

Florida Educational Equity Act Plan

2018-2019 Annual Update



**Prepared by the Office of Professional Standards
200 North Clara Avenue
DeLand, Florida 32720**

The School Board of Volusia County

Vision Statement

Ensuring all students receive a superior 21st century education.

Mission Statement

Volusia County Schools will ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential.

School Board of Volusia County

Mr. Carl Persis, Chairman

Mrs. Ida D. Wright, Vice-Chairman

Mr. Ruben Colón

Mrs. Linda Cuthbert

Ms. Jamie M. Haynes

Superintendent of Schools

Mr. Timothy Egnor

The School Board of Volusia County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, pregnancy, age, political beliefs, sexual orientation or disability or genetic information in any of its programs, services, or activities.

**The School Board of Volusia County
2018-19 Annual Update to the
Florida Educational Equity Act Plan**

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INTRODUCTION AND BACKGROUND

The Annual Update to the Florida Educational Equity Act (FEEA) Plan is a reporting tool that enables the Department of Education to monitor and ensure that the provisions of the FEEA are adhered to and that educational resources are equitably distributed. The FEEA became law in June 1984 and its implementing rules adopted by the State Board of Education in 1985. The Equity Act was amended in 1993 to mandate stronger monitoring and enforcement for gender equity in athletics, and again in 2002 to clarify responsibilities for the K-20 education system. Rule 6A-19.004, Interscholastic, Intercollegiate, Club and Intramural Athletics, was amended in September 1994 to reflect the new monitoring and enforcement requirements. The FEEA and other state and federal legislation mandate that students and employees shall not be discriminated against based on race, ethnicity, national origin, gender, disability, marital status or pregnancy.

The Department of Education, Office of Equal Educational Opportunity (OEEO) is assigned responsibility for compliance oversight of the Florida Educational Equity Act, Section 1000.05, Florida Statutes and other state and federal legislation relating to equity in education.

The Volusia County School District's 2018-19 Annual Update to the Florida Educational Equity Act Plan was prepared by the Office of Professional Standards, with the assistance of other district departments and personnel.

The School Board of Volusia County

2018-2019 Annual Update to the
Florida Educational Equity Act Plan

PART I: PROCEDURAL REQUIREMENTS

PART I: PROCEDURAL REQUIREMENTS

A. Changes to Policies and Procedures

The district made no changes to its civil rights policies and procedures during the 2018-2019 school year.

B. Annual Notice of Nondiscrimination for Vocational Education Programs

The Annual Notice can be found on the district's website, in English and Spanish, on the Career and Technical Education page, under Department Resources, as shown in this section.

C. Continuous Notification of Nondiscrimination

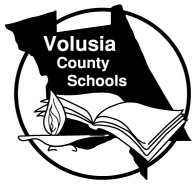
The district's Notification of Nondiscrimination can be found on the district's website at www.myvolusiaschools.org on the Equity, Human Resources, Recruitment and Retention, and Employment pages. The district's employee application system "Searchsoft" includes a Notification of Nondiscrimination on the first page of the employment application. Posters titled "Discrimination and Harassment Will Not Be Tolerated" are posted at each school and worksite location, in both English and Spanish, visible to both employees and students. The Notice of Nondiscrimination can also be found on district recruitment materials. Examples are included in this section.

D. Notice of Availability of Reasonable Accommodations to Applicants for Employment

The district's Notice of Reasonable Accommodations can be found on the district's website on the Employment and Equity pages and on the district's employment application. Examples of this notice are included in this section.

E. Identification and Notification of Equity Coordinator

Anne Marie Wrenn, PHR, SHRM-CP
Equity and Compliance Officer
Office of Professional Standards
200 North Clara Avenue
DeLand, Florida 32721
(386) 734-7190, ext. 20313
amwrenn@volusia.k12.fl.us



ANNUAL NOTICE OF NON-DISCRIMINATION

The Volusia County School District offers 50 different Career and Technical Education (CTE) programs that students in grades 6 through 12 may take as part of college and career preparation. Students may earn adult level, nationally recognized industry certifications free of charge in identified CTE courses to further prepare students for immediate entry into the workforce or postsecondary studies. In addition, Career Academies are offered that combine CTE courses with core academic courses. Career Academies focus on academic integration, project-based learning, and business partnerships to give students an excellent start in a future career. Admission Requirements for Career Academies can be found at <http://www.career-connection.org>. Admission requirements may be determined by such factors as academic performance, attendance and conduct.

- **Atlantic High School** – Communications & Arts in Performance Academy; Horticultural, Environmental & Marine Science Academy; Academy of Law & Government
- **DeLand High School** – Communications Academy; Engineering Academy
- **Deltona High School** – Health Services Academy
- **Mainland High School** – Communications & Multimedia Technology; Design & Manufacturing Technology; Science & Medicine; Simulation & Robotics; Hospitality & Culinary Arts; Sports Science
- **New Smyrna Beach High School** – Agriscience & Veterinary Academy; Criminal Justice Academy; Culinary Arts Academy; Entertainment & Sports Marketing Academy; Engineering Academy; Medical Academy
- **Pine Ridge High School** – Healthcare Academy
- **Seabreeze High School** – Culinary Design Academy; Web & Digital Media Academy
- **Spruce Creek High School** – Finance Academy; Academy of Information Technology & Robotics
- **Taylor Middle High School** – The Center for Arts & Technology
- **University High School** – Environmental Technology Academy; Biomedical Sciences Academy; Gaming and Simulation Academy; Engineering Academy; Finance Academy; Simulation & Robotics Academy

The district prohibits discrimination in the terms and conditions of employment, and in access to educational programs and activities, and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, pregnancy, political beliefs, sexual orientation, or genetic information.

Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

For Title IX and Employment Concerns:

Anne Marie Wrenn, Equity Officer
Professional Standards/ Equity
200 North Clara Avenue
DeLand, Florida 32721
(386) 734-7190, ext. 20313
amwrenn@volusia.k12.fl.us

For Student/Section 504 Concerns:

Dr. Rolanda Fabien, Assistant Director
ESE & Student Services
1290 Herbert Street
Port Orange, Florida 32129
(386) 734-7190, ext. 33246
rmfabien@volusia.k12.fl.us



ANUAL DE AUSENCIA DE DISCRIMINACIÓN

El Distrito Escolar de Volusia County ofrece 50 programas de educación profesional y técnica, o CTE por sus siglas en inglés, para estudiantes de los grados 6.º al 12.º, como parte de la preparación para la universidad y la vida laboral. Los estudiantes podrán obtener certificaciones gratuitas de nivel adulto, reconocidas en todo el país, en cursos CTE que servirán para prepararles para su ingreso inmediato en el mercado laboral o en una institución de educación superior. Además, existe la posibilidad de participar en academias profesionales que combinan cursos de CTE con asignaturas básicas. Las academias profesionales se centran en la integración académica, la enseñanza mediante proyectos y las alianzas con empresas para ofrecer a los estudiantes un magnífico comienzo en su carrera profesional. Los requisitos de admisión en las academias profesionales se encuentran en <http://www.career-connection.org>. Estos requisitos dependen de factores tales como el rendimiento escolar, la asistencia y la conducta.

- **Atlantic High School:** Academia de Comunicaciones y Artes Escénicas; Academia de Horticultura, Medio Ambiente y Ciencias Marinas; Academia de Derecho y Gobierno
- **DeLand High School:** Academia de Comunicaciones; Academia de Ingeniería
- **Deltona High School:** Academia de Servicios de la Salud
- **Mainland High School:** Tecnología de las Comunicaciones y Multimedios; Tecnología de Diseño y Manufacturación; Ciencias y Medicina; Simulación y Robótica; Hostelería y Ciencias Culinarias; Ciencias del Deporte
- **New Smyrna Beach High School:** Academia de Agrociencia y Veterinaria; Academia de Derecho Penal; Academia de Ciencias Culinarias; Academia de Entretenimiento y Marketing Deportivo; Academia de Ingeniería; Academia de Medicina
- **Pine Ridge High School:** Academia de Atención a la Salud
- **Seabreeze High School:** Academia de Diseño Culinario; Academia de Medios Digitales y Web
- **Spruce Creek High School:** Academia de Finanzas; Academia de Tecnología de la Información y Robótica
- **Taylor Middle High School:** Centro de Artes y Tecnología
- **University High School:** Academia de Tecnología del Medio Ambiente; Academia de Ciencias Biomédicas; Academia de Videojuegos y Simulación; Academia de Ingeniería; Academia de Finanzas; Academia de Simulación y Robótica

El distrito prohíbe la discriminación en los términos y condiciones de empleo y el acceso a los programas y actividades educativos, y prohíbe el acoso contra personas y grupos por motivos de raza, color, origen nacional, religión, sexo, edad, discapacidad, estado civil, embarazo, creencias políticas, orientación sexual o información genética.

La falta de conocimiento del inglés no será un obstáculo para el ingreso y la participación. El distrito evaluará la capacidad de cada estudiante para beneficiarse de cada programa en concreto con la ayuda de pruebas de nivel y asesoría y, si fuera necesario, ofrecerá servicios y recomendaciones con el fin de prepararles mejor para su participación.

Comunique cualquier pregunta, queja o solicitud de información sobre la discriminación y el acoso a

Para preguntas sobre Title IX y empleo:

Anne Marie Wrenn, Equito Office
Professional Estándares /Equito
200 North Clara Avenue
DeLand, Florida 32721
(386) 734-7190, ext. 20313
amwrenn@volusia.k12.fl.us

Para preguntas sobre el estudiante y la Sección 504:

Dr. Rolanda Fabien, Directora asistente
ESE y Servicios para los Estudiantes
1290 Herbert Street
Port Orange, Florida 32129
(386) 734-7190, ext. 33246
rmfabien@volusia.k12.fl.us

Career and Technical Education

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RELATED LINKS

[K-12 Curriculum](#) >

Department Resources

Notice of Non-Discrimination

- [Annual Notice of Non Discrimination](#) - June 2018
- [Annual Notice of Non Discrimination Spanish](#) - June 2018

Other Resources

- [FDOE](#)
- [Twitter](#)
- [CTE Brochure from DOE](#)
- [Florida CTE Curriculum Frameworks](#)

Teacher Resources

The mission of Career and Technical Education (CTE) is to contribute to the broad educational achievement of all students and to empower students with the skills required of 21st careers, post-secondary education/certification, and effective citizenry. The diffusion of information and communication technologies and a shrinking world economy have changed the landscape, requiring a sophisticated workforce that can apply knowledge and skills to unpredictable, real-world problems and situations; master high literacy (reading and writing), mathematics and science skills; have a deep understanding of factual knowledge; incorporate interpersonal and social skills; and use cognitive processes to solve problems. CTE programs incorporate the following standards in a project-based learning environment:



NOTICE OF NONDISCRIMINATION

The School Board of Volusia County does not discriminate based on race, color, religion, national origin, sex, disability, marital status, pregnancy, political beliefs, sexual orientation, or age in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other designated youth groups, as required by the Boy Scouts of America Equal Access Act.

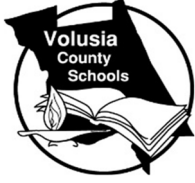
Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

For Employment Concerns:

Anne Marie Wrenn, Equity Officer
Professional Standards/ Equity
200 North Clara Avenue
DeLand, Florida 32721
(386) 734-7190, ext. 20313
amwrenn@volusia.k12.fl.us

For Student/Section 504 Concerns:

Dr. Rolanda Fabien, Assistant Director
ESE & Student Services
1290 Herbert Street
Port Orange, Florida 32129
(386) 734-7190, ext. 33246
rmfabien@volusia.k12.fl.us



NOTIFICACIÓN ANUAL DE NO-DISCRIMINACIÓN

La Junta Escolar del Condado de Volusia no discrimina por raza, color, origen nacional, sexo, discapacidad, estado civil, creencias políticas, orientación sexual, o edad en sus programas, servicios o actividades educativos, o en sus prácticas de contratación o empleo. El distrito además provee acceso igual a sus instalaciones a los Boy Scouts y a otros grupos de jóvenes designados, conforme a la Ley de Igualdad de Acceso de los Boy Scouts de América (Boy Scouts of America Equal Access Act).

Puede enviar sus preguntas, quejas o solicitar más información sobre la discriminación o el acoso a:

Para Asuntos de Empleo:

Anne Marie Wrenn, Equito Office
Professional Estándares /Equito
200 North Clara Avenue
DeLand, Florida 32721
(386) 734-7190, ext. 20313
amwrenn@volusia.k12.fl.us

Para Asuntos de Estudiantes/Sección 504:

Dr. Rolanda Fabien, Directora asistente
ESE y Servicios para los Estudiantes
1290 Herbert Street
Port Orange, Florida 32129
(386) 734-7190, ext. 33246
rmfabien@volusia.k12.fl.us



Discrimination & Harassment Complaint/Inquiry Procedures

The School Board of Volusia County does not discriminate based on race, color, national origin, sex, disability, marital status, pregnancy, political beliefs, sexual orientation, or age in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other designated youth groups, as required by the Boy Scouts of America Equal Access Act.

- Any student, program participant, employee, or applicant who believes he/she has been discriminated against in violation of Federal or State statutes or School Board Policy Number 507 (Non-Discrimination and Educational Equity) or Policy Number 509 (Prohibition of Harassment) may register a complaint or inquiry by submitting a completed Complaint/Inquiry form to the Equity and Compliance Officer. Any student/parent who has concerns or complaints pertaining to Section 504 of the Rehabilitation Act should contact ESE and Students Services as shown below.
- The Equity and Compliance Officer will review the Complaint/Inquiry form for completeness to determine what action (if any) should be taken. The Equity and Compliance Officer may require additional information through follow-up phone calls or meetings.
- Complaints involving harassment or bullying as defined in School Board Policy Number 525 (Policy Against Bullying and Harassment) will be referred to the school/program administrator or Office of Professional Standards, and/or appropriate School District official(s).
- Complaints or inquiries pertaining to employee-involved sexual harassment or other forms of misconduct will be referred to the Department of Professional Standards for further investigation.
- Any complaint or inquiry which the Equity and Compliance Officer determines to present a *prima facie case of discrimination (other than harassment) in violation of statute or policy will be referred to the General Counsel for further inquiry and/or action.
- For complaints not presenting an inference of discrimination or harassment, attempts will be made, whenever practical, to resolve the issues through other means or to refer the individuals to the most appropriate sources for assistance.
- A complainant has the right at any time during the complaint/inquiry process to seek redress through other means available.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

For Employment Concerns:

Anne Marie Wrenn, Equity & Compliance Officer
Professional Standards
200 North Clara Avenue
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(386) 734-7190, ext. 20313
amwrenn@volusia.k12.fl.us

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Equity

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The Equity Office provides a variety of services to Volusia County Schools' students, program participants, employees and applicants. Services provided are listed below.

- Investigate allegations of discrimination and/or harassment.
- Assist in providing reasonable accommodations in accordance with the Americans with Disabilities Act (ADA).
- Develop and recommend policies and practices related to the prevention of discrimination and prohibited this conduct in our schools and workplace.
- Analyze and monitor the District's practices to ensure compliance is maintained with the District's non-discrimination policy.
- Disseminate the District's non-discrimination policy, grievance appeal procedures and ensure they are posted in a visible location.
- Inform employees and others associated with the District of its non-discrimination policies and procedures.
- Provide civil rights and diversity training.

Our office hours are 8 a.m. to 5 p.m. We are located at the DeLand Administrative Complex, Office of Professional Standards, 200 N. Clara Avenue, DeLand, Florida.

RELATED LINKS

Notice of Non-Discrimination

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Questions, complaints or requests for additional information regarding discrimination or harassment may be sent to the department contact below.

Department Contact

Anne Marie Wrenn, PHR, SHRM-CP

Equity & Compliance Officer

Office of Professional Standards

DeLand, Florida 32721

Email: amwrenn@volusia.k12.fl.us

Phone: (386) 734-7190 ext. 20313

Human Resources

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Welcome to Human Resources

Through leadership, teamwork and individual assistance, the Division of Human Resources will assist in the employment and retention of highly qualified personnel committed to providing opportunities for the success and growth of Volusia County students.

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Areas of Responsibility

Personnel Operations & Applications

Operations is the heart of Human Resources. All personnel applications, screening and employment verifications are processed through this department. Operations personnel are available to assist potential new hires and school district administrators with the application and hiring process.

Certification

The certification office reviews official transcripts of instructional applicants for Florida Certification eligibility. Potential applicants can meet with a certification specialist to determine their eligibility for teaching and coaching, as well as outline the coursework and tests needed to be a Volusia County instructional/coaching employee. The office also offers study material for an Florida certification exams.

Recruitment & Retention

The district employs nearly 8,000 people. It is vitally important that the district has access to a pool of qualified applicants to accommodate employment needs as they arise. The Recruitment & Retention Department markets the district to potential applicants and provides retention programs which encourage growth while maintaining a positive work environment.

Job Records

While Operations & Applications is the heart of Human Resources, Job Records is the gears to make it work. Once an individual is hired, the Job Records Department processes all bargaining and non-bargaining employee records for the Volusia County School District. All employee verification of outside experience, as well as employee verification of experience with the school district are processed through Job Records. Job Records also sets salaries for all employees with the district. Job Records personnel are always available to assist employees with any questions regarding their employment record.

Assessment & Development

The Office of Assessment & Development provides oversight and support for Employee Performance Assessment for bargaining and non-bargaining units. The department is also responsible for the development of school based administrators through the Pathways to Principalship program, and coordination of the Principal Intern Program.

Recruitment and Retention

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Volusia County Schools

Recruitment and Retention

[Follow us on Twitter - @Volusiarecruit](#)

Why Volusia?

Located on Florida's beautiful east coast, Volusia County offers something for everyone. There are 47 miles of beaches and scenic rivers. We have more than 60,000 students and 16 diverse communities within our district. It's a short drive to major theme parks, NFL stadiums and NASCAR. Residents enjoy nature's playground, cultural opportunities and affordable living in a year round temperate climate.

Why Volusia? It's home and it's family. Education is an empowering and noble profession. Explore your options as a teacher in Volusia, where you will find the ultimate balance between work and play.

Our schools and climate are always warm and friendly. It's important to feel valued, that's why our district takes the approach of "investing in our own," by helping teachers reach their fullest potential. Volusia County Schools enjoys one of the highest longevity rates in the state of Florida. We believe focusing on professional growth doesn't just make our district a great place to work, it accelerates student success, which is our greatest community investment.

• [Why Volusia Flyer](#)

• [Volusia Chamber of Commerce](#)

• [Why Volusia Video](#)

The Volusia County School District Offices are open to the public
Hours of operation Monday through Friday 8:00 am - 5:00 pm.

NOTICE OF NON-DISCRIMINATION

The School Board of Volusia County does not discriminate based on race, color, national origin, sex, disability, marital status, pregnancy, political beliefs, sexual orientation, or age in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other designated youth groups, as required by the Boy Scouts of America Equal Access Act.

Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to: Anne Marie Wrenn, Assistant Director, Equity, (386) 734-7190, ext. 20313, amwrenn@volusia.k12.fl.us

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Welcome to Volusia County Schools

Please select the Application for Employment link on the left of this screen to begin.

If you have questions about our application, please see "How do I complete my Employment Application?" in the Resources tab to the right of this screen.

If you do not have computer access or need assistance, you can visit our office at the DeLand Administrative Complex, 200 N Clara Avenue, DeLand, Monday through Friday between 9:00 am and 4:30 pm. If you have questions, please contact us at (386) 734-7190 extension 20090 and select #1 for applications.

Notice of Non-Discrimination

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Collecting and Utilizing Your Social Security Number

Per Florida Statute 119.071(5), this is to notify you of the purpose for collecting and utilizing your Social Security Number.

Providing your Social Security Number is a condition of employment at Volusia County Schools. To protect your identification, Human Resources will secure your Social Security Number from unauthorized access, and strictly prohibit the release of your Social Security Number to unauthorized parties contrary to state and federal law.

Human Resources collects your Social Security Number for legitimate business purposes during the recruitment, selection and hiring process with Volusia County Schools. Your Social Security Number will be used for completing and processing the following actions: Employment application for determining certification eligibility [1012.56 F.S.], Completion of federal I-9 form for the filing and issuance of federal employment forms [8 USC 1324a(b)], Completion of federal W-4 form for filing and issuance of federal employment forms [8 USC 1324a(b)], Florida Retirement Contribution Report [119.071(5)(a)6.b.], and conducting criminal background screening [1012.56 F.S.]. Your Social Security Number is also used as a unique numeric identification within some of our systems and may be used for search purposes.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act, as amended, require covered entities to make extra effort to enable individuals with disabilities to benefit from an opportunity or service. An ongoing effort is made to provide equal opportunity and equal access to employees, applicants and other internal and external customers.

Request for ADA Accommodations

Reasonable accommodations are available for qualified applicants with disabilities during the application and interview process.

To request accommodations, please contact:

- Sandy Hovis
- Manager, Labor and Employee Relations
- 200 N Clara Avenue, DeLand, FL 32720
- Phone number (386) 734-7190 extension 20318
- Email address is sdhovis@volusia.k12.fl.us

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RELATED LINKS

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act, as amended, require covered entities to make extra effort to enable individuals with disabilities to benefit from an opportunity or service. An ongoing effort is made to provide equal opportunity and equal access to employees, applicants and other internal and external customers.

Job applicants requesting accommodations to complete an application or screening process should contact the Equity Office. For accommodations to participate in a job interview, please contact the hiring administrator or department head. Employees and job applicants requesting testing accommodations should contact the office below.

Human Resources/Equity Office

Anne Marie Wrenn, PHR, SHRM-CP

200 North Clara Avenue, DeLand, FL 32720

Phone: (386) 734-7190, 255-6475, 860-3322 or 427-5223, ext. 20313

Fax: (386) 626-0036

Email: amwrenn@volusia.k12.fl.us



DISCRIMINATION & HARASSMENT WILL NOT BE TOLERATED

The School Board of Volusia County prohibits any and all forms of discrimination and/or harassment based on race, color, sex, religion, national origin, marital status, age, political beliefs, sexual orientation, disability, or genetic information in any of its programs, services or activities.

It is a violation of School District policy for any teacher, administrator, or other school personnel (including volunteers, contractors and agents) to harass, discriminate against, or tolerate harassment and discrimination in the school or workplace.

School Board Policy 507-Non Discrimination and Educational Equity and Policy 509-Prohibition of Harassment may be found in the *Policy and Procedure Manual* available at each worksite. School Board Policies are also on the School District's website, <http://myvolusiaschools.org>.

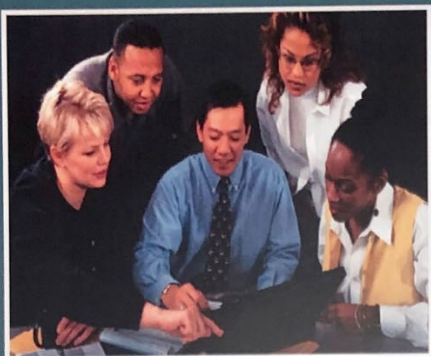
If any student, employee, applicant, or any other person has a complaint of discrimination or harassment that cannot be resolved with the administrator or other appropriate school personnel, the complaint may be made to:

Anne Marie Wrenn
Equity & Compliance Officer
Office of Professional Standards
200 North Clara Avenue, Deland, FL 32721
amwrenn@volusia.k12.fl.us
PHONE (386) 734-7190, ext. 20313
FAX (386) 943-3402



Students alleging harassment may also utilize the student grievance procedure outlined in School Board Policy 208-Code of Student Conduct and Discipline. manual.

Retaliation against school personnel or students who participate in a complaint investigation is prohibited by law. Filing a complaint with the School District does not preclude an individual filing a complaint with any other agency deemed appropriate.



LA DISCRIMINACIÓN Y EL ACOSO NO SERÁN TOLERADOS

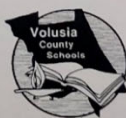
La Junta Escolar del Condado de Volusia prohíbe cualquier y todas formas de discriminación y acoso por motivos de raza, color, sexo, religión, origen nacional, estado civil, edad, convicciones políticas, orientación sexual, discapacidad o información genética en cualquiera de sus programas, servicios o actividades.

Es una violación de la política del Distrito Escolar para cualquier maestro, administrador, u otro personal escolar (incluyendo a los voluntarios, contratistas y agentes) acosar, discriminar en contra, o de tolerar el acoso y la discriminación en la escuela o lugar de trabajo.

La Política 507 de la Junta Escolar-la No Discriminación y Equidad Educativa y la Política 509-Prohibición del Acoso están detalladas en el manual de Políticas y Procedimientos, disponible en cada lugar de trabajo. Las Políticas de la Junta Escolar también se pueden encontrar en la página web del Distrito Escolar, <http://www.myvolusiaschools.org>.

Si algún estudiante, empleado, solicitante o cualquier otra persona tiene una queja de discriminación o acoso que no se puede resolver con un administrador u otro personal escolar apropiado, puede presentar la queja a:

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Los estudiantes que alegan acoso también pueden utilizar el “Procedimiento de reclamaciones de estudiantes” que está detallado en el Código de Conducta y Disciplina Estudiantil.

La ley prohíbe tomar represalias contra el personal escolar o estudiantes que hayan participado en la investigación de una queja. Registrar una queja con el Distrito Escolar no impide que un individuo presente una queja a cualquier otra agencia que sea apropiada.



Office of Recruitment & Retention

Questions:

386-734-7190, ext. 20168

Teacher-Recruitment@volusia.k12.fl.us

www.myvolusiaschools.org

Fall Instructional Job Fair

Friday, November 2, 2018

Volusia County Schools will be hosting an invitation only, instructional job fair to hire talented teachers. All certifications are welcome to apply. Priority certifications listed below.

- Elementary Education
- English Language Arts
- Exceptional Student Education
- Math
- PreK-Primary
- Science
- Technology Education

To express your interest in being *considered* for an invitation to this job fair, complete all steps listed below prior to noon on Thursday, October 25, 2018.

1. Complete the online employment application: [Click Here to begin](#)
2. Complete the Job Fair Survey: [Volusia 2018 Nov. Job Fair](#)
3. Wait for email confirmation.



NOTICE OF NON-DISCRIMINATION The School Board of Volusia County does not discriminate based on race, color, national origin, sex, disability, marital status, pregnancy, political beliefs, sexual orientation, or age in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other designated youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to: Anne Marie Wrenn, Assistant Director, Equity, (386) 734-7190, ext. 20313, amwrenn@volusia.k12.fl.us



ANNOUNCING VOLUSIA COUNTY SCHOOLS
SPRING INSTRUCTIONAL JOB FAIR
Friday, April 19, 2019



To request an invitation to the April Job Fair complete all steps listed below no later than noon on Friday, April 5, 2019

1. Complete the online employment application: [Click Here to begin](#)
2. Complete the Job Fair Survey: [Volusia County Schools Job Fair Survey](#)

Volusia County Schools will host a Spring Invitational Instructional Job Fair to hire talented teachers for the 2019-2020 school year.

Interested Job Fair Candidates must currently hold or be eligible for Florida Department of Education certification.

All certifications are welcome to apply.

Priority Certifications:

- Elementary Education
- English Language Arts
- Exceptional Student Education
- Math
- PreK-Primary
- Science
- Technology Education



Contact Information: Office of Recruitment & Retention

Questions: 386-734-7190, ext.20168

Email: Teacher-Recruitment@volusia.k12.fl.us

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Add Applicant

If you have questions or concerns about this online application, you may send an email to applicants@volusia.k12.fl.us

By submitting this form, I certify that the information given in this application is true and complete to the best of my knowledge.

I authorize selected district members to make such investigations and inquiries as may be necessary in arriving at an employment decision. I hereby release employers, schools, or persons from all liability in responding to inquiries in connection with my application.

In the event of employment, I understand that false or misleading information given in my application or interview(s) or any omission of information may result in discharge. I understand, also, that I am required to abide by all rules and regulations of the School District.

- The School Board of Volusia County, Florida, prohibits any and all forms of discrimination and harassment based upon race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, qualified disability, or social and family background.
- An Equal Opportunity School District
- Reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. To request accommodations, please contact Human Resources Assistant Director of Equity at 200 N Clara Avenue, DeLand FL or by phone (386) 734-7190 extension 20313.

***** Please write down your username and password for future reference.**

Access will NOT be granted to the system without a correct username and password. Also note that the password is case sensitive. ***

Applicant Type	Descriptions
Administrative	Positions in departments, such as, Human Resources, Technology Services, and other such related positions.
Teacher	Classroom, Classroom Support Teachers, Substitute Teachers.
Support	Bus Driver, Bus Assistant, SWC Manager, SWC Assistant, Office Specialists, Maintenance/Transportation Workers, Paraprofessionals, Substitute Support Positions, and other such related positions.

Disclaimer

IMPORTANT

In order to be considered for a specific position/job posting, you must complete your entire application. You will receive an email when you may begin applying for positions

By submitting this form, I certify that the information given in this application is true, accurate, and complete to the best of my knowledge.

I authorize the School Board of Volusia County, Florida, to make such investigations and inquiries as may be necessary in arriving at an employment decision as permissible by law. I hereby release any and all employers, schools, or persons from all liability in responding to inquiries in connection with my application.

In the event of employment, I understand that false or misleading information given in my application or interview(s) or any omission of information may result in disciplinary action up to, and including, discharge. I understand, also, that I am required to abide by all rules and regulations of the School Board of Volusia County, Florida.

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Per Florida Statute 119.071(5), this is to notify you of the purpose for collecting and utilizing your Social Security Number. Providing your Social Security Number is a condition of employment at Volusia County Schools. To protect your identification, Human Resources will secure your Social Security Number from unauthorized access, and strictly prohibit the release of your Social Security Number to unauthorized parties contrary to state and federal law.

Human Resources collects your Social Security Number for legitimate business purposes during the recruitment, selection and hiring process with Volusia County Schools. Your Social Security Number will be used for completing and processing the following actions: Employment application for determining certification eligibility [1012.56 F.S.], Completion of federal I-9 form for the filing and issuance of federal employment forms [8 USC 1324a(b)], Completion of federal W-4 form for filing and issuance of federal employment forms [8 USC 1324a(b)], Florida Retirement Contribution Report [119.071(5)(a)6.b.], and Conducting criminal background screening [1012.56 F.S.]. Your Social Security Number is also used as a unique numeric identification within some of our systems and may be used for search purposes.

If you do not have computer access or need assistance, you can visit our office at the DeLand Administrative Complex, 200 N Clara Avenue, DeLand. If you need an accommodation in the application/selection process, please notify Human Resources in advance.

Applicants who are veterans and seeking employment by a covered employer will be given preference, if they qualify under Florida Statute, Chapter 295.

By clicking Decline, you will not be allowed to edit any of your original application information. You will be immediately logged out of the system and sent back to the login screen. You must accept the honesty disclaimer in order to make changes to your original record.

The School Board of Volusia County

2018-2019 Annual Update to the
Florida Educational Equity Act Plan

**PART II: INCOMPLETE ITEMS OR PENDING
ACTIONS**

PART II: INCOMPLETE OR PENDING ACTIONS

In its review of the district's 2017-2018 update to the FEEA Plan, the Florida Department of Education's Office of Equal Educational Opportunity (OEEO) submitted commentary and action items for the district's 2018-2019 Monitoring Work Plan. Detailed below are the action items cited by OEEO and the corrective action taken by the district.

1. **Grades 9-12; All Level 3 courses (including AP, IB, AICE, DE, and honors).** Action Required: Overall, the district has shown increases in minority enrollment for some advanced courses, but enrollment gaps persist especially for black students. The district should develop specific strategies targeted to increase enrollment for minority students and close gaps. Updated strategies and accountability measures should be submitted to OEEO in the 2018-2019 Equity Update.

The district's Instructional Services Department has reevaluated and revised its 2019-2020 methods and strategies for increasing enrollment for minority students in Level 3 courses.

2. **Athletics Compliance Verification, Corrective Action Plans** – Action Required: The district should continue to monitor participation in athletics and submit an update to the corrective action plans in the 2018-2019 Equity Update.

The district has submitted updated corrective action plans for those schools out of compliance with Title IX regarding female participation in athletics for the 2018-2019 school year. The Equity Officer will continue to monitor implementation of the corrective action plans during the 2019-2020 school year.

3. **Employment Equity** – Action Required: The district should continue to implement strategies to address underrepresentation of minority employees, and report progress in the 2018-2019 Equity Update.

The district will continue to monitor employment data and the Recruitment office will continue to focus on minority recruitment strategies for instructional staff as outlined in the 2018-2019 Annual Equity Update.

4. **Single-Sex Schools and Classes** – Action Required: The district should continue to monitor single-sex classes, to ensure that they operated in compliance with Section 1002.311 F.S. and submit updated information in the 2018-2019 Equity Update.

The district will continue to monitor single-sex classes to ensure compliance with Title IX and Section 1002.311, F.S., as detailed in the 2018-2019 Annual Equity Update.

- 5. Pregnant and Parenting Students - Action Required:** The district should continue to ensure that pregnant and parenting students have access to the same curricular and extra-curricular activities and programs as other students.

The district will continue to ensure that pregnant and parenting students are given access to the same curricular and extra-curricular activities and programs as other students as detailed in the 2018-2019 Annual Equity Update.

The School Board of Volusia County

2018-2019 Annual Update to the
Florida Educational Equity Act Plan

PART III: STUDENT PARTICIPATION

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

1) Grades 9-12, Advanced Placement (AP), IB and AICE

Grades 9-12, Total Enrollment 2018-19 (4,369)

(Data provided by F.D.O.E.)

	2014-15 (3,479)	2015-16 (3,580)	2016-17 (3,779)	2017-18 (3,710)	2018-19 (4,369)
White	21% (2,425)	21% (2,484)	22% (2,592)	22% (2,535)	24% (2,791)
White Males	18% (1,046)	17% (1,053)	19% (1,101)	19% (1,108)	22% (1,317)
Black	9% (265)	8% (251)	9% (292)	9% (290)	18% (521)
Black Males	6% (91)	6% (92)	6% (99)	5% (81)	15% (212)
Hispanic	13% (454)	13% (503)	13% (549)	13 % (528)	16% (649)
Hispanic Males	11% (187)	11% (218)	11% (225)	10% (209)	13% (267)
ELL Students	—	—	4% (31)	4% (33)	6% (60)

Evidence of Success

The evaluation reveals an increase in the student participation numbers and percentages, for AP, IB and AICE courses, for all students in grades 9-12, when comparing the 2014-2015 school year to the 2018-2019 school year. Enrollment percentages for Whites increased from 21% to 24%. Enrollment percentages for Blacks doubled from 9% to 18%. Hispanic enrollment percentages increased from 13% to 16% for the same time period.

Enrollment percentages for White males increased from 18% to 22%. Black males increased from 6% to 15% and Hispanic males increased from 11% to 13%, when comparing the 2014-2015 school year to 2018-2019 school year.

The evaluation shows English Language Learners (ELL) enrolled in AP, IB and AICE courses increased from 4% in 2016-2017 to 6% in 2018-2019.

EVALUATION OF METHODS AND STRATEGIES:

Methods and Strategies

The following methods and strategies will be used for 2019-2020 to increase enrollment for minority students in Level 3 courses and to close enrollment gaps for Black, Hispanic, Black males, and Hispanic male students

Increase Stakeholder Communication - Increase opportunities for parents and community stakeholders' understanding of rigorous academic options by developing marketing materials, strategies and parent/community informational sessions. Elicit the support of community leaders to help bridge the gap between school and the community.

- Bridge to College Cadre at Daytona State College - Participate in the annual Bridge to College Cadre to discuss best practices on how to improve enrollment of underrepresented students in both academic and vocational Dual Enrollment programs.
- Diversity Advisory Committee Redesign - Quarterly meetings will focus on gathering stakeholder feedback and developing action plans to improve student enrollment in Level 3 courses.
- Parent and Student Seminars - Develop parent and student seminars both face to face, as well as online in coordination with the Coordinator of Student and Government Relations, Equity Specialist, Minority Achievement Specialists and Advanced Programs TOA to highlight advanced programs and opportunities for secondary students. Specifically target high minority schools.
- High School Showcase - Expand the opportunity to provide transportation for minority students and their families who might struggle with transportation issues due to the venue location. Explore the option of offering the High School Showcase during the day as a field trip for 8th grade students.
- College & Career Expo - Expand the opportunity to provide transportation for minority students and their families who might struggle with transportation issues due to the venue location. Offer a Mapping Your Future session for middle school parents and students to help them gain knowledge of postsecondary options and how to plan course selections to meet those goals.

Increase support for schools and teachers - Increase support for schools and teachers to broaden their understanding of rigorous academic options, instructional strategies and barriers that specifically target underrepresented students; explore individual school data and develop specific school-based strategies.

- Equity Reports - Work in conjunction with technology services to develop reports that are easily accessible to schools regarding enrollment in level 3 courses by various subgroups.
- Growth Targets - Continue incorporating data analysis into the School Improvement Plan (SIP) discussion. Work in conjunction with school liaisons to monitor data and specific strategies for each individual school. Equity Specialist will meet with schools quarterly to review growth targets and barriers to success.

- Professional Development - Continue providing professional development opportunities to school administrators, teachers, and school counselors focusing on improving underserved populations' access to and success in educational and training programs that lead to high-skill, high-wage, and high-demand careers. Continue the requirement that all new teachers attend a workshop on Access, Equity and Multiculturalism as part of their teacher induction program.

Increase Curriculum Offerings and Academic Support - Increase advanced course offerings at the middle school and high school levels, as well as Industry Certification opportunities. Explore academic support opportunities that provide test-taking, organizational and academic strategies.

- Explore the offering the PSAT 8/9 to 8th graders to help with the early identification of students with potential to participate in the various Advance Programs available at the high schools. School Counselors will be able to access the AP Potential report to help advise students during the Spring registration process.
- Advanced Placement (AP) - Continue support all high schools in expanding or modifying their AP curriculum offerings. The Advanced Programs TOA will work with each high school to identify a 9th grade AP course to expose students to AP level course work. The district will continue to provide schools with the AP Potential list cross-referenced with students' academic history to identify AP courses students show aptitude for but have yet taken.
- Develop and distribute Advanced Programs letter to students who demonstrate potential aptitude for advanced course work. The letter will encourage students to enroll in Advanced Programs and explain the benefits of taking a rigorous curriculum in high school.
- Advanced International Certificate of Education (AICE) - Continue support of the AICE program at Deltona High School, Pine Ridge High School and Seabreeze High School. Support the roll out of the AICE Program at New Smyrna Beach High School and University High School. Explore the expansion of AICE to feeder middle schools and additional high schools. Specifically work with AICE coordinators to identify and recruit underrepresented students for the AICE program.
- Open AICE course enrollment to non-AICE students to increase access.
- International Baccalaureate (IB) - Continue support of the IB program at DeLand High School and Spruce Creek High School. Explore the expansion of IB to feeder middle schools and additional high schools. Specifically work with IB coordinators to identify and recruit underrepresented students for the IB program.
- Open IB course enrollment to non-IB students to increase access.
- The Minority Achievement Specialists, District AVID Coordinator and the Advanced Program TOA will work with school AVID coordinators and teachers to target, enlist, and support minority students in an effort to increase the number of students enrolled in accelerated programs (AP, IB, and AICE).

- The Minority Achievement Specialists and Advanced Program TOA will work with the Community Information Services Department to develop a series of PSA on the benefits of advanced programs.
- School Counselors and school ESOL contacts, with support from the District World Languages Specialist and Secondary ESOL TOA will encourage ELL students to participate in higher level World Language courses.
- Develop a diverse Scholar Student Ambassadors to help promote the benefits of enrollment in accelerated programs and co-lead presentations.
- Develop informational materials that help students and parents understand the strengths and the challenges posed by each advanced program offering (AP, IB, AICE, DE) to help them make more informed decisions as to which path is best for future. This document will include information regarding, but not limited to, impacts of acceleration programs on Bright Futures and university admissions. Make translated materials available to school staff, parents and students in order to assist ELL students and parents with information regarding accelerated coursework.
- Dual Enrollment - Increase dual enrollment “on campus” opportunities to help eliminate transportation/scheduling barriers for students. Ensure that parents understand the financial and academic benefits of dual enrollment classes. Help promote dual enrollment opportunities at the Advanced Technology Center (ATC) in the manufacturing and construction programs.
- Explore the possibility of offering the PERT test to rising 9th grade students so they can participate in dual enrollment earlier in their high school career.
- Improve the application process through the development of more detailed documents to help parents and students make an informed decision as to if and/or how dual enrollment enhances their academic experience. Work in conjunction with Daytona State College and any other articulated institution to develop an electronic Dual Enrollment form to minimize data errors and facilitate the processing of dual enrollment application.
- Middle and High schools will host Dual Enrollment Informational meetings during both semesters of the school year. Meetings will include an English to Spanish translator to encourage Hispanic students and parents to participate in Dual Enrollment.
- TRiO Program - Continue to support our partnership with Daytona State College in serving 500 middle and high school students each year in target schools designated through the U.S. Department of Education Talent Search program. Talent Search provides academic, career, and financial counseling to its participants. The Talent Search program also provides multiple student and parent workshops, college tours and tutoring opportunities for enrolled participants. Talent Search encourages students to graduate from high school, and complete post-secondary education. Talent Search is one of eight TRiO programs targeted to serve and assist low-income individuals, first-generation college students, minority students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

Accountability Measure and Timelines

Increase the number of Black students in grades 9-12 enrolling in AP, IB, and AICE courses by 2% during the 2019-2020 school year.

Increase the number of Hispanic students in grades 9-12 enrolling in AP, IB and AICE courses by 2% during the 2019-2020 school year.

Increase the number of Black male students in grades 9-12 enrolling in AP, IB, and AICE courses by 2% during the 2019-2020 school year.

Increase the number of Hispanic male students in grades 9-12 enrolling in AP, IB and AICE courses by 2% during the 2019-2020 school year.

2) Grades 9-12, Dual Enrollment (DE)

Grades 9-12, Total Enrollment 2018-19 (1,612)

(Data provided by F.D.O.E.)

	2014-15 (856)	2015-16 (1,280)	2016-2017 (1,287)	2017-18 (1,635)	2018-19 (1,612)
Whites	6% (628)	8% (923)	8% (921)	10% (1,158)	10% (1,176)
White Males	4% (216)	5% (328)	5% (324)	7% (440)	7% (426)
Black	3% (72)	3% (94)	3% (107)	4% (132)	4% (124)
Black Males	1% (10)	2% (27)	2% (29)	3% (39)	2% (28)
Hispanic	3% (102)	5% (197)	5% (193)	6% (238)	5% (210)
Hispanic Males	2% (37)	4% (85)	3% (67)	4% (91)	4% (80)
ELL Students	—	—	1% (6)	1% (9)	1% (8)

Evidence of Success

The evaluation shows the number of students participating in Dual Enrollment courses nearly doubled, from 856 to 1,612, from the 2014-2015 school year to the 2018-2019 school year. White student enrollment increased from 6% to 10%, Black student enrollment increased from 3% to 4%, and Hispanic student enrollment increased from 3% to 5%, for the same time period.

The evaluation also reflects an increase in Black male enrollment by (1) percentage point, from 1% in 2014-2015 to 2% in 2018-2019. Hispanic male enrollment increased two (2) percentage points, from 2% to 4%, for the same time period.

The evaluation shows English Language Learners (ELL) enrolled in Dual Enrollment courses remained at 1%.

EVALUATION OF METHODS AND STRATEGIES:

Methods and Strategies

The following methods and strategies will be used for 2019-2020 to increase enrollment for minority students in Level 3 courses and to close enrollment gaps for Black, Hispanic, Black males, and Hispanic male students

Increase Stakeholder Communication - Increase opportunities for parents and community stakeholders' understanding of rigorous academic options by developing marketing materials, strategies and parent/community informational sessions. Elicit the support of community leaders to help bridge the gap between school and the community.

- Bridge to College Cadre at Daytona State College - Participate in the annual Bridge to College Cadre to discuss best practices on how to improve enrollment of underrepresented students in both academic and vocational Dual Enrollment programs.
- Diversity Advisory Committee Redesign - Quarterly meetings will focus on gathering stakeholder feedback and developing action plans to improve student enrollment in Level 3 courses.
- Parent and Student Seminars - Develop parent and student seminars both face to face, as well as online in coordination with the Coordinator of Student and Government Relations, Equity Specialist, Minority Achievement Specialists and Advanced Programs TOA to highlight advanced programs and opportunities for secondary students. Specifically target high minority schools.
- High School Showcase - Expand the opportunity to provide transportation for minority students and their families who might struggle with transportation issues due to the venue location. Explore the option of offering the High School Showcase during the day as a field trip for 8th grade students.
- College & Career Expo - Expand the opportunity to provide transportation for minority students and their families who might struggle with transportation issues due to the venue location. Offer a Mapping Your Future session for middle school parents and students to help them gain knowledge of postsecondary options and how to plan course selections to meet those goals.

Increase support for schools and teachers - Increase support for schools and teachers to broaden their understanding of rigorous academic options, instructional strategies and barriers that specifically target underrepresented students; explore individual school data and develop specific school-based strategies.

- Equity Reports - Work in conjunction with technology services to develop reports that are easily accessible to schools regarding enrollment in level 3 courses by various subgroups.
- Growth Targets - Continue incorporating data analysis into the School Improvement Plan (SIP) discussion. Work in conjunction with school liaisons to monitor data and specific strategies for each individual school. Equity Specialist will meet with schools quarterly to review growth targets and barriers to success.
- Professional Development - Continue providing professional development opportunities to school administrators, teachers, and school counselors focusing on improving underserved populations' access to and success in educational and training programs that lead to high-skill, high-wage, and high-demand careers. Continue the requirement that all new teachers attend a workshop on Access, Equity and Multiculturalism as part of their teacher induction program.

Increase Curriculum Offerings and Academic Support - Increase advanced course offerings at the middle school and high school levels, as well as Industry Certification opportunities. Explore academic support opportunities that provide test-taking, organizational and academic strategies.

- Explore the offering the PSAT 8/9 to 8th graders to help with the early identification of students with potential to participate in the various Advance Programs available at the high schools. School Counselors will be able to access the AP Potential report to help advise students during the Spring registration process.
- Advanced Placement (AP) - Continue support all high schools in expanding or modifying their AP curriculum offerings. The Advanced Programs TOA will work with each high school to identify a 9th grade AP course to expose students to AP level course work. The district will continue to provide schools with the AP Potential list cross-referenced with students' academic history to identify AP courses students show aptitude for but have yet taken.
- Develop and distribute Advanced Programs letter to students who demonstrate potential aptitude for advanced course work. The letter will encourage students to enroll in Advanced Programs and explain the benefits of taking a rigorous curriculum in high school.
- Advanced International Certificate of Education (AICE) - Continue support of the AICE program at Deltona High School, Pine Ridge High School and Seabreeze High School. Support the roll out of the AICE Program at New Smyrna Beach High School and University High School. Explore the expansion of AICE to feeder middle schools and additional high schools. Specifically work with AICE coordinators to identify and recruit underrepresented students for the AICE program.
- Open AICE course enrollment to non-AICE students to increase access.
- International Baccalaureate (IB) - Continue support of the IB program at DeLand High School and Spruce Creek High School. Explore the expansion of IB to feeder middle

schools and additional high schools. Specifically work with IB coordinators to identify and recruit underrepresented students for the IB program.

- Open IB course enrollment to non-IB students to increase access.
- The Minority Achievement Specialists, District AVID Coordinator and the Advanced Program TOA will work with school AVID coordinators and teachers to target, enlist, and support minority students in an effort to increase the number of students enrolled in accelerated programs (AP, IB, and AICE).
- The Minority Achievement Specialists and Advanced Program TOA will work with the Community Information Services Department to develop a series of PSA on the benefits of advanced programs.
- School Counselors and school ESOL contacts, with support from the District World Languages Specialist and Secondary ESOL TOA will encourage ELL students to participate in higher level World Language courses.
- Develop a diverse Scholar Student Ambassadors to help promote the benefits of enrollment in accelerated programs and co-lead presentations.
- Develop informational materials that help students and parents understand the strengths and the challenges posed by each advanced program offering (AP, IB, AICE, DE) to help them make more informed decisions as to which path is best for future. This document will include information regarding, but not limited to, impacts of acceleration programs on Bright Futures and university admissions. Make translated materials available to school staff, parents and students in order to assist ELL students and parents with information regarding accelerated coursework.
- Dual Enrollment - Increase dual enrollment “on campus” opportunities to help eliminate transportation/scheduling barriers for students. Ensure that parents understand the financial and academic benefits of dual enrollment classes. Help promote dual enrollment opportunities at the Advanced Technology Center (ATC) in the manufacturing and construction programs.
- Explore the possibility of offering the PERT test to rising 9th grade students so they can participate in dual enrollment earlier in their high school career.
- Improve the application process through the development of more detailed documents to help parents and students make an informed decision as to if and/or how dual enrollment enhances their academic experience. Work in conjunction with Daytona State College and any other articulated institution to develop an electronic Dual Enrollment form to minimize data errors and facilitate the processing of dual enrollment application.
- Middle and High schools will host Dual Enrollment Informational meetings during both semesters of the school year. Meetings will include an English to Spanish translator to encourage Hispanic students and parents to participate in Dual Enrollment.
- TRiO Program - Continue to support our partnership with Daytona State College in serving 500 middle and high school students each year in target schools designated through the

U.S. Department of Education Talent Search program. Talent Search provides academic, career, and financial counseling to its participants. The Talent Search program also provides multiple student and parent workshops, college tours and tutoring opportunities for enrolled participants. Talent Search encourages students to graduate from high school, and complete post-secondary education. Talent Search is one of eight TRiO programs targeted to serve and assist low-income individuals, first-generation college students, minority students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

New Accountability Measure and Timelines

Increase the number of Black students in grades 9-12 enrolling in DE courses by 2% during the 2019-2020 school year.

Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 2% during the 2019-2020 school year.

Increase the number of Black Male students in grades 9-12 enrolling in DE courses by 2% during the 2019-2020 school year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by 2% during the 2019-2020 school year.

3) Grades 9-12, All Level 3 Courses (including AP, IB, DE, and Honors)

Grades 9-12, Total Enrollment 2018-2019 (13,886)
(Data provided by F.D.O.E.)

	2014-15 (12,263)	2015-16 (12,760)	2016-2017 (12,982)	2017-18 (13,231)	2018-19 (13,886)
Whites	70% (8,014)	70% (8,303)	71% (8,209)	72% (8,245)	76% (8,701)
White Males	68% (3,925)	66% (4,034)	67% (3,967)	69% (4,042)	73% (4,354)
Black	50% (1,434)	47% (1,479)	52% (1,637)	56% (1,710)	61% (1,776)
Black Males	45% (634)	41% (658)	48% (751)	49% (746)	55% (803)
Hispanic	55% (1,929)	55% (2,166)	55% (2,255)	57% (2,361)	61% (2,490)
Hispanic Males	53% (940)	53% (1,051)	51% (1,044)	54% (1,118)	58% (1,207)
ELL Students	—	—	38% (302)	43% (370)	42% (393)

Evidence of Success

The evaluation shows increasing enrollment percentages in Level 3 courses for all students in grades 9-12, from the 2014-15 school year to the 2018-2019 school year. White student enrollment increased from 70% during the 2014-2015 school year to 76% during the 2018-2019 school year. Black student enrollment increased from 50% to 61% and Hispanic student enrollment increased from 55% to 61%, for the same time period.

The evaluation revealed Black male student enrollment increased ten (10) percentage points from 45% to 55%, from the 2014-2015 school year to the 2018-2019 school year. Hispanic male student enrollment increased from 53% in 2014-2015 to 58% in 2018-2019.

The evaluation shows English Language Learners (ELL) enrolled in Level 3 Courses increased from 38% in 2016-2017 to 42% in 2018-2019.

EVALUATION OF METHODS AND STRATEGIES:

Methods and Strategies

The following methods and strategies will be used for 2019-2020 to increase enrollment for minority students in Level 3 courses and to close enrollment gaps for Black, Hispanic, Black males, and Hispanic male students

Increase Stakeholder Communication - Increase opportunities for parents and community stakeholders' understanding of rigorous academic options by developing marketing materials, strategies and parent/community informational sessions. Elicit the support of community leaders to help bridge the gap between school and the community.

- Bridge to College Cadre at Daytona State College - Participate in the annual Bridge to College Cadre to discuss best practices on how to improve enrollment of underrepresented students in both academic and vocational Dual Enrollment programs.
- Diversity Advisory Committee Redesign - Quarterly meetings will focus on gathering stakeholder feedback and developing action plans to improve student enrollment in Level 3 courses.
- Parent and Student Seminars - Develop parent and student seminars both face to face, as well as online in coordination with the Coordinator of Student and Government Relations, Equity Specialist, Minority Achievement Specialists and Advanced Programs TOA to highlight advanced programs and opportunities for secondary students. Specifically target high minority schools.
- High School Showcase - Expand the opportunity to provide transportation for minority students and their families who might struggle with transportation issues due to the venue location. Explore the option of offering the High School Showcase during the day as a field trip for 8th grade students.

- College & Career Expo - Expand the opportunity to provide transportation for minority students and their families who might struggle with transportation issues due to the venue location. Offer a Mapping Your Future session for middle school parents and students to help them gain knowledge of postsecondary options and how to plan course selections to meet those goals.

Increase support for schools and teachers - Increase support for schools and teachers to broaden their understanding of rigorous academic options, instructional strategies and barriers that specifically target underrepresented students; explore individual school data and develop specific school-based strategies.

- Equity Reports - Work in conjunction with technology services to develop reports that are easily accessible to schools regarding enrollment in level 3 courses by various subgroups.
- Growth Targets - Continue incorporating data analysis into the School Improvement Plan (SIP) discussion. Work in conjunction with school liaisons to monitor data and specific strategies for each individual school. Equity Specialist will meet with schools quarterly to review growth targets and barriers to success.
- Professional Development - Continue providing professional development opportunities to school administrators, teachers, and school counselors focusing on improving underserved populations' access to and success in educational and training programs that lead to high-skill, high-wage, and high-demand careers. Continue the requirement that all new teachers attend a workshop on Access, Equity and Multiculturalism as part of their teacher induction program.

Increase Curriculum Offerings and Academic Support - Increase advanced course offerings at the middle school and high school levels, as well as Industry Certification opportunities. Explore academic support opportunities that provide test-taking, organizational and academic strategies.

- Explore the offering the PSAT 8/9 to 8th graders to help with the early identification of students with potential to participate in the various Advance Programs available at the high schools. School Counselors will be able to access the AP Potential report to help advise students during the Spring registration process.
- Advanced Placement (AP) - Continue support all high schools in expanding or modifying their AP curriculum offerings. The Advanced Programs TOA will work with each high school to identify a 9th grade AP course to expose students to AP level course work. The district will continue to provide schools with the AP Potential list cross-referenced with students' academic history to identify AP courses students show aptitude for but have yet taken.
- Develop and distribute Advanced Programs letter to students who demonstrate potential aptitude for advanced course work. The letter will encourage students to enroll in Advanced Programs and explain the benefits of taking a rigorous curriculum in high school.

- Advanced International Certificate of Education (AICE) - Continue support of the AICE program at Deltona High School, Pine Ridge High School and Seabreeze High School. Support the roll out of the AICE Program at New Smyrna Beach High School and University High School. Explore the expansion of AICE to feeder middle schools and additional high schools. Specifically work with AICE coordinators to identify and recruit underrepresented students for the AICE program.
- Open AICE course enrollment to non-AICE students to increase access.
- International Baccalaureate (IB) - Continue support of the IB program at DeLand High School and Spruce Creek High School. Explore the expansion of IB to feeder middle schools and additional high schools. Specifically work with IB coordinators to identify and recruit underrepresented students for the IB program.
- Open IB course enrollment to non-IB students to increase access.
- The Minority Achievement Specialists, District AVID Coordinator and the Advanced Program TOA will work with school AVID coordinators and teachers to target, enlist, and support minority students in an effort to increase the number of students enrolled in accelerated programs (AP, IB, and AICE).
- The Minority Achievement Specialists and Advanced Program TOA will work with the Community Information Services Department to develop a series of PSA on the benefits of advanced programs.
- School Counselors and school ESOL contacts, with support from the District World Languages Specialist and Secondary ESOL TOA will encourage ELL students to participate in higher level World Language courses.
- Develop a diverse Scholar Student Ambassadors to help promote the benefits of enrollment in accelerated programs and co-lead presentations.
- Develop informational materials that help students and parents understand the strengths and the challenges posed by each advanced program offering (AP, IB, AICE, DE) to help them make more informed decisions as to which path is best for future. This document will include information regarding, but not limited to, impacts of acceleration programs on Bright Futures and university admissions. Make translated materials available to school staff, parents and students in order to assist ELL students and parents with information regarding accelerated coursework.
- Dual Enrollment - Increase dual enrollment “on campus” opportunities to help eliminate transportation/scheduling barriers for students. Ensure that parents understand the financial and academic benefits of dual enrollment classes. Help promote dual enrollment opportunities at the Advanced Technology Center (ATC) in the manufacturing and construction programs.
- Explore the possibility of offering the PERT test to rising 9th grade students so they can participate in dual enrollment earlier in their high school career.

- Improve the application process through the development of more detailed documents to help parents and students make an informed decision as to if and/or how dual enrollment enhances their academic experience. Work in conjunction with Daytona State College and any other articulated institution to develop an electronic Dual Enrollment form to minimize data errors and facilitate the processing of dual enrollment application.
- Middle and High schools will host Dual Enrollment Informational meetings during both semesters of the school year. Meetings will include an English to Spanish translator to encourage Hispanic students and parents to participate in Dual Enrollment.
- TRiO Program - Continue to support our partnership with Daytona State College in serving 500 middle and high school students each year in target schools designated through the U.S. Department of Education Talent Search program. Talent Search provides academic, career, and financial counseling to its participants. The Talent Search program also provides multiple student and parent workshops, college tours and tutoring opportunities for enrolled participants. Talent Search encourages students to graduate from high school, and complete post-secondary education. Talent Search is one of eight TRiO programs targeted to serve and assist low-income individuals, first-generation college students, minority students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs.

New Accountability Measure and Timelines

Increase the number of Black students in grades 9-12 enrolling in all Level 3 courses by 2% during the 2019-2020 school year.

Increase the number of Hispanic students in grades 9-12 enrolling in all Level 3 courses by 2% during the 2019-2020 school year.

Increase the number of Black Male students in grades 9-12 enrolling in all Level 3 courses by 2% during the 2019-2020 school year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in all Level 3 courses by 2% during the 2019-20 school year.

***See Appendix F for the 2018-2019 Student Enrollment Data charts by district.**

The School Board of Volusia County

2018-2019 Annual Update to the
Florida Educational Equity Act Plan

PART IV: GENDER EQUITY IN ATHLETICS

PART IV: GENDER EQUITY IN ATHLETICS

All school districts are required to submit data for each school's athletic program to ensure compliance with Title IX and the Florida Educational Equity Act. Any school deemed out of compliance is required to submit a Corrective Action Plan. A Compliance Verification Form, signed and dated by the Superintendent, indicating whether or not the district is in compliance, is included in this section of the Annual Update.

A. Athletics Compliance Verification

A self-review conducted by each school offering inter-scholastic athletics in 2018-2019 shows that all ten high schools in the District comply with all components required by Title IX and the FEEA, except for Component #1, which requires that "Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes." The OEEO defines participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event of the sport. Where the percentage of a school's Varsity or Junior Varsity (JV) female participation is found to be disproportionate to the school's female enrollment percentage, the school may be deemed out of compliance with component #1. The Department of Education uses three prongs as measurement of compliance:

- **Prong 1** – *Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population.)*
- **Prong 2** – *If females are underrepresented, the institution can show a history of continuing program expansion.*
- **Prong 3** – *If females are underrepresented and there is no history of expansion, the institution can demonstrate that all interests and abilities of women are effectively accommodated.*

Mainland High School was in compliance with ALL nine components for the 2018-2019 school year. Atlantic, DeLand, Deltona, New Smyrna Beach, Pine Ridge, Seabreeze, Spruce Creek, Taylor, and University High Schools were reported out of compliance on component #1, however were in compliance on components #2-9.

***The 2018-2019 Athletic Participation Monitoring Forms and Corrective Action Plans can be found in Appendix G.**

ATHLETIC COMPLIANCE VERIFICATION FORM

District: Volusia County

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

☐ IN COMPLIANCE

☒ NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

☒ IN COMPLIANCE

☐ NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

☒ IN COMPLIANCE

☐ NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

☒ IN COMPLIANCE

☐ NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner.
[Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

☒ IN COMPLIANCE

☐ NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

☒ IN COMPLIANCE

☐ NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41 (c)(8)]

☒ IN COMPLIANCE

☐ NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams support equal opportunity.
[Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]

☒ IN COMPLIANCE

☐ NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

☒ IN COMPLIANCE

☐ NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

Timothy P. Grier
Signature, Superintendent

8-1-2019
Date

The School Board of Volusia County

2018-2019 Annual Update to the
Florida Educational Equity Act Plan

PART V: EMPLOYMENT EQUITY

PART V: EMPLOYMENT EQUITY

A. The Annual Update requires school districts to report disaggregated data for district-level administrators, principals, assistant principals, teachers and guidance counselors, in these positions. The following shows data for FY 2018-2019.

- See Appendix H, 2018-2019 D.O.E Fall Staff Survey 2 (EEO-5) and Appendix I, January 29, 2019 (Day 100) Student Gender/Ethnicity Report

District: Volusia		2018-2019 District Administrative and Faculty Positions					
Administrative Positions	Total	Black	Hispanic	White	Other	Female	Male
Student Demographics	63,258	10,243 (16%)	12,700 (20%)	36,087 (57%)	4,228 (7%)	30,595 (48.4%)	32,663 (51.6%)
District-Level Administrators	73	11 (15%)	7 (10%)	54 (74%)	1 (1%)	52 (71%)	21 (29%)
Principals	78	13 (17%)	4 (5%)	60 (77%)	1 (1%)	42 (54%)	36 (46%)
Assistant Principals	127	38 (30%)	7 (5.5%)	80 (63%)	2 (1.5%)	83 (65%)	44 (35%)
Teachers	4,124	364 (10%)	320 (8%)	3,330 (81%)	110 (3%)	3,259 (79%)	865 (21%)
Guidance Counselors	135	21 (16%)	10 (7%)	100 (74%)	4 (3%)	118 (87%)	17 (13%)
Total District Employees	7,779	940 (12%)	799 (10%)	5,833 (75%)	207 (3%)	6,146 (79%)	1,633 (21%)

B. Based on the student demographic and employment data shown in the chart above, Hispanic employees continue to be underrepresented in administrative and instructional positions, while Black employees are underrepresented in teaching positions.

C. The following are employment/recruitment methods and strategies for increasing minority representation:

1. Targeted recruitment of students and graduates from Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) in the southeast.
2. Recruit scholarship recipients from the Florida Fund for Minority Teacher candidates.
3. Maintain and build partnerships with minority focused organizations to increase the pool of minority candidates.
4. Annual Minority Recruitment Roundtable - collaboration with community leaders, current employees and other stakeholders towards the development of minority recruitment & retention. Implement placement of minority student teachers with role

models early in the teaching experience to enhance the success of educational prep program.

5. Joint Latino & African American Advisory Committee - discuss recruiting strategies with school, community and district stakeholders.
6. Recruitment Marketing Strategies - Recruiting and tracking various minority serving institutions with educational prep programs and STEM related majors while offering virtual job fair options for candidates who are hopeful to relocate to Volusia.
7. Establish relationships with education professors at Historically Black Colleges (HBCU) and Hispanic Serving Institutes (HSI) to encourage student intern placement with Volusia County Schools
8. Establish a diverse principal/assistant principal recruitment team to assist with minority recruitment.
9. Increase advertising with HBCU's and HSI's
10. Establish a relationship with the Hispanic Chamber to share job opportunities and provide resources for potential candidates
11. Increase social media presence including messages in Spanish
12. Create a strong "Grow Your Own" Florida Future Educators Association (FFEA) model targeting high minority schools

The School Board of Volusia County

2018-2019 Annual Update to the
Florida Educational Equity Act Plan

PART VI: SINGLE-SEX SCHOOLS AND CLASSES

PART VI: SINGLE SEX SCHOOLS AND CLASSES

Districts are required to identify single-sex schools and single-sex classes in co-educational schools during 2018-2019 school year.

- A. The chart below identifies single-sex schools operating in the district and the number of students enrolled.

Volusia County School District	2018-19 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment
TrueCore Behavior Solutions	38	0

- B. The chart below identifies the number of classes and enrollments in all classes for courses for which single-sex classes are offered at co-educational schools in the district.

Woodward Ave. Elementary	2018-19 Single-Sex Classes					
	Male students only		Female students only		Co-Ed students	
Grade/Course	# of Classes	# of Students	# of Classes	# of Students	# of Classes	# of Students
Kindergarten	1	19	1	19	5	59
First Grade	2	17	1	15	6	70
Second Grade	2	17	1	18	5	59
Third Grade	2	18	1	20	5	80
Fourth Grade	0	0	0	0	5	105
Fifth Grade	0	0	0	0	5	111

- C. Districts are required to answer the following questions to ensure that single-sex schools and classes are operated in compliance with the requirements of Title IX and Section 1002.311, F.S.

1. Does the district offer single-sex education?

The district offers single-sex classes as an option at Woodward Avenue Elementary School. The district also offers a single-sex school at TrueCore Behavioral Solutions through the Department of Juvenile Justice.

2. How is single-sex education being justified?

The district offers single-sex classes in compliance with Title IX and Section 1002.311, F.S. The district's single-sex program offers voluntary, non-vocational single-sex classes based on the important objectives of bridging gender academic gaps and improving educational achievement. The program is offered to both male and female students and in conjunction with substantially equal non-vocational co-educational classes.

A single-sex school, TrueCore is provided for students who have been ordered by the court into a juvenile justice facility.

3. How does the district keep track of single-sex public education?

The district's Instructional Support Services Office of Curriculum and Assessments conducts annual reviews of current single-sex educational programs.

The district's Student Assignment Office, the Alternative Schools Administrator, and applicable state agencies coordinate movement of students in and out of regular education and single-sex schools operated by the Departments of Juvenile Justice and Department of Corrections.

4. What does the district do to insure there is no illegal sex segregation in education?

The Equity Office monitors the district's policies and practices to ensure there is no illegal sex segregation in education. This includes reviewing applicable school data, investigating complaints, making presentations at district and school meetings and conducting periodic site visits to schools and facilities.

5. Is single-sex education intended to decrease sex discrimination in the outcomes? Single-sex classes at Woodward Avenue Elementary are intended to offer an environment for improved learning for girls and boys. Decreasing sex discrimination through focus on individual educational and social goals is an indirect outcome.

Single-sex schools are unique environments, such as residential facilities, operated through the Department of Juvenile Justice, which requires separation of students by gender. TrueCore residential facility is designed to provide rehabilitation for committed sex offenders through performance and behavior modification.

6. Do the schools provide comparable co-educational options?

Single-sex classes are offered on a completely voluntary basis to both male and female students as an alternative to coeducational classes. No single-sex class is offered in a grade that is not otherwise offered in a coeducational setting. Single-sex and coeducational classes are substantially equal to each other in terms of educational benefits provided, qualifications of faculty, and the quality, accessibility and availability of facilities and resources. Additionally, the curriculum provided in both single-sex and coeducational classes are identical.

7. How are single-sex educational options reviewed, monitored, and evaluated to ensure that they are legal.

The district's Equity Office conducts biennial periodic evaluations to ensure that single-sex schools and classes are operated in compliance with the requirements of Title IX and Section 1002.311, F.S.

8. Who is involved in the evaluations and guidance on the implementation of single-sex education?

The district's Instructional Support Services Office of Curriculum and Assessments conducts annual reviews of current single-sex educational programs. The Instructional Support Services Office of Curriculum and Assessments conducts pre-implementation reviews of requested single-sex educational programs.

The district's Student Assignment Office, the Alternative Schools Administrator, and applicable state agencies coordinate movement of students in and out of regular education and single-sex schools operated by the Departments of Juvenile Justice.

9. What assurances are provided to ensure that single-sex or co-educational options are completely voluntary.

Parents are provided information explaining the Single-Gender Choice program and the parents' right to "Opt-in". Annual enrollment in the program requires affirmative parental consent. Single-sex program information is also posted on the school's website.

Enrollment at single-sex schools is often mandated by the juvenile justice system; therefore, voluntary placement cannot be completely assured.

10. Are there pre-implementation reviews of proposed single-sex education?

The Instructional Support Services Office of Curriculum and Assessments conducts pre-implementation reviews of requested single-sex educational programs. Currently, the district is not proposing any new single-sex programs.

11. What entities review and approve single-sex options, and what standards do they use?

The Superintendent recommends and the School Board makes final approval for the approval, denial, or discontinuation of single-sex programs and any other optional program within the district. The Instructional Support Services Office of Curriculum and Assessments reviews single-sex programs and any other optional program under current Florida Public School Accountability Laws and Procedures.

12. Is there assistance from external groups for training or consultation?

Stetson University, in collaboration with the Nina B. Hollis Institute, assists the district with training and consultation of school personnel at Woodward Avenue Elementary School.

The Department of Juvenile Justice provides technical assistance and conducts quality assurance reviews of educational programs in Florida's juvenile justice facilities

- 13. How does the district monitor to ensure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls?**

The Equity Office monitors student enrollment to ensure that single-sex education is not contributing to sex stereotypes or sex discrimination in outcomes. Corrective action is recommended when necessary. The Equity Officer also makes presentations to district administrators aimed at preventing sexually discriminatory or stereotypical practices.

- 14. Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures.**

The Equity Office monitors to ensure that single-sex and coeducational classes are substantially equal to each other in terms of educational benefits provided, curriculum, qualifications of faculty, and the quality, accessibility and availability of facilities and resources.

PART VI
SINGLE-SEX SCHOOLS AND CLASSES

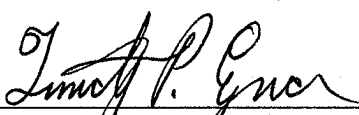
District: Volusia County

Single-Sex Evaluation Verification Form

I hereby verify that the required evaluations of the single-sex programs and classes offered at the schools listed below were completed, as required by Title IX and Section 1002.311, F.S.

Name of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed
Woodward Avenue Elementary	2004	June 2019
TrueCore Behavioral Solutions	*	June 2019

* Program is under the jurisdiction of the State of Florida's Juvenile Justice Education Enhancement Program (JJEPP).



Signature, Superintendent

8-1-19

Date



Boys and Girls learn differently

There are hardwired differences between boys and girls and a growing number of educators have become convinced that we should *use* these differences to ensure everyone reaches his/her full potential. Here at Woodward we are committed to provide a quality education for all of our students. Our single-gender classes are just one more option we use to provide the best education for your child. We will continue to do whatever possible to ensure the success of all students and to monitor your child's progress. We are helping Woodward Super-stars rise to the top!



Girls and boys hear differently

Girls are born with more sensitive hearing than boys. These differences become larger as children grow up. Some boys who are labeled "Attention Deficit" may just need teachers to SPEAK UP.

Girls and boys see differently

Given a choice between a spinning mobile and a human face, newborn boys prefer to look at the mobile. Newborn girls prefer to look at the face. Boys' eyes are wired for movement and girls are wired for color and detail.

Girls and boys process differently

Boys and girls process language, spatial reasoning, memories and emotions in different regions of the brain and at different times during their childhood.

In an all boys' classroom, teachers can focus on:

- Harnessing boys' natural physical energy through brain breaks
- Building self-esteem in reading and language arts by teaching reading through movement and boy specific motivation.
- Fostering respect and instilling the characteristics associated fostering student productivity.

In an all girls' classroom, teachers can focus on:

- Harnessing the girls' natural verbal energy
- Building self-esteem in math and science by encouraging risk-taking.
- Fostering a sense of "girl power" and promoting girls helping girls.

Frequently Asked Questions:

The real world is coed so isn't it obvious that school be coed?

In a coed classroom, even with the best leadership how you look or act seems to matter more than who you are. This is minimized in single-gender classrooms.

If it's wrong to segregate kids by race, why is it OK to segregate kids by gender?

Offering single-gender education in public schools is about expanding choices, not restricting them. This new option opens up opportunities for same-gender education that have traditionally been reserved for exclusive prep schools, which are cost-prohibitive.

If I opt-in to this program for my child, will they have any classes with the opposite gender?

Yes, at Woodward Avenue the classes sometimes mix for Physical Education, recess, and lunch.

What do I do if I want my child in a single-gender class?

Talk to your child's teacher and tell him/her that you would like your child to be considered. You need to opt into the single-gender program, which means your child will not be placed in the program if you do not request it.



Contact Information

Woodward Elementary

Principal

Mr. Carlos Scott

(386) 943-7910

Stetson University

Kathy Piechura-Couture, Ph.D.

Nina B Hollis Institute

(386) 822-7080



Woodward Avenue
Elementary

Single-Gender Choice



For more information see National Association for
Single Sex Public Schools.

<http://www.singlesexschools.org/home.php>

Woodward Avenue Elementary
Single Gender Application
2019-2020 School Year



Dear Parents and Guardians,

Woodward Avenue Elementary is proud to announce we will offer Single Gender classes in grades K-4 for the 2019-2020 school year. Students in Single Gender classes engage in the same curriculum as the co-educational classes. However, Single Gender teachers plan lessons and activities that are specifically designed to address learning styles of either boys or girls based on research.

Your student(s) is currently in one of our Single Gender classes. If you would like your student(s) to be considered for continued participation in a single gender class (all boys or all girls), please complete and return the attached for below. Your input will be considered by administration and grade level teams. Woodward continues to experience high interest in our Single Gender program. As a result, student placement is done on a first come, first serve basis. I encourage you to consider this unique program by returning your application in a timely manner.

Sincerely,

Carlos M. Scott
Principal

Superstars Always RISE to the Top!

_____ I want my student(s) to continue in the Single Gender program during the 2019-2020 school year.

_____ I do not want my student(s) to participate in the Single Gender program during the 2019-2020 school year.

Student(s) Name: _____

Current Teacher(s): _____

Grade Level for the 2019-2020 school year: _____

Parent/Guardian Signature: _____

Date: _____

Official Use Only

Date Received: _____ Time: _____

Woodward Avenue Elementary
Single Gender Application
2019-2020 School Year



Dear Parents and Guardians,

Woodward Avenue Elementary is proud to announce we will offer Single Gender classes in grades K-4 for the 2019-2020 school year. Students in Single Gender classes engage in the same curriculum as the co-educational classes. However, Single Gender teachers plan lessons and activities that are specifically designed to address learning styles of either boys or girls based on research.

If you would like your student to be considered for a gender class (all boys or all girls), please complete and return the attached for below. Your input will be considered by administration and grade level teams. Woodward continues to experience high interest in our Single Gender program. As a result, student placement is done on a first come, first serve basis. I encourage you to consider this unique program by returning your application in a timely manner.

Sincerely,

Carlos M. Scott
Principal

Superstars Always **RISE** to the Top!

I want my student to be consider for Single Gender placement for the 2019-2020 school year. I understand that placement in a Single Gender class is voluntary and is done on a first come, first serve basis. If my student is enrolled in a Single Gender class, my family will be fully committed to program activities planned for the school year.

Student Name: _____

Current Teacher: _____

Grade Level for the 2019-2020 school year: _____

Parent/Guardian Signature: _____

Date: _____

Official Use Only

Date Received: _____ Time: _____

The School Board of Volusia County

2018-2019 Annual Update to the
Florida Educational Equity Act Plan

PART VII: PREGNANT AND PARENTING STUDENTS

PART VII: PREGNANT AND PARENTING STUDENTS

PREGNANT AND PARENTING STUDENTS

- 1. How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma? How are ancillary services (such as childcare, health care, social services, parent education and transportation) provided?**

The Volusia County Schools' Teen Parent Program is authorized by Florida Statute 1003.54. Services are provided for male and female pregnant and/or parenting students until graduation. Students in the program can:

- *remain in their zone school with their peers while pregnant and parenting;*
- *receive district-supported childcare at any licensed daycare of their choice;*
- *receive school bus transportation for their babies under specific conditions;*
- *earn elective credit(s) in Parenting courses with instruction in pre and post-natal education and parenting skills.*

Pregnant and parenting students have the legal choice to remain at their zoned school to pursue their diploma. Parenting students who are enrolled in and attending school full-time can take advantage of the district-supported childcare during school days. They can choose any licensed or registered childcare facility. Students in the Teen Parent Program must take a parenting course either at their school or virtually to be/remain eligible for childcare services. Transportation is provided for the student/baby if the student is eligible for bus service and the childcare is along the student's bus route. The district supplies a car seat on the bus for the child.

- 2. If the district operates a separate facility for pregnant and parenting students, how are students informed of the different curricula, services, or other options available at the facility versus what is available at their home schools? Please attach brochure(s) used to inform pregnant and parenting students of their educational options.**

The district does not operate a separate facility for pregnant and parenting students. The Chiles Academy, a charter school located in Daytona Beach, is available for Pregnant and Parenting students only.

- 3. How are school counselors and administrators trained to affectively advise pregnant or parenting students of their options to participate in regular classroom activities or enroll in a special program, and their access to curricular, extracurricular, and ancillary service programs?**

Teenage Parent Program brochures are distributed to all schools and the services are discussed at the Guidance Counselors annual meeting in August. Information is also available on the VCS website. A copy of the brochure is included in this section.

DEPARTMENT PAGES

[Advancement Via Individual Determination \(AVID\) >](#)

[Athletics >](#)

[AVID Resources >](#)

[Drivers Education >](#)

[Field Trip >](#)

[Field Trip Experiences >](#)

[Teen Parent Program >](#)

RELATED LINKS

[Alternative Education >](#)

[Archives & Records Management >](#)

[Charter Schools >](#)

[Extended Day Enrichment Program >](#)

[Halifax Behavior Services >](#)

[Hospital Homebound >](#)

Teen Parent Program

The Volusia County Schools' Teen Parent Program is authorized by Florida Statute 1003.54. Services are provided for male and female pregnant and/or parenting students until graduation.

Students in the program can:

- remain in their zoned school with their peers while pregnant and parenting;
- receive district-supported childcare at any licensed daycare of their choice;
- receive school bus transportation for their babies under specific conditions;
- earn elective credit(s) in Parenting course with instruction in pre- and postnatal education and parenting skills.

What does it cost to participate in this program?

The Teen Parent Program is free of charge for all pregnant and/or parenting students of Volusia County Schools, both male and female.

Childcare is provided free of charge at a participating licensed childcare facility of your choice. A few facilities charge a parent fee. However, many times that is negotiable for students.

School bus transportation for mother/father and baby is provided free of charge when parents are transportation-eligible and the chosen childcare facility is located on their bus route.

Important Program Information

Eligibility:

Pregnant and/or parenting students, male and female, are eligible for services. Students must meet the following guidelines to obtain and maintain district-supported childcare:

1. Maintain a minimum 2.0 GPA.
2. Actively pursue a high school diploma or certificate of completion.
3. Maintain acceptable attendance as defined by district policy.
4. Maintain acceptable behavior as defined by district policy.
5. Take or have successfully passed a for-credit parenting course with Volusia County Schools.

Registration:

What should I do first?

Contact the district Teen Parent Program representative, Ms. Marianne Blair, to learn about the variety of educational options available to you. Mrs. Blair can be reached via email at mblair@volusia.k12.fl.us or phone at 386-734-7190 ext. 20694.

A face-to-face meeting will be scheduled at the district administrative complex office located at 200 N. Clara Ave., DeLand, FL 32720 in the Brewster Building, Archives and Records Office.

If you are under 18 years of age, a parent/guardian must sign the necessary paperwork required for entry into the Program.

Steps to register and enroll in the Teen Parent Program:

1. If you are not enrolled in a Volusia County School, meet with your school guidance counselor to register for classes.
2. If you are a student receiving exceptional education services, there must be a review of the Individualized Education Plan (IEP) prior to enrollment in the Teen Parent Program.
3. Call and visit childcare facilities to find an opening in the one that is right for your baby.
 - If you need help finding a childcare, contact the ELC (Early Learning Coalition) to determine the best fit for your baby. ELC website: <https://www.elcfv.org/contact/>
4. Schedule a time to meet with Mrs. Blair and bring the following documents to register your baby:
 - Baby's certified birth certificate from the Health Department
 - Baby's updated shot record from pediatrician - Form DH680 Florida Certificate of Immunization
 - Baby's Student Examination form from pediatrician - Form 3040
 - Baby's social security number
5. After enrollment of the baby and parent are complete, the teen will take a waiver to the Early Learning Coalition (ELC website: <https://www.elcfv.org/contact/>) and the childcare provider.

Que es el Programa de educacion de los hijos adolescentes

Escuelas del Condado de Volusia se ha comprometido a ayudar a padres y adolescentes embarazadas permanecer en sus zonas escolares y de posgrado, proporcionando una línea de crédito de crianza 0.5 electivos, además de proporcionar cuidado de niños contratados en cualquier guardería o que están registrados con licencia de su elección y-a puerta de transporte de puerta para ellos y sus hijos (cuando la guardería es elegido a lo largo de la ruta del autobús escolar).

Sección 1003.54 [230.23166] Estatutos de la Florida (apéndice B), requiere que cada consejo escolar del distrito establecer y aplicar un programa para padres adolescentes, que se define como un programa educativo diseñado para proporcionar un plan de estudios especializados y otros servicios para satisfacer las necesidades de las mujeres embarazadas y crianza de los hijos estudiantes, hombres y mujeres, y sus hijos.

Cuidado de los niños contratados es un derecho que los padres de adolescentes pueden obtener al completar un curso de crianza de los hijos aprobados.

Los derechos están disponibles siempre y cuando se están llevando a cabo un diploma de escuela secundaria con la asistencia aceptable, un comportamiento aceptable y un promedio mínimo 2.0.

VOLUSIA COUNTY SCHOOLS

Teenage Parent Program – Childcare Funding



Volusia County Schools is committed to helping pregnant and parenting teens stay in school and graduate by providing an opportunity to take an online .5 credit parenting elective, contracted childcare & school bus transportation for them and their children, *when available*.

Program Eligibility:

Pregnant and/or parenting students, male and female, are eligible for services. Students must meet the following guidelines to obtain and maintain the district-supported childcare:

1. Maintain a minimum 2.0 GPA.
2. Actively pursue a high school diploma or certificate of completion.
3. Maintain acceptable attendance as defined by district policy.
4. Maintain acceptable behavior as defined by district policy.
5. Take or have successfully passed a for-credit **parenting course** with Volusia County Schools.

Parenting Course Required

- Online parenting course: Apply at www.volusiaonlinelearning.com and continue to FLVS link.
- All students in the program must complete the course online to continue to receive the childcare voucher.

It's About Reaching Your Graduation Goals!



Qualifying for Childcare

- Enrollment/full-time attendance in a Volusia County School.
- Parent notification and written consent required, if under 18
- Progress in school towards regular high school graduation

Teenage Parent Program Childcare Registration

- Email Mrs. Marianne Blair for an appointment:
mlblair@volusia.k12.fl.us
- Items to bring to the appointment:
 1. Proof of pregnancy OR
 - Baby's certified birth certificate from Health Dept.;
 2. Baby's physical exam Form DH3040 from doctor;
 3. Baby's updated shot record Form DH680 from doctor
 4. Baby's social security #
- The parent or guardian of the teen **must** accompany student to appointment, if student is under 18 years of age.

Call or email for
information about the
Teenage Parent
Program and childcare
at a licensed facility of
your choice:

Mrs. Marianne Blair
(386) 734-7190 Ext. 20694
Educational Enhancements

mlblair@volusia.k12.fl.us

Visit our website at:

<https://www.vcsedu.org/education-al-enhancements/teen-parent-program>

To Navigate the NEW VCS
Website:

1. Go to www.vcsedu.org
2. Click on the District, then
3. Scroll down to Departments
4. Click on Educational Enhancements
5. Teen Parent Program

Early Learning Coalition

If you need help finding a *childcare*, contact the ELC (Early Learning Coalition) to determine the best fit for your baby.

ELC website:
<https://www.elcfv.org/contact/>

ELCFV – Daytona Location
135 Executive Circle, Suite 100,
Daytona Beach, FL 32114

Hours:

Monday – Thursday 7:30AM to 5:00PM
Fridays 8:00AM to 4:30PM

Contact ELC:

Phone: 386-323-2400

ELCFV – DeLand Location
1205 S. Woodland Blvd., Suite 1,
DeLand, FL 32720

Hours:

Monday – Thursday 7:00AM to 6:00PM.
Fridays: CLOSED

Contact ELC:

Phone: 386-323-2400



Teenage Parent Program
Contracted Childcare for
Parenting Students

- *Stay in your Volusia County Public School.*
- *Get funding for licensed daycare of your choice*

Dropout Prevention and
Academic Intervention Program
Ch. 1003.54 Florida Statutes

<https://www.flsenate.gov/Laws/Statutes/2018/1003.54>

The School Board of Volusia County

**2018-2019 Annual Update to the
Florida Educational Equity Act Plan**

APPENDICES

APPENDIX A:
NON-DISCRIMINATION AND EDUCATIONAL EQUITY
(SCHOOL BOARD POLICY 507)

NON DISCRIMINATION AND EDUCATIONAL EQUITY

It is the intent of the School Board of Volusia County to offer the opportunity to students to participate in appropriate programs and activities without regard to race, color, religion, national origin, sex, disability, marital status, political beliefs, sexual orientation or age except as otherwise provided by Florida State Law.

It is the policy of the School Board of Volusia County not to discriminate against employees or applicants for employment on the basis of race, color, religion, national origin, sex, disability, marital status, political beliefs, sexual orientation or age. Sexual harassment or harassment on the basis of race color, religion, national origin, sex, disability, marital status, political beliefs, sexual orientation or age is a form of employee misconduct that undermines the integrity of the employment relationship, and is prohibited. This prohibition shall apply to recruitment, employment, transfers, compensation and all other terms and conditions of employment.

Access to educational programs and/or activities, and employment and promotion practices will be in accordance with the equity plan established by the School Board of Volusia County and incorporated herein, pursuant to the Administrative Rules of the State Board of Education and Florida Statutes. The superintendent shall appoint an equity officer from among school personnel. It shall be the duty of the equity officer to bring to the attention of the superintendent events, practices, patterns and/or policies which may be inconsistent with equity requirements.

Legal Authority:

Sections 230.22(1)(2), 230.23(3)(4), Florida Statutes

Laws Implemented:

Section 228.2001, Florida Statutes

Rules 6A-19.001 - 6A-19.010, Florida Administrative Code

History:

(Adopted -- May 24, 1977)

(Revised -- August 16, 1990; December 17, 1991; June 28, 1994; July 25, 2000; July 30, 2001)

(Effective Date -- July 30, 2001)

NOTE Due to the voluminous nature of the implementation plan to this policy, it may be reviewed at the Volusia County Schools Administrative Complex, Employee Services Department, 200 North Clara Avenue, DeLand, Florida, and at the Educational Development Center, Employee Services Department, at the corner of Loomis and Lockhart, Daytona Beach, Florida.

APPENDIX B:
GRIEVANCE PROCEDURES
(SCHOOL BOARD POLICY 508)

GRIEVANCE PROCEDURE

I. General Provisions

- A. The purpose of this grievance procedure is to promote the prompt and equitable resolution, at the most accessible supervisory level, of issues that may arise out of the administration of school board policy, state law and/or federal law.
- B. Issues that are covered by a collective bargaining agreement shall be filed and processed under the collective bargaining agreement that is applicable to the employee filing the grievance. Disputes not covered by the collective bargaining agreement, but arising from school board policy, state law and/or federal law shall be filed and processed under this procedure.
- C. Use of this grievance procedure shall not prohibit individuals who believe their rights under state law and/or federal law have been violated from seeking redress from other sources.
- D. Notice of the availability of this grievance procedure for the processing of grievances as defined by this policy shall be provided to employees, applicants for employment, students, applicants for admission, parents, bargaining units and the general public.
- E. Allegations of harassment in violation of adopted school board policy shall first be investigated under school board policy 509. If an individual has exhausted the procedure set out in school board policy 509, but believes that appropriate redress under that policy, state law and/or federal law has not been provided, then the individual may file a grievance under this policy within twenty (20) days of the receipt of the findings under school board policy 509. All other allegations of violations of school board policy, state law and/or federal law shall be filed and processed under this policy.
- F. A grievance may be withdrawn by the grievant at any time and at any step of this procedure.
- G. A grievant shall be responsible for any fees and expenses incurred by the individual while processing the grievance. The administration's cost incurred in processing the grievance shall be paid by the school district.
- H. The time limits established in this policy are the established maximum time available, and can only be extended by mutual written agreement of the parties. The failure to initiate or appeal a grievance within the time limits set out in this policy shall be deemed a waiver of the grievance. The failure at any step of this procedure to communicate the decision on the grievance within the specified time limit shall permit the grievant to proceed to the next step of this grievance procedure.
- I. No reprisals of any kind shall be taken by the school board or any school board employee against any individual because of his or her participation in this grievance procedure.

- J. If a grievance includes an allegation of harassment in violation of school board policy 509 and/or discrimination in violation of school board policy 507, the grievant may also contact the equity officer for the school district, who shall consult with the grievant regarding the allegations and the use of the grievance procedure.
 - K. In the event a grievance governed by this policy expressly alleges discrimination or harassment by a particular district employee, that district employee shall not conduct the grievance meeting but an alternate reviewer will be assigned by the superintendent or designee.
- II. Student Education Grievance Procedure
- A. Definitions
 - 1. Grievance: (a) An allegation that a student's rights under school rule, school board policy, state law and/or federal law have been violated; (b) An allegation that a parent's or guardian's rights under school board policy, state law and/or federal law relating to the education of a child over whom he or she has responsibility has been violated.
 - 2. Days: Workdays as defined under the school district's twelve-month calendar.
 - 3. Grievant: Either a student enrolled in the Volusia County School District, or the parent or guardian of a student enrolled in the Volusia County School District.
 - B. Procedure
 - 1. Step One - Within twenty (20) days of the event which gave rise to the grievance, the student and/ or the student's parent or guardian shall meet with the school principal to resolve the matter informally. The grievant shall inform the principal that the meeting is for the purpose of initiating the grievance procedure. A student and/or the student's parent or guardian may choose to first contact the equity officer regarding the grievance prior to meeting with the school principal. If such contact occurs, the twenty (20) day period set out in this step shall be extended to thirty (30) days. Within five days of the meeting, the principal shall provide the grievant with a written response to the issues raised. The principal shall include a grievance form with the response to the student and/or the student's parent or guardian. The principal shall complete the applicable portions of the form and acknowledge the date on which the conference occurred.
 - 2. Step Two - If the grievant is not satisfied with the results of his or her meeting with the principal, the grievant may advance the grievance to step two of this grievance procedure. To do so, the grievant must, within ten days after receipt of the response from the principal, file a copy of the grievance form with the area superintendent responsible for the school. The grievant shall be responsible for completing the sections of the form

requiring a statement of the grievance and the facts involved, the remedy requested, and the school rule, school board policy, state law and/or federal law that is alleged to have been violated. The grievance form must be complete at the time it is filed. The area superintendent shall discuss the facts and the applicable school rule, school board policy, state law and/or federal law raised by the grievance with the grievant. The area superintendent shall contact the school principal to ascertain the principal's position on the issues raised by the grievance. The area superintendent shall also have the authority to, while maintaining required student confidentiality, discuss the grievance with other individuals who may provide relevant information. While the grievance meeting is not a trial and the rules of civil procedure and evidence do not apply, the grievant may present witnesses and evidence at the meeting in support of his or her grievance. The area superintendent shall render a decision within fifteen (15) days of receipt of the grievance, and shall notify the grievant of the decision by certified mail, return receipt requested. A copy of the decision will also be sent to the school principal. Any determination involving an alleged violation of a school rule shall be considered final, and may not be further advanced.

3. Step Three - If the grievant is not satisfied with the area superintendent's decision, the grievant may advance the grievance to step three of this grievance procedure, providing the grievance relates to school board policy, state law and/or federal law. To do so, the grievant must, within ten days of receipt of the area superintendent's decision, file a written request for an informal hearing with the area superintendent. The area superintendent shall forward the request for informal hearing to the superintendent, who shall designate a hearing officer. The hearing officer shall schedule the date, time and place for the informal hearing. The grievant, the area superintendent and the school principal shall be present. The hearing officer and superintendent may establish additional rules for the conduct of this informal hearing, provided these additional rules do not conflict with this policy. These rules must be written, published and made available to the grievant and administration prior to any informal hearing. The grievant and the administration have the right to be represented by counsel. Should the grievant choose not to be represented by counsel, another person of their choice may accompany him or her. The parties will be called upon by the hearing officer to state their position on the issues raised by the grievance. The parties may choose to present witnesses who have personal knowledge of the facts. However, the informal hearing is not evidentiary and does not include any right to subpoena or to cross-examination, nor shall any transcript be kept. The hearing officer shall render a written decision within ten (10) days of the close of the hearing. A copy of the decision shall be sent to the grievant by certified mail, return receipt requested. A copy of the decision shall also be forwarded to the school principal, the area superintendent, the equity officer and the superintendent. The hearing officer's decision shall be considered final action. However, the superintendent shall have the authority to amend the decision when, in his or her sole discretion, the superintendent believes such amendment is appropriate under school board policy, state law and/or federal law. The

superintendent shall have the discretion to establish the process for such amendment.

III. Employee Grievance Procedure

A. Definitions

1. Grievance: An allegation by a grievant that his or her rights under school board policy, state law and/or federal law have been violated by the Volusia County School District.
2. Days: Workdays as defined under the school district's twelve-month calendar.
3. Grievant: An employee (full-time, part-time or casual), an applicant for employment, or an adult applicant to any of the school district's adult programs.

B. Procedure

1. Step One - Within twenty (20) days of the event which gave rise to the grievance, the grievant shall meet with the supervisor responsible for the decision or action being grieved in order to resolve the matter informally. In matters involving actions taken through the office of professional standards, step one shall be initiated with a representative of that office. The grievant shall inform the supervisor or the representative of the office of professional standards that the meeting is for the purpose of initiating the grievance procedure. If such contact occurs, the twenty (20) day period set out in this step shall be extended to thirty (30) days. Within five days of this meeting, the supervisor or the representative of the office of professional standards shall provide the grievant with a written response to the issues raised.

The supervisor or the representative of the office of professional standards shall include a grievance form with the response to the grievant. The supervisor or the representative of the office of professional standards shall complete the applicable portions of the form and acknowledge the date on which the conference occurred.

2. Step Two - If the grievant is not satisfied with the results of his or her meeting with the supervisor, the grievant may advance the grievance to step two of this grievance procedure. To do so, the grievant must, within ten days after meeting with the supervisor, file a copy of the grievance form with the district level administrator designated by the superintendent to have authority over the supervisor described in step one. If the grievant is unable to determine which district level administrator is appropriate, he or she may seek assistance from the equity officer. The grievant shall be responsible for completing the sections of the form requiring a statement of the grievance and the facts involved, the remedy requested, and the school board policy, state law and/or federal law that is alleged to have been violated. The grievance

form must be complete at the time it is filed. The district level administrator shall discuss the facts and the applicable school board policy, state law and/or federal law raised by the grievance with the grievant. The district level administrator shall contact the step one supervisor to ascertain the supervisor's position on the issues raised by the grievance. The district level administrator shall also have the authority to discuss the grievance with other individuals who may provide relevant information. While the grievance meeting is not a trial and the rules of civil procedure and evidence do not apply, the grievant may present witnesses and evidence at the meeting in support of his or her grievance. The district level administrator shall render a written decision within fifteen (15) days of receipt of the grievance, and shall notify the grievant of the decision by certified mail, return receipt requested. A copy of the decision will also be sent to the step one supervisor. Appeals from grievances denied at step one by the office of professional standards shall be advanced to step three of this procedure.

3. Step Three - If the grievant is not satisfied with the district level administrator's decision, the grievant may advance the grievance to step three of this grievance procedure. To do so, the grievant must, within ten days of receipt of the district level administrator's decision, file a written request for an informal hearing with the district level administrator. The district level administrator shall forward the request for informal hearing to the superintendent, who shall designate a hearing officer. The hearing officer shall schedule the date, time and place for the informal hearing. The grievant, the district level administrator and the step one supervisor shall be present. The hearing officer and superintendent may establish additional rules for the conduct of this informal hearing, provided these additional rules do not conflict with this policy. These rules must be written, published and made available to the grievant and administration prior to any informal hearing. The grievant and the administration have the right to be represented by counsel. Should the grievant choose not to be represented by counsel, he or she may be accompanied by another person of their choice. The parties will be called upon by the hearing officer to state their position on the issues raised by the grievance. The parties may choose to present witnesses who have personal knowledge of the facts. However, the informal hearing is not evidentiary and does not include any right to subpoena or to cross-examination, nor shall any transcript be kept. The hearing officer shall render a written decision within ten days of the close of the hearing. A copy of the decision shall be sent to the grievant by certified mail, return receipt requested. A copy of the decision shall also be forwarded to the step one supervisor, the district level administrator, the equity officer and the superintendent. The hearing officer's decision shall be considered final action. However, the superintendent shall have the authority to amend the decision when, in his or her sole discretion, the superintendent believes such amendment is appropriate under school board policy, state law and/or federal law. The superintendent shall have the discretion to establish the process for such amendment.

Legal Authority:

Section 1001.41, Florida Statutes

Laws Implemented:

Section 1000.05, Florida Statutes

History:

(Adopted -- June 12, 2001)

(Revised -- July 28, 2009; February 25, 2014)

(Effective Date -- July 28, 2009)

APPENDIX C:
PROHIBITION OF HARASSMENT
(SCHOOL BOARD POLICY 509)

PROHIBITION OF HARASSMENT

I. GENERAL STATEMENT OF POLICY

It is the policy of the Volusia County School District ("School District") to maintain a work environment that is free from harassment because of an individual's race, color, sex, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability. The Volusia County School District prohibits any and all forms of harassment because of race, color, sex, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability. This shall include same sex harassment, male to female harassment, and female to male harassment.

For the purpose of this policy, the term "school personnel" includes school board members, agents, volunteers, contractors, or persons subject to the supervision and control of the School District. For the purpose of this policy, the term "other person" shall be defined as any other person involved with school business or activities, or on school grounds.

It shall be a violation of School District policy for any student, teacher, administrator, other school personnel, or other person to harass a student, teacher, administrator, other school personnel, applicant for employment or other person through conduct of a sexual nature, or regarding race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability, as defined by this policy.

It shall also be a violation of this policy for any teacher, administrator or other school personnel to tolerate sexual harassment or harassment because of a student's, subordinate employee's, or other person's race, color, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability by a student, teacher, administrator, other school personnel or by any third party.

The School District will act to promptly investigate all complaints, either formal or informal, verbal or written, of harassment because of race, color, sex, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability. The school system will promptly take appropriate action to protect individuals from further harassment. If it is determined that bullying or harassment in violation of this policy has occurred, the district will: (1) promptly and appropriately discipline any student or employee who is found to have violated this policy; (2) take appropriate action against any other person who is found to have violated this policy; and/or (3) take other action reasonably calculated to end the bullying and/or harassment and to correct the discriminatory effects on the complainant or other individuals who were subject to bullying and/or harassment, if appropriate.

The superintendent shall appoint an equity officer from among school personnel. The equity officer shall have the responsibility of counseling individuals who believe they may have been subjected to harassment in violation of this policy. Such counseling shall include providing necessary assistance and support in submitting the allegation to the

appropriate investigator. The equity officer shall also provide the superintendent with recommendations regarding training that may benefit the School District in the prevention of unlawful discrimination and harassment, and coordinate compliance with civil rights protection. The equity officer shall also have the responsibility of reporting to the superintendent, deputy superintendent, area superintendent, assistant superintendent, principal, or whomever the equity officer deems appropriate whenever he or she believes that an individual who has filed a complaint has not had the charge properly investigated in compliance with this policy.

II. DEFINITIONS

A. Sexual Harassment

For purposes of this policy, sexual harassment consists of unwelcome and unsolicited sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

1. submission to that conduct is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
2. submission to or rejection of that conduct by an individual is used as a factor in decisions affecting that individual's employment or education; or
3. that conduct has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, abusive, oppressive, or offensive employment or education environment.

Sexual harassment may include but is not limited to:

1. sexual advances;
2. touching, patting, grabbing or pinching another individual's intimate parts;
3. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
4. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another;
5. graffiti of a sexual nature;
6. sexual gestures;
7. sexual or dirty jokes;

8. touching oneself sexually or talking about one's sexual activity in front of others;
9. spreading rumors about or rating other employees as to sexual activity or performance;
10. unwelcome, sexually motivated or inappropriate physical contact. This prohibition does not preclude legitimate non-sexual conduct such as the use of necessary restraints to avoid physical harm to persons or property; or
11. other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's employment, educational status or employment, or implied or overt promises of preferential treatment.

B. Harassment Because of Race, Color, Religion, National Origin, Marital Status, Age, Political Beliefs, Sexual Orientation, Gender Identity or Expression, or Disability

For purposes of this policy, harassment on the basis of race, color, religion, national origin marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability consists of verbal or physical conduct relating to an individual's race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or that of an individual's parents, family members or ancestors, or an individual's physical or mental disability, when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, abusive, oppressive, or offensive working or educational environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or educational performance; or
3. otherwise adversely affects an individual's employment or educational opportunities.

Harassment because of race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability may include but is not limited to:

1. graffiti containing offensive language;
2. name calling, jokes or rumors;
3. threatening or intimidating conduct directed at another because of the other's race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability;

4. notes or cartoons;
5. slurs, negative stereotypes, and hostile acts, which are based upon another's race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability;
6. written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
7. a physical act of aggression or assault upon another because of, or in a manner reasonably related to race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability; or
8. other kinds of aggressive conduct such as theft or damage to property, which is motivated by race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability.

III. REPORTING PROCEDURES

A. General Procedures

Any student, parent/guardian of a student, employee, other school personnel or other person who believes he or she has been the victim of sexual harassment or harassment based on race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability as described by this policy, is encouraged to immediately report the alleged acts to an appropriate School District official designated herein.

Any administrator or other school employee who receives notice that any student, employee, other school personnel or other person may have been the victim of sexual harassment or harassment based on race, color, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability as described by this policy, is required to immediately report the alleged acts to an appropriate School District official designated herein. Failure to forward any harassment report or complaint as provided herein may result in disciplinary action against the employee, administrator or other school personnel who had been informed of the report or complaint. The individual receiving the report or complaint may request but may not insist upon a written complaint.

The School District shall, to the extent possible, protect the confidentiality and privacy of the individual filing the complaint, the individuals against whom the complaint is filed, and the witnesses involved. Such confidentiality and privacy may be limited by investigative and legal requirements that apply to the School District.

The School District encourages the reporting party or complainant to use the report form available from the appropriate office, but oral reports shall be considered complaints as well. Use of formal reporting forms is not required.

B. Submission of Complaints

1. Teachers who have observed or been told of bullying or harassment among students shall take the appropriate corrective action, and shall make the necessary referrals to the school administration as may be warranted by the situation. For other school personnel and other persons, any allegation that a student has been subjected to harassment in violation of this policy by another student shall be submitted to the affected student's building principal for investigation in accordance with the Code of Student Conduct and Discipline.
2. Any allegation that a teacher, administrator, other school personnel or other person has been subjected to harassment in violation of this policy by a student shall be submitted to the building principal for the student against whom the allegation was made.
3. Any allegation that a student, teacher, administrator, other school personnel or other person has been subjected to harassment in violation of this policy by a teacher, administrator, other school personnel or other person shall be submitted to the equity officer with the exception of allegations of harassment on the basis of sex. All complaints of harassment on the basis of sex shall be referred to the director of Professional Standards.
4. Complaints of harassment must be submitted within sixty (60) calendar days of the alleged action.
5. The equity officer shall be notified of all incidents of harassment that are the subject of an investigation.

IV. INVESTIGATION

- A. Upon receipt of the harassment report or complaint, the building principal, equity officer or the director of professional standards, whichever is applicable, shall immediately undertake or authorize an investigation.
- B. The investigation will consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the person investigating shall consider the surrounding circumstances, the nature of the behavior, past incidents, past or continuing patterns of behavior, and the

context in which the alleged incidents occurred.

- D. In the course of the investigation the building principal or the director of professional standards may determine that reason exists to make a recommendation regarding the protection of the student, employee or others named in the complaint. Such recommendation will be made immediately to the superintendent.
- E. The investigation will be completed as soon as practicable, with cases involving allegations against students being completed within ten (10) days, and cases involving allegations against adults taking no more than 60 days. If the allegation is against an employee, the director of professional standards or equity officer, whichever is applicable shall, upon completion of the investigation, provide a written report to the professional standards committee and shall make a recommendation to the superintendent. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy and should be completed with 90 days of the date of the complaint.

If the allegation is against a student, and is substantiated, the building principal shall take whatever action is appropriate under the Code of Student Conduct and Discipline. If the allegation is against a teacher, employee or other school personnel, and is substantiated, the superintendent and school board shall take appropriate action in accordance with school board policy, Florida Statutes and the Administrative Rules of the Florida State Board of Education. Such actions shall be taken in a timely manner.

- F. The result of any investigation conducted by a school or district administrator under this policy will be reported in writing to the parties to the extent allowed by law.

V. RETALIATION

The School District will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any individual who reports alleged harassment under this policy or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VI. DISSEMINATION OF POLICY, TRAINING AND PREVENTION

- A. This policy shall be accessible to all students, school personnel and members of the public via the School District's web site on the Internet.
- B. The policy will also be referenced in employee handbooks and student handbooks.

- C. The superintendent shall make arrangements for periodic training for staff to insure that employees understand and recognize prohibited harassment activity pursuant to this policy.
- D. The prohibitions and requirements of this policy shall be reviewed with students at the same time the Code of Student Conduct and Discipline is reviewed.
- E. The School District shall conspicuously post in all schools and departments the name of the equity officer, including mailing address and telephone number.

Legal Authority:

Sections 1001.41, Florida Statutes

Laws Implemented:

Section 1000.05, Florida Statutes

History:

(Adopted -- April 25, 2001)

(Revised -- July 28, 2009, March 29, 2011; March 13, 2012)

(Effective Date -- March 13, 2012)

APPENDIX D:
POLICY AGAINST BULLYING AND HARASSMENT
(SCHOOL BOARD POLICY 525)

POLICY AGAINST BULLYING AND HARASSMENT

I. General Statement

It is the policy of the Volusia County School District that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The district will not tolerate bullying and/or harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited. Issues regarding sexual harassment, and harassment based upon race, color, sex, religion, national origin, marital status, age, political beliefs, sexual orientation, gender identity or expression, or disability shall be dealt with under School Board Policy 509, Prohibition of Harassment.

II. Definitions for the Purpose of this Policy

Bullying, for the purpose of this policy, shall be defined as systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. The term “bullying” shall include “cyberbullying.” It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of property

Cyberbullying, for the purpose of this policy, bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

Harassment, for the purpose of this policy, shall be defined as any threatening, insulting,

or dehumanizing gesture, use of data or electronic communication or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits
3. Has the effect of substantially disrupting the orderly operation of a school

Bullying and harassment, for the purpose of this policy, also encompasses:

1. Retaliation against a student, group or school employee by another student, group or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion;
 - b. Accessing or knowingly and willingly causing or providing access to data or electronic communication through a computer, computer system, or computer network, or electronic devices within the scope of the district school system. For purposes of this policy, within the scope of the district school system means, regardless of ownership, any computer, computer system, or computer network or electronic device that is physically located on school property or at a school-related or school-sponsored program or activity;
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

Cyberstalking, as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

It is expected that the incident(s) of bullying and/or harassment must be reported to a school administrator by any knowledgeable stakeholder.

III. Behavior Expectations

General Expectations

The Volusia County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

The school district believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

The bullying or harassment of any student, group or school employee is prohibited:

- a. During any school district program or activity;
- b. During any school-related or school-sponsored program or activity;
- c. On school sponsored transportation;
- d. Through the use of data or electronic communication that is accessed through a district owned or operated computer, computer system, computer network, or other electronic device(s). The physical location or time access of a computer-related incident cannot be raised as a defense to a disciplinary action initiated under this policy. The application of this policy shall be consistent with the standards that exist under the Constitution of the United States of America; or
- e. Through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. This paragraph does not require a school to staff or monitor any nonschool-related activity, function, or program. Pursuant to section 1006.147, Florida Statutes, nothing in this policy shall be interpreted or relied upon, or establish an expectation that, the school district will staff or monitor any non-school-related activity, function, or program.

Students' Rights and Responsibilities

- Respect for Persons and Property

Students have the right to use school property in a manner approved by the school center. Students have the responsibility to respect the rights of others and not to interfere with their learning.

Students have the right to use their personal property in a manner approved by the school. Students have the responsibility to respect and adhere to the rules and regulations of the school system.

Students have the right to privacy consistent with applicable laws. Students have the responsibility to report evidence of an illegal act or violation of the code.

Students have the right to be respected and accepted as individuals. Students have the responsibility to exhibit respect for themselves and others by dressing appropriately and

in accordance with the Adopted dress code, recognizing the role that appropriate dress and respect for self and others has on orderly learning environment.

- Knowledge and Observation of Rules and Conduct

Students have the right to know the rules and regulations regarding their conduct. They also have the opportunity for input in the development of these rules and regulations. Students have the responsibility to follow the rules and regulations of the school center.

Students have the right to be assured of a school environment, which does not jeopardize their safety, health or welfare. Students have the responsibility to follow the rules and regulations of the school center so as not to jeopardize the safety, health and welfare of others.

- Respect for Authority

Students shall abide by the standards of conduct established in the Policy Guide and Code of Student Conduct and Discipline set out in School Board Policy Number 208, this policy, and by rules established by the school administrators and classroom teachers, which rules shall be consistent with Policy Guide and the Code of Student Conduct and Discipline, this policy and applicable law. Students who do not conduct themselves in accordance with such policies and rules are subject to discipline in accordance with the Code of Student Conduct and Discipline.

Student Recognition

All administrators, faculty, and staff, in collaboration with parents, students, and community members, will incorporate systemic methods for student and staff recognition through positive reinforcement for good conduct, self discipline, good citizenship, and academic success, as seen in the school's recognition plan or school rules.

Sanctions and Due Process

Proper prevention and intervention steps shall be taken based on the level of severity of infraction as outlined in the Policy Guide and Code of Student Conduct and Discipline and this Policy.

IV. Consequences

Student Consequences

The consequence for a student who commits an act of bullying and/or harassment or who is found to have wrongfully and intentionally accused another of an act of bullying or harassment shall be consistent with the responses set out in School Board Policy 208, Code of Student Conduct and Discipline, for "Level III – Major I Offenses", which include the following:

- Assignment to an alternative education program

- Community service in lieu of suspension *Not appropriate for all Level III Offenses -consult with the District Office
- Expulsion recommendation from school or bus
- In-school suspension
- Concern of harm to self or to others referral
- Problem Solving Team
- Restitution
- Saturday school
- Civil Citation Program
- Student Services referral
- Suspension from school or bus

NOTE: A student's IEP or 504 plan must be considered when determining the response to a disciplinary infraction.

Employee Consequences

Consequences and appropriate interventions for a school/district employee (s) or third-party contracted employees found to have committed an act of bullying and/or harassment or to have wrongfully and intentionally accused another of an act of bullying and/or harassment will be instituted in accordance with District policies, procedures, and agreements (Policy 418, Standards of Conduct, Procedures of the Office of Professional Standards, department and school rules and procedures applicable to the employee, and the relevant collective bargaining agreement). Additionally, acts of bullying or harassment by certified educators may, as determined by the Principles of Professional Conduct of the Education Profession in Florida, result in a sanction against an educator's state issued certificate (Rule 6B-1.006 F.A.C.).

Visitor and Volunteer Consequences

Consequences and appropriate interventions for a visitor, volunteer found to have committed an act of bullying and/or harassment or to have wrongfully and intentionally accused another of an act of bullying and/or harassment will be instituted in accordance with School Board Policy 418 Standards of Conduct, which provides that the individual engaging in such inappropriate behavior may be directed by the principal/designee to leave the school, other school district facility, or school activity. In addition, if determined to be appropriate by the principal, a trespass warning may be issued in accordance with state law.

V. Incident Report and Investigation

Submission of Complaints

- a. Any student, parent/guardian of a student, employee, visitor or, volunteer or stakeholder who believes he or she (or the child/student) has been the victim of bullying and/or harassment in violation of this policy is expected to immediately report the alleged acts to an appropriate School District official designated herein. In accordance with the law, persons shall be permitted to anonymously

report such allegations, but no disciplinary action may be based solely upon an anonymous report.

- b. Section 1006.147 (6), Florida Statutes, states as follows: “A school employee, school volunteer, student or parent who promptly reports in good faith an act of bullying or harassment to the appropriate school official designated in the school district’s policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.”
- c. Students who believe they have been subject to or have observed bullying and/or harassment in violation of this policy shall report the allegation to the teacher, building principal or designee (e.g. student dean). Teachers who have observed or been told of bullying and/or harassment among students shall take the appropriate corrective action, and shall make the necessary referrals to the school administration as may be warranted by the situation. Employees who believe they have been subject to or have observed bullying and/or harassment in violation of this policy shall report the allegation to their supervisor or Professional Standards. Visitors or volunteers who believe they have been subject to or have observed bullying and/or harassment in violation of this policy shall report the allegation to the administrator supervising the facility or program with which the visitor or volunteer is involved. The administrator receiving the complaint shall (in consultation with the Office of Professional Standards if the allegation is against an adult, or the Area Superintendent if the allegation is against a student) determine whether he or she has authority over the individual against whom the allegation has been made. If the administrator does not have such authority, then he or she shall forward the allegation to the appropriate administrator. If it is determined that the investigation is outside of the jurisdiction of the district, then the administrator shall, (in consultation with the Professional Standards Department if the allegation is against an adult, or the Director of Student Assignments if the allegation is against a student) determine whether there is an appropriate jurisdiction to which the matter can be referred. Such consultation shall also include a determination of whether local law enforcement should be notified of the allegation.

Investigation

- a. Upon receipt of the harassment/bullying report or complaint, the building principal, administrator or Director of Professional Standards, whichever is applicable, shall immediately undertake or authorize an investigation. The investigation of a reported act of bullying and/or harassment is deemed to be a school-related activity and begins with the report of such an act. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying and/or harassment allegedly committed against a child while the child is en route aboard a school bus or at a school bus stop.
- b. The investigation will consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident or circumstances giving rise to the complaint.

The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

- c. In determining whether alleged conduct constitutes a violation of this policy, the person investigating shall consider the surrounding circumstances, the nature of the behavior, past incidents, past or continuing patterns of behavior, and the context in which the alleged incidents occurred.
- d. In the course of the investigation the building principal or the Director of Professional Standards may determine that reason exists to make a recommendation regarding the protection of the student, employee or others named in the complaint. Such recommendation will be made immediately to the Superintendent.
- e. The investigation will be completed as soon as practicable, with cases involving allegations against students being completed within ten (10) days, and cases involving adults taking no more than sixty (60) days. If the allegation is against an employee, the Director of Professional Standards shall, upon completion of the investigation, provide a written report to the Professional Standards Committee, who shall make a recommendation to the Superintendent. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. If the allegation is against a student, and is substantiated, the building principal shall take whatever action is appropriate under the Code of Student Conduct and Discipline. If the allegation is determined to be unsubstantiated, it must be recorded as such in the student information system. If the allegation is against a teacher, employee or other school personnel, and is substantiated, the Superintendent and School Board shall take appropriate action in accordance with School Board policy, Florida Statutes and the Administrative Rules of the Florida State Board of Education. Such actions shall be taken in a timely manner. If the allegation is against a visitor or volunteer, and is substantiated, the administrator shall take action in accordance with School Board Policy 418 Standards of Conduct, which provides that the individual engaging in such inappropriate behavior may be directed by the principal/designee to leave the school, other school district facility, or school activity. In addition, if determined to be appropriate by the principal, a trespass warning may be issued in accordance with state law.
- f. In the course of investigations, computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. A principal or designee will assign a designee that is trained in investigative procedures to initiate an investigation of whether an act of bullying and/or harassment is within the scope of the scope of the district.

The trained designee will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying and/or harassment falls within the scope of the district. If it is within the scope of the district, move to procedures for investigating bullying and/or harassment. If it is outside the scope of the district, and determined a criminal act, refer to appropriate

law enforcement. If it is outside the scope of district, and determined not a criminal act, inform the parents/guardian of all students involved.

VI. Parental Notification and Referrals for Counseling

- a. Where the victim or perpetrator of the bullying or harassment is a student, then the parents of the student shall receive immediate notification of the act of bullying and/or harassment via telephone, personal conference, and/or in writing. The result of any investigation conducted by a school or district administrator under this policy will be reported in writing to the parties, to the extent allowed by law. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying or harassment incident about appropriate school options

Schools shall refer victims of bullying and/or harassment to school counselors or the problem solving team for appropriate interventions, and shall notify the parent if other actions are taken and/or planned to protect the victim. The school shall take the necessary actions to have perpetrators of bullying and/or harassment referred to appropriate programs and/or services. The school shall also take other action reasonably calculated to end the bullying and/or harassment and to correct the discriminatory effects on the complainant or other individuals who were subject to bullying and/or harassment, if appropriate.

NOTE: A student's IEP or 504 plan must be considered when determining appropriate interventions for students with disabilities.

- b. Where the victim or perpetrator of the bullying or harassment is an employee, the district shall offer referrals to counseling through the district's Employee Assistance Program. Counseling may be required for the perpetrator.

VII. Data Collection/Reporting and Instruction

- a. The district shall coordinate with principals to insure that the safety and discipline data that principals are required to report under section 1006.09(6), F.S., includes reported incidents of bullying and harassment. The district will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and harassment as incident codes as well as bullying-related as a related element code.

All reports of bullying will be entered into the discipline section of the district's Student Information System either as a bullying incident or an unsubstantiated report.

The district will provide bullying and/or harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 and at designated dates provided by the department.

- b. The Superintendent will take the necessary steps to insure that the evidenced based bullying and harassment prevention programs conducted by the district provide instruction on identifying, preventing, and responding to bullying and/or harassment for students, parents, teachers, school administrators, counseling staff, and school volunteers. This instruction shall include awareness of behaviors that lead to bullying and/or harassment as well as information concerning preventive action.

VIII. Authorized Bullying and Harassment Prevention Programs

The Volusia County School District provides the following list of authorized programs including, but not limited to:

- Olweus Bullying Prevention Program (OBPP)
- PBS/PBIS (Positive Behavior Support)/Positive Behavioral Interventions & Supports
- Monique Burr Foundation for Children, Inc.
- Second Step
- Aggressors, Victims, and Bystander (AVB)
- i-Safe
- RULER
- Character Counts
- I Can Problem Solve
- Coping Cats
- Why Try
- Social Skills Improvement System
- Skills Streaming
- Responsive Classrooms
- Caring Classroom Community

The district ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regard to bullying and/or harassment. This requires that efforts of everyone in the school environment – teachers, administrators, school counselors, school nurses, itinerant personnel, and non-teaching staff such as bus drivers, cafeteria workers, media specialists and custodians, parents/legal guardians and students.

IX. Publicizing the Policy

At the beginning of the school year, the Superintendent or designee shall, in writing inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the district's student safety and violence prevention policy.

Each district school shall provide notice to students and staff of this policy through appropriate references in the code of student conduct and employee

handbooks, and/or through other reasonable means. The Superintendent or designee shall also make all contractors contracting with the district aware of this policy.

Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying or harassment prevention messages such as posters and signs will be displayed around each school and on the district school buses.

Legal Authority:

Sections 1001.41, 1001.42, Florida Statutes

Laws Implemented:

Section 1006.147, Florida Statutes

History:

(Adopted -- January 13, 2009)

(Emergency Rule -- November 12, 2008; February 11, 2009; August 13, 2013)

(Revised -- March 29, 2011, March 13, 2012; October 8, 2013; August 12, 2014; December 13, 2016)

(Effective Date --December 13, 2016)

APPENDIX E:
EMPLOYEES WITH HIV/AIDS
(SCHOOL BOARD POLICY 519)

EMPLOYEES WITH HIV/AIDS

1. Statement of Purpose

All employees diagnosed as having Human Immunodeficiency Virus (HIV) disease or Acquired Immune Deficiency Syndrome (AIDS) including clinical evidence of infection with the AIDS associated virus (HIV) and receiving medical attention may wish to continue to work. As long as employees are able to meet acceptable performance standards, and medical evidence indicates that their condition is not a threat to themselves or others, employees shall be assured of continued employment. Pursuant to the laws protecting disabled individuals, such individuals shall not be discriminated against on the basis of their disabilities, and if it becomes necessary, some reasonable accommodations will be made to enable qualified individuals to continue to work. No employee will be subjected to mandatory testing for HIV/AIDS.

2. Training and Education

Many of the problems, which arise in the work place concerning AIDS or HIV disease, are caused by lack of knowledge about the disease and misunderstanding of the ways in which it is transmitted. The most practical means of combating this fear is education. The school district will make a concerted effort to educate employees as to the facts regarding blood-borne infections and how they are transmitted. Supervisors should be sensitive and responsive to co-workers' concerns, and emphasize employee education.

3. Confidentiality

The school board realizes that an employee's health condition is personal and confidential. Personal medical files or information about the employees are exempt from public disclosure. In addition, information relating to a specifically named individual, the disclosure of which would constitute an unwarranted invasion of personal privacy, is prohibited. Thus, special precautions should be taken to protect such information regarding an employee's health condition in order to prevent instances of disclosure that may invade the personal privacy of employees. As determined by the superintendent/designee in accordance with the law and in consultation with the advisory panel, only those supervisors with a need to know should be informed of an employee's health condition.

4. Conditions Which May Warrant Convening of Advisory Panel

Any staff member diagnosed as having AIDS or HIV disease (including clinical evidence of infection) and receiving medical attention, is not prohibited from reporting for duty. However, if an employee so diagnosed evidences any of the following conditions, the superintendent will convene an advisory panel for the purpose of making recommendations on the most appropriate work assignment for the employee:

- (a) Manifestations of clinical signs and/or symptoms which indicate progression of illness from HIV disease to AIDS;

- (b) Demonstration of potentially harmful behavior to self or others;
 - (c) Unstable or decompensated neuropsychological behavior;
 - (d) Presence of open wounds, cuts, lacerations, abrasions, or sores on exposed body surfaces where impervious occlusion cannot be maintained; and
 - (e) Impairment of gastrointestinal and/or genito-urinary function such that control of internal body fluids cannot be maintained.
5. The Advisory Panel shall be composed of:
- (a) Superintendent/Designee;
 - (b) County Health Officer, Volusia County Public Health Department;
 - (c) Attending physician of the employee with HIV infection;
 - (d) Student Services Health Specialist;
 - (e) Infectious disease specialty physician, when and as determined by the superintendent as appropriate;
 - (f) Legal counsel for school board, when and as determined by the superintendent as appropriate;
 - (g) Legal counsel, union representative or other advisor of the employee, when and as appropriate or requested; and
 - (h) Other school district staff, when and as appropriate.

Persons listed in A-C shall constitute the advisory panel.

Persons listed in E-H may participate at the invitation of the superintendent or at their request.

6. Advisory Panel Responsibilities

The general intent of the advisory panel is to serve as an expert professional resource to advise the superintendent in special situations where information about appropriate environment may not be available, complete, clear, or readily amendable to lay interpretation. It is expected that recommendations of the advisory panel shall be based solely upon current medical and employment information consistent with established ethical guidelines and considerations in accordance with guidelines of the Centers for Disease Control and other scientific and relevant professional bodies. Responsibilities of the advisory panel shall include:

- (a) Review employee's medical history and current status;
- (b) Review prior work assignments, employment history, etc.;
- (c) Assess risk-benefit options; then present and discuss employment options with employee, as applicable;
- (d) Reduce findings, options, and recommendations to writing and review draft report before submission to superintendent, focusing on key issues, unresolved problems, if any, and summary recommendations;
- (e) Submit written report to superintendent and remain available as needed; and
- (f) Re-evaluate all panel cases on a continuing basis at least once every six months and more often as circumstances change in the categories listed in #4 above.

7. Advisory Panel Protocol

If the superintendent determines that any one of the conditions in #4 exists, the employee in question will be placed on sick leave or special assignment.

- (a) The superintendent shall have 15 working days (equivalent to three calendar weeks) to collect data relevant to the case. He must also schedule and notify advisory panel members of the initial review meeting, date, time and location.
 - (1) The superintendent shall obtain consent for release of medical information and past medical history, laboratory tests, and other relevant records.
 - (2) Critical medical tests and other procedures will be conducted during this period as requested by the employee's physician, the county health officer, or other medical practitioners as warranted.
- (b) The advisory panel shall have 10 additional working days (two more calendar weeks) to review the data collected and to make a recommendation to the superintendent.
 - (1) If a medical review indicates that continuation of special status is not indicated, the advisory panel will recommend that the employee return to work.
 - (2) If a medical review indicates that continuation of special status is indicated, the advisory panel will recommend that the risk benefit options and employment options be discussed with the employee.

Legal Authority:

Sections 230.22 (2); 235.06; 440.56, Florida Statutes

Laws Implemented:

Sections 230.33 (7); 231.39; 231.40, Florida Statutes

History:

Adopted -- June 12, 2001

Effective Date -- June 12, 2001

APPENDIX F:
2018-2019 COURSE ENROLLMENT DATA

Students Enrolled in Level 3 Courses (including AP, IB, AICE and DE Courses)
2018-19, Final Survey 2

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

District #	District Name	White			Black			Hispanic			White Male			Black Male			Hispanic Male			District-Wide		
		Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent
01	ALACHUA	3,042	3,974	76.55%	1,221	2,604	46.89%	583	936	62.29%	1,487	2,026	73.40%	536	1,285	41.71%	274	485	56.49%	5,595	8,516	65.70%
02	BAKER	699	1,150	60.78%	66	164	40.24%	16	28	57.14%	338	556	60.79%	31	82	37.80%	9	14	64.29%	808	1,397	57.84%
03	BAY	3,842	5,288	72.66%	623	1,180	52.80%	403	586	68.77%	1,867	2,677	69.74%	273	598	45.55%	189	283	66.78%	5,405	7,762	69.63%
04	BRADFORD	361	561	64.35%	917	3,178	60.32%	2,427	3,471	69.92%	5,303	7,055	75.17%	826	1,125	73.44%	8	16	50.00%	490	795	61.64%
05	BREVARD	10,709	13,818	77.50%	1,917	3,178	60.32%	2,427	3,471	69.92%	5,303	7,055	75.17%	826	1,125	73.44%	8	16	50.00%	16,714	22,655	73.78%
06	BROWARD	13,406	17,195	77.96%	18,329	32,163	56.99%	19,596	27,837	70.40%	6,669	8,931	74.67%	8,331	16,439	50.68%	9,365	14,120	66.32%	55,871	82,959	67.35%
07	CALHOUN	333	458	72.71%	44	67	65.67%	40	48	83.33%	166	234	70.94%	14	28	50.00%	25	28	89.29%	445	609	73.07%
08	CHARLOTTE	2,026	3,862	52.46%	175	500	35.00%	378	819	46.15%	1,032	1,983	52.04%	86	264	32.19%	169	404	41.83%	2,759	5,522	49.96%
09	CITRUS	2,279	3,784	60.23%	85	247	34.41%	227	407	55.77%	1,001	1,892	52.91%	31	147	21.09%	100	201	49.75%	2,795	4,739	58.98%
10	CLAY	5,205	7,877	66.08%	1,035	1,948	53.13%	948	1,496	63.37%	2,526	4,050	62.37%	469	1,032	45.45%	449	755	59.47%	7,908	12,309	64.25%
11	COLLIER	4,050	5,397	75.04%	827	1,789	46.23%	3,979	7,098	56.06%	1,951	2,718	72.15%	393	888	44.26%	1,898	3,702	51.27%	14,920	19,920	74.92%
12	COLUMBIA	1,279	1,738	73.59%	305	605	50.41%	112	177	63.28%	638	871	73.25%	148	312	47.44%	54	95	56.84%	1,787	2,678	66.73%
13	MIAMI-DADE	6,642	7,976	83.27%	12,846	21,666	59.29%	55,672	76,959	72.34%	3,339	4,186	79.77%	5,684	10,865	52.31%	26,401	39,075	67.56%	76,708	108,462	70.77%
14	DE SOTO	215	468	45.94%	53	154	34.41%	358	680	52.65%	88	228	38.60%	23	89	25.84%	177	372	47.58%	649	1,339	48.47%
15	DIXIE	350	446	78.48%	28	154	18.18%	14	19	73.68%	192	228	84.21%	11	18	61.11%	*	*	*	413	534	77.34%
16	DUVAL	7,793	11,746	66.35%	7,093	15,579	45.53%	2,391	4,652	51.40%	3,768	5,987	62.94%	3,077	7,655	40.20%	1,109	2,302	48.18%	19,611	35,408	55.39%
17	ESCAMBIA	3,586	5,391	66.52%	1,502	3,852	38.99%	390	695	56.12%	1,784	2,807	63.56%	652	1,923	33.91%	181	351	51.57%	6,307	11,162	56.50%
18	FLAGLER	1,380	2,677	51.55%	235	644	36.49%	317	676	46.89%	669	1,379	48.51%	100	331	30.21%	138	354	38.98%	2,149	4,395	48.90%
19	FRANKLIN	148	242	61.16%	17	37	45.95%	13	20	65.00%	88	131	67.18%	7	11	63.64%	190	315	60.32%	*	*	*
20	GAZDEN	15	35	42.86%	511	937	54.54%	149	255	58.43%	6	18	33.33%	221	463	47.73%	85	134	63.43%	688	1,248	55.13%
21	GILCHRIST	293	623	47.03%	8	23	34.78%	25	61	41.00%	146	294	49.66%	*	*	*	13	33	39.39%	341	737	46.27%
22	GLADES	73	109	66.97%	35	62	56.45%	51	79	64.56%	30	47	63.83%	22	38	57.89%	23	40	57.50%	179	303	59.08%
23	GULF	264	418	63.16%	49	75	65.33%	15	22	68.18%	147	213	69.01%	29	41	70.73%	9	12	75.00%	348	547	63.62%
24	HAMILTON	112	158	70.89%	66	155	42.58%	27	53	50.94%	114	188	60.64%	17	69	24.48%	11	24	45.83%	217	383	56.66%
25	HARDEE	255	427	59.72%	35	84	41.67%	475	885	53.67%	114	203	56.16%	28	42	66.67%	215	437	49.20%	784	1,434	54.67%
26	HENDRY	331	522	63.41%	146	273	53.48%	861	1,396	61.68%	170	296	57.43%	59	137	43.07%	406	734	55.31%	1,369	2,237	61.20%
27	HERNANDO	2,903	4,596	63.16%	236	513	46.00%	854	1,447	59.02%	1,410	2,272	62.06%	105	260	40.38%	422	743	56.80%	4,275	7,001	61.06%
28	HIGHLANDS	1,037	1,601	64.77%	311	596	52.18%	721	1,173	61.47%	485	815	59.51%	311	554	56.14%	311	554	56.14%	2,212	3,578	61.82%
29	HILLSBOROUGH	18,931	22,467	84.26%	7,909	12,818	61.70%	16,518	23,334	70.79%	9,249	11,355	81.45%	3,779	6,601	56.49%	7,830	11,750	66.64%	47,824	63,921	74.82%
30	HOLMES	527	828	63.65%	18	28	64.29%	20	28	71.43%	262	410	63.90%	12	17	70.59%	13	18	72.22%	575	906	63.47%
31	INDIAN RIVER	2,242	3,167	70.75%	410	825	49.70%	816	1,353	60.31%	1,098	1,653	66.42%	174	430	40.47%	392	704	55.68%	3,679	5,664	64.95%
32	JACKSON	724	1,117	64.82%	269	560	48.04%	45	58	77.59%	345	567	60.85%	126	281	44.84%	21	27	77.78%	1,102	1,832	60.15%
33	JEFFERSON	20	31	64.52%	72	113	63.72%	17	24	70.83%	14	18	77.78%	35	58	60.34%	7	12	58.33%	113	173	65.33%
34	LAFAYETTE	104	256	40.63%	10	26	38.46%	26	55	47.27%	37	137	27.01%	4	14	28.57%	7	27	25.93%	144	345	41.74%
35	LAKE	4,494	6,792	66.17%	948	1,990	47.64%	2,039	3,359	60.70%	2,137	3,422	62.45%	423	989	42.77%	947	1,693	55.94%	8,123	13,131	61.86%
36	LEE	8,132	12,058	67.44%	1,900	4,125	46.06%	6,169	11,232	54.93%	3,899	6,129	63.62%	864	2,121	40.74%	2,930	5,841	50.16%	17,093	28,705	59.55%
37	LEON	3,559	4,461	82.02%	2,666	3,998	66.68%	509	667	76.31%	1,753	2,228	78.68%	1,249	1,982	63.02%	250	335	74.63%	7,495	9,899	75.71%
38	LEVY	506	933	54.23%	90	198	45.45%	91	177	51.41%	238	466	51.07%	45	100	45.00%	30	79	37.97%	712	1,360	52.35%
39	LIBERTY	161	283	56.89%	10	39	25.64%	20	45	44.44%	79	156	50.64%	3	19	15.79%	10	25	40.00%	194	371	52.29%
40	MADISON	231	335	68.96%	178	371	47.98%	26	39	66.67%	103	153	67.32%	73	173	42.20%	12	18	66.67%	445	766	58.09%
41	MANATEE	4,786	6,913	69.23%	799	1,981	40.33%	2,287	4,536	50.42%	2,324	3,496	66.48%	380	1,012	37.55%	1,120	2,281	49.10%	8,376	14,179	59.07%
42	MARION	4,390	6,509	67.45%	1,301	2,457	52.95%	1,805	2,945	61.29%	2,166	3,305	65.54%	659	1,286	51.26%	935	1,546	60.48%	8,172	12,846	63.62%
43	MARTIN	2,930	3,825	76.60%	162	373	43.43%	968	1,630	59.39%	1,431	1,917	74.65%	69	183	37.70%	456	833	54.74%	4,284	6,140	69.77%
44	MONROE	987	1,222	80.77%	120	234	51.28%	602	894	67.34%	468	603	77.61%	55	115	47.83%	314	477	65.83%	1,781	2,441	72.96%
45	NASSAU	1,734	3,022	57.38%	104	273	38.10%	110	220	50.00%	840	1,526	55.05%	55	155	35.48%	48	107	44.86%	2,062	3,716	55.49%
46	OKALOOSA	4,364	6,124	71.26%	539	1,097	49.13%	555	923	60.13%	2,096	3,076	68.14%	234	578	40.48%	280	476	58.82%	6,133	9,124	67.22%
47	OKFEECHOBEE	431	849	50.77%	68	222	30.63%	352	706	49.86%	210	424	49.53%	30	130	23.08%	160	349	45.85%	912	1,891	48.23%
48	ORANGE	14,618	17,288	84.56%	10,969	15,937	68.83%	19,146	25,749	74.36%	7,183	8,745	82.14%	5,118	8,097	63.21%	9,296	13,230	70.26%	48,977	63,879	76.67%
49	OSCEOLA	3,430	4,805	71.38%	1,465	2,483	59.00%	8,072	13,394	60.27%	1,682	2,428	69.28%	748	1,360	55.00%	3,879	6,880	56.38%	13,781	21,853	63.06%
50	PALM BEACH	15,095	19,665	76.81%	9,512	16,360	58.14%	13,830	20,421	67.72%	7,846	10,039	78.16%	4,262	8,379	50.87%	6,413	10,380	61.78%	42,595	60,422	70.50%
51	PASCO	9,151	14,009	65.32%	876	1,689	51.87%	3,138	5,196	60.39%	4,195	7,033	59.65%	380	888	42.79%	1,390	2,612	53.22%	14,414	22,636	63.68%
52	PINELLAS	12,905	17,678	73.00%	3,195	5,305	60.23%	3,365	5,246	64.14%	6,196	9,008	68.78%	1,459	2,682	54.10%	1,574	2,672	58.91%	21,661	31,207	69.41%
53	POLK	9,348	12,667	73.80%	3,338	6,027	55.40%	6,529	10,922	59.78%	4,592	6,414	71.59%	1,547	3,278	47.19%	3,027	5,471	55.33%	20,427	31,728	64.38%
54	PUTNAM	1,067	1,560	68.40%	395	698	56.59%	327	506	64.62%	536	814	65.85%	170	339	50.15%	149	243	61.32%	1,866	2,881	64.77%
55	ST. JOHNS	8,444	10,109	83.53%	593	921	64.32%	939	1,203	78.05%	4,261	5,230	81.47%	283	503	56.26%	448	604	74.17%	10,766	13,549	81.94%

District #	District Name	White			Black			Hispanic			White Male			Black Male			Hispanic Male			District-Wide			ELL		
		Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	
58	SARASOTA	6,424	8,696	73.87%	529	1,083	48.85%	1,727	2,753	62.73%	3,122	4,411	70.78%	258	566	45.58%	823	1,363	60.38%	9,480	13,573	69.84%	222	482	46.06%
59	SEMINOLE	9,264	11,494	80.60%	1,723	3,071	56.11%	3,631	5,493	66.10%	4,506	5,860	76.89%	772	1,583	48.77%	1,709	2,795	61.14%	16,189	21,937	73.80%	339	814	41.65%
60	SUMTER	1,191	1,594	74.72%	151	294	51.36%	262	400	65.50%	559	814	68.67%	64	155	41.29%	113	194	58.25%	1,710	2,440	70.08%	11	34	32.35%
61	SUWANNEE	699	1,072	65.21%	136	249	54.62%	180	271	66.42%	354	572	61.89%	65	130	50.00%	88	145	60.69%	1,048	1,646	63.67%	31	51	60.78%
62	TAYLOR	230	392	58.67%	88	167	52.69%	19	26	73.08%	113	199	56.78%	42	76	55.26%	9	13	69.23%	358	624	57.37%	*	*	*
63	UNION	329	485	67.84%	37	74	50.00%	16	27	59.26%	150	234	64.10%	19	46	41.30%	8	16	50.00%	403	621	64.90%	*	*	*
64	VOLUSIA	8,701	11,475	75.83%	1,776	2,931	60.59%	2,490	4,103	60.69%	4,354	5,940	73.30%	803	1,459	55.04%	1,207	2,081	58.00%	13,886	19,709	70.46%	393	941	41.76%
65	WAKULLA	749	1,216	61.60%	95	162	58.64%	39	57	68.42%	373	632	59.02%	43	89	48.31%	17	31	54.84%	939	1,523	61.65%	*	*	*
66	WALTON	1,273	2,038	62.46%	52	183	28.42%	172	289	59.52%	606	1,022	59.30%	25	114	21.93%	85	153	55.56%	1,594	2,673	59.63%	20	65	30.77%
67	WASHINGTON	329	717	45.89%	81	227	35.68%	18	38	47.37%	158	375	42.13%	52	150	34.67%	13	29	44.83%	467	1,044	44.73%	*	*	*
68	DEAF/BLIND	28	113	24.78%	7	57	12.28%	13	75	17.33%	13	66	19.70%	5	27	18.52%	6	47	12.77%	56	268	20.90%	1	24	4.17%
71	FL VIRTUAL	771	1,619	47.62%	78	185	42.16%	316	703	44.95%	305	677	45.05%	27	64	42.19%	108	262	41.22%	1,273	2,721	46.78%	*	*	*
72	FAU LAB SCH	64	231	27.71%	29	80	36.25%	41	144	28.47%	30	119	25.21%	11	35	31.43%	21	70	30.00%	168	576	29.17%	*	*	*
73	FSU LAB SCH	218	294	74.15%	145	205	70.73%	99	110	90.00%	107	155	69.03%	63	95	66.32%	34	39	87.18%	506	667	75.86%	*	*	*
74	FAMU LAB SCH	*	*	*	94	154	61.04%	*	*	*	*	*	*	40	70	57.14%	*	*	*	97	158	61.39%	*	*	*
75	UF LAB SCH	218	246	88.62%	127	132	96.21%	74	82	90.24%	116	127	91.34%	70	71	98.59%	34	37	91.89%	475	523	90.82%	*	*	*

**Students Enrolled in AP, IB, or AICE
2018-19, Final Survey 2**

**To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (*).*

District #	District Name	White		Black		Hispanic		White Male		Black Male		Hispanic Male		District-Wide		ELL									
		Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Total	Percent								
01	ALACHUA	1,666	3.974	41.92%	389	2,604	14.94%	267	936	28.53%	745	2,026	36.77%	146	1,285	11.36%	118	485	24.33%	2,795	8,516	32.82%	23	188	12.23%
02	BAKER	49	1,150	4.26%	2	164	1.27%	2	28	7.14%	20	556	3.60%	0	82	0.00%	0	14	0.00%	53	1,397	3.79%	*	*	*
03	BAY	2,426	5,288	45.88%	272	1,180	23.05%	201	586	34.30%	1,109	2,677	41.43%	105	598	17.56%	85	283	30.04%	3,215	7,762	41.42%	21	188	11.17%
04	BRADFORD	99	561	17.65%	12	174	6.90%	10	34	29.41%	43	297	14.48%	4	93	4.30%	4	16	25.00%	131	795	16.48%	*	*	*
05	BREVARD	3,853	13,818	27.88%	443	3,178	13.94%	833	3,471	24.00%	1,713	7,055	24.28%	158	1,575	10.03%	352	1,734	20.30%	5,791	22,655	25.56%	47	423	11.11%
06	BROWARD	6,272	17,195	36.48%	4,638	32,163	14.42%	8,113	27,837	29.14%	2,798	8,931	31.33%	1,681	16,439	10.23%	3,491	14,120	24.72%	21,398	82,959	25.79%	718	5,603	12.81%
07	CALHOUN	12	458	2.62%	2	67	2.99%	1	48	2.08%	8	234	3.42%	1	28	3.57%	1	28	3.57%	15	609	2.46%	*	*	*
08	CHARLOTTE	835	3,862	21.62%	50	500	10.00%	144	819	17.58%	369	1,983	18.61%	17	264	6.44%	50	404	12.38%	1,110	5,522	20.10%	8	108	7.41%
09	CITRUS	845	3,784	22.33%	24	247	9.72%	89	407	21.79%	312	1,892	16.49%	7	147	4.76%	37	201	18.41%	1,078	4,739	22.75%	2	42	4.76%
10	CLAY	2,135	7,877	27.10%	355	1,948	18.22%	401	1,496	26.80%	927	4,050	22.89%	122	1,032	11.87%	166	755	21.99%	3,277	12,309	26.62%	23	264	8.71%
11	COLLIER	2,529	5,397	46.86%	289	1,789	16.15%	1,802	7,098	25.39%	1,157	2,718	42.57%	150	888	16.89%	776	3,702	20.96%	4,891	14,920	32.78%	92	989	9.30%
12	COLUMBIA	378	1,738	21.75%	62	605	10.25%	38	177	21.47%	182	871	20.90%	28	312	8.97%	15	95	15.79%	507	2,678	18.93%	0	18	0.00%
13	MIAMI-DADE	3,795	7,976	47.58%	3,486	21,666	16.09%	26,746	76,959	34.75%	1,756	4,186	41.95%	1,335	10,865	12.29%	11,294	39,075	28.90%	34,968	108,462	32.24%	2,376	11,829	20.09%
14	DE SOTO	41	468	8.76%	6	154	3.90%	87	680	12.79%	14	228	6.14%	1	89	1.12%	44	372	11.83%	141	1,339	10.53%	1	47	2.13%
15	DIXIE	109	446	24.44%	7	43	16.28%	8	19	42.11%	47	228	20.61%	0	18	0.00%	*	*	*	131	534	24.53%	*	*	*
16	DUVAL	4,237	11,746	36.07%	2,397	15,579	15.39%	1,092	4,652	23.47%	1,998	5,987	33.37%	882	7,655	11.52%	475	2,302	20.63%	9,166	35,408	25.89%	137	1,480	9.26%
17	ESCAMBIA	1,417	5,391	26.28%	408	3,852	10.59%	163	695	23.45%	616	2,807	21.95%	122	1,923	6.34%	63	351	17.95%	2,399	11,162	21.49%	2	136	1.47%
18	FLAGLER	464	2,677	17.33%	58	644	9.01%	107	676	15.83%	224	1,379	16.24%	21	331	6.34%	51	354	14.41%	722	4,395	16.43%	7	76	9.21%
19	FRANKLIN	0	242	0.00%	0	37	0.00%	0	20	0.00%	0	131	0.00%	0	18	0.00%	0	11	0.00%	0	315	0.00%	*	*	*
20	GADSDEN	6	35	17.14%	221	937	23.59%	54	255	21.18%	3	18	16.67%	110	463	23.76%	31	134	23.13%	284	1,248	22.76%	9	41	21.95%
21	GILCHRIST	46	623	7.38%	1	23	4.35%	5	61	8.20%	21	294	7.14%	*	*	*	1	33	3.03%	54	737	7.33%	0	11	0.00%
22	GLADES	5	109	4.59%	2	62	3.23%	18	79	22.78%	3	47	6.38%	2	38	5.26%	6	40	15.00%	25	303	8.25%	*	*	*
23	GULF	0	418	0.00%	0	75	0.00%	0	22	0.00%	0	213	0.00%	0	41	0.00%	0	12	0.00%	0	547	0.00%	*	*	*
24	HAMILTON	32	158	20.25%	13	155	8.39%	10	53	18.87%	15	88	17.05%	4	69	5.80%	6	24	25.00%	61	383	15.93%	1	15	6.67%
25	HARDEE	47	427	11.01%	1	84	1.19%	71	885	8.02%	18	203	8.87%	0	42	0.00%	21	437	4.81%	121	1,434	8.44%	6	75	8.00%
26	HENDRY	110	522	21.07%	24	273	8.79%	335	1,396	24.00%	48	296	16.22%	7	137	5.11%	152	734	20.71%	480	2,237	21.46%	16	123	13.01%
27	HERNANDO	730	4,596	15.88%	35	513	6.82%	199	1,447	13.75%	294	2,272	12.94%	11	260	4.23%	84	743	11.31%	1,048	7,001	14.97%	24	156	15.38%
28	HIGHLANDS	366	1,601	22.86%	91	596	15.27%	264	1,173	22.51%	154	815	18.90%	30	298	10.07%	95	554	17.15%	794	3,578	22.19%	6	91	6.59%
29	HILLSBOROUGH	8,959	22,467	39.88%	1,978	12,818	15.43%	5,904	23,334	25.30%	3,932	11,355	34.63%	759	6,601	11.50%	2,389	11,750	20.33%	19,370	63,921	30.30%	485	3,880	12.50%
30	HOLMES	14	828	1.69%	0	28	0.00%	1	28	3.57%	4	410	0.98%	0	17	0.00%	0	18	0.00%	15	906	1.66%	*	*	*
31	INDIAN RIVER	966	3,167	30.50%	109	825	13.21%	304	1,353	22.47%	419	1,653	25.35%	36	430	8.37%	120	704	17.05%	1,486	5,664	26.24%	9	114	7.89%
32	JACKSON	41	1,117	3.67%	7	560	1.25%	8	58	6.90%	18	567	3.17%	3	281	1.07%	2	27	7.41%	52	1,832	2.84%	0	12	0.00%
33	JEFFERSON	5	31	16.13%	17	113	15.04%	8	24	33.33%	3	18	16.67%	7	58	12.07%	2	12	16.67%	31	173	17.92%	*	*	*
34	LAFAYETTE	2	256	0.78%	0	26	0.00%	0	55	0.00%	0	137	0.00%	0	14	0.00%	0	27	0.00%	2	345	0.58%	*	*	*
35	LAKE	2,188	6,792	32.21%	360	1,990	18.09%	953	3,359	28.37%	895	3,422	26.15%	126	989	12.74%	380	1,693	22.45%	3,863	13,131	29.42%	61	418	14.59%
36	LEE	3,621	12,058	30.03%	470	4,125	11.39%	2,095	11,232	18.65%	1,496	6,129	24.41%	165	2,121	7.78%	860	5,841	14.72%	6,624	28,705	23.08%	162	2,430	6.67%
37	LEON	1,739	4,461	38.98%	1,081	3,998	27.04%	255	667	38.23%	745	2,228	33.44%	472	1,982	23.81%	123	335	36.72%	3,487	9,899	35.23%	28	119	23.53%
38	LEVY	117	933	12.54%	6	198	3.03%	16	177	9.04%	52	466	11.16%	4	100	4.00%	4	79	5.06%	145	1,360	10.66%	0	22	0.00%
39	LIBERTY	2	283	0.71%	0	39	0.00%	0	45	0.00%	1	156	0.64%	0	19	0.00%	0	25	0.00%	2	371	0.54%	*	*	*
40	MADISON	0	335	0.00%	0	371	0.00%	0	39	0.00%	0	153	0.00%	0	173	0.00%	0	18	0.00%	0	766	0.00%	*	*	*
41	MANATEE	1,942	6,913	28.09%	181	1,981	9.14%	698	4,536	15.39%	830	3,496	23.74%	57	1,012	5.63%	304	2,281	13.33%	3,071	14,179	21.66%	30	931	3.22%
42	MARION	1,649	6,509	25.33%	331	2,457	13.47%	588	2,945	19.97%	739	3,305	22.36%	136	1,286	10.58%	258	1,546	16.69%	2,833	12,846	22.05%	28	348	8.05%
43	MARTIN	1,086	3,825	28.39%	33	373	8.85%	227	1,630	13.93%	466	1,917	24.31%	8	183	4.37%	97	833	11.64%	1,443	6,140	23.50%	8	487	1.64%
44	MONROE	482	1,222	39.44%	31	234	13.25%	259	894	28.97%	193	603	32.01%	11	115	9.57%	100	477	20.96%	809	2,441	33.14%	19	193	9.84%
45	NASSAU	548	3,022	18.13%	23	273	8.42%	35	220	15.91%	239	1,526	15.66%	11	155	7.10%	11	107	10.28%	634	3,716	17			

District #	District Name	White		Black		Hispanic		White Male		Black Male		Hispanic Male		District-Wide		ELL									
		Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Total	Percent								
56	ST. LUCIE	1,281	4,584	27.95%	797	4,091	19.48%	1,035	4,076	25.39%	2,385	14,966%	313	2,092	14.96%	414	2,055	20.15%	3,372	13,540	24.90%	56	654	8.56%	
57	SANTA ROSA	1,200	6,971	17.21%	47	458	10.26%	89	627	14.19%	3,586	13.44%	23	250	9.20%	42	325	12.92%	1,478	8,893	16.62%	0	39	0.00%	
58	SARASOTA	3,250	8,696	37.37%	268	1,083	24.75%	894	2,753	32.47%	1,363	21.02%	119	566	12.07%	386	1,363	28.32%	4,896	13,573	36.07%	97	482	20.12%	
59	SEMINOLE	4,736	11,494	41.20%	523	3,071	17.03%	1,542	5,493	28.07%	5,860	35.15%	191	1,583	12.07%	632	2,795	22.61%	7,835	21,937	35.72%	127	814	15.60%	
60	SUMTER	494	1,594	30.99%	58	294	19.73%	98	400	24.50%	814	25.31%	19	155	12.26%	35	194	18.04%	703	2,440	28.81%	1	34	2.94%	
61	SUWANNEE	98	1,072	9.14%	7	249	2.81%	27	271	9.96%	572	6.64%	2	130	1.54%	6	145	4.14%	141	1,646	8.57%	2	51	3.92%	
62	TAYLOR	32	392	8.16%	13	167	7.78%	4	26	15.38%	15	199	7.54%	2	76	5.26%	2	13	15.38%	55	624	8.81%	*	*	*
63	UNION	23	485	4.74%	0	74	0.00%	1	27	3.70%	14	234	5.98%	0	46	0.00%	1	16	6.25%	24	621	3.86%	*	*	*
64	VOLUSIA	2,791	11,475	24.32%	521	2,931	17.78%	1,317	5,940	15.83%	5,940	22.17%	212	1,459	14.53%	267	2,081	12.83%	4,369	19,709	22.17%	60	941	6.38%	
65	WAKULLA	225	1,216	18.50%	36	162	22.22%	11	57	19.30%	118	18.67%	19	89	21.35%	7	31	22.58%	291	1,523	19.11%	*	*	*	
66	WALTON	535	2,038	26.25%	18	183	9.84%	78	289	26.99%	228	1,022	22.31%	5	114	4.39%	38	153	24.84%	676	2,673	25.29%	4	65	6.15%
67	WASHINGTON	51	717	7.11%	10	227	4.41%	1	38	2.63%	26	375	6.93%	5	150	3.33%	1	29	3.45%	71	1,044	6.80%	*	*	*
68	DEAF/BLIND	0	113	0.00%	0	57	0.00%	0	75	1.33%	0	66	0.00%	0	27	0.00%	0	47	0.00%	1	268	0.37%	0	24	0.00%
71	FL VIRTUAL	220	1,619	13.59%	17	185	9.19%	83	703	11.81%	77	677	11.37%	2	64	3.13%	26	262	9.92%	362	2,721	13.30%	*	*	*
72	FAU LAB SCH	0	231	0.00%	0	80	0.00%	0	144	0.00%	0	119	0.00%	0	35	0.00%	0	70	0.00%	0	576	0.00%	*	*	*
73	FSU LAB SCH	127	294	43.20%	49	205	23.90%	61	110	55.45%	58	155	37.42%	21	95	22.11%	17	39	43.59%	271	667	40.63%	*	*	*
74	FAMU LAB SCH	*	*	*	9	154	5.84%	*	*	*	*	*	*	2	70	2.86%	*	*	*	9	158	5.70%	*	*	*
75	UF LAB SCH	147	246	59.76%	64	132	48.48%	49	82	59.76%	73	127	57.48%	33	71	46.48%	23	37	62.16%	298	523	56.98%	*	*	*

**Dual Enrolled Students
2018-19, Final Survey 2**

To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk ().

District #	District Name	White		Black		Hispanic		White Male		Black Male		Hispanic Male		District-Wide		ELL									
		Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent								
01	ALACHUA	337	3.974	8.48%	75	2,604	2.88%	58	936	6.20%	147	2,026	7.26%	28	1,285	2.18%	22	485	4.54%	538	8,516	6.32%	0	188	0.00%
02	BAKER	136	1,150	11.83%	4	164	2.44%	4	28	14.29%	62	556	11.15%	0	82	0.00%	2	14	14.29%	147	1,397	10.52%	*	*	*
03	BAY	782	5,288	14.79%	75	1,180	6.36%	54	586	9.22%	314	2,677	11.73%	25	598	4.18%	18	283	6.36%	1,016	7,762	13.09%	4	188	2.13%
04	BRADFORD	82	561	14.62%	16	174	9.20%	4	34	11.76%	23	297	7.74%	6	93	6.45%	1	16	6.25%	109	795	13.71%	*	*	*
05	BREWARD	1,553	13,818	11.24%	224	3,178	7.05%	315	3,471	9.08%	577	7,055	8.18%	50	1,575	3.17%	106	1,734	6.11%	2,371	22,655	10.47%	7	423	1.65%
06	BROWARD	1,539	17,195	8.95%	1,908	32,163	5.93%	1,827	27,837	6.56%	669	8,931	7.49%	692	16,439	4.21%	760	14,120	5.38%	5,891	82,959	7.10%	59	5,603	1.05%
07	CALHOUN	93	458	20.31%	7	67	10.45%	6	48	12.50%	38	234	16.24%	2	28	7.14%	2	28	7.14%	116	609	19.05%	*	*	*
08	CHARLOTTE	579	3,862	14.99%	41	500	8.20%	94	819	11.48%	228	1,983	11.50%	12	264	4.55%	31	404	7.67%	761	5,522	13.78%	1	108	0.93%
09	CITRUS	241	3,784	6.37%	6	247	2.43%	10	407	2.46%	119	1,892	6.29%	0	147	0.00%	2	201	1.00%	270	4,739	5.70%	0	42	0.00%
10	CLAY	1,001	7,877	12.71%	113	1,948	5.80%	137	1,496	9.16%	428	4,050	10.57%	46	1,032	4.46%	43	755	5.70%	1,358	12,309	11.03%	3	264	1.14%
11	COLLIER	376	5,397	6.97%	128	1,789	7.15%	581	7,098	8.19%	140	2,718	5.15%	29	888	3.27%	238	3,702	6.43%	1,122	14,920	7.52%	15	989	1.52%
12	COLUMBIA	218	1,738	12.54%	19	605	3.14%	15	177	8.47%	70	871	8.04%	8	312	2.56%	3	95	3.16%	264	2,678	9.86%	0	18	0.00%
13	MIAMI-DADE	765	7,976	9.59%	1,400	21,666	6.46%	6,625	76,959	8.61%	341	4,186	8.15%	542	10,865	4.99%	2,819	39,075	7.21%	9,013	108,462	8.31%	167	11,829	1.41%
14	DE SOTO	64	468	13.68%	10	154	6.49%	75	680	11.03%	25	228	10.96%	4	89	4.49%	39	372	10.48%	156	1,339	11.65%	0	47	0.00%
15	DIXIE	64	446	14.35%	2	43	4.65%	4	19	21.05%	20	228	8.77%	0	18	0.00%	*	*	*	78	534	14.61%	*	*	*
16	DUVAL	1,811	11,746	15.42%	1,939	15,579	12.45%	578	4,652	12.42%	813	5,987	13.58%	745	7,655	9.73%	249	2,302	10.82%	4,804	35,408	13.57%	93	1,480	6.28%
17	ESCAMBIA	389	5,391	7.22%	45	3,852	1.17%	36	695	5.18%	162	2,807	5.77%	16	1,923	0.83%	19	351	5.41%	550	11,162	4.93%	1	136	0.74%
18	FLAGLER	412	2,677	15.39%	47	644	7.30%	77	676	11.39%	171	1,379	12.40%	14	331	4.23%	28	354	7.91%	588	4,395	13.38%	0	76	0.00%
19	FRANKLIN	40	242	16.53%	5	37	13.51%	2	20	10.00%	15	131	11.45%	4	18	22.22%	2	11	18.18%	51	315	16.19%	*	*	*
20	GADSDEN	1	35	2.86%	34	937	3.63%	8	255	3.14%	1	18	5.56%	9	463	1.94%	2	134	1.49%	45	1,248	3.61%	0	41	0.00%
21	GILCHRIST	112	623	17.98%	4	23	17.39%	7	61	11.48%	34	294	11.56%	0	*	*	2	33	6.06%	128	737	17.37%	0	11	0.00%
22	GLADES	13	109	11.93%	4	62	6.45%	5	79	6.33%	1	38	2.63%	3	40	7.50%	3	40	7.50%	22	303	7.26%	*	*	*
23	GULF	51	418	12.20%	6	75	8.00%	1	22	4.55%	27	213	12.68%	2	41	4.88%	0	12	0.00%	61	547	11.15%	*	*	*
24	HAMILTON	18	158	11.39%	4	155	2.58%	3	53	5.66%	10	88	11.36%	2	69	2.90%	1	24	4.17%	26	383	6.79%	0	15	0.00%
25	HARDEE	57	427	13.35%	3	84	3.57%	51	885	5.76%	26	203	12.81%	1	42	2.38%	25	437	5.72%	112	1,434	7.81%	0	75	0.00%
26	HENDRY	70	522	13.41%	15	273	5.49%	101	1,396	7.23%	24	296	8.11%	2	137	1.46%	32	734	4.36%	193	2,237	8.63%	0	123	0.00%
27	HERNANDO	521	4,596	11.34%	21	513	4.09%	97	1,447	6.70%	175	2,272	7.70%	4	260	1.54%	28	743	3.77%	681	7,001	9.73%	0	156	0.00%
28	HIGHLANDS	216	1,601	13.49%	27	596	4.53%	121	1,173	10.32%	79	815	9.69%	7	298	2.35%	39	554	7.04%	398	3,578	11.12%	1	91	1.10%
29	HILLSBOROUGH	2,337	22,467	10.40%	662	12,818	5.16%	1,638	23,334	7.02%	750	11,355	6.61%	195	6,601	2.95%	497	11,750	4.23%	5,168	63,921	8.08%	58	3,880	1.49%
30	HOLMES	110	828	13.29%	0	28	0.00%	2	28	7.14%	43	410	10.49%	0	17	0.00%	1	18	5.56%	116	906	12.80%	*	*	*
31	INDIAN RIVER	322	3,167	10.17%	32	825	3.88%	76	1,353	5.62%	127	1,653	7.68%	10	430	2.33%	30	704	4.26%	455	5,664	8.03%	0	114	0.00%
32	JACKSON	162	1,117	14.50%	21	560	3.75%	6	58	10.34%	69	567	12.17%	9	281	3.20%	3	27	11.11%	200	1,832	10.92%	0	12	0.00%
33	JEFFERSON	6	31	19.35%	11	113	9.73%	0	24	0.00%	4	18	22.22%	5	58	8.62%	0	12	0.00%	18	173	10.40%	*	*	*
34	LAFAYETTE	75	256	29.30%	5	26	19.23%	9	55	16.36%	30	137	21.90%	1	14	7.14%	3	27	11.11%	89	345	25.80%	*	*	*
35	LAKE	360	6,792	5.30%	35	1,990	1.76%	116	3,359	3.45%	126	3,422	3.68%	12	989	1.21%	44	1,693	2.60%	571	13,131	4.35%	1	418	0.24%
36	LEE	881	12,058	7.31%	120	4,125	2.91%	435	11,232	3.87%	292	6,129	4.76%	31	2,121	1.46%	135	5,841	2.31%	1,515	28,705	5.28%	2	2,430	0.08%
37	LEON	323	4,461	7.24%	181	3,998	4.53%	32	667	4.80%	134	2,228	6.01%	64	1,982	3.23%	8	335	2.39%	582	9,899	5.88%	1	119	0.84%
38	LEVY	115	933	12.33%	9	198	4.55%	13	177	7.34%	50	466	10.73%	4	100	4.00%	3	79	3.80%	138	1,360	10.15%	0	22	0.00%
39	LIBERTY	23	283	8.13%	1	39	2.56%	4	45	8.89%	13	156	8.33%	0	19	0.00%	2	25	8.00%	29	371	7.82%	*	*	*
40	MADISON	70	335	20.90%	15	371	4.04%	6	39	15.38%	32	153	20.92%	6	173	3.47%	1	18	5.56%	93	766	12.14%	*	*	*
41	MANATEE	740	6,913	10.70%	50	1,981	2.52%	199	4,536	4.39%	292	3,496	8.35%	14	1,012	1.38%	75	2,281	3.29%	1,066	14,179	7.52%	4	931	0.43%
42	MARION	362	6,509	5.56%	76	2,457	3.09%	152	2,945	5.16%	144	3,305	4.36%	29	1,286	2.26%	60	1,546	3.88%	659	12,846	5.13%	2	348	0.57%
43	MARTIN	740	3,825	19.35%	17	373	4.56%	139	1,630	8.53%	290	1,917	15.13%	5	183	2.73%	42	833	5.04%	947	6,140	15.42%	1	487	0.21%
44	MONROE	88	1,222	7.20%	6	234	2.56%	33	894	3.69%	22	603	3.65%	3	115	2.61%	8	477	1.68%	136	2,441	5.57%	0	193	0.00%
45	NASSAU	334	3,022	11.05%	13	273	4.76%	20	220	9.09%	133	1,526	8.72%	3	155	1.94%	11	107	10.28%	384	3,716	10.33%	0	34	0.00%
46	OKALOOSA	578	6,124	9.44%	53	1,097	4.83%	69	923	7.48%	229	3,076	7.44%	19	578	3.29%	32	476	6.72%	796	9,124	8.72%	0		

District #	District Name	White		Black		Hispanic		White Male		Black Male		Hispanic Male		District-Wide		ELL	
		Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent	Enrolled	Percent
55	ST. JOHNS	1,014	10.10%	45	9.22	86	1,203	402	5,230	10	503	37	604	1,202	13,139	0	86
56	ST. LUCIE	626	4,584	286	4,091	416	4,076	249	2,385	102	2,092	162	2,055	1,449	13,540	10	654
57	SANTA ROSA	749	6,971	26	458	45	627	285	3,586	5	250	24	325	905	8,893	0	39
58	SARASOTA	977	8,696	57	1,083	255	2,753	498	4,411	20	566	122	1,363	1,392	13,573	18	482
59	SEMINOLE	687	11,494	111	3,071	199	5,493	372	5,860	54	1,583	93	2,795	1,108	21,937	7	814
60	SUMTER	223	1,594	11	294	33	400	78	814	3	155	12	194	291	2,440	0	34
61	SUWANNEE	125	1,072	29	249	33	271	46	572	11	130	8	145	192	1,646	0	51
62	TAYLOR	59	392	9	167	0	26	31	199	2	76	0	13	72	624	*	*
63	UNION	61	485	1	74	2	27	26	234	1	46	1	16	67	621	*	*
64	VOLUSIA	1,176	11,475	124	2,931	210	4,103	426	5,940	28	1,459	80	2,081	1,612	19,709	8	941
65	WAKULLA	224	1,216	14	162	5	57	127	632	4	89	3	31	261	1,523	*	*
66	WALTON	363	2,038	5	183	31	289	144	1,022	2	114	19	153	431	2,673	2	65
67	WASHINGTON	127	717	7	227	0	38	59	375	2	150	0	29	144	1,044	*	*
68	DEAF/BLIND	3	113	1	57	5	75	2	66	0	27	5	47	9	268	2	24
71	FL VIRTUAL	58	1,619	3	185	20	703	19	677	1	64	7	262	92	2,721	*	*
72	FAU LAB SCH	207	231	72	80	129	144	105	119	32	35	60	70	517	576	*	*
73	FSU LAB SCH	35	294	28	205	14	110	14	155	11	95	3	39	84	667	*	*
74	FAMU LAB SCH	*	*	22	154	*	*	*	*	9	70	*	*	22	158	*	*
75	UF LAB SCH	37	246	16	132	7	82	22	127	6	71	4	37	66	523	*	*

APPENDIX G:
2018-2019 ATHLETIC MONITORING FORMS AND
CORRECTIVE ACTION PLANS

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> Atlantic HS	<i>Number of Participants</i>			<i>Number of Participants</i>					
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	18	0	23	Baseball	1	15	0	0	15
Basketball	14	11	25	Basketball	1	15	1	7	22
Bowling	6	6	12	Bowling	0	0	0	0	0
Cross Country	12	0	0	Cross Country	0	0	0	0	0
Flag Football	0	15	15	Flag Football	0	0	0	0	0
Football	34	0	34	Football	1	33	0	0	33
Golf	8	3	11	Golf	0	0	0	0	0
Soccer	0	0	0	Soccer	0	0	0	0	0
Softball	0	13	13	Softball	0	0	1	11	11
Swimming/Diving	13	17	30	Swimming/Diving	0	0	0	0	0
Tennis	6	0	6	Tennis	0	0	0	0	0
Track and Field	34	9	43	Track and Field	0	0	0	0	0
Volleyball	0	11	11	Volleyball	0	0	1	9	9
Wrestling	20	0	20	Wrestling	0	0	0	0	0
Weightlifting	15	25	40	Weightlifting	0	0	0	0	0
<i>Total Varsity Participants</i>	180	110	290	<i>Total JV Participants</i>	63		27		90
<i>% of Varsity Participants</i>	62%	38%	100%	<i>% of JV Participants</i>	70%		30%		100%
Total Student Enrollment By Gender 2018-19	686	635	1,321	Total Student Enrollment By Gender 2018-19	686		635		1,321
% of Student Enrollment by Gender 2018-19	52%	48%	100%	% of Student Enrollment by Gender 2018-19	52%		48%		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV GENDER EQUITY IN ATHLETICS

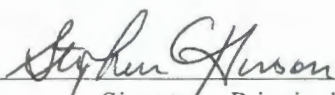
Corrective Action Plan

District: Volusia County

School Name: Atlantic High

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person and Contact Information	(4) Timeliness
#1 Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]	<p>It is the intent of the Atlantic High School athletic department to recruit more girls for cross country, girls basketball, girls track and flag football. This year we did not have enough girls for a JV basketball team nor a JV Flag Football team. No females participated in cross country and very few participated in track.</p> <p>1. Coaches will continue to have quarterly interest meetings to promote female involvement in school athletics.</p> <p>2. Social media will be used more by coaches to promote interest in the sport as well as provide information concerning conditioning, work-outs and try-outs.</p> <p>3. Connect-Ed calls will be made to encourage parents to speak to their daughters about participating in female athletics.</p>	<p>Rodderick King, Athletic Director 386-322-6100 ext. 38346</p> <p>Stephen Hinson, Principal ext. 38115</p> <p>Danielle Leffler, Assistant Principal ext. 38239</p> <p>George Butts, Head Girls Basketball Coach</p> <p>Dedrick Mayo, Head Girls Flag Football Coach</p> <p>Danica Zow, Girls Track and Head Cross Country Coach</p>	School Year 2019-2020

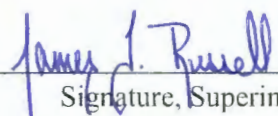
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

4/30/19

Date



Signature, Superintendent

June 26, 2019

Date

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> Deland H.S.	<i>Number of Participants</i>			<i>Number of Participants</i>					
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	20	0	20	Baseball		17		0	17
Basketball	12	11	23	Basketball		13		12	25
Bowling	12	11	23	Bowling		0		0	0
Cross Country	21	23	44	Cross Country		0		0	0
Flag Football	0	17	17	Flag Football		0		17	17
Football	55	0	55	Football		50		0	50
Golf	6	7	13	Golf		0		0	0
Soccer	21	16	37	Soccer		22		15	37
Softball	0	15	15	Softball		0		15	15
Swimming/Diving	27	23	50	Swimming/Diving		0		0	0
Tennis	7	8	15	Tennis		0		0	0
Track and Field	82	53	135	Track and Field		0		0	0
Volleyball	0	15	15	Volleyball		0		13	13
Wrestling	40	4	44	Wrestling		0		0	0
Weightlifting	17	38	55	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	320	241	561	<i>Total JV Participants</i>	102		72		174
<i>% of Varsity Participants</i>	57	43	100%	<i>% of JV Participants</i>	58		41		100%
Total Student Enrollment By Gender 2018-19	1345	1320	2665	Total Student Enrollment By Gender 2018-19	1345		1320		2665
% of Student Enrollment by Gender 2018-19	50	49	100%	% of Student Enrollment by Gender 2018-19	50		49		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

Part IV

GENDER EQUITY IN ATHLETICS

District: Volusia County Schools

School Name: DeLand High School

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
#1 - Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	Athletic Director, Administration, Coaches and the entire Athletics Department will continue to encourage female participation in all sports.	Melissa Carr, Principal 800 N. Hill Ave DeLand, FL 32724	2019-20 School Year
	Continue to increase female participation in golf, cross country, track & field, weightlifting and tennis.	Paul Ryder, Athletic Director 800 N. Hill Ave DeLand, FL 32724	2019-20 School Year
	Coaches and Athletic Director will promote female sports during Freshman/Parent Orientation nights by setting up informational tables on campus.	Elizabeth Strople, Assistant Athletic Director 800 N. Hill Ave DeLand, FL 32724	August 2019
	Promote female sports at the first freshman day of school.	Kathleen Quackenbush, Athletic Assistant 800 N. Hill Ave DeLand, FL 32724	August 2019
	Promote sports participation to all females during the discipline assemblies at the beginning of the school year.	Entire Coaching Staff	April 2019

We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

Melissa Carr
Signature, Principal

4/26/19
Date

James J. Russell
Signature, Superintendent

June 26, 2019
Date

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> Deltona HS	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	16	0	16	Baseball	1	14	0	0	14
Basketball	11	13	24	Basketball	1	12	0	0	12
Bowling	0	0	0	Bowling	0	0	0	0	0
Cross Country	15	5	20	Cross Country	0	0	0	0	0
Flag Football	0	22	22	Flag Football	0	0	0	0	0
Football	45	0	45	Football	1	21	0	2	23
Golf	5	0	5	Golf	0	0	0	0	0
Soccer	23	23	46	Soccer	0	0	0	0	0
Softball	0	12	12	Softball	0	0	1	16	16
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0	0
Tennis	0	0	0	Tennis	0	0	0	0	0
Track and Field	19	21	40	Track and Field	0	0	0	0	0
Volleyball	0	11	11	Volleyball	0	0	1	11	11
Wrestling	14	5	19	Wrestling	0	0	0	0	0
Weightlifting	16	12	18	Weightlifting	0	0	0	0	0
<i>Total Varsity Participants</i>	164	124	288	<i>Total JV Participants</i>	47		29		76
<i>% of Varsity Participants</i>	57%	43%	100%	<i>% of JV Participants</i>	62%		38%		100%
Total Student Enrollment By Gender 2018-19	809	863	1672	Total Student Enrollment By Gender 2018-19	809		863		1672
% of Student Enrollment by Gender 2018-19	48%	52%	100%	% of Student Enrollment by Gender 2018-19	48%		52%		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Volusia County

School Name: DELTONA HIGH SCHOOL

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person and Contact Information	(4) Timeliness
# 1	<p>We do not meet the student population percentage for varsity and JV sports this year but we do accommodate the interest and abilities of both sexes of our students.</p> <p>Once again, the interest of our female students was not very high for sports participation even with our efforts to attract more females to take part. some of this lack of interest may be due to a turnover in coaches in several sports. Our school population for females increased by a percentage point this year which made it even more difficult to reach our target. There was not enough interest to field female teams in tennis, JV basketball and JV soccer this year.</p> <p>We will continue to work to increase participation by our females. Other sports coaches have been asked to have their athletes condition by participation in cross country. We have also asked for basketball and soccer coaches to recruit more girls to come out for their sport and try to have JV teams this next year. Our athletic website contains valuable information for our parents and students including tryout dates and coaches contact information. We are continually looking for ways to increase participation by our female students but we can only increase this level if the females have a desire to participate.</p>	<p>Carolyn Carbonell- Principal 386-575-4153 ext - 44008</p> <p>Mike Micallef - Assistant Principal 386-575-4153</p>	May 2020

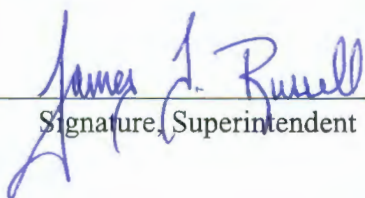
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

4-29-19

Date



Signature, Superintendent

June 26, 2019

Date

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> Mainland	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	15	0	15	Baseball		15		0	15
Basketball	14	12	26	Basketball		12		9	21
Bowling	6	1	7	Bowling		0		0	0
Cross Country	8	13	21	Cross Country		10		16	26
Flag Football	0	25	25	Flag Football		0		25	25
Football	60	0	60	Football		45		0	45
Golf	3	4	7	Golf		0		0	0
Soccer	20	17	37	Soccer		16		19	35
Softball	0	16	16	Softball		0		11	11
Swimming/Diving	13	19	32	Swimming/Diving		0		0	0
Tennis	6	9	15	Tennis		0		0	0
Track and Field	29	47	76	Track and Field		0		0	0
Volleyball	0	15	15	Volleyball		0		15	15
Wrestling	15	6	21	Wrestling		0		0	0
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	189	184	373	<i>Total JV Participants</i>	98		95		193
<i>% of Varsity Participants</i>	51%	49%	100%	<i>% of JV Participants</i>	51%		49%		100%
Total Student Enrollment By Gender 2018-19	916	896	1812	Total Student Enrollment By Gender 2018-19	916		896		1812
% of Student Enrollment by Gender 2018-19	51%	49%	100%	% of Student Enrollment by Gender 2018-19	51%		49%		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> New Smyrna	<i>Number of Participants</i>			<i>Number of Participants</i>					
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	16	0	16	Baseball		11		0	11
Basketball	11	12	23	Basketball		11		0	11
Bowling	0	0	0	Bowling		0		0	0
Cross Country	13	11	24	Cross Country		0		0	0
Flag Football	0	14	14	Flag Football		0		13	13
Football	37	1	38	Football		31		0	31
Golf	6	7	13	Golf		0		0	0
Soccer	24	18	42	Soccer		17		0	17
Softball	0	11	11	Softball		0		13	13
Swimming/Diving	14	14	28	Swimming/Diving		0		0	0
Tennis	5	7	12	Tennis		0		0	0
Track and Field	45	30	75	Track and Field		0		0	0
Volleyball	0	14	14	Volleyball		0		14	14
Wrestling	14	1	15	Wrestling		0		0	0
Weightlifting	14	28	42	Weightlifting		0		0	0
Beach Volleyball	0	13	13	Beach Volleyball		0		0	0
Comp. Cheer	0	14	14	Comp. Cheer		0		0	0
<i>Total Varsity Participants</i>	199	195	394	<i>Total JV Participants</i>	70		40		110
<i>% of Varsity Participants</i>	51%	49%	100%	<i>% of JV Participants</i>	63%		37%		100%
Total Student Enrollment By Gender 2018-19	1027	934	1961	Total Student Enrollment By Gender 2018-19	1027		934		934
% of Student Enrollment by Gender 2018-19	52%	48%	100%	% of Student Enrollment by Gender 2018-19	52%		48%		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV
GENDER EQUITY IN ATHLETICS

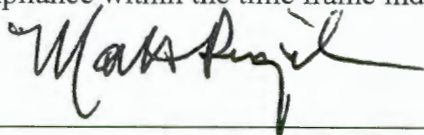
Corrective Action Plan

District: Volusia County

School Name: New Smyrna Beach High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person and Contact Information	(4) Timeliness
1	Our varsity numbers pretty much mirrored our school population. Our main area of improvement is on the jv participation rate for our female athletes. Our athletic department works with our feeder middle school to get girls involved in the middle school sports that the middle school offers and we are also holding basketball and volleyball camps for girls over the summer. We will continue to target incoming 9th graders, especially for non cut sports like cross country and track and field.	Gerald A. Fuller 1015 10th Street New Smyrna Beach, FL 32168 386-424-2555 ext.38526 gafuller@volusia.k12. fl.us	Summer 2019-2020

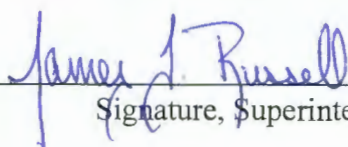
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



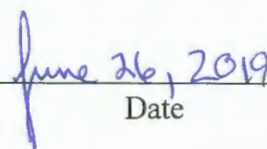
Signature, Principal

4/26/19

Date



Signature, Superintendent



Date

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: Pine Ridge High	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	15	0	15	Baseball	1	13	0	0	13
Basketball	16	13	29	Basketball	1	18	0	0	18
Bowling	8	6	14	Bowling	0	0	0	0	0
Cross Country	13	15	28	Cross Country	0	0	0	0	0
Flag Football	0	19	19	Flag Football	0	0	1	13	13
Football	32	0	32	Football	1	45	0	0	45
Golf	5	2	7	Golf	0	0	0	0	0
Soccer	22	19	41	Soccer	1	22	1	16	38
Softball	0	15	15	Softball	0	0	0	0	0
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0	0
Tennis	9	8	17	Tennis	0	0	0	0	0
Track and Field	24	12	36	Track and Field	0	0	0	0	0
Volleyball	0	12	12	Volleyball	0	0	1	12	12
Wrestling	19	2	21	Wrestling	0	0	0	0	0
Weightlifting	14	13	27	Weightlifting	0	0	0	0	0
Total Varsity Participants	176	136	312	Total JV Participants	98		41		139
% of Varsity Participants	56	44	100%	% of JV Participants	70		30		100%
Total Student Enrollment By Gender 2018-19	912	769	1681	Total Student Enrollment By Gender 2018-19	912		769		1681
% of Student Enrollment by Gender 2018-19	54	46	100%	% of Student Enrollment by Gender 2018-19	54		46		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV GENDER EQUITY IN ATHLETICS


Corrective Action Plan

District: Volusia County

School Name: Pine Ridge High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person and Contact Information	(4) Timeliness
#1 - Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	<p>1. Pine Ridge High School plans to promote female sports and tryouts at student/freshman orientation, open house, and family night.</p> <p>2. Pine Ridge plans to add junior varsity girls basketball and junior varsity for softball for the 2019-2020 school year.</p> <p>3. Pine Ridge plans to increase girls participation in track by hiring a female head coach or assistant that can serve as a model to female athletes.</p>	<p>R.T. Myers Principal (386) 575-4195 ext. 43523</p> <p>John M. New Athletic Director (386) 575-4195 ext. 43594</p>	<p>2019-2020 school year</p> <p>Basketball, Winter 2019 Softball, Spring 2020</p> <p>Spring 2020</p>

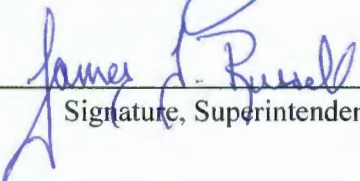
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

4/22/19

Date



Signature, Superintendent

June 26, 2019

Date

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> Seabreeze HS	<i>Number of Participants</i>			<i>Number of Participants</i>					
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	16	0	16	Baseball	1	17	0	0	17
Basketball	12	12	24	Basketball	1	12	0	0	12
Bowling	6	4	10	Bowling	0	0	0	0	0
Cross Country	40	32	72	Cross Country	0	0	0	0	0
Flag Football	0	13	13	Flag Football	0	0	1	18	18
Football	48	0	48	Football	1	42	0	0	42
Golf	18	9	27	Golf	0	0	0	0	0
Soccer	22	19	41	Soccer	1	21	1	12	33
Softball	0	20	20	Softball	0	0	0	0	0
Swimming/Diving	17	17	34	Swimming/Diving	0	0	0	0	0
Tennis	9	12	60	Tennis	0	0	0	0	0
Track and Field	35	25	60	Track and Field	0	0	0	0	0
Volleyball	0	11	11	Volleyball	0	0	1	12	12
Wrestling	12	1	13	Wrestling	0	0	0	0	0
Weightlifting	24	13	37	Weightlifting	0	0	0	0	0
<i>Total Varsity Participants</i>	259	188	447	<i>Total JV Participants</i>	92		42		134
<i>% of Varsity Participants</i>	58%	42%	100%	<i>% of JV Participants</i>	69%		31%		100%
Total Student Enrollment By Gender 2018-19	807	772	1,579	Total Student Enrollment By Gender 2018-19	807		772		1,579
% of Student Enrollment by Gender 2018-19	51%	49%	100%	% of Student Enrollment by Gender 2018-19	51%		49%		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV GENDER EQUITY IN ATHLETICS

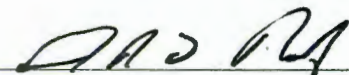
Corrective Action Plan

District: Volusia County

School Name: Seabreeze High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person and Contact Information	(4) Timeliness
#1- Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	Athletic Director, Administration, Coaches and entire Athletics Department will continue to encourage female participation in all sports.	Joe Rawlings, Principal 2700 N. Oleander Ave. Daytona Beach, FL 32118 (386) 258-4674 x 54618	2019-2020 School Year
	Continue to increase female participation numbers in golf, track & field, softball, and weightlifting		January 2020
	Coaches and Athletic Director will promote female sports during Freshman/Parent Orientation nights by setting up informational tables on campus	Brad Montgomery, Athletic Director 2700 N. Oleander Ave. Daytona Beach, FL 32118 (386) 258-4674 x 54652	August 2019
	Promote female sports at the first freshman day of school		August 2019
	Promote sports participation to 8th grade females at the middle schools feeding Seabreeze High School	Jeff Miller, Assistant Principal 2700 N. Oleander Ave. Daytona Beach, FL 32118 (386) 258-4674 x 54624	February 2020

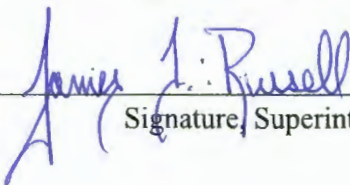
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

4.22.19

Date



Signature, Superintendent

June 26, 2019

Date

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> Spruce Creek	<i>Number of Participants</i>			<i>Number of Participants</i>					
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	16	0	16	Baseball	1	16	0	0	16
Basketball	11	13	24	Basketball	1	13	1	14	27
Bowling	8	2	10	Bowling	0	0	0	0	0
Cross Country	15	15	30	Cross Country	1	14	1	13	27
Flag Football	0	22	22	Flag Football	0	0	1	23	23
Football	54	1	55	Football	1	48	0	0	48
Golf	10	11	21	Golf	0	0	0	0	0
Soccer	22	23	45	Soccer	1	22	1	15	37
Softball	0	14	14	Softball	0	0	1	14	14
Swimming/Diving	13	18	31	Swimming/Diving	1	11	1	20	31
Tennis	12	10	22	Tennis	0	0	0	0	0
Track and Field	31	36	67	Track and Field	1	28	1	27	55
Volleyball	14	14	28	Volleyball	1	16	1	10	26
Wrestling	0	0	0	Wrestling	0	0	0	0	0
Weightlifting	22	23	45	Weightlifting	1	16	1	10	26
Beach Volleyball	0	14	14	Beach Volleyball	0	0	0	0	0
Comp. Cheer	0	34	34	Comp. Cheer	0	0	0	0	0
<i>Total Varsity Participants</i>	228	250	478	<i>Total JV Participants</i>		184		146	330
<i>% of Varsity Participants</i>	48%	52%	100%	<i>% of JV Participants</i>		56%		44%	100%
Total Student Enrollment By Gender 2018-19	1274	1232	2506	Total Student Enrollment By Gender 2018-19		1274		1232	2506
% of Student Enrollment by Gender 2018-19	51%	49%	100%	% of Student Enrollment by Gender 2018-19		51%		49%	100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV GENDER EQUITY IN ATHLETICS

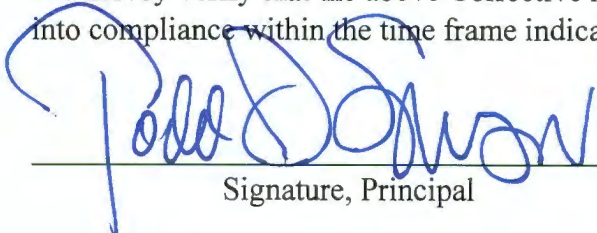
Corrective Action Plan

District: Volusia County

School Name: SPRUCE CREEK HIGH SCHOOL

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person and Contact Information	(4) Timeliness												
#1 Sports and levels of competition effectively accommodates the interest and abilities of member of both sex.	<p>Promote female sports at summer/spring 8th grade orientation by having coaches/current female athletes available to provide information about female athletics available at Spruce Creek.</p> <p>Promote female athletics in local sports recreational programs, by inviting them and recognizing at our female athletic events.</p> <p>Promote female sports through the PE classes</p> <p>Although we were in compliances with Varsity sports, but not in Junior Varsity sports, we feel this may have been due to the school district condemning our track for competition. We saw a significant drop of students participating in track compared to last year.</p> <table> <tr> <td>Participation</td><td>2018</td><td>2019</td><td>Difference</td></tr> <tr> <td>Male</td><td>89</td><td>59</td><td>30</td></tr> <tr> <td>Female</td><td>104</td><td>63</td><td>41</td></tr> </table> <p>Track has always been one of Spruce Creeks largest female participation sports</p>	Participation	2018	2019	Difference	Male	89	59	30	Female	104	63	41	<p>Michael Randow - Athletic Director 801 Taylor Rd. Port Orange, FL 32127 386-322-6272 Ext. 37779</p> <p>Dr. Todd Sparger - Principal 801 Taylor Rd. Port Orange, FL 32127 386-322-6272 Ext. 37718</p>	2019-2020 School Year
Participation	2018	2019	Difference												
Male	89	59	30												
Female	104	63	41												

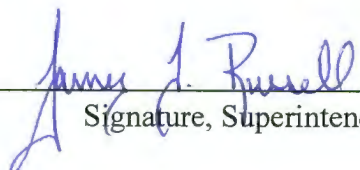
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

04/12/19

Date



Signature, Superintendent

June 26, 2019

Date

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> Taylor	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	14	0	14	Baseball	1	10	0	0	10
Basketball	9	11	20	Basketball	1	11	0	0	11
Bowling	0	0	0	Bowling	0	0	0	0	0
Cross Country	17	16	33	Cross Country	1	1	0	0	1
Flag Football	0	0	0	Flag Football	0	0	0	0	0
Football	30	0	30	Football	1	17	0	0	17
Golf	0	0	0	Golf	0	0	0	0	0
Soccer	19	18	37	Soccer	1	20	1	15	35
Softball	0	12	12	Softball	0	0	1	13	13
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0	0
Tennis	7	0	7	Tennis	0	0	0	0	0
Track and Field	0	0	0	Track and Field	0	0	0	0	0
Volleyball	0	13	13	Volleyball	0	0	2	19	19
Wrestling	0	0	0	Wrestling	0	0	0	0	0
Weightlifting	29	19	48	Weightlifting	0	0	0	0	0
<i>Total Varsity Participants</i>	125	89	214	<i>Total JV Participants</i>	59		47		106
<i>% of Varsity Participants</i>	58%	42%	100%	<i>% of JV Participants</i>	56%		44%		100%
Total Student Enrollment By Gender 2018-19	557	536	1093	Total Student Enrollment By Gender 2018-19	557		536		1093
% of Student Enrollment by Gender 2018-19	51%	49%	100%	% of Student Enrollment by Gender 2018-19	51%		49%		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Volusia County

School Name: Taylor Middle/ high

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person and Contact Information	(4) Timeliness
Females participating in JV and Varsity sports	Provide information on sports in a showcase format during our transition day for 6th and 9th graders.	K. Gibbons Principal B. Dubberly AD	September 2018
	Offered Girls Tennis to increase the number of females participating in athletics.	K. Gibbons Principal B. Dubberly AD	December 2018
	Introduction of sports through PE classes in Middle and High School.	K. Gibbons Principal B. Dubberly AD	2018/2019
	Provide additional information about female opportunities in athletics at fall open house.	K. Gibbons Principal B. Dubberly AD	August 2018
	Added girls Beach Volleyball as a club to build interest for volleyball.	K. Gibbons Principal B. Dubberly AD	January 2019

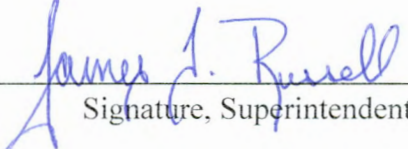
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

4/24/19

Date



Signature, Superintendent

June 26, 2019

Date

2018-19 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For Varsity teams, enter the number of athletes. For junior varsity, freshman, and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

<i>School:</i> University HS	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	21	0	21	Baseball		21		0	21
Basketball	15	10	25	Basketball		19		10	29
Bowling	13	6	19	Bowling		0		0	0
Cross Country	14	10	24	Cross Country		0		0	0
Flag Football	0	0	0	Flag Football		0		0	0
Football	32	0	32	Football		43		0	43
Golf	9	6	15	Golf		0		0	0
Soccer	25	22	47	Soccer		17		19	37
Softball	0	12	12	Softball		0		11	11
Swimming/Diving	22	25	47	Swimming/Diving		0		0	0
Tennis	7	22	29	Tennis		0		0	0
Track and Field	31	35	66	Track and Field		0		0	0
Volleyball	0	10	10	Volleyball		0		13	13
Wrestling	14	0	14	Wrestling		16		8	24
Weightlifting	52	31	83	Weightlifting		0		0	0
Comp. Cheer	0	24	24	Comp. Cheer		0		0	0
<i>Total Varsity Participants</i>	255	213	468	<i>Total JV Participants</i>	166		49		165
<i>% of Varsity Participants</i>	54%	46%	100%	<i>% of JV Participants</i>	70%		30%		100%
Total Student Enrollment By Gender 2018-19	1320	1253	2,573	Total Student Enrollment By Gender 2018-19	1320		1253		2,573
% of Student Enrollment by Gender 2018-19	51%	49%	100%	% of Student Enrollment by Gender 2018-19	51%		49%		100%

This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV
GENDER EQUITY IN ATHLETICS

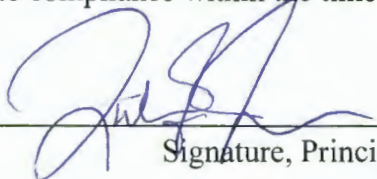
Corrective Action Plan

District: Volusia County

School Name: University HS

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person and Contact Information	(4) Timeliness
- to increase female participation in both varsity and jv athletics	<ul style="list-style-type: none">- promote female sports during our sneak peeks for incoming freshmen- have tables/booth for female sports during open house- increase presence of our female sports in the school announcements- looking into offering flag football for females in the 2019/20 school year	University administration and athletic department Matt Weaver 386-968-0013	2019-2020 school year

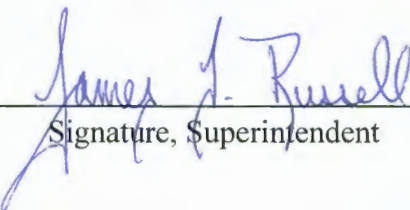
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

5/2/19

Date



Signature, Superintendent

June 26, 20

Date

APPENDIX H:
2018-2019 DOE FALL STAFF SURVEY 2 (EEO-5)

D.O.E. FALL SURVEY (EEO-5) FY 2018-2019 (SURVEY 2)

LINE #		MALE						FEMALE						TOTAL
		NON - HISPANIC WHITE	HISPANIC BLACK	ASIAN	AM/IND	PACIFIC	MULTI	NON - HISPANIC WHITE	HISPANIC BLACK	ASIAN	AM/IND	PACIFIC	MULTI	
1	Superintendent	1												1
2	Dep. Asst. Asso-Inst	2						1	2					5
3	Dir. Supervisor, Coord	2						10	2	3				17
4	Off. Adm-Instr/Total	5	0	0	0	0	0	11	4	3	0	0	0	23
5	Dep. Asst. Non-Instr	1						1	1					3
6	Dir, Supervisor, Coord	12	1	2				15	4	1	1			36
7	Off, Non-Instr/Total	13	1	2	0	0	0	16	5	1	1	0	0	39
8	Cons, Supervisor/Instr			0	0	0	0	9	1	1	0	0	0	11
9	Principal, Elem	11	5	1			1	24	3	3				48
10	Principal, Mid/Jr	7	1	0			0	4	1					13
11	Principal, Sr High	6	1	0				4					1	12
12	Principal, Other	2	1					2						5
13	Principals/Total	26	8	1	0	0	1	34	5	3	0	0	0	78
14	Asst Prin, Elem	4	1	0				23	10	3				41
15	Asst Prin, Mid/Jr	8	5					9	5					27
16	Asst Prin, Sr High	11	5	1				10	3	2				32
17	Asst Prin, Other	7	2					8	7	1			2	27
18	Asst Prin/Total	30	13	1	0	0	0	50	25	6	0	0	2	127
19	Deans, Curric. Coord	0	1	0	0	0	0	2			0	0	0	3
20	Comm Schools Coord	0	0	0	0	0	0	0	0	0	0	0	0	0
21	Pre-K Teacher	0	0					22	3					25
22	Kindergarten Teacher	5	0	1				193	14	21	1		3	237
23	Elementary 1-3	26	1	0			2	576	38	39	4	1	5	693
24	Elementary 4-6	34	4	1			0	335	24	17	1		8	424
25	Primary Ed Spec													0
26	Other Elem Teachers	73	4	7	0		1	157	21	39	4	1	3	310
27	Elementary/Total	138	9	8	1	0	3	1283	100	116	8	2	19	1689
28	Secondary 7-8	152	16	10	4		2	359	60	39	7	1	10	660
29	Secondary 9-12	314	27	22	1	1	0	406	46	67	7	3	8	910
30	Secondary Other													0
31	Secondary/Total	466	43	32	5	1	0	765	106	14	3	1	18	1570
32	Ex Child Teacher	94	28	10	2	3	1	557	73	45	6	2	0	829
33	Other Teachers	10	1	0	0	0	0	17	4	3	0	0	1	36
34	Guidance, Elementary	5	1	0				30	3	2			2	43
35	Guidance, Mid/Jr	4						25	7	3				39
36	Guidance, Sr High	4	1	1				27	9	4	2			48
37	Guidance, Other	1						3						4
38	Occup/Place Spec							1						1
39	Guidance/Total	14	2	1	0	0	0	86	19	9	2	0	2	135
40	Vis. Tchrr/Social Wrk	1	0	0	0	0	0	6	5	2	0	0	0	14
41	Psychological	5	0	0	0	0	0	14	1	2	2	0	0	23
42	Librarians/av	5	0	0	0	0	0	59	1	2	0	0	0	67
43	Ops Non-Adm/Instr	37	4	3	0	2	2	269	31	21	1	0	3	373
44	Ops Non-Adm/Non-Inst	101	12	16	2	1	7	174	21	18	3	0	3	358
45	Classroom Aides / K-3							1						2
46	Classroom Aides / 4-12													
47	Exc Child Aides	23	23	6	1			351	104	68	6	1	2	593
48	Other Aides	1						28	20	43	1		1	96
49	Aides/Total	24	23	8	1	0	0	380	125	111	7	1	2	691
50	Technicians	9	1	1	0	0	0	27	11	5	3	0	1	58
51	Clerical/Secretarial	7	2	2	0	0	0	450	52	95	8	1	0	630
52	Service Workers	128	35	38	0	0	3	376	161	104	5	1	1	854
53	Skilled Crafts	116	5	20	0	1	2	2	0	0	0	0	0	147
54	Laborers, Unskilled	17	2	3	0	1	1	0	0	0	0	0	0	23
55	Total, Lines 1-54	1246	190	146	11	8	2	4587	750	653	60	10	6	7779

F.D.O.E. Fall Survey (EEO5) FY 2018-2019 (Survey 2)

	White	Black	Hispanic	Asian	American Indian	Pacific Islander	Multi	Total
Total Admin Staff	196	63	7	1	0	0	3	270
District Level	54	11	7	1	0	0	0	73
School Level	142	52	0	0	0	0	3	197
Total Instructional	3826	427	360	41	13	3	67	4737
Total Classrm Tchrs	3330	364	320	36	11	3	60	4124
Elementary	1421	109	124	9	2	2	22	1689
Secondary	1231	149	138	19	4	1	28	1570
Exceptional Ed.	651	101	55	8	5	0	9	829
Others	27	5	3	0	0	0	1	36
Total Other Instr.	496	63	40	5	2	0	7	613
Total Support Staff	1811	450	421	29	5	5	40	2761
Professional	679	181	153	13	2	2	19	1049
Non-Professional	1132	269	268	16	3	3	21	1712
TOTAL FULL TIME	5833	940	788	71	18	8	110	7768

APPENDIX I:
**JANUARY 29, 2019 (DAY 100) STUDENT GENDER/
ETHNICITY REPORT**

GENDER/ETHNICITY REPORT

January 29, 2019

MEMBERSHIP DAY 100 OF 180-DAY YEAR

1/29/2019

Page: 32

School Year: 2018-2019

G R A P E L E V E L S

SCHOOL NAME

DISTRICT

	<u>PK</u>	<u>KG</u>	<u>01</u>	<u>02</u>	<u>03</u>	<u>04</u>	<u>05</u>	<u>06</u>	<u>07</u>	<u>08</u>	<u>09</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>PK-12</u>	<u>PERCENT</u>
I	3	13	5	10	6	7	13	8	17	11	17	18	14	9	151	0.2
A	9	87	76	98	86	90	104	108	97	94	114	122	86	105	1276	2.0
B	215	759	775	769	860	777	881	806	773	689	844	737	615	743	10243	16.2
H	289	804	844	852	929	957	1043	995	1030	968	1100	1000	927	962	12700	20.1
W	519	2617	2544	2555	2765	2778	2863	2871	2732	2733	3108	2884	2399	2719	36087	57.0
P	4	9	10	8	7	11	13	10	7	8	10	12	3	10	122	0.2
M	82	229	228	217	260	225	234	190	207	157	184	169	141	156	2679	4.2
TOTAL	1121	4518	4482	4509	4913	4845	5151	4988	4863	4660	5377	4942	4185	4704	63258	
M	676	2364	2257	2314	2570	2559	2667	2557	2488	2381	2860	2558	2089	2323	32663	51.6
F	445	2154	2225	2195	2343	2286	2484	2431	2375	2279	2517	2384	2096	2381	30595	48.4

APPENDIX J:
FLORIDA EDUCATIONAL EQUITY ACT
(SECTION 1000.05, FLORIDA STATUTES)

The Florida Educational Equity Act

Section 1000.05, F.S. Discrimination against students and employees in the Florida K-20 public education system prohibited; equality of access required.

(1) This section may be cited as the “Florida Educational Equity Act.”

(2)(a) Discrimination on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student or an employee in the state system of public K-20 education is prohibited. No person in this state shall, on the basis of race, ethnicity, national origin, gender, disability, or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any public K-20 education program or activity, or in any employment conditions or practices, conducted by a public educational institution that receives or benefits from federal or state financial assistance.

(b) The criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, ethnicity, national origin, gender, disability, or marital status.

(c) All public K-20 education classes shall be available to all students without regard to race, ethnicity, national origin, gender, disability, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English, gifted students, or students with disabilities or programs tailored to students with specialized talents or skills.

(d) Students may be separated by gender for a single-gender program as provided under s. 1002.311, for any portion of a class that deals with human reproduction, or during participation in bodily contact sports. For the purpose of this section, bodily contact sports include wrestling, boxing, rugby, ice hockey, football, basketball, and other sports in which the purpose or major activity involves bodily contact.

(e) Guidance services, counseling services, and financial assistance services in the state public K-20 education system shall be available to students equally. Guidance and counseling services, materials, and promotional events shall stress access to academic and career opportunities for students without regard to race, ethnicity, national origin, gender, disability, or marital status.

(3)(a) No person shall, on the basis of gender, be excluded from participating in, be denied the benefits of, or be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club, or intramural athletics offered by a public K-20 educational institution; and no public K-20 educational institution shall provide athletics separately on such basis.

(b) Notwithstanding the requirements of paragraph (a), a public K-20 educational institution may operate or sponsor separate teams for members of each gender if the selection for such teams is based upon competitive skill or the activity involved is a bodily contact sport. However, when a public K-20 educational institution operates or sponsors a team in a particular sport for members of one gender but does not operate or sponsor such a team for members of the other gender, and athletic opportunities for that gender have previously been limited, members of the excluded gender must be allowed to try out for the team offered.

(c) This subsection does not prohibit the grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to gender. However, when use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one gender, the educational institution shall use appropriate standards which do not have such effect.

(d) A public K-20 educational institution which operates or sponsors interscholastic, intercollegiate, club, or intramural athletics shall provide equal athletic opportunity for members of both genders.

1. The Board of Governors shall determine whether equal opportunities are available at state universities.

2. The Commissioner of Education shall determine whether equal opportunities are available in school districts and Florida College System institutions. In determining whether equal opportunities are available in school districts and Florida College System institutions, the Commissioner of Education shall consider, among other factors:

a. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both genders.

b. The provision of equipment and supplies.

c. Scheduling of games and practice times.

d. Travel and per diem allowances.

e. Opportunities to receive coaching and academic tutoring.

f. Assignment and compensation of coaches and tutors.

g. Provision of locker room, practice, and competitive facilities.

h. Provision of medical and training facilities and services.

i. Provision of housing and dining facilities and services.

j. Publicity.

Unequal aggregate expenditures for members of each gender or unequal expenditures for male and female teams if a public school or Florida College System institution operates or sponsors separate teams do not constitute nonimplementation of this subsection, but the Commissioner of Education shall consider the failure to provide necessary funds for teams for one gender in assessing equality of opportunity for members of each gender.

(e) A public school or Florida College System institution may provide separate toilet, locker room, and shower facilities on the basis of gender, but such facilities shall be comparable to such facilities provided for students of the other gender.

(4) Public schools and Florida College System institutions shall develop and implement methods and strategies to increase the participation of students of a particular race, ethnicity, national origin, gender, disability, or marital status in programs and courses in which students of that particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented, including, but not limited to, mathematics, science, computer technology, electronics, communications technology, engineering, and career education.

(5)(a) The State Board of Education shall adopt rules to implement this section as it relates to school districts and Florida College System institutions.

(b) The Board of Governors shall adopt regulations to implement this section as it relates to state universities.

(6) The functions of the Office of Equal Educational Opportunity of the Department of Education shall include, but are not limited to:

(a) Requiring all district school boards and Florida College System institution boards of trustees to develop and submit plans for the implementation of this section to the Department of Education.

(b) Conducting periodic reviews of school districts and Florida College System institutions to determine compliance with this section and, after a finding that a school district or a Florida College System institution is not in compliance with this section, notifying the entity of the steps that it must take to attain compliance and performing follow-up monitoring.

(c) Providing technical assistance, including assisting school districts or Florida College System institutions in identifying unlawful discrimination and instructing them in remedies for correction and prevention of such discrimination and performing follow-up monitoring.

(d) Conducting studies of the effectiveness of methods and strategies designed to increase the participation of students in programs and courses in which students of a particular race, ethnicity, national origin, gender, disability, or marital status have been traditionally underrepresented and monitoring the success of students in such programs or courses, including performing follow-up monitoring.

(e) Requiring all district school boards and Florida College System institution boards of trustees to submit data and information necessary to determine compliance with this section. The Commissioner of Education shall prescribe the format and the date for submission of such data and any other educational equity data. If any board does not submit the required compliance data or other required educational equity data by the prescribed date, the commissioner shall notify the board of this fact and, if the board does not take appropriate action to immediately submit the required report, the State Board of Education shall impose monetary sanctions.

(f) Based upon rules of the State Board of Education, developing and implementing enforcement mechanisms with appropriate penalties to ensure that public K-12 schools and Florida College System institutions comply with Title IX of the Education Amendments of 1972 and subsection (3) of this section. However, the State Board of Education may not force a public school or Florida College System institution to conduct, nor penalize such entity for not conducting, a program of athletic activity or athletic scholarship for female athletes unless it is an athletic activity approved for women

by a recognized association whose purpose is to promote athletics and a conference or league exists to promote interscholastic or intercollegiate competition for women in that athletic activity.

(g) Reporting to the Commissioner of Education any district school board or Florida College System institution board of trustees found to be out of compliance with rules of the State Board of Education adopted as required by paragraph (f) or paragraph (3)(d). To penalize the board, the State Board of Education shall:

1. Declare the school district or Florida College System institution ineligible for competitive state grants.
2. Notwithstanding the provisions of s. 216.192, direct the Chief Financial Officer to withhold general revenue funds sufficient to obtain compliance from the school district or Florida College System institution.

The school district or Florida College System institution shall remain ineligible and the funds shall not be paid until the institution comes into compliance or the State Board of Education approves a plan for compliance.

(7) A person aggrieved by a violation of this section or a violation of a rule adopted under this section has a right of action for such equitable relief as the court may determine. The court may also award reasonable attorney's fees and court costs to a prevailing party.

History.—s. 7, ch. 2002-387; s. 1942, ch. 2003-261; s. 70, ch. 2004-357; s. 66, ch. 2007-217; s. 1, ch. 2008-26; s. 9, ch. 2010-78; s. 4, ch. 2011-5.

