writing and with particularity your reasons for withholding the records, as required by Fla. Stat. §119.07(1). If any exemption that you assert applies to only a portion of a record, please redact the portion you claim is exempt, provide the remainder of the record,
and detail your reasons for the modification as required by Fla. Stat. §119.07(1).

Please send responsive records to:

ACLU Women’s Rights Project
125 Broad St., 18th Fl.
New York, NY 10004

Thank you for your prompt attention to this matter. Please do not hesitate to contact us if you have any questions regarding this request.

Sincerely,

Maria Kayanan
Associate Legal Director
ACLU Foundation of Florida, Inc.

Mie Lewis
Senior Staff Attorney
ACLU Women’s Rights Project
Exhibit A

Pursuant to the Florida Public Records Law, Fla. Stat. §§119.01 to 119.1, we request the following records created or obtained by Hillsborough County Public School District or any subdivision thereof or any school within its purview, within the past three years, relating to single-sex education programs:

1. Any records identifying and/or describing single-sex education programs;
2. Any policies or rules governing any single-sex education program;
3. Any records relating to the decision and rationale for creating single-sex education programs;
4. Any records setting forth funding sources, amounts, and conditions placed on funds for single-sex education programs or any portion thereof, including but not limited to funding received from the United States Department of Education or its subunits, and any records reflecting the uses to which such funding is, was, or will be put;
5. Any records relating to technical assistance or other advice in any form, whether formal or informal, received from the United States Department of Education or its subunits;
6. As to Franklin Boys Preparatory Academy and Ferrell Girls Preparatory Academy, records related to the schools' administrative structure, specifically, records reflecting the extent to which the administration of the schools – whether in terms of governance, personnel, or policies and rules – is shared or distinct;
7. Any records setting forth the methods by which students have been assigned to or by which students or parents have chosen to participate in any single-sex education program;
8. Any records provided to students and/or parents apprising them of single-sex education programs, their opportunity to opt into or out of such programs, and their alternatives to choosing such programs;
9. Any records reflecting training that teachers, administrators, or other school personnel have received or will receive concerning single-sex education programs;
10. Any records reflecting the teaching methods or curricula used or proposed in single-sex education programs;
11. Any records reflecting differences in tangible or intangible learning resources available to students in single-sex as opposed to coeducational classes or schools, including but not limited to iPads or other computer hardware or applications;

12. Any records reflecting evaluation of single-sex education programs; and

13. Any records containing comments or other feedback from parents, students, teachers, or others concerning single-sex education programs.

The term “record(s)” is to be construed in its broadest sense in accordance with Fla. Stat. §119.011(1) to include “all documents papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of physical form or characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business ….” “Record(s)” also includes inter-office and intra-office memoranda communicating information from one public employee to another, even though not part of an agency’s formal work product. *Shevin v. Byron, Harless, Schaffer, Reid & Associates Inc.*, 379 So. 2d, 630, 640 (Fla. 1980). “Record(s)” also includes email messages made or received by agency employees in connection with official business. Op. Att’y Gen. Fla. 96-34 (1996).

The phrase “single-sex education program” means any course, education program, or activity carried out separately on the basis of sex; or as to which participation is required by or refused to any student on the basis of sex. “Education program” includes all classes, extracurricular activities, recess, lunch, and physical education. “Single-sex education program” does not include: (1) separation of students by sex within physical education classes or activities during participation in sports whose purpose or major activity involves bodily contact; (2) portions of classes in elementary and secondary schools that deal primarily with human sexuality; (3) requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex; or (4) interscholastic or intramural athletics.

If any of the requested records are maintained in a common-format electronic-medium, please provide these records in such electronic medium and not in paper form. To the extent possible, please provide responsive records by email or in electronic format on a CD.
Exhibit B
June 11, 2013

Steve Hegarty, Communications Officer
Hillsborough County Public School District
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Tampa, FL 33602
Stephen.hegarty@sdhc.k12.fl.us

Superintendent MaryEllen Elia
Hillsborough County Public School District
901 E. Kennedy Blvd.
P.O. Box 3408
Tampa, FL 33602
MaryEllen.Elia@sdhc.k12.fl.us

Dear Mr. Hegarty and Superintendent Elia:

We are writing further to our Public Records request of December 22, 2011 regarding single-sex education programs operated by the Hillsborough County Public School District. We appreciate your cooperation with that request and wish to update the documents provided at that time as well as request some additional ones based on our review of your previous production. Therefore, pursuant to Florida Public Records Law, Fla. Stat. §§119.01 to 119.1, we request the records enumerated in Exhibit A.

We are not seeking any documents that were produced to us in response to our December 20, 2011 request. To the extent that a record might be responsive to more than one item in our request, we only seek one copy of the record.

In accordance with the Florida Public Records Law, please acknowledge that you have received our public records request, and please provide an estimated timeframe within which the requested records are to be produced. See Fla. Stat. §119.07(1). If any exemption that you assert applies to only a portion of a record, please redact the portion you claim is exempt, provide the remainder of the record, and detail your reasons for the modification as required by Fla. Stat. §119.07(1).

Please send responsive records to:

ACLU Women’s Rights Project
125 Broad St., 18th Fl.
New York, NY 10004

Thank you for your prompt attention to this matter. Please do not hesitate to contact us if you have any questions regarding this request.

Sincerely,

Maria Kayanan  
Associate Legal Director  
ACLU Foundation of Florida, Inc.

Amy L. Katz  
Cooperating Attorney  
ACLU Women’s Rights Project  
wrp_ak@aclu.org
Exhibit A

Pursuant to the Florida Public Records Law, Fla. Stat. §§119.01 to 119.1, we request the following records created or obtained by Hillsborough County Public School District or any subdivision thereof or any school within its purview, created or obtained between December 22, 2011 and the present, except as to items specifying a different timeframe, however are not asking for copies of any document previously provided to us in response to our December 22, 2011 records request:

1. Any records identifying and/or describing single-sex education programs;

2. Any policies governing any single-sex education program;

3. Any records relating to the decision and rationale for creating single-sex education programs;

4. Any records relating to the decision to discontinue any single-sex education programs from 2007 to the present;

5. Any records relating to technical assistance or other advice in any form, whether formal or informal, received from the United States Department of Education or its subunits;

6. Any records setting forth the methods by which students have been assigned to or by which students or parents have chosen to participate in any single-sex education program;

7. Any records provided to students and/or parents apprising them of single-sex education programs, their opportunity to opt into or out of such programs, and their alternatives to choosing such programs, and specifically, any “contract” that the parents of students at any school with a single-sex program have been asked, since 2007, to sign;

8. Any records reflecting training that teachers, administrators, or other school personnel have received or will receive concerning single-sex education programs;

9. Any records reflecting the teaching methods or curricula used
or proposed in single-sex education programs;

10. Any records reflecting differences in tangible or intangible learning resources available to students in single-sex as opposed to coeducational classes or schools, including but not limited to iPads or other computer hardware or applications;

11. Any records reflecting evaluation of single-sex education programs;

12. Any records containing comments or other feedback from parents, students, teachers, or others concerning single-sex education programs, including but not limited to, any records of forms, letters or phone calls received from parents/guardians choosing/opting out of/opting into single-sex or coed classes for their children or requesting to send their children to coed schools in lieu of the single-sex program;

13. Any records containing correspondence with the University of South Florida since January 1, 2007 regarding single-sex programs in Hillsborough, including any evaluations or drafts of evaluations of single-sex programs in Hillsborough;

14. Any records reflecting current policies regarding the placement of special education students or gifted and talented students in single-sex or coed classes in coed schools containing a single-sex program;

15. Any records reflecting average per-school and/or per-student expenditures in Hillsborough schools overall for 2011-12, 2012-13 and proposed for 2013-14;

16. Records of any date reflecting the amount, date, and reasons for any payment made by Hillsborough to each of the following individuals and/or entities owned by, directed by, or otherwise associated with the individuals: Leonard Sax, Michael Gurian, Joann Deak, David Chadwell, including but not limited to the National Association for Single-Sex Public Education (NASSPE), The Montgomery Center for Research
in Child and Adolescent Development, the Gurian Institute, and Chadwell Consulting;

17. Any records reflecting the source of the statistic cited in numerous Hillsborough documents regarding single-sex education that students in single-sex programs score 15-22% higher on tests than students in coeducational programs; and

18. As to Franklin Boys Preparatory Academy and Ferrell Girls Preparatory Academy:

a. Records related to the schools’ administrative structure, specifically, records reflecting the extent to which the administration of the schools – whether in terms of governance, personnel, or policies and rules – is shared or distinct;

b. All student performance reports (not including individual report cards or any other report relating to a specific student) generated between 2011 and the present;

c. Records reflecting each school’s master class schedule, including the number of students enrolled in each class, for the 2011-12, 2012-13, and proposed for the 2013-14 academic years;

d. Any records reflecting per-school and/or per-student expenditures for each school for 2011-12, 2012-13 and proposed for 2013-14;

e. Any records describing or justifying differences in teaching methods or curricular structure between Franklin and Ferrell from the conception of the schools to the present;

f. Any records reflecting the criteria or processes used in selecting teachers for Franklin and Ferrell at any time; and

g. Any records reflecting the Hillsborough’s request for
magnet school funding by the United States Department of Education and any response thereto.

The term “record(s)” is to be construed in its broadest sense in accordance with Fla. Stat. §119.011(1) to include “all documents papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of physical form or characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business … .” “Record(s)” also includes inter-office and intra-office memoranda communicating information from one public employee to another, even though not part of an agency’s formal work product. Shevin v. Byron, Harless, Schaffer, Reid & Associates Inc., 379 So. 2d, 630, 640 (Fla. 1980). “Record(s)” also includes email messages made or received by agency employees in connection with official business. Op. Att’y Gen. Fla. 96-34 (1996).

The phrase “single-sex education program” means any course, education program, or activity carried out separately on the basis of sex; or as to which participation is required by or refused to any student on the basis of sex.

“Education program” includes all classes, extracurricular activities, recess, lunch, and physical education. “Single-sex education program” does not include: (1) separation of students by sex within physical education classes or activities during participation in sports whose purpose or major activity involves bodily contact; (2) portions of classes in elementary and secondary schools that deal primarily with human sexuality; (3) requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex; or (4) interscholastic or intramural athletics.

If any of the requested records are maintained in a common-format electronic medium, please provide these records in such electronic medium and not in paper form. To the extent possible, please provide responsive records by email or in electronic format on a CD.
Exhibit C
Sessums Elementary becomes first SouthShore school to offer single-gender classes

RIVERVIEW — Kristen Burnett started researching the pros and cons of single-gender classes before she left the classroom four years ago.

She strongly considered teaching single-gender classes as she learned more about the approach and the new neurological research that identified learning differences between boys and girls.

Now Burnett will learn even more through the eyes of her daughter when Sessums Elementary becomes the first school in the SouthShore area to offer single-gender classes in 2014-15. The school will include one single-gender class for boys and one for girls in each grade.

"We're very pleased with the parental response," said principal Allison Norgard, who guided an interest meeting at the school March 27. "We still need to do some marketing, especially with our boys, but with teachers making recommendations, I'm confident we'll fill all the positions for boys and girls."

Norgard said she emphasized to parents that the choice for students depends on how they learn. Research indicates that some students have "boy" brains and some students have "girl" brains that process information differently. While the curriculum will be the same, how it will be taught will vary in the classes.

"We're very excited to be able to offer an additional choice within the public school setting," Norgard said. "Single gender is a choice. It's not right for every child."

After attending the meeting, Burnett signed up her 8-year-old daughter Ainsley for a third-grade single-gender class.

"My daughter fits the profile of the girl brain," Burnett said. "She's pretty intelligent and I think this will allow her to focus on her strengths and grow as a learner."

The rising interest among Sessums parents like Burnett doesn't come as a surprise to Carla Sparks, the district's supervisor of single-gender programs.

Sparks noted that the district looked at bringing single-gender classes to Sessums because of the increasing number of parents from Area 8, which encompasses much of the SouthShore area, expressing an interest in the county's two single-gender magnet middle schools: Franklin Boys Preparatory and Ferrell Girls Preparatory.

Both became the district's hallmark schools for its foray into single-gender education in 2011-12, but the district also has single-gender classes within 12 other traditional elementary, middle and high schools, including Schmidt Elementary in Brandon.

Sessums and Sheehy Elementary in East Tampa are among the schools that will add single-gender classes for the 2014-15 school year.

Sparks said statewide and nationally, the interest also continues to rise because of both empirical and anecdotal evidence of success.

"We are seeing less incidence of out of school suspension, higher rates of attendance among those students, greater academic success on FCAT, (other tests) and end-of-course exams," said Sparks, who testified this year before a legislative committee considering a bill that would create a statewide pilot program for single-gender classes.

Parents, students and teachers surveyed last year largely agreed that single-gender classes allow students to focus on academics with less distraction, she added.

Sparks credited two primary factors beyond simply separating boys and girls: understanding the scientific differences between the brains of girls and boys and incorporating specific character development code into the process.

While the expectations and benchmarks for single-gender students are the same as those for all students, the district trains single-gender teachers to incorporate scientific differences into their instructional delivery.

"It's not differences in the content, but the way we deliver the information to students," Sparks said.

Despite the success Hillsborough school districts appear to be enjoying, the debate over single-gender classes remains heated. A study released in February
by researchers at the University of Wisconsin-Madison concluded scant evidence exists that the single-gender approach yields positive benefits.

Other critics argue that boys and girls educated in separate classrooms promotes stereotypes and leaves the students socially unprepared for real world, integrated work places.

Burnett said her daughter can learn those social skills in other arenas.

"Many of her best friends are boys," Burnett said. "She's still going to interact with boys in the neighborhood and she's still going to have boys and men in her life. She can learn to function around them."

Although there's debate, the interest at Sessums and other district schools offering single-gender classes remains high.

Sparks said the classes at Sessums will be filled on a first-come, first-served basis and that waiting lists already exist at other schools with single-gender classes.

Ernest Hooper can be reached at hooper@tampabay.com.

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**fast facts**

**Boys and Girls**

Sessums and Sheehy Elementary are among the schools adding single-gender classes to its traditional classes for the 2014-15 school year. Along with Franklin Boys Preparatory and Ferrell Girls Preparatory, the county's single-gender magnet middle schools, these schools offer single-gender classes:

Elementary — B.T. Washington, Forest Hills, James, Just, Lanier Robles, Schmidt, Shore and Woodbridge; High school — Blake.

Sessums Elementary becomes first SouthShore school to offer single-gender classes 04/02/14

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Articles and offers from around the Web
Exhibit D
Single Gender Education
Legal and Educational Rationale Brief

Rationale: Legal Changes
A bipartisan committee of the US Congress amended Title IX in 2006 to loosen the restrictions on single gender programs in public schools. The amendment includes certain stipulations:

- Creating single-sex classes must have an “important governmental objective.” Single sex classes must be “substantially related to achievement of this objective,” and must be “genuine” (examples of governmental objective can be increased academic achievement, or decreased discipline issues).
- Must treat males and females in an “even-handed manner” in implementing objectives. A “substantially equal” co-ed or single-sex class or program must be offered (they do not need to be identical). Educational objectives should be similar, but instructional methods can vary.
- Participation must be voluntary. Process must be preceded by “obtaining information from parents and students about interest.” Students of both sexes must be included while obtaining information. Single sex classes may not be offered to only one sex unless it can be documented that students “of the other sex are not interested,” or that “students of the other sex do not have the educational needs that can be addressed by a single sex class.” Assignment of students to a class is a violation.
- Educational mission may legitimately extend beyond academic objectives and outcomes (social needs).
- Employees cannot be assigned on the basis of sex.
- Vocational programs cannot be segregated by sex.

The US Office of Civil Rights (OCR) will monitor institutions that “provide significantly more opportunities” to one sex over the other.

In addition, Florida state legislation 1002.311 (2008), effective July 1, 2008, authorized district school boards to “establish and maintain a nonvocational class, extracurricular activity, or school for elementary, middle, or high school students in which enrollment is limited to a single gender if the school district also makes available a substantially equal” single gender or coeducational class.

The school district:
- May not require participation by any student. Participation must be voluntary.
- Must evaluate these programs at least once every two years to ensure that it is in compliance.

There is a pending Kentucky lawsuit (Civil Action no. 3:08-cv-00004-CRS), A.N.A. v. U.S. Department of Education, which brings a claim against the federal department of education as well as the school district of Breckenridge, Kentucky. The claim is based upon the lack of parental notification, voluntary consent, and substantially equal options available in the Breckenridge single gender programs.
Educational Rationale: Single-Sex Education
Gender-separate format can improve course taking patterns and achievement for both girls and boys.

Course taking
There is evidence that single-sex classrooms can break down gender stereotypes. Both girls and boys have more freedom to explore their own interests and abilities in single-gender classrooms.
- Girls in single-sex educational settings are more likely to take classes in math, science, and information technology.
- Boys in single-sex schools are more likely to pursue interests in art, music, drama, and foreign languages.

Test scores
Researchers at Stetson University completed a three-year pilot project comparing single-sex classrooms with coed classrooms at Woodward Avenue Elementary School, Orlando, Florida (2007).
- Students in the 4th grade at Woodward were assigned either to single-sex or coed classrooms.
  - Relevant parameters were matched:
    - class sizes were all the same
    - demographics were the same,
    - teachers had the same training

These students were all learning the same curriculum in the same school. This school mainstreams exceptional students.

On the FCAT (Florida Comprehensive Assessment Test), here were the results:
Per cent age of students scoring proficient on the FCAT
- Boys:
  - coed classes: 37% scored proficient
  - single-sex classes: 86% scored proficient.
- Girls:
  - coed classes: 59% scored proficient
  - single-sex classes: 75% scored proficient

Sequence of development
It's not sufficient just to put girls in one classroom and boys in another. In order to improve academic performance, understanding the subtleties of gender differences in learning is crucial.

Brains of girls and boys develop along different trajectories. Some differences are genetically programmed at birth and other differences are manifested later. The most profound difference is in the sequence of development of the various brain regions.
- Neuroscientist Dr. Jay Giedd, 2007, National Institutes of Health, published the most comprehensive study to date, demonstrating no overlap in the trajectories of brain development in girls and boys.
- Harriet Hanlon, Virginia Tech, examined brain activity in 508 normal children, 224 girls and 284 boys, ranging in age from two months to 16 years. The study demonstrated sex differences in the speed with which the brain matures. The areas of the brain involved in language, spatial memory, motor coordination, and social
relations develop in a “different order, time, and rate” in girls compared with boys.

- The areas of the brain involved in language and fine motor skills mature about six years earlier in girls than in boys.
- The areas of the brain involved in targeting and spatial memory mature about four years earlier in boys than in girls.
- Jean Christophe Labarthe in Paris, France found that a boy is about three times more likely than a girl to be able to build a bridge out of blocks.
- Researchers at Wellesley College found that 3½-year-old girls could interpret facial expressions as well or better than 5-year-old boys could.

Physical and learning style differences

Hearing
Sex differences in learning may derive in part from basic physiological differences, such as differences in the ability to hear.

- Erik Berninger of the Karolinska Institute in Stockholm, Sweden, demonstrated in 2007, in a study of more than 30,000 newborn babies, that girl babies have an ability to hear which is slightly but significantly better than boys.
- When testing the hearing of a seven-year-old girl and a seven-year-old boy, in a soundproof booth with high-quality equipment, scientists found girls can hear sounds which are softer than the faintest sounds which the typical boy can hear. Girls have a sense of hearing which is subtly better than boys (depending on the frequency tested). This difference is present as early as children can be reliably tested. Differences in the ability to hear get stronger as kids get older.

Boys at the back of the classroom may not be hearing as well as the girls. A female teacher speaking in a tone of voice which seems normal to the teacher may be ineffective for boys.

Brain differences

Reading
In older girls, brain activity associated with emotion is localized primarily in the cerebral cortex, the part of the brain involved in reasoning, language, and higher cognitive skills. Girls are typically able to articulate emotions, and to explain what she is feeling and why. In boys, on the other hand, the locus of emotional control remains stuck in the amygdala, with no direct connections to the cerebral cortex. So, asking a teenage boy to talk about how a particular book makes him feel is a question guaranteed to make most boys uncomfortable.

- Boys tend to prefer non-fiction over fiction. Boys like to read descriptions of real events or illustrated accounts of the way things work, like spaceships, bombs, or volcanoes.
- Girls tend to prefer books where they can be analytical about a character's motives and behaviors. Girls like stories about experiences that might happen over one summer and the emotional agonies that a character endures.
- Role-playing exercises work well for girls. Skits, simulations, and discussing issues "in character" can be effective.
• Role-playing exercises do not work well for boys. Keep your assignments objective and fact-oriented.

Math
There are no differences in what girls and boys can learn, but best practices for teaching math differ significantly for girls and boys. Navigational tasks are handled by completely different areas of the brain in girls and boys.

• In girls, navigational tasks are assigned to the cerebral cortex, the same general section of the brain which is responsible for language.
  o With girls, you want to tie what you're teaching into the real world.
  o Story problems are a good way to teach algebra to girls. Putting the question in story format makes it easier for girls to understand, and more interesting as well.

• In boys, the same tasks are handled by the hippocampus, an ancient nucleus buried deep in the brain, with few direct connections to the cortex. These anatomical differences have major implications for teaching mathematical topics, especially geometry, algebra, and number theory.
  o With boys, you can stimulate their interest by focusing on the properties of numbers per se.
  o For boys, embedding the algebra question in a linguistic context makes the problem more difficult. The boy has to use the cerebral cortex to decode the story; then translate the question into a format suitable for processing by the hippocampus; and then re-translate the solution back into the format required by the question.

Motivation and learning styles
The National Institutes of Health (NIH) found that gender differences in personality were robust across all cultures studied, including China, sub-Saharan Africa, Malaysia, India, the Philippines, Indonesia, Peru, the United States, and Europe (including specific studies in Croatia, the Netherlands, Belgium, France, Germany, Italy, Norway, Portugal, Spain, Yugoslavia, and western Russia). Educational psychologists have concluded:

• There are fundamental motivational factor differences between girls and boys. Researchers have consistently found that girls more concerned with pleasing adults, such as parents and teachers. Most boys, on the other hand, will be less motivated to study unless the material itself interests them.

• Girls tend to have higher standards in the classroom, and evaluate their own performance more critically. Girls also outperform boys in school (as measured by students' grades), in all subjects and in all age groups, yet girls are more likely to be excessively critical in evaluating their own academic performance.

• Boys tend to have unrealistically high estimates of their own academic abilities and accomplishments.

• Girls tend to look on the teacher as an ally. Given a little encouragement, they will welcome the teacher's help.

• Context enhances learning for most girls, but often just bores the boys.

The most basic difference in teaching style for girls vs. boys is that you want to encourage the girls, build them up, while you give the boys a reality check: make them realize they're not as brilliant as they think they are, and challenge them to do better.
References

Florida legislation:
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=Ch1002/SEC311.HTM&Title=-&2008- Ch1002- Section%20311#1002.311
Amendment to Title IX, 2006:
Breckenridge case:
http://www.aclu.org/pdfs/womensrights/ana_v_usdeptofeducation_amendedcomplaint.pdf
NASSPE website:
http://www.singlesexschools.org/home.php
Exhibit E
Single Gender Programs - Educational Rationale

Although there is large variance within gender, there are biological differences in boys and girls that affect learning. According to researchers in brain-based sex differences, there are several profound educational reasons why boys and girls should be separated in classrooms:

- Sequence of brain development
- Biological differences in vision and hearing
- Learning style differences
- Single sex classes and schools demonstrate benefit for the students in many areas – academics, attendance, discipline, and attitude
- Self-efficacy and self-esteem
- Effects on educational aspirations, locus of control and self-concept

Brain development sequence differences especially affect learning in the early years. While both girls and boys can have the same long-term abilities, girls develop linguistic and fine motor skills earlier than boys, while boys develop spatial skills earlier than girls. Girls develop social skills sooner, are more able to interpret facial expressions, and boys can more easily construct objects, with, for example, blocks or Legos.

Girls have better hearing, which enables girls to pay attention more easily to a softer voice. The male retina (in the eye) is much thicker than the female retina, and the result is that boys are less sensitive to color and more sensitive to movement.

As far as learning styles, girls learn in context, while boys respond to fact-oriented instruction. This is especially important when teaching math. Boys engage with non-fiction and stories with action or “blood and guts.” Girls more readily respond to simulations, discussions, and analyzing characters and relationships.

Girls see teachers as allies and want to please; boys do not, but instead focus more when their interest in the content increases. While girls traditionally have been the harder workers in school, learning, in general, better grades than boys, girls tend to doubt themselves and their abilities. In contrast, boys tend to overestimate their abilities. “Consequently, the most basic difference in teaching style for girls vs. boys is that you want to encourage the girls, build them up, while you give the boys a reality check: make them realize they’re not as brilliant as they think they are, and challenge them to do better” (Leonard Sax).

Choosing Teachers:
The above differences strongly affect what kind of personality traits make successful teachers in a single gender classroom.

- Teachers of boys- lively, energetic, move around a lot and have a loud voice; like to use games and hands-on activities; encourage competition; can work in “organized chaos.”
- Teachers of girls- calm, organized, orderly; use “how do you feel” and cooperative group or partner activities; have a very structured classroom.

For more information see the NASSPE website: http://www.singlesexschools.org/homeintroduction.htm
References:


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Exhibit F
Dare to Be Different

James Elementary Academy of Excellence attractor theme is Single Gender Classes. The single gender class concept is based on scientific research where teaching strategies are geared towards meeting the unique needs of boys and girls.

James Elementary Academy of Excellence

"Where We Educate the Whole Child"

Single Gender Classrooms

James Elementary
4302 E. Ellicott Street
Tampa, Fl. 33610

Phone: 813-740-4800
Fax: 813-740-4804
E-mail: James Elementary@sdhc.k12.fl.us

Clemmie Ross James Elementary Academy of Excellence

"Where We Educate the Whole Child"

DO YOU HAVE WHAT IT TAKES TO COMPLIMENT OUR ACADEMY?
Telephone: (813) 740-4800
The Minds of Girls

The following are some of the characteristics of girls' brains:

* A girl's corpus callosum (the connecting bundle of tissues between hemispheres) is, on average, larger than a boy's—up to 25 percent larger by adolescence. This enables more "cross talk" between hemispheres in the female brain.

* Girls have, in general, stronger neural connectors in their temporal lobes than boys have. These connectors lead to more sensitively detailed memory storage, better listening skills, and better discrimination among the various tones of voice. This leads, among other things, to greater use of detail in writing assignments (Colin, 2003).

* The hippocampus (another memory storage area in the brain) is larger in girls than in boys, increasing girls' learning advantage, especially in the language arts (Moir & Jessel, 1988; Rich, 2000).

The Minds of Boys

The following are some of the characteristics of boys' brains:

* The cortical trend toward spatial-mechanical functioning makes many boys want to move objects through space, like balls, model airplanes, or just their arms and legs. Most boys, although not all of them, will experience words and feelings differently than girls do (Blum, 1997; Moir & Jessel, 1989).

* Boys not only have less serotonin than girls have, but they also have less oxytocin, the primary human bonding chemical. This makes it more likely that they will be physically impulsive and less likely that they will naturally combat their natural impulsiveness to sit still and emphatically chat with a friend. (Moir & Jessel, 1989; Taylor, 2002)

* Boys lateralize brain activity. Their brains not only operate with less blood flow than girls' brains, but they are also structured to compartmentalize learning. Thus, girls tend to multitask better than boys do, with fewer attention span problems and greater ability to make quick transitions between lessons (Havers, 1995).

Characteristics of a Single Gender Classroom Teacher:

* Provide authentic engagement of the brain and ensure students have a personal investment in the classroom activities.

* Have students participate in hands-on engaging classroom activities.

* Learn about your students' interest outside of school so that you can weave these themes into the classroom.

* Provide learning centers that increase visual-spatial awareness and language.

* Be intentional about finding specific ways to support and engage male and female students.

* Reduce stress while still fulfilling performance requirements.

* Provide opportunities for the brain to process and assimilate learning which include movement, music and laughter.

* Promote attachment in your classroom and school.

* Provide empathy and aggression nurturance to all students during the school year.

* Be a mentor and role model on the campus.

* Create the ultimate learning environment.