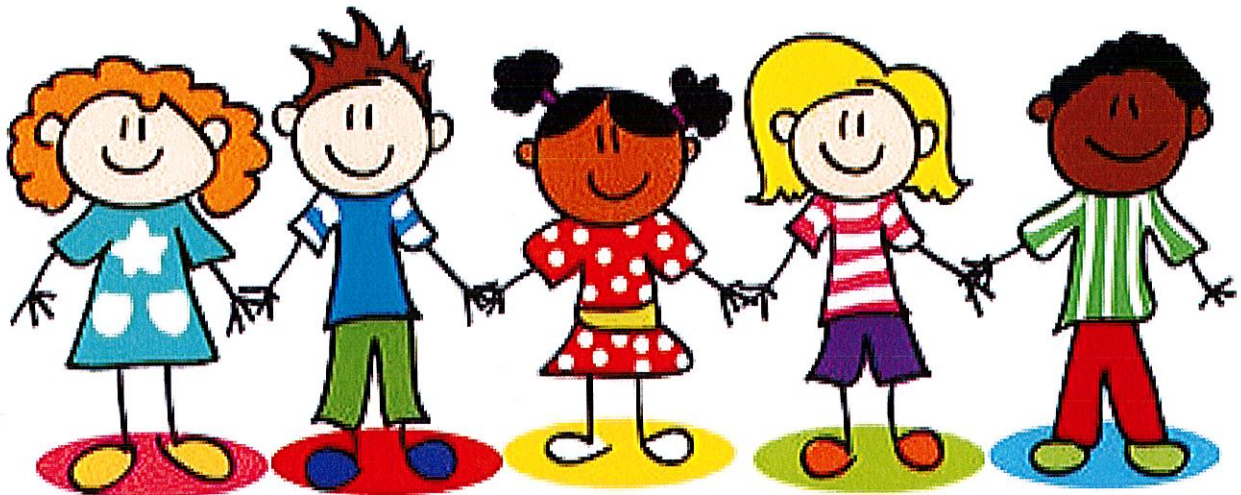


# **VOLUSIA COUNTY SCHOOL DISTRICT**

## **Florida Educational Equity Act Plan 2016-2017 ANNUAL UPDATE**



Prepared by the Division of Human Resources  
Equity Office  
200 North Clara Avenue  
DeLand, Florida 32720

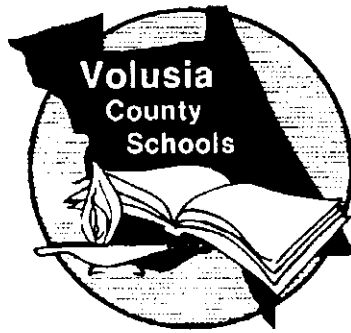
# **The School Board of Volusia County**

## **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**

Mrs. Melody Johnson, Chairman

Mrs. Linda Cuthbert, Vice-Chairman

Mrs. Ida D. Wright

Dr. John Hill

Mr. Carl Persis

## **Superintendent of Schools**

James T. Russell

## **Chief Human Resources Officer**

Dana J. Paige-Pender

*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  
2016-17 Annual Update to the  
Florida Educational Equity Act Plan**

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  - 2. DeLand High
  - 3. Deltona High
  - 4. Mainland High
  - 5. New Smyrna Beach High
  - 6. Pine Ridge High
  - 7. Seabreeze High
  - 8. Spruce Creek High
  - 9. Taylor Middle/High
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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 (OEEEO) 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 2016-17 Annual Update to the Florida Educational Equity Act Plan was prepared by the Division of Human Resources' Equity Office, with the assistance of other district departments and personnel.

The School Board of Volusia County

2016-2017 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 2016-17 school year.

### **B. Annual Notice of Nondiscrimination for Vocational Education Programs**

The district's Annual Notice of Nondiscrimination is published prior to the beginning of each school year in The News Journal, a daily and Sunday newspaper, in both English and Spanish. Copies of the Annual Notice, published on August 4, 2016, can be found in this section. The Annual Notice was also published in the 2016-17 Secondary Student and Family Policy Guide. This Guide is given to all students/families on the first day of school. The Annual Notice can also be found on the district's website, in English and Spanish, on the Career and Technical Education page, as shown in this section.

### **C. Continuous Notification of Nondiscrimination**

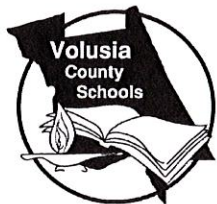
The district's Notification of Nondiscrimination can be found on the district's website at [www.myvolusiaschools.org](http://www.myvolusiaschools.org) on the Human Resources, Equity, Employment and Recruitment pages. The district's employee application system "Searchsoft" includes a Notification of Nondiscrimination 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 in the Employee Handbook and on district recruitment materials. Examples including the district's Notice of Nondiscrimination 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 districts website on the Employment page 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  
Assistant Director, Human Resources/ Equity  
200 North Clara Avenue  
DeLand, Florida 32721  
(386) 734-7190, ext. 20313  
[amwrenn@volusia.k12.fl.us](mailto:amwrenn@volusia.k12.fl.us)



## **ANNUAL NOTICE OF NONDISCRIMINATION**

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, Assistant Director  
Human Resources/ Equity  
200 North Clara Avenue  
DeLand, Florida 32721  
(386) 734-7190, ext. 20313  
[amwrenn@volusia.k12.fl.us](mailto: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  
[rmburket@volusia.k12.fl.us](mailto:rmburket@volusia.k12.fl.us)



THE NEWS-JOURNAL

Published Daily and Sunday  
Daytona Beach, Volusia County, Florida

State of Florida,  
County of Volusia

Before the undersigned authority personally appeared

Jennifer Lynch

who, on oath says that she is .....

LEGAL COORDINATOR

of The News-Journal, a daily and Sunday newspaper,  
published at Daytona Beach in Volusia County, Florida; the  
attached copy of advertisement, being a  
.....

PUBLIC NOTICE

L. 2206341

in the Court,  
was published in said newspaper in the issues.....

AUGUST 4, 2016

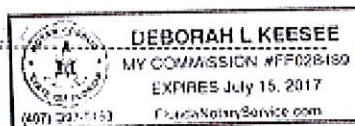
Affiant further says that The News-Journal is a newspaper  
published at Daytona Beach, in said Volusia County, Florida,  
and that the said newspaper has heretofore been continuously  
published in said Volusia County, Florida, each day and  
Sunday and has been entered as second-class mail matter at  
the post office in Daytona Beach, in said Volusia County,  
Florida, for a period of one year next preceding the first  
publication of the attached copy of advertisement; and affiant  
further says that he has neither paid nor promised any person,  
firm or corporation any discount, rebate, commission or  
refund for the purpose of securing this advertisement for  
publication in the said newspaper

Sworn to and subscribed before me

This 4<sup>th</sup> of AUGUST

A.D. 2016

.....



ANNUAL NOTICE OF  
NON-DISCRIMINATION

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

**For Title IX and Employment Concerns**  
Anita Marie Whinn, Assistant Director  
Assistant Director  
Human Resources & Equity  
200 North Orange Avenue  
ESE & Student Services  
Daytona, Florida 32122  
(386) 734-7130, ext. 20313

**For Student/Section 504 Concerns**  
Lindsey Granger, Assistant Director  
ESE & Student Services  
3290 Harbor Street  
Port Orange, Florida 32129  
(386) 734-7150, ext. 33246  
L2206341, August 4, 2016 11

THE NEWS-JOURNAL

Published Daily and Sunday  
Daytona Beach, Volusia County, Florida

State of Florida,  
County of Volusia

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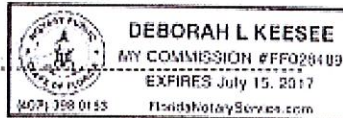
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further says that he has neither paid nor promised any person,  
firm or corporation any discount, rebate, commission or  
refund for the purpose of securing this advertisement for  
publication in the said newspaper

Sworn to and subscribed before me

This 4<sup>TH</sup> of AUGUST

A.D. 2016



**AVISO ANUAL DE LA NO DISCRIMINACIÓN**  
El distrito escolar del Condado Volusia ofrece 50 diferentes programas carrera y educación técnica (CTE) que los estudiantes en los grados 6 a 12 pueden tomar como parte de la preparación universitaria y carrera. Los estudiantes pueden ganar créditos hacia la certificación de industria reconocida a nivel nacional gratuitamente en cursos CTE. Identificados además preparan a los estudiantes para la entrada inmediata en los estudios de fuerza laboral o de educación postsecundaria. Incluso Académica, se ofrecen académicos de carrera que también cursos CTE con cursos académicos básicos. Académicos de carrera se centran en la integración académica, proyecto de aprendizaje y asociaciones empresariales para dar a estudiantes un excelente comienzo en su futura carrera. Los requisitos de admisión para Académicos de CTE pueden encontrarse en <http://www.careerconnections.org>. Requisitos de admisión pueden determinarse por factores tales como rendimiento académico, asistencia y conducta.

- High School secundaria de Atlix - Comunicaciones y Artes en la Academia de Admisión; Academia de Ciencias; Artes, Música, Ambiente y Medio; Academia de Derecho y Gobierno
- High School secundaria de Deland - Academia de Comunicaciones; Academia de Ingeniería
- High School secundaria de Deland - Academia de Servicios de Salud
- Preparación continental - Comunicaciones y Tecnología; Matemáticas; Diseño y Fabricación de Tecnología; Ciencia y Medicina; Simulación y Robótica; Hospedaje y Artes Culturales; Ciencias de los Deportes
- New Smyrna Beach High School - Agronomía & Academia de Veterinaria; Academia de Justicia Criminal; Academia de Artes Culturales; Entertainment & Sports Marketing Academy; Academia de Ingeniería; Academia Médica
- Pine Ridge High School - Academia de Salud
- Seaside High School - Academia de Diseño Gráfico; Web & Digital Media Academy
- Spruce Creek High School - Academia de Finanzas; Academia de Tecnologías de Información y Robótica
- Escuela secundaria Middle Taylor - La Centro de Artes y Tecnología
- Escuela secundaria Universal - Academia de Tecnología Ambiental; Academia de Ciencias Biomédicas; Juegos y Simulación de Academia; Academia de Ingeniería; Academia de Finanzas; Academia de Robótica y Simulación

El Distrito prohíbe la discriminación en las admisiones y condiciones de empleo y acceso a programas educativos y actividades y prohíbe el acceso de cualquier persona o grupo basándose en raza, color, origen nacional, religión, sexo, edad, discapacidad, estado civil, embarazo, creencias, políticas, orientación sexual o información genética.

Falta de conocimiento del idioma inglés no será una barrera para la admisión y participación. El distrito puede evaluar la capacidad de cada alumno en beneficio de los programas específicos a través de evaluaciones y asesoramiento y, si es necesario, proporcionará servicios o referencias para mejor preparar a los estudiantes para el éxito de postsecundaria.

Preguntas, quejas o peticiones de información adicional con respecto a la discriminación o acceso pueden enviarse a:

**Por cuestiones de Trabajo y Talento**  
Anna Marie Wiers, Assistant Director  
Human Resources  
200 North Clara Avenue  
Daytona, Florida 32121  
(386) 734-7190, ext. 23313  
**Proveedores de estudiante/asociación**  
204  
Lindsay Granger, Assistant Director  
CSE and Student Services  
3250 Herbert Street  
Port Orange, FL 32129  
(386) 734-7190, ext. 33246  
L2206347, August 4, 2016 II



**Career and Technical  
Education**

[CTE Calendar](#)

[Career Academies](#)

[Programs of Study](#)

[Teacher Resources](#)

[Twitter](#)

[Department Contacts](#)

[Annual Notice of Non-  
Discrimination](#)

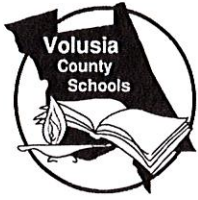
Volusia County Schools > Career and Technical Education > **Annual Notice of Non-Discrimination**



**Notice of Non-Discrimination - English and Spanish**

**Annual Notice of Non-Discrimination English April 2017**

**Annual Notice of Non-Discrimination- Spanish April 2017**



## **NOTICE OF NONDISCRIMINATION**

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:

For Employment Concerns:

Anne Marie Wrenn, Assistant Director  
Human Resources/ Equity  
200 North Clara Avenue  
DeLand, Florida 32721  
(386) 734-7190, ext. 20313  
[amwrenn@volusia.k12.fl.us](mailto: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  
[rmburket@volusia.k12.fl.us](mailto:rmburket@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, Assistant Director  
Human Resources/ Equity  
200 North Clara Avenue  
DeLand, Florida 32721  
(386) 734-7190, ext. 20313  
[amwrenn@volusia.k12.fl.us](mailto:amwrenn@volusia.k12.fl.us)

Para Asuntos de Estudiantes/Sección 504:

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

## Human Resources

[Employment](#)  
[Certification](#)  
[Equity](#)  
[Recruitment and Retention](#)  
[Staff Links](#)  
[Compensation](#)  
[Substitutes](#)  
[Employment Verification](#)  
[FMLA](#)  
[Forms](#)  
[ID Badges](#)  
[Leadership Academy](#)  
[New Hires](#)  
[Pathways to the Principalship](#)  
[Department Contacts](#)

[Volusia County Schools](#) > [Human Resources](#)

[A+](#) [A-](#) [Reset](#)

## Welcome to Human Resources



[Resources](#) [Toolbox](#)

[Vacancies](#)

### Dana Paige-Pender, Chief Human Resources Officer

200 N. Clara Avenue  
DeLand, FL 32720  
386-734-7180 extension 20090

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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### Departments under the Human Resources Division

#### 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.

#### Equity & Access

The School District of Volusia values diversity and seeks to maintain a harassment-free workplace. All students, program participants, employees and applicants are served by the Office of Equity & Access. The office ensures the district's compliance with non-discrimination laws and the Florida Educational Equity Act through investigating complaints, providing training, monitoring practices, and conducting compliance reviews.

#### 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.



## Equity

[Complaints and Inquiries](#)  
[Americans with Disabilities Act](#)  
[Service Animals](#)  
[Sign Language](#)  
[LGBT Training](#)  
[Laws and Policies](#)  
[Equity Plan](#)  
[Human Resources Home](#)  
[Department Contacts](#)

[Volusia County Schools](#) > [Equity](#)

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## Welcome to Equity

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

[Resources](#) [Toolbox](#)

[Equity Brochure](#)

- 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 8:00 AM to 5:00 PM. We are located at the DeLand Administrative Complex, Human Resources Division, 200 N. Clara Avenue, DeLand, Florida.

### NOTICE OF NON-DISCRIMINATION

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Anne Marie Wrenn, Assistant Director  
Human Resources & Equity  
DeLand, Florida 32721  
(386) 734-7190, ext. 20313  
[amwrenn@volusia.k12.fl.us](mailto:amwrenn@volusia.k12.fl.us)

### Quick Links

[Facebook](#)  
[Staff Applications](#)  
[Twitter](#)  
[VCS Intranet](#)  
[YouTube](#)

### Departments

[Facilities](#)  
[Human Resources](#)  
[Instructional Services](#)  
[School Way Cafe](#)  
[Transportation](#)

### Financial Information

[Audit Reports CAFR](#)  
[Budget](#)  
[Financial Services](#)  
[Project Oversight Report](#)  
[Reporting Fraud](#)

### Contact Us

[About Us](#)  
[Advertise With Us](#)  
[Contact Us](#)  
[FUTURES Foundation](#)  
[Tech Support Portal](#)



Translate this page:

## Recruitment and Retention

Vacancies

Benefits

Job Fairs for Teachers

Minority Recruitment

Relocation Information

Speech Language Pathologist  
Recruitment

Student Internships

Human Resources Home

Why Volusia

Department Contacts

Volusia County Schools > Recruitment and Retention

A+ A- Reset

## Welcome to Recruitment and Retention!

### HUMAN RESOURCES




### RECRUITMENT & RETENTION



Volusia County Schools  
Recruitment and Retention

Follow us on Twitter - @VolusiaRecruit

## April 14, 2017 Job Fair

 [April 2017 Job Fair Flyer](#)

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



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### Resources

### Toolbox

[Certification Scholarship](#)

[District Campaigns](#)

[FFEA](#)

[Futures Foundation](#)

[Florida Fund for Minority Teachers](#)

[Leadership Academy](#)

[New Hires](#)

[Newsletter](#)

[Para-to-Teacher Tuition](#)

[Teacher Loan Forgiveness](#)

[Troops to Teachers](#)



## Employment

Application for Employment  
Interested in Teaching  
Interested in a Substitute Position  
Interested in a Support Position  
Interested in a School  
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## Welcome to Employment

### ATTENTION! ATTENTION! ATTENTION! ATTENTION! ATTENTION!

Volusia County Schools is currently accepting substitute teacher applications. Once your online application is complete, click on the Jobs Tab and apply for the substitute teacher vacancy.

## 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

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.

### 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)8.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.

### Accommodations

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 preferences if they qualify under Florida Statute, Chapter 295.

### RESOURCES

### TOOLBOX

[Certification](#)  
[Directions for Current Employees](#)  
[Forgot your username or password for the application?](#)  
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Employ

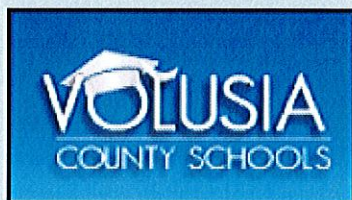


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# **INSTRUCTIONAL JOB FAIR**

*for the 2017-18 school year*

***Ocean Center, Daytona Beach***

**Friday, April 14, 2017**

## **Certification Focus Areas:**

Elementary Ed

English Language Arts

Science

Mathematics

Reading

Exceptional Student Education

*Volusia County Schools is hosting an invitation only, instructional job fair for the 2017-18 school year.  
Capacity is limited.*

*Applicants must currently hold or be eligible for FLDOE certification.*

*Questions should be directed to [Teacher-recruitment@volusia.k12.fl.us](mailto:Teacher-recruitment@volusia.k12.fl.us) or 386-734-7190 ext. 20168*

**To receive an invitation, complete *all 3 steps* by noon on Friday, April 7, 2017.**

Complete VCS employment application: [CLICK HERE TO BEGIN](#)

Complete *Gallup Teacher Insight* portion of the online application

Send name & certification area to: [Teacher-recruitment@volusia.k12.fl.us](mailto:Teacher-recruitment@volusia.k12.fl.us)

***Schedule of events, specific directions & registration information will be included on the job fair email invitation.***

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Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to: Azme Marie Wynn, Assistant Director, Equity, (386) 734-7190, ext. 20313, [awynn@volusia.k12.fl.us](mailto:awynn@volusia.k12.fl.us)



## Thank You Sponsors!



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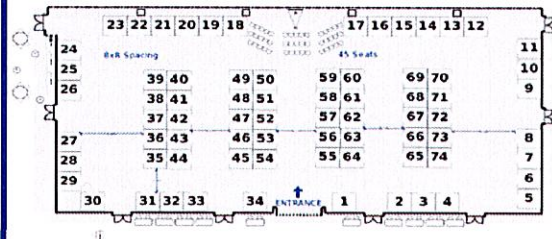
## INSTRUCTIONAL JOB FAIR

2017-18

*Ocean Center, Daytona Beach*

### Tips for Success

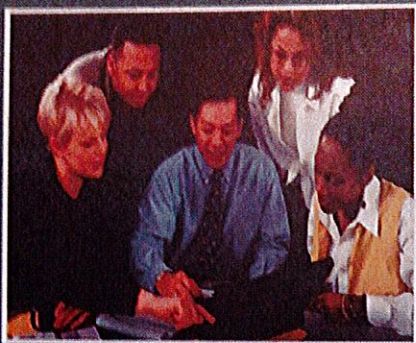
- 8:00 - 8:40 am: School visits and walk around
- 8:44 - 11:23 am: Adhere to specific interview schedule
- 11:30 am: Hiring/Letters of Intent
- 12:30 - 1:30 pm: Lunch Break - Hiring and Letter of Intent Continue
- 11:30 - 3:00 pm: Hiring/Letters of Intent



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# 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, Asst. Director  
Human Resources/Equity  
200 N. Clara Avenue  
DeLand, FL 32721-2118  
[amwrenn@volusia.k12.fl.us](mailto:amwrenn@volusia.k12.fl.us)  
(386) 734-7190, 255-6475, 427-5223 or 860-3322  
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 SERAN 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://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:

Anne Marie Wrenn, Asst. Director  
Human Resources/Equity  
200 N. Clara Avenue  
DeLand, FL 32721-2118  
[amwrenn@volusia.k12.fl.us](mailto:amwrenn@volusia.k12.fl.us)  
(386) 734-7190, 255-6475, 427-5223 or 860-3322  
Ext. 20313 FAX: (386) 943-3402



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.



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### Accommodations

Reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. To request accommodations, please contact:

- Anne Marie Wren, Assistant Director
- 200 N. Clara Avenue, Deland, FL 32720
- Phone number (386) 734-7190 extension 20360
- Email address is [awren@volusia12.net](mailto:awren@volusia12.net)

### E-Verify

Volusia County Schools participates in E-Verify (Employment Eligibility Verification Program).

- [Please view our flyer in English with information about the E-Verify program](#)
- [Please view our flyer in Spanish with information about the E-Verify program](#)

### RESOURCES

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[Directions for Current Employees](#)  
[Forgot your username or password for the application?](#)  
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[EAP](#)  
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The School Board of Volusia County

2016-2017 Annual Update to the  
Florida Educational Equity Act Plan

**Part II: Incomplete Items or Pending Actions**

## PART II: INCOMPLETE OR PENDING ACTION(S)

In its review of the district's 2015-16 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 2016-17 Monitoring Work Plan. Detailed below are the action items cited by OEEO and the corrective action taken by the district.

1. **Annual Notice of Nondiscrimination for Vocational Education Programs** – The district submitted copies, of its annual notice of nondiscrimination that meets the requirements of the Vocational Guidelines, which was published in the local newspaper on August 4, 2016, prior to the beginning of the school year. *Action Required:* It is recommended that the district also include the annual notice of nondiscrimination on its CTE webpage and or catalogs prior to the enrollment period for the next school year.

*The district has posted the Annual Notice of Nondiscrimination on its CTE webpage, in English and Spanish, prior to the enrollment period for the 2017-18 school year.*

2. **Grades 9-12; All Level 3 courses (including AP, IB, AICE, DE, and honors)** – Overall enrollment of minority students decreased slightly. *Action Required:* The district should review the implementation of its strategies and its accountability measures to ensure that they are effectively aimed at increasing enrollment of minority students in advanced courses, and reducing or eliminating the enrollment gaps. Updated strategies and accountability measures should be submitted to OEEO in the 2016-17 Equity Update.

*The district's Instructional Services Department has reevaluated and revised its 2016-17 methods and strategies for increasing enrollment for minority students in Level 3 courses. The district's Equity Office and Instructional Services Department will continue to monitor the effectiveness of these methods and strategies. The district has hired two Minority Achievement Specialists whose primary focus is increasing minority enrollment in Level 3 courses.*

3. **Athletics Compliance Verification, Corrective Action Plans** – The 2015-16 Annual Update included the Compliance Verification Form signed and dated by the Superintendent, indicating that the district is not in compliance with Title IX regarding female participation in athletics. In addition, the district submitted athletic participation monitoring forms showing that female athletes are underrepresented at seven of the nine high schools. *Action Required:* The district should continue to monitor the implementation of the corrective action plans and submit updates with the 2016-17 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 2016-17 school year. The*



*Equity Office will continue to monitor implementation of the corrective action plans during the 2017-18 school year.*

4. **Employment Equity** – OEEEO reviewed 2015-16 employment data for the district’s administrative and instructional positions to identify underrepresentation of minority employees. Hispanic employees are underrepresented in administrative and teaching positions; and black and male employees are underrepresented in teaching positions. The district submitted strategies to address underrepresentation of minority employees. *Action Required:* The district should continue to implement strategies to address underrepresentation of minority and male employees, and report progress in the 2016-17 Equity Update.

*The district’s Equity office will continue to monitor employment data for each school and department and will report progress to the Chief Human Resources Officer. Recruitment and Retention will continue to focus on minority recruitment strategies for instructional staff as outlined in the 2016-17 Annual Equity Update.*

5. **Single-Sex Schools and Classes** – *Action Required:* The district should continue to monitor the single-sex classes, to ensure that they operated in compliance with Section 1002.311 F.S., and submit updated information in the 2016-17 Equity Update.

*The district will continue to monitor single-sex classes to ensure they are operated in compliance with Florida Statute, as detailed in the 2016-17 Annual Equity Update.*

6. **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 2016-17 Annual Equity Update.*

The School Board of Volusia County

2016-2017 Annual Update to the  
Florida Educational Equity Act Plan

**Part III: Evaluation of Methods and Strategies**



## PART III: STUDENT PARTICIPATION

### EVALUATION OF METHODS AND STRATEGIES:

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

*Grades 9-12, Total Enrollment 2016-17 (3,779)*

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

	<b>2012-13 (4,035)</b>	<b>2013-14 (3,711)</b>	<b>2014-15 (3,479)</b>	<b>2015-16 (3,580)</b>	<b>2016-17 (3,779)</b>
<b>White</b>	23% (2,906)	21% (2,591)	21% (2,425)	21% (2,484)	22% (2,592)
<b>White Males</b>	19% (1,240)	17% (1,091)	18% (1,046)	17% (1,053)	19% (1,101)
<b>Black</b>	10% (293)	10% (290)	9% (265)	8% (251)	9% (292)
<b>Black Males</b>	7% (113)	6% (94)	6% (91)	6% (92)	6% (99)
<b>Hispanic</b>	15% (495)	13% (505)	13% (454)	13% (503)	13% (549)
<b>Hispanic Males</b>	14% (227)	11% (196)	11% (187)	11% (218)	11% (225)

### Evidence of Success

The evaluation reveals a decrease in enrollment numbers and percentages in AP and IB courses for all students in grades 9-12, from the 2012-13 to 2016-17 school years. Enrollment percentages for Whites decreased from 23% to 22%. Enrollment percentages for Blacks decreased from 10% to 9% and Hispanics had the greatest decrease from 15% to 13%.

Enrollment percentages also remained the same for White males, at 19%. Black males decreased from 7% to 6% and Hispanic males decreased from 14% to 11%, when comparing the 2012-13 to 2016-17 school years.

### Methods/Strategies

The following methods and strategies will be used for 2017-2018 to increase enrollment for minority students in AP and IB 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.

- Community Task Force - Develop a community Task Force in coordination with post-secondary institutions, community leaders and various stakeholders to address the issues surrounding enrollment of underrepresented students in rigorous curriculum. Develop strategies in collaboration with various stakeholders to effectively and efficiently address the areas of concern.
- Parent and Student Seminars - Develop parent and student seminars both face to face as well as online in coordination with the Coordinator for Student Affairs, 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 students and families of or our minority students 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 a 8<sup>th</sup> grade students.

**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 developing 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. Develop a workshop for all new teachers on the topic of Access and Equity and Multiculturalism.
- Positive Behavioral Support Interventionalists - Provide a Positive Behavioral Support Interventionalist (PBSI's) to each middle school to assist teachers, students and administrators to support programs related to the school's academic and behavior initiatives. The Positive Behavioral Support Interventionalist will provide proactive leadership to all stakeholders, centered around the delivery of programs and services



designed to support student academic achievement, personal and social development. He/she will work cooperatively with the principal, school counselor, assistant principals, staff, students and parents, in order to promote a positive school climate on each of our middle school campuses.

- Restorative Justice - Expand the Restorative Justice Model over a 3-year period to all middle schools. Restorative Practices will help to create a positive school community and respond in an effective way when problems arise by building social capital, achieve social discipline and increase the achievement gap through participatory learning and decision making.

**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.

- Cambridge/AICE - Support the roll out of the AICE program at Deltona High School, Pine Ridge High School and Seabreeze 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.
- Dual Enrollment - Increase dual enrollment “on campus” opportunities to help eliminate transportation/scheduling barriers for students. Ensure that parents have an understanding of the financial and academic benefits of dual enrollment classes. Explore the possibility of offering Dual Enrollment “on campus” opportunities at the MS level for qualifying students. Help promote dual enrollment opportunities at the Advanced Technology Center (ATC) in the manufacturing and construction programs. Help promote BCU Dual Enrollment opportunities across all 10 high schools and specifically target underrepresented students.
- Trio Program - Expand our partnership with Daytona State College and explore placing Trio in all MS and HS's throughout the district. Provide outreach and student programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight 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 2017-2018 school year.

Increase the number of Hispanic students in grades 9-12 enrolling in AP, IB and AICE courses by **2%** during the 2017-2018 school year.

Increase the number of Black male students in grades 9-12 enrolling in AP, IB, and AICE courses by **2%** during the 2017-2018 school year.

Increase the number of Hispanic male students in grades 9-12 enrolling in AP, IB and AICE courses by **2%** during the 2017-2018 school year.

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

#### ***Grades 9-12, Total Enrollment 2016-17 (1,287)***

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

	<b>2012-13 (892)</b>	<b>2013-14 (999)</b>	<b>2014-15 (856)</b>	<b>2015-16 (1,280)</b>	<b>2016-2017 (1,287)</b>
<b>Whites</b>	6% (697)	6% (718)	6% (628)	8% (923)	8% (921)
<b>White Males</b>	3% (213)	4% (231)	4% (216)	5% (328)	5% (324)
<b>Black</b>	2% (53)	3% (74)	3% (72)	3% (94)	3% (107)
<b>Black Males</b>	1% (17)	1% (21)	1% (10)	2% (27)	2% (29)
<b>Hispanic</b>	3% (85)	4% (149)	3% (102)	5% (197)	5% (193)
<b>Hispanic Males</b>	1% (25)	2% (39)	2% (37)	4% (85)	3% (67)

### **Evidence of Success**

The evaluation reveals progress in increasing enrollment in Dual Enrollment courses for all students in grades 9-12 from the 2012-13 to 2016-17 school years. White student enrollment increased from 6% to 8%. Black student enrollment increased from 2% in 2012-13 to 3% in 2016-17. Hispanic student enrollment increased by two (2) percentage points, from 3% to 5%, for the same time period.

The evaluation also reflects an increase in Black male and Hispanic male enrollment in Dual Enrollment courses in grades 9-12. Black male enrollment increased one (1) percentage point, from 1% in 2012-13 to 2% in 2016-17. Hispanic male enrollment increased two (2) percentage points, from 1% to 3%, for the same time period.

## **Methods and Strategies**

The following methods and strategies will be used for 2017-2018 to increase enrollment for minority students in Dual Enrollment 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.

- Community Task Force - Develop a community Task Force in coordination with post-secondary institutions, community leaders and various stakeholders to address the issues surrounding enrollment of underrepresented students in rigorous curriculum. Develop strategies in collaboration with various stakeholders to effectively and efficiently address the areas of concern.
- Parent and Student Seminars - Develop parent and student seminars both face to face as well as online in coordination with the Coordinator for Student Affairs, Equity Specialist and Advanced Programs TOA to highlight advanced programs and opportunities for secondary students. Specifically target high minority schools.
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skill, high-wage, and high-demand careers. Develop a workshop for all new teachers on the topic of Access and Equity and Multiculturalism.

- Positive Behavioral Support Interventionalists - Provide a Positive Behavioral Support Interventionalist (PBSI's) to each middle school to assist teachers, students and administrators to support programs related to the school's academic and behavior initiatives. The Positive Behavioral Support Interventionalist will provide proactive leadership to all stakeholders, centered around the delivery of programs and services designed to support student academic achievement, personal and social development. He/she will work cooperatively with the principal, school counselor, assistant principals, staff, students and parents, in order to promote a positive school climate on each of our middle school campuses.
- Restorative Justice - Expand the Restorative Justice Model over a 3-year period to all middle schools. Restorative Practices will help to create a positive school community and respond in an effective way when problems arise by building social capital, achieve social discipline and increase the achievement gap through participatory learning and decision making.

**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.

- Cambridge/AICE - Support the roll out of the AICE program at Deltona High School, Pine Ridge High School and Seabreeze 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.
- Dual Enrollment - Increase dual enrollment "on campus" opportunities to help eliminate transportation/scheduling barriers for students. Ensure that parents have an understanding of the financial and academic benefits of dual enrollment classes. Explore the possibility of offering Dual Enrollment "on campus" opportunities at the MS level for qualifying students. Help promote dual enrollment opportunities at the Advanced Technology Center (ATC) in the manufacturing and construction programs. Help promote BCU Dual Enrollment opportunities across all 10 high schools and specifically target underrepresented students.
- TRIO Program - Expand our partnership with Daytona State College and explore placing Trio in all MS and HS's throughout the district. Provide outreach and student programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight 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 2017-2018 school year.

Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by **2%** during the 2017-2018 school year.

Increase the number of Black Male students in grades 9-12 enrolling in DE courses by **2%** during the 2017-2018 school year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by **2%** during the 2017-2018 school year.

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

*Grades 9-12, Total Enrollment 2016-17 (12,982)  
(Data provided by F.D.O.E.)*

	<b>2014-2015 (12,263)</b>	<b>2015-16 (12,760)</b>	<b>2016-17 (12,982)</b>
<b>White</b>	70% (8,014)	70% (8,303)	71% (8,209)
<b>White Males</b>	68% (3,925)	66% (4,034)	67% (3,967)
<b>Black</b>	50% (1,434)	47% (1,479)	52% (1,637)
<b>Black Males</b>	45% (634)	41% (658)	48% (751)
<b>Hispanic</b>	55% (1,929)	55% (2,166)	55% (2,255)
<b>Hispanic Males</b>	53% (940)	53% (1,051)	51% (1,044)

### **Evidence of Success**

The evaluation reveals some progress in increasing enrollment percentages in Level 3 courses for White, Black, and Black Male students in grades 9-12. White student enrollment increased from 70% during the 2014-15 school year to 71% during the 2016-17 school year. Black student enrollment increased from 50% to 52% and Hispanic student enrollment remained at 55%, however the numbers increased from 1,929 to 2,255.

The evaluation revealed Black Male student enrollment increased three (3) percentage points from 45% to 48%, from the 2014-15 to 2016-17 school years. Hispanic Male student enrollment decreased two (2) percentage points from 53% in 2014-15 to 51% in 2016-17.



## **Methods and Strategies**

The following methods and strategies will be used for 2017-2018 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.

- Community Task Force - Develop a community Task Force in coordination with post-secondary institutions, community leaders and various stakeholders to address the issues surrounding enrollment of underrepresented students in rigorous curriculum. Develop strategies in collaboration with various stakeholders to effectively and efficiently address the areas of concern.
- Parent and Student Seminars - Develop parent and student seminars both face to face as well as online in coordination with the Coordinator for Student Affairs, Equity Specialist 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 students and families of or our minority students 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 a 8<sup>th</sup> grade students.

**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 developing 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. Develop a workshop for all new teachers on the topic of Access and Equity and Multiculturalism.

- Positive Behavioral Support Interventionalists - Provide a Positive Behavioral Support Interventionalist (PBSI's) to each middle school to assist teachers, students and administrators to support programs related to the school's academic and behavior initiatives. The Positive Behavioral Support Interventionalist will provide proactive leadership to all stakeholders, centered around the delivery of programs and services designed to support student academic achievement, personal and social development. He/she will work cooperatively with the principal, school counselor, assistant principals, staff, students and parents, in order to promote a positive school climate on each of our middle school campuses.
- Restorative Justice - Expand the Restorative Justice Model over a 3-year period to all middle schools. Restorative Practices will help to create a positive school community and respond in an effective way when problems arise by building social capital, achieve social discipline and increase the achievement gap through participatory learning and decision making.

**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.

- Cambridge/AICE - Support the roll out of the AICE program at Deltona High School, Pine Ridge High School and Seabreeze 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.
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- TRIO Program - Expand our partnership with Daytona State College and explore placing Trio in all MS and HS's throughout the district. Provide outreach and student programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight 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 2017-2018 school year.

Increase the number of Hispanic students in grades 9-12 enrolling in all Level 3 courses by **2%** during the 2017-2018 school year.

Increase the number of Black Male students in grades 9-12 enrolling in all Level 3 courses by **2%** during the 2017-2018 school year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in all Level 3 courses by **2%** during the 2017-18 school year.

**\*See Appendix F for the 2012-2017 Course Enrollment Data charts.**



The School Board of Volusia County

2016-2017 Annual Update to the  
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**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 2016-17 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 found in compliance for the 2016-17 school year in all nine components. 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 found in compliance on components #2 - 9.

Schools reported out of compliance have completed Corrective Action Plans, located in Appendix G. The 2016-17 Monitoring Forms, indicating male and female student sports participation, are also located in Appendix G.



## GENDER EQUITY IN ATHLETICS

District: Volusia County School District

### Athletic Compliance Verification Form

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)]

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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)]

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IN COMPLIANCE

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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)]

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IN COMPLIANCE

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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)]

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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)]

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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)]

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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)]

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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)]


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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.

  
\_\_\_\_\_  
Signature, Superintendent

  
\_\_\_\_\_  
Date



The School Board of Volusia County

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**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 2016-17 and FY 2015-16.

**\* See Appendix H for the 2016-17 D.O.E Fall Staff Survey 2 (EEO-5) and Appendix I for the 2017 (Day 100) Student Gender/Ethnicity Report.**

District: Volusia		2016-17 School District Administrative and Faculty Positions					
Administrative Positions	Total	Black	Hispanic	White	Other	Female	Male
Student Demographics	62,928	10,109 (16%)	12,115 (19%)	36,612 (58%)	4,092 (7%)	30,401 (48.3%)	32,527 (51.7%)
District-Level Administrators	72	6 (8%)	4 (5.5%)	61 (85%)	1 (1.5%)	47 (65%)	25 (35%)
Principals	90	15 (17%)	7 (8%)	66 (73%)	2 (2%)	49 (44%)	41 (46%)
Assistant Principals	104	30 (29%)	5 (5%)	68 (65%)	1 (1%)	62 (60%)	42 (40%)
Teachers	4,104	380 (9.25%)	294 (7.25%)	3,335 (81.25%)	95 (2.25%)	3,216 (78%)	888 (22%)
Guidance Counselors	134	23 (17%)	8 (6%)	100 (75%)	3 (2%)	115 (86%)	19 (14%)
Total District Employees	7,469	926 (12.5%)	681 (9%)	5,686 (76%)	176 (2.5%)	5,924 (79%)	1,557 (21%)

District: Volusia		2015-16 School District Administrative Positions					
Administrative Positions	Total	Black	Hispanic	White	Other	Female	Male
Student Demographics	62,940	9,886 (15.7%)	11,865 (18.9%)	37,135 (59%)	4,054 (6.4%)	30,515 (48.5%)	32,425 (51.5%)
District-Level Administrators	68	5 (7.25%)	4 (6%)	58 (85.25%)	1 (1.5%)	44 (65%)	24 (35%)
Principals	87	16 (18.25%)	9 (10.25%)	61 (70.25%)	1 (1.25%)	52 (60%)	35 (40%)
Assistant Principals	116	31 (26.75%)	5 (4.25%)	79 (68%)	1 (1%)	66 (57%)	50 (43%)
Teachers	4,169	366 (9%)	287 (7%)	3,426 (82%)	90 (2%)	3,275 (78.5%)	894 (21.5%)
Guidance Counselors	132	18 (14%)	9 (7%)	102 (77%)	3 (2%)	115 (87%)	17 (13%)
Total District Employees	7,507	882 (11.75%)	672 (8.95%)	5,781 (77%)	172 (2.3%)	5,942 (79%)	1,565 (21%)

\*Principal numbers include Principal Interns, Charter and Alternative School Principals



**B. The following shows the relationship between employment and student racial ethnicity data. (Full-time personnel only)**

**Student Demographics**

In January 2017 (Day 100), the district's student population totaled 62,928, a decrease of 12 students from the prior years 100 Day Count. For 2017, the district's total student demographics reflect 16% (10,109) **Blacks**, compared to the district's workforce of 12.5%. For **Hispanics**, student demographics reflect 19% (12,115), compared to the 9% workforce. For **Whites**, student demographics reflect 58% (36,612), compared to the 76% workforce. For **all other groups**, total student demographics reflect 7% (4,092), compared to the district's workforce of 2.5%.

**Total District Workforce**

In the fall of 2016, the district's full-time personnel totaled 7,469, a decrease of 38 from the fall of 2015. The total number of **Black** employees for 2016 totaled 926 (12.5%), compared to 882 (11.75%) in 2015; **Hispanics** for 2016 totaled 681 (9%), compared to 672 (8.95%) in 2015; and **Whites** totaled 5,686 (76%) in 2016, compared to 5,781 (77%) in 2015. The number of **all other racial/ethnic groups** totaled 176 (2.5%) in 2016, compared to 172 (2.3%) in 2015. The total number of females employed by the district in 2016 totaled 5,924 (79%), compared to 5,942 (79%) in 2015, while males in 2016 totaled 1,557 (21%), compared to 1,565 (21%) in 2015.

**District-Level Administration**

In the fall of 2016, district-level administrators totaled 72, an increase of 4 or 5.6% from the fall of 2015. The number of **Black** district-level administrators increased by 1, increasing from 7.25% in 2015 to 8% in 2016. The total number of **Hispanic's** remained at 4, representing 5.5% of administrators in 2016 compared to 6% in 2015. The number of **Whites** totaled 61 (85%) in 2016, compared to 58 (85.25%) in 2015. The number of female district-level administrators totaled 47 (65%) in 2016, compared to 44 (65%) in 2015, while males totaled 25 (35%) in 2016, compared to 24 (35%) in 2015.

**Principals**

For the fall of 2016, principals totaled 90, an increase of 3 from the fall of 2015. The number of **Black** principals decreased from 16 to 15 in 2016 (17%). The number of **Hispanic** principals decreased by 2 to a total of 7 (8%) in 2016. The number of **White** principals totaled 66 (73%), compared to 61 (70.25%) in 2015. The number of **all other racial/ethnic groups** increased to 2 representing 2% of principals in 2016. The number of females totaled 49 (44%) in 2016, compared to 52 (60%) in 2015, while males totaled 41 (46%) in 2016, compared to 35 (40%) in 2015. **Principal numbers include principal interns, charter and alternative school principals.**

**Assistant Principals**

In the fall of 2016, assistant principals totaled 104, a decrease of 12 from the fall of 2015. The number of **Black** assistant principals decreased by 1 for a total of 30 (29%) in 2016, compared to 31 (26.75%) in 2015. The number of **Hispanics** remained at 5 (5%) in 2016. The number of **Whites** totaled 68 (65%) in 2016, compared to 79 (68%) in 2015. The number of **all other racial/ethnic groups** remained at 1 (1%) for 2016. The number of female assistant principals totaled 62 (60%) in 2016, compared to 66 (57%) in 2015, while male assistant principals totaled 42 (40%) in 2016, compared to 50 (43%) in 2015.

### **Teachers**

For the fall of 2016, the number of teachers totaled 4,104, a decrease of 65 from 2015. The number of **Black** teachers totaled 380 (9.25%) in 2016, compared to 366 (9%) in 2015, a decrease of 114. **Hispanics** increased to 294 (7.25%) in 2016, compared to 287 (7%) in 2015. **Whites** totaled 3,335 (81.25%) in 2016, compared to 3,426 (82%) in 2015. The number of **all other racial/ethnic groups** totaled 95 (2.25%), compared to 90 (2%) in 2015. The number of females totaled 3,216 (78%) in 2016, compared to 3,275 (78.5%) in 2015, while males totaled 888 (22%) in 2016, compared to 894 (21.5%) in 2015.

### **Guidance**

Guidance Counselors in 2016 totaled 134, compared to 132 in 2015, representing an increase of 2. The number of **Black** guidance counselors totaled 23 (17%) in 2016, compared to 18 (14%) in 2015. **Hispanics** totaled 8 (6%) in 2016, compared to 9 (7%) in 2015. **Whites** totaled 100 (75%) in 2016, compared to 102 (77%) in 2015. **All other racial/ethnic groups** remained at 3 (2%) in 2015. The number of females remained at 115 (86%) in 2016 and the number of males totaled 19 (14%) compared to 17 (13%) in 2015.

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

#### **Administrative Positions**

Human Resources will continue to review the district's hiring and promotional practices to ensure greater diversity in administrative positions. This includes, but is not limited to, informing the Superintendent's Staff and other district level hiring administrators of under-representation of minorities and assisting them with finding minority candidates.

#### **Instructional and Guidance Positions**

The Recruitment Office will continue the following:

1. Targeted recruitment of students and graduates from Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) in the southeast.
2. Attend Minority Recruitment events: Florida Fund for Minority Teachers, FAMU Educational Job Fair, BCU Educational Job Fair.
3. Conduct virtual interviews for candidates interested in relocating from other states/countries.
4. Organize and participate in focus Job Fairs for rising seniors prior to internship at Bethune Cookman University.
5. Update VCS Minority Recruitment Webpage with helpful links for relocation and transition to Volusia County.
6. Recruit scholarship recipients from the Florida Fund for Minority Teacher candidates.



7. Annual Minority Recruitment Roundtable - collaboration with community leaders, current employees and other stakeholders towards the development of minority recruitment & retention. Maintain and build partnerships to increase the pool of minority candidates.
8. Joint Latino/African American Advisory Committee - discuss recruiting strategies with school, community and district stakeholders.
9. Recruitment Marketing Strategies - Diversity recruiting and tracking, promote an applicant referral program with various minority serving institutions, target advertising to attract diverse candidates including virtual fair options for candidates in Puerto Rico to increase Hispanic recruitment efforts.
10. Attend STEM related Recruitment Consortiums as well as out of state and local events that show evidence of a greater supply of instructional candidates.

**The Equity Office will continue the following:**

- Monitor individual school and department staffing profiles to ensure school and district wide diversity.
- Keep district and school administrators aware of staffing profiles and diversity initiatives.

The School Board of Volusia County

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**Part VI: Single-Sex Schools or 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 school year 2016-17.

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

<b>Volusia County School District</b>	<b>2016-17 Single-Sex Schools</b>	
<b>School Name</b>	<b>Male Enrollment</b>	<b>Female Enrollment</b>
G4S Youth Services, INC.	30	0
P.A.C.E. Center for Girls	0	55

- 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.

<b>Woodward Ave. Elementary</b>	<b>2016-17 Single-Sex Classes</b>					
	<b>Male students only</b>		<b>Female students only</b>		<b>Co-Ed students</b>	
<b>Grade/Course</b>	<b># of Classes</b>	<b># of Students</b>	<b># of Classes</b>	<b># of Students</b>	<b># of Classes</b>	<b># of Students</b>
Kindergarten	1	18	1	18	3	56
First Grade	1	15	1	16	5	69
Second Grade	1	16	1	18	5	65
Third Grade	1	16	1	18	4	77
Fourth Grade	0	0	0	0	6	119
Fifth Grade	0	0	0	0	4	107

- 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 single-sex schools through the Department of Juvenile Justice, the Department of Corrections, and the Department of Children and Families.*

**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.*

*Single-sex schools are provided for students identified as substance-abuse dependent, truant, runaway, delinquent, offenders, or in need of behavior/academic modification. Most students are referrals from the Department of Juvenile Justice, the Department of Corrections and the Department of Children and Families.*

**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, Corrections, and Children and Families.*

**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. Facilities, such as the PACE Center for Girls, target the needs of females such as teen pregnancy and welfare dependency. The G4S Youth Services, Inc. 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 insure 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, Corrections, and Children and Families.*

**9. What assurances are provided to insure 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. When not mandated, enrollment at single-gender facilities is through voluntary referrals.*

**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 insure 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**

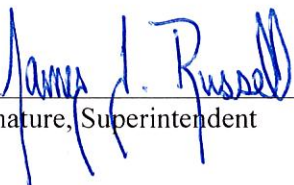
District: Volusia County

**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.

<b>Name of School/Program</b>	<b>Date Single-Sex Program Began</b>	<b>Date Last Evaluation Completed</b>
Woodward Avenue Elementary	2004	March 2016
G4S Youth Services, Inc.	*	June 2016
P.A.C.E. Center for Girls	*	May 2017

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

  
\_\_\_\_\_  
Signature, Superintendent

  
\_\_\_\_\_  
Date

## Woodward Avenue Elementary 2016-2017 Single Gender Announcement

Dear Parents/Guardians:

Woodward Avenue Elementary is proud to announce that we will once again offer an all boys' class and all girls' class in grades K-4 for the 2016-2017 school year. The single gender classes cover the same curriculum as the co-educational classes. However, the single gender teachers plan lessons and activities that are more specifically designed to address the learning styles of either boys or girls.

If you would like your child to be considered for a gender class, please return the form below. Your input will be considered by the grade level team. Please understand that we place each student in a classroom that best fits his/her educational needs.

Sincerely,  
*Kate Godbee*  
Kate Godbee  
Principal

---

I want my child to be in a single gender class for the 2016-2017 school year.

Student Name: \_\_\_\_\_

Current Teacher: \_\_\_\_\_

Grade Level for the 2016-2017 school year: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

**Office Use Only**

**Date Received:** \_\_\_\_\_

## **Woodward Avenue Elementary 2016-2017**

### **Anuncio acerca de la clase de un sólo género (niñas/niños)**

Queridos Padres/Guardianes:

La escuela Elemental Woodward Avenue, está muy orgullosa el anunciar que una vez más, está ofreciendo clases de un sólo género; clases de sólo niñas y clases de sólo niños en los grados de kindergarten a cuarto grado (K-4) para el año escolar 2016-2017. Las clases de un sólo género cubre en mismo curriculum que las clases co-educacionales o sea mixtas. Sin embargo, las maestra/os plenéan las lecciones y actividades más específicas designadas a presentar un estilo de aprendizaje ya sea para niñas o niños.

Si a usted le gustaría que su niña/o, se considerara para la clase de un sólo género, por favor devuelva la forma que se presenta en la parte de abajo. Su petición se pondrá a consideración por el grupo de maestro/os de el nivel de grado. Por favor entienda que nosotros asignamos a cada estudiante en el aula de clase en el que el/ella se acomodará mejor para sus necesidades educativas.

Sinceramente,

*Kate Godbee*

Kate Godbee  
Principal

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Si, yo quiero que mi niña/o esté en la clase de un solo género para el año escolar 2016-2017 .

Nombre del estudiante: \_\_\_\_\_

Maestra/o en el presente año: \_\_\_\_\_

Nivel de grado para el año escolar 2016-2017 : \_\_\_\_\_

Firma del Padre/Guardian: \_\_\_\_\_

Fecha: \_\_\_\_\_

---

**Para uso de la oficina solamente**

**Fecha recibida:** \_\_\_\_\_





# 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.



## 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 with becoming a "man".

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 cool so isn't it obvious that school be cool?*

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 choose 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.



## Contact Information

Woodward Elementary  
Principal

Mr. Kate Goodbee  
(386) 943-7910

Stetson University

Kathy Piechura-Couture, Ph.D.

Nina B Hollis Institute  
(386) 822-7080

Volusia County School Board

Candice Langford  
(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>





The School Board of Volusia County

2016-2017 Annual Update to the  
Florida Educational Equity Act Plan

**Part VII: Pregnant and Parenting Students**

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## 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 child care, 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 child care facility. Students in the Teen Parent Program must take a parenting course either at their school or virtually to be/remain eligible for child care services. Transportation is provided for the student/baby if the student is eligible for bus service and the child care 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 Teenage Parent Program brochure is included in this section.*

## VOLUSIA COUNTY SCHOOLS

### Teenage Parent Program – Free/Reduced Childcare Funding



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

Contracted childcare and bus transportation are entitlements that teen parents may earn by completing an approved parenting course. The entitlements are available as long as they are pursuing a high school diploma with acceptable attendance, academic progress and behavior.

### Teenage Parent Resources

- \* Online parenting courses
- \* Social services contacts
- \* Funding for childcare

**It's  
About  
Reaching  
Your  
Goals!**



### Qualifying for Childcare

- o Parent notification and written consent required if under 18
- o Enrollment in/successful completion of approved parenting course required

Call now for  
information about the  
Teenage Parent  
Program and free or  
reduced childcare:

Mrs. Wendy Ferranti  
(386) 255-6475, Ext. 38376  
Volusia Online Learning  
Located at Atlantic H.S.  
1250 Reed Canal Road  
Port Orange, FL 32129  
[wcferran@volusia.k12.fl.us](mailto:wcferran@volusia.k12.fl.us)



### Volusia County School Board

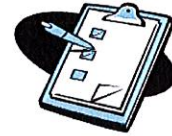
Mrs. Melody Johnson, Chair  
Mrs. Linda Cuthbert, Vice Chair  
Mrs. Ida D. Wright  
Dr. John Hill  
Mr. Carl G. Persis

**Superintendent of Schools**  
Mr. James T. Russell

### Volusia County Schools Vision Statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

## Teenage Parent Program Free/Reduced Childcare Registration



- Call Mrs. Ferranti for an appointment: 255-6475, Extension 38376.
- Items to bring to the appointment:
  1. Proof of pregnancy  
or
  2. Baby's certified birth certificate from Health Dept.;
  3. Baby's physical exam Form DH3040 from doctor;
  4. Baby's updated shot record Form DH680 from doctor
  5. Baby's social security #
- Parent or guardian **must** accompany student to appointment if student is under 18 years of age.

## VOLUSIA COUNTY SCHOOLS

**Teenage Parent Program  
Contracted Childcare  
for Pregnant and  
Parenting Students**

***STAY IN YOUR  
ZONED SCHOOL.  
GET FUNDING FOR  
LICENSED DAYCARE  
OF YOUR CHOICE***

**Dropout Prevention and  
Academic Intervention Program  
Ch. 1003.54 Florida Statutes**

Visit our website at:

<https://myvolusiaschools.org>

Click on the Departments tab, then

- Instructional Services
- Educational Enhancement
- Teen Parent



## Teen Parent Program

[Volusia County Schools](#) > Teen Parent Program

A+ A- Reset

Eligibility

Registration

Childcare

Fees

Transportation

Teen Parent Program Espanol

Educational Enhancements

Department Contacts

## 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 courses with instruction in pre- and postnatal education and parenting skills.

### Resources

[Daytona Beach Pregnancy Crisis Center](#)

[Early Learning Coalition](#)

[Volusia County Health Department](#)



The School Board of Volusia County

2016-2017 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:**  
**2016-2017 Course Enrollment Data**



**Students Enrolled in AP, IB, and AICE**  
**2016-17, 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 (\*).

01	ALACHUA	1,592	4,184	38.05%	314	2,740	11.46%	217	898	24.16%	685	2,065	33.17%	103	1,340	7.59%	91	442	20.59%	2,563	8,792	29.15%	14	123	11.38%
02	BAKER	15	1,154	1.30%	0	165	0.00%	0	27	0.00%	11	578	1.90%	0	88	0.00%	0	11	0.00%	15	1,389	1.08%	*	*	*
03	BAY	1,497	5,480	27.32%	174	1,207	14.42%	111	565	19.65%	657	2,808	23.40%	64	624	10.26%	45	267	16.85%	1,983	7,904	25.09%	3	156	1.92%
04	BRADFORD	84	628	13.38%	20	198	10.10%	2	29	6.90%	31	333	9.31%	4	99	4.04%	0	11	0.00%	111	887	12.51%	*	*	*
05	BREVARD	3,642	14,335	25.41%	374	3,248	11.51%	717	3,523	20.35%	1,640	7,379	22.23%	128	1,614	7.93%	308	1,726	17.84%	5,350	23,372	22.89%	30	410	7.32%
06	BROWARD	6,676	18,621	35.85%	5,165	34,135	15.13%	7,776	27,065	28.73%	2,920	9,598	30.42%	1,803	17,349	10.39%	3,383	13,817	24.48%	21,886	85,729	25.53%	675	5,415	12.47%
07	CALHOUN	7	468	1.50%	1	84	1.19%	1	44	2.27%	6	237	2.53%	1	40	2.50%	0	20	0.00%	9	628	1.43%	*	*	*
08	CHARLOTTE	655	4,149	15.79%	37	506	7.31%	111	786	14.12%	273	2,100	13.00%	15	277	5.42%	40	365	10.96%	866	5,770	15.01%	3	68	4.41%
09	CITRUS	592	3,894	15.20%	24	300	8.00%	56	413	13.56%	239	1,982	12.06%	5	174	2.87%	24	192	12.50%	762	4,953	15.38%	1	23	4.35%
10	CLAY	2,201	7,956	27.66%	272	1,881	14.46%	344	1,358	25.33%	935	4,083	22.90%	86	994	8.65%	146	681	21.44%	3,145	12,120	25.95%	8	222	3.60%
11	COLLIER	2,234	5,626	39.71%	259	1,722	15.04%	1,466	6,570	22.31%	992	2,830	35.05%	102	858	11.89%	627	3,369	18.61%	4,187	14,582	28.71%	64	820	7.80%
12	COLUMBIA	507	1,775	28.56%	71	607	11.70%	33	170	19.41%	241	905	26.63%	31	319	9.72%	10	86	11.63%	649	2,715	23.90%	1	23	4.35%
13	DADE	3,848	8,797	43.74%	3,388	23,849	14.21%	24,523	78,301	31.32%	1,751	4,533	38.63%	1,239	11,913	10.40%	10,011	39,752	25.18%	32,704	113,137	28.91%	1,953	12,964	15.06%
14	DESOTO	51	496	10.28%	6	164	3.66%	49	602	8.14%	24	258	9.30%	2	101	1.98%	14	319	4.39%	110	1,301	8.46%	0	25	0.00%
15	DIXIE	112	425	26.35%	5	37	13.51%	10	18	55.56%	33	189	17.48%	1	21	4.76%	*	*	*	131	501	26.15%	*	*	*
16	DUVAL	4,307	12,712	33.88%	2,366	16,143	14.66%	848	4,265	19.88%	1,898	6,382	29.74%	857	7,929	10.81%	340	2,131	15.95%	8,912	36,712	24.28%	95	1,264	7.52%
17	ESCAMBIA	1,356	5,587	24.27%	423	3,967	10.66%	163	671	24.29%	580	2,850	20.35%	150	1,966	7.63%	73	332	21.99%	2,299	11,417	20.14%	2	122	1.64%
18	FLAGLER	408	2,604	15.67%	59	666	8.86%	108	675	16.00%	171	1,298	13.17%	29	333	8.71%	53	355	14.93%	661	4,318	15.31%	4	50	8.00%
19	FRANKLIN	0	226	0.00%	0	39	0.00%	0	15	0.00%	0	121	0.00%	0	20	0.00%	*	*	*	0	293	0.00%	*	*	*
20	GADSDEN	7	43	16.28%	74	1,067	6.94%	48	232	20.69%	4	26	15.38%	34	529	6.43%	12	111	10.81%	137	1,365	10.04%	9	32	28.13%
21	GILCHRIST	38	682	5.57%	0	32	0.00%	4	52	7.69%	17	344	4.94%	0	17	0.00%	1	32	3.13%	44	789	5.58%	*	*	*
22	GLADES	0	121	0.00%	0	45	0.00%	0	81	0.00%	0	54	0.00%	0	28	0.00%	0	45	0.00%	0	288	0.00%	*	*	*
23	GULF	1	458	0.22%	1	78	1.28%	0	30	0.00%	0	218	0.00%	1	46	2.17%	0	15	0.00%	2	608	0.33%	*	*	*
24	HAMILTON	6	183	3.28%	4	159	2.52%	0	60	0.00%	3	98	3.06%	2	73	2.74%	0	26	0.00%	11	411	2.68%	0	18	0.00%
25	HARDEE	40	443	9.03%	4	92	4.35%	84	895	9.39%	18	230	7.83%	2	47	4.26%	37	442	8.37%	131	1,468	8.92%	3	60	5.00%
26	HENDRY	181	529	34.22%	44	299	14.72%	414	1,334	31.03%	86	291	29.55%	15	153	9.80%	163	671	24.29%	655	2,210	29.64%	21	104	20.19%
27	HERNANDO	756	4,956	15.25%	54	524	10.31%	177	1,319	13.42%	280	2,494	11.23%	16	270	5.93%	58	657	8.83%	1,083	7,184	15.08%	16	180	8.89%
28	HIGHLANDS	303	1,678	18.06%	65	584	11.13%	155	1,123	13.80%	119	833	14.29%	13	293	4.44%	44	548	8.03%	574	3,582	16.02%	2	73	2.74%
29	HILLSBOROUGH	9,460	23,287	40.62%	2,359	13,483	17.50%	5,855	23,493	24.92%	4,067	11,643	34.93%	852	6,798	12.53%	2,424	11,857	20.44%	20,111	65,663	30.63%	559	5,105	10.95%
30	HOLMES	22	828	2.66%	1	44	2.27%	0	24	0.00%	8	416	1.92%	0	22	0.00%	0	14	0.00%	25	928	2.69%	*	*	*
31	INDIAN RIVER	848	3,196	26.53%	69	892	7.74%	176	1,208	14.57%	344	1,605	21.43%	16	447	3.58%	72	609	11.82%	1,158	5,619	20.61%	1	90	1.11%
32	JACKSON	60	1,158	5.18%	21	582	3.61%	2	66	3.03%	28	609	4.60%	7	290	2.41%	1	21	4.76%	89	1,907	4.67%	*	*	*
33	JEFFERSON	6	33	18.18%	24	135	17.78%	5	17	29.41%	3	19	15.79%	11	71	15.49%	*	*	*	35	191	18.32%	*	*	*
34	LAFAYETTE	1	250	0.40%	0	29	0.00%	0	56	0.00%	0	135	0.00%	0	12	0.00%	0	25	0.00%	1	344	0.29%	*	*	*
35	LAKE	2,326	7,003	33.21%	428	2,072	20.66%	922	3,215	28.68%	994	3,549	28.01%	153	1,043	14.67%	369	1,566	23.56%	4,070	13,311	30.58%	43	335	12.84%
36	LEE	3,883	12,662	30.67%	558	4,259	13.10%	1,963	10,232	19.18%	1,651	6,475	25.50%	188	2,120	8.87%	777	5,275	14.73%	6,811	28,349	24.03%	150	1,933	7.76%
37	LEON	1,869	4,560	40.99%	1,078	3,979	27.09%	247	566	43.64%	816	2,311	35.31%	453	1,912	23.69%	109	271	40.22%	3,586	9,814	36.54%	26	97	26.80%
38	LEVY	148	976	15.16%	18	200	9.00%	22	176	12.50%	58	497	12.50%	4	100	4.00%	3	83	3.61%	206	1,435	14.36%	2	33	6.06%
39	LIBERTY	5	276	1.81%	1	46	2.17%	0	40	0.00%	3	144	2.08%	0	32	0.00%	0	25	0.00%	6	369	1.63%	*	*	*
40	MADISON	29	331	8.76%	17	387	4.39%	3	31	9.68%	11	171	6.43%	7	191	3.66%	1	17	5.88%	51	770	6.62%	*	*	*
41	MANATEE	1,859	7,408	25.09%	181	1,944	9.31%	501	4,193	11.95%	786	3,663	21.46%	56	958	5.85%	212	2,117	10.01%	2,766	14,342	19.29%	15	666	2.25%
42	MARION	1,667	6,912	24.12%	348	2,633	13.22%	558	2,806	19.89%	763	3,565	21.40%	158	1,371	11.52%	231	1,450	15.93%	2,836	13,333	21.27%	29	450	6.44%
43	MARTIN	1,198	4,204	28.50%	40	440	9.09%	184	1,540	11.95%	476	2,062	23.08%	13	208	6.25%	66	740	8.92%	1,509	6,510	23.18%	7	513	1.36%
44	MONROE	520	1,380	37.68%	30	250	12.00%	213	904	23.56%	214	677	31.61%	13	141	9.22%	75	452	16.59%	806	2,646	30.46%	22	212	10.38%
45	NASSAU	617	3,097	19.92%	19	245	7.76%	39	225	17.33%	256	1,572	16.28%	6	139	4.32%	20	109	18.35%	722	3,741	19.30%	0	38	0.00%
46	OKALOOSA	2,070	6,061	34.15%	186	1,124	16.55%	240	877	27.37%	924	3,021	30.59%	69	608	11.35%	111	424	26.18%	2,846	8,958	31.77%	8	137	5.84%
47	OKEECHOBEE	60	973	6.17%	11	225	4.89%	80	683	11.71%	23	492	4.67%	1	144	0.69%	35	345	10.14%	161	1,995	8.07%	2	52	3.85%

**Students Enrolled in AP, IB, and AICE  
2016-17, Final Survey 2**

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48	ORANGE	8,517	17,395	48.96%	4,049	16,316	24.82%	7,577	23,668	32.01%	3,858	8,785	43.92%	1,494	8,177	18.27%	3,249	11,978	27.12%	22,756	62,292	36.53%	865	4,735	18.27%
49	OSCEOLA	1,457	4,598	31.69%	426	2,273	18.74%	2,606	12,210	21.34%	634	2,378	26.66%	163	1,209	13.48%	1,104	6,262	17.63%	4,951	20,386	24.29%	255	2,124	12.01%
50	PALM BEACH	11,185	20,725	53.97%	3,676	17,250	21.31%	6,841	19,548	35.00%	5,023	10,653	47.15%	1,381	8,779	15.73%	2,968	9,997	29.69%	23,706	61,810	38.35%	560	4,315	12.98%
51	PASCO	3,069	14,140	21.70%	218	1,573	13.86%	898	4,714	19.05%	1,271	7,117	17.86%	78	824	9.47%	360	2,351	15.31%	4,750	22,109	21.48%	38	482	7.88%
52	PINELLAS	5,959	18,628	31.99%	805	5,662	14.22%	1,322	5,194	25.43%	2,511	9,458	26.55%	265	2,902	9.13%	514	2,531	20.31%	9,225	32,429	28.45%	122	1,197	10.19%
53	POIK	2,975	13,729	22.45%	691	6,494	10.64%	1,727	9,687	17.83%	1,237	6,741	18.35%	258	3,282	7.86%	681	4,823	14.12%	5,898	31,199	18.90%	93	1,724	5.39%
54	PUTNAM	275	1,708	16.10%	45	717	6.28%	81	464	17.46%	133	899	14.37%	15	360	4.17%	37	234	15.81%	417	3,019	13.81%	3	58	5.17%
55	ST. JOHNS	4,039	9,470	42.65%	177	869	20.37%	380	1,099	34.58%	1,815	4,855	37.38%	58	476	12.18%	148	526	28.14%	5,022	12,226	41.08%	9	64	14.06%
56	ST. LUCIE	850	4,650	18.28%	477	4,042	11.80%	704	3,822	18.42%	329	2,400	13.71%	180	2,031	8.86%	285	1,928	14.78%	2,209	13,342	16.56%	38	534	7.12%
57	SANTA ROSA	1,121	6,901	16.24%	52	465	11.18%	104	608	17.11%	472	3,526	13.39%	20	242	8.26%	35	312	11.22%	1,428	8,732	16.35%	1	33	3.03%
58	SARASOTA	3,103	8,862	35.01%	197	1,142	17.25%	608	2,489	24.43%	1,332	4,547	29.29%	92	597	15.41%	290	1,298	22.34%	4,302	13,483	31.91%	27	458	5.90%
59	SEMINOLE	4,928	12,008	41.04%	553	3,167	17.46%	1,495	5,271	28.36%	2,138	6,125	34.91%	206	1,620	12.72%	614	2,667	23.02%	7,886	22,221	35.49%	114	718	15.88%
60	SUMTER	424	1,591	26.65%	47	278	16.91%	75	353	21.25%	153	792	19.32%	11	145	7.59%	26	187	13.90%	591	2,350	25.15%	1	22	4.55%
61	SUWANNEE	115	1,102	10.44%	10	239	4.18%	20	270	7.41%	60	591	10.15%	2	111	1.80%	8	132	6.06%	156	1,683	9.27%	0	47	0.00%
62	TAYLOR	72	478	15.06%	15	152	9.87%	1	25	4.00%	28	248	11.29%	7	74	9.48%	0	16	0.00%	99	707	14.00%	*	*	*
63	UNION	25	497	5.03%	1	82	1.22%	2	33	6.06%	11	250	4.40%	0	48	0.00%	2	14	14.29%	31	646	4.80%	*	*	*
64	VOLUSIA	2,589	11,640	22.24%	292	3,126	9.34%	549	4,102	13.38%	1,099	5,924	18.55%	99	1,569	6.31%	225	2,040	11.03%	3,776	20,105	18.78%	31	786	3.94%
65	WAKULLA	185	1,219	15.18%	25	171	14.62%	11	42	26.19%	69	623	11.08%	10	93	10.75%	2	18	11.11%	232	1,519	15.27%	*	*	*
66	WALTON	615	1,930	31.87%	24	188	12.77%	62	226	27.43%	270	1,009	26.76%	6	111	5.41%	29	111	26.13%	743	2,497	29.76%	5	35	14.29%
67	WASHINGTON	74	698	10.60%	13	147	8.84%	4	28	14.29%	30	357	8.40%	3	80	3.75%	2	13	15.38%	102	949	10.75%	*	*	*
68	DEAF/BLIND	2	119	1.68%	0	69	0.00%	0	76	0.00%	2	71	2.82%	0	38	0.00%	0	40	0.00%	2	284	0.70%	0	21	0.00%
69	WASH SPECIAL	0	14	0.00%	0	87	0.00%	0	18	0.00%	0	14	0.00%	0	87	0.00%	0	18	0.00%	0	122	0.00%	*	*	*
71	FL VIRTUAL	181	1,617	11.19%	20	194	10.31%	91	643	14.15%	54	629	8.59%	6	72	8.33%	22	217	10.14%	325	2,682	12.12%	*	*	*
72	FAU LAB SCH	0	228	0.00%	0	73	0.00%	0	126	0.00%	0	111	0.00%	0	27	0.00%	0	62	0.00%	0	547	0.00%	*	*	*
73	FSU LAB SCH	135	307	43.97%	60	218	27.57%	42	117	35.90%	59	156	37.82%	18	90	20.00%	17	51	33.33%	257	691	37.19%	*	*	*
74	FAMU LAB SCH	*	*	*	18	132	13.64%	*	*	*	*	*	*	7	66	10.61%	*	*	*	18	141	12.77%	*	*	*
75	UF LAB SCH	112	236	47.46%	34	101	33.66%	54	92	58.70%	52	120	43.33%	13	47	27.66%	23	41	56.10%	229	489	46.83%			



## Dual Enrolled Students 2016-17, Final Survey 2

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01	ALACHUA	360	4,184	8.60%	60	2,740	2.19%	54	898	6.01%	136	2,065	6.59%	22	1,340	1.64%	24	442	5.43%	514	8,792	5.85%	0	123	0.00%
02	BAKER	167	1,154	14.47%	10	167	6.06%	4	27	14.81%	70	578	12.11%	4	88	4.55%	1	11	9.09%	187	1,389	13.46%	*	*	*
03	BAY	896	5,480	16.35%	61	1,207	5.03%	59	565	10.44%	392	2,808	13.96%	20	624	3.21%	26	267	9.74%	1,117	7,904	14.13%	8	156	5.13%
04	BRADFORD	77	628	12.26%	14	198	7.07%	3	29	10.34%	22	333	6.61%	3	99	3.03%	0	11	0.00%	98	887	11.05%	*	*	*
05	BREVARD	1,566	14,335	10.92%	211	3,248	6.50%	291	3,523	8.26%	558	7,379	7.56%	40	1,614	2.48%	89	1,726	5.16%	2,298	23,372	9.83%	5	410	1.22%
06	BROWARD	1,187	18,621	6.37%	1,205	34,135	3.53%	1,216	27,065	4.49%	501	9,598	5.22%	423	17,349	2.44%	527	13,817	3.81%	3,985	85,729	4.63%	26	5,415	0.48%
07	CALHOUN	76	468	16.24%	6	84	7.14%	12	44	27.27%	26	237	10.97%	3	40	7.50%	1	20	5.00%	99	628	15.76%	*	*	*
08	CHARLOTTE	573	4,149	13.81%	41	506	8.10%	91	786	11.58%	221	2,100	10.52%	14	277	5.05%	38	365	10.41%	743	5,770	12.88%	3	68	4.41%
09	CITRUS	143	3,894	3.67%	6	300	2.00%	16	413	3.87%	42	1,982	2.12%	0	174	0.00%	4	192	2.08%	170	4,953	3.43%	0	23	0.00%
10	CLAY	784	7,956	9.85%	76	1,881	4.04%	90	1,358	6.63%	347	4,083	8.50%	28	994	2.82%	32	681	4.70%	1,034	12,120	8.53%	0	222	0.00%
11	COLLIER	461	5,626	8.19%	114	1,722	6.62%	585	6,570	8.90%	180	2,830	6.36%	36	858	4.20%	237	3,369	7.03%	1,208	14,582	8.28%	1	820	0.12%
12	COLUMBIA	233	1,775	13.13%	15	607	2.47%	17	170	10.00%	81	905	8.95%	6	319	1.88%	6	86	6.98%	274	2,715	10.09%	0	23	0.00%
13	DADE	581	8,797	6.60%	1,106	23,849	4.64%	4,966	78,301	6.34%	259	4,533	5.71%	379	11,913	3.18%	2,098	39,752	5.28%	6,808	113,137	6.02%	125	12,964	0.96%
14	DESO TO	40	496	8.06%	1	164	0.61%	25	602	4.15%	16	258	6.20%	1	101	0.99%	12	319	3.76%	68	1,301	5.23%	0	25	0.00%
15	DIXIE	101	425	23.76%	7	37	18.92%	2	18	11.11%	30	189	15.87%	2	21	9.52%	*	*	*	115	501	22.95%	*	*	*
16	DUVAL	1,676	12,712	13.18%	1,780	16,143	11.03%	351	4,265	8.23%	735	6,382	11.52%	673	7,929	8.49%	144	2,131	6.76%	4,259	36,712	11.60%	64	1,264	5.06%
17	ESCAMBIA	349	5,587	6.25%	72	3,967	1.81%	24	671	3.58%	148	2,850	5.19%	19	1,966	0.97%	9	332	2.71%	497	11,417	4.35%	2	122	1.64%
18	FLAGLER	235	2,604	9.02%	31	666	4.65%	43	675	6.37%	77	1,298	5.93%	7	333	2.10%	15	355	4.23%	341	4,318	7.90%	0	50	0.00%
19	FRANKLIN	57	226	25.22%	6	39	15.38%	3	15	20.00%	22	121	18.18%	2	20	10.00%	*	*	*	69	293	23.55%	*	*	*
20	GADSDEN	2	43	4.65%	49	1,067	4.59%	32	232	13.79%	2	26	7.69%	18	529	3.40%	12	111	10.81%	87	1,365	6.37%	0	32	0.00%
21	GILCHRIST	141	682	20.67%	0	32	0.00%	6	52	11.54%	50	344	14.53%	0	17	0.00%	4	32	12.50%	149	789	18.88%	*	*	*
22	GLADES	16	121	13.22%	1	45	2.22%	4	81	4.94%	5	54	9.26%	1	28	3.57%	2	45	4.44%	22	288	7.64%	*	*	*
23	GULF	80	458	17.47%	4	78	5.13%	5	30	16.67%	27	218	12.39%	2	46	4.35%	4	15	26.67%	95	608	15.63%	*	*	*
24	HAMILTON	22	183	12.02%	4	159	2.57%	0	60	0.00%	6	98	6.12%	2	73	2.74%	0	26	0.00%	26	411	6.33%	0	18	0.00%
25	HARDEE	41	443	9.26%	1	92	1.09%	63	895	7.04%	17	230	7.39%	0	47	0.00%	24	442	5.43%	108	1,468	7.36%	1	60	1.67%
26	HENDRY	36	529	6.81%	7	299	2.34%	70	1,334	5.25%	14	291	4.81%	2	153	1.31%	26	671	3.87%	116	2,210	5.25%	0	104	0.00%
27	HERNANDO	509	4,956	10.27%	28	524	5.34%	81	1,319	6.14%	183	2,494	7.34%	8	270	2.98%	21	657	3.20%	659	7,184	9.17%	0	180	0.00%
28	HIGHLANDS	220	1,678	13.11%	37	584	6.34%	90	1,123	8.01%	94	833	11.28%	11	293	3.75%	28	548	5.11%	376	3,582	10.50%	0	73	0.00%
29	HILLSBOROUGH	928	23,287	3.99%	419	13,483	3.11%	621	23,493	2.64%	338	11,643	2.90%	121	6,798	1.78%	241	11,857	2.03%	2,176	65,663	3.31%	34	5,105	0.67%
30	HOLMES	126	828	15.22%	2	44	4.55%	1	24	4.17%	57	416	13.70%	0	22	0.00%	1	14	7.14%	133	928	14.33%	*	*	*
31	INDIAN RIVER	302	3,196	9.45%	22	892	2.47%	44	1,208	3.64%	107	1,605	6.67%	3	447	0.67%	16	609	2.63%	394	5,619	7.01%	0	90	0.00%
32	JACKSON	151	1,158	13.04%	23	582	3.95%	3	66	4.55%	70	609	11.49%	7	290	2.41%	0	21	0.00%	191	1,907	10.02%	*	*	*
33	JEFFERSON	0	33	0.00%	5	135	3.70%	2	17	11.76%	0	19	0.00%	1	71	1.41%	*	*	*	7	191	3.66%	*	*	*
34	LAFAYETTE	58	250	23.20%	1	29	3.45%	8	56	14.29%	29	135	21.48%	0	12	0.00%	2	25	8.00%	68	344	19.77%	*	*	*
35	LAKE	346	7,003	4.94%	30	2,072	1.45%	84	3,215	2.61%	149	3,549	4.20%	7	1,043	0.67%	33	1,566	2.11%	506	13,311	3.80%	0	335	0.00%
36	LEE	870	12,662	6.87%	104	4,259	2.44%	308	10,232	3.01%	328	6,475	5.07%	24	2,120	1.13%	103	5,275	1.95%	1,347	28,349	4.75%	2	1,933	0.10%
37	LEON	371	4,560	8.14%	206	3,979	5.18%	33	566	5.83%	134	2,311	8.39%	75	1,912	3.92%	15	271	5.54%	654	9,814	6.66%	1	97	1.03%
38	LEVY	109	976	11.17%	5	200	2.50%	12	176	6.82%	42	497	8.45%	0	100	0.00%	7	83	8.43%	137	1,435	9.55%	0	33	0.00%
39	LIBERTY	42	231	15.22%	1	46	2.17%	4	40	10.00%	8	144	5.56%	0	32	0.00%	2	25	8.00%	48	369	13.01%	*	*	*
40	MADISON	55	331	16.62%	16	387	4.13%	7	31	22.58%	25	171	14.62%	7	191	3.66%	4	17	23.53%	79	770	10.26%	*	*	*
41	MANATEE	785	7,408	10.60%	71	1,944	3.65%	225	4,193	5.37%	302	3,663	8.24%	17	958	1.77%	94	2,117	4.44%	1,165	14,342	8.12%	4	666	0.60%
42	MARION	337	6,912	4.88%	66	2,633	2.51%	125	2,806	4.45%	122	3,565	3.42%	26	1,371	1.90%	54	1,450	3.72%	588	13,333	4.41%	1	450	0.22%
43	MARTIN	800	4,204	19.03%	21	440	4.77%	105	1,540	6.82%	306	2,062	14.84%	5	208	2.40%	36	740	4.86%	966	6,510	14.84%	1	513	0.19%
44	MONROE	102	1,380	7.39%	4	250	1.60%	28	904	3.10%	36	677	5.32%	0	141	0.00%	6	452	1.33%	145	2,646	5.48%	0	212	0.00%
45	NASSAU	324	3,097	10.46%	12	245	4.50%	23	225	10.22%	131	1,572	8.33%	5	139	3.60%	7	109	6.42%	375	3,741	10.02%	0	38	0.00%
46	OKALOOSA	609	6,061	10.05%	38	1,124	3.38%	45	877	5.12%	250	3,021	8.28%	10	608	1.64%	20	424	4.70%	776	8,958	8.66%	1	137	0.73%
47	OKEECHOBEE	103	973	10.59%	12	225	5.33%	52	683	7.61%	32	492	6.50%	2	144	1.39%	24	345	6.96%	175	1,995	8.77%	0	52	0.00%

**Dual Enrolled Students  
2016-17, Final Survey 2**

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48	ORANGE	2,310	17,395	13.28%	1,769	16,316	10.84%	2,316	23,668	9.79%	1,261	8,785	14.35%	797	8,177	9.75%	1,219	11,978	10.18%	7,021	62,292	11.27%	183	4,795	3.86%
49	OSCEOLA	315	4,598	6.85%	92	2,273	4.05%	451	12,210	3.69%	114	2,378	4.79%	31	1,209	2.56%	184	6,262	2.94%	949	20,386	4.66%	1	2,124	0.05%
50	PALM BEACH	1,124	20,725	5.42%	300	17,250	1.74%	501	19,548	2.56%	458	10,653	4.30%	84	8,779	0.98%	189	9,997	1.89%	2,147	61,810	3.47%	4	4,315	0.09%
51	PASCO	956	14,140	6.76%	41	1,573	2.61%	228	4,714	4.84%	340	7,117	4.78%	10	824	1.21%	70	2,351	2.98%	1,334	22,109	6.03%	0	482	0.00%
52	PINELLAS	1,282	18,628	6.88%	221	5,662	3.90%	211	5,194	4.06%	464	9,458	4.91%	71	2,902	2.45%	82	2,531	3.24%	1,908	32,429	5.88%	16	1,197	1.34%
53	POLK	1,309	13,229	9.89%	342	6,494	5.27%	543	9,687	5.61%	499	6,741	7.40%	111	3,282	3.38%	190	4,823	3.94%	2,355	31,199	7.55%	21	1,724	1.22%
54	PUTNAM	106	1,708	6.21%	16	717	2.23%	20	464	4.31%	56	899	6.23%	12	476	2.57%	25	526	4.75%	1,046	12,226	8.56%	0	58	0.00%
55	ST. JOHNS	889	9,470	9.39%	34	869	3.91%	60	1,099	5.46%	370	4,855	7.62%	12	476	2.57%	25	526	4.75%	1,046	12,226	8.56%	0	58	0.00%
56	ST. LUCIE	729	4,650	15.68%	398	4,042	9.85%	409	3,822	10.70%	285	2,400	11.88%	148	2,031	7.29%	158	1,928	8.20%	1,644	13,342	12.32%	5	534	0.94%
57	SANTA ROSA	1,056	6,901	15.30%	31	465	6.67%	63	608	10.36%	489	3,526	13.87%	9	242	3.72%	29	312	9.29%	1,243	8,732	14.23%	1	33	3.03%
58	SARASOTA	953	8,862	10.75%	42	1,142	3.68%	177	2,489	7.11%	460	4,547	10.12%	15	597	2.51%	99	1,298	7.63%	1,287	13,483	9.55%	10	458	2.18%
59	SEMINOLE	491	12,008	4.09%	95	3,167	3.00%	163	5,271	3.09%	282	6,125	4.60%	47	1,620	2.90%	74	2,667	2.77%	822	22,221	3.70%	4	718	0.56%
60	SUMTER	231	1,591	14.52%	7	278	2.52%	31	353	8.78%	97	792	12.25%	2	145	1.38%	18	187	9.63%	300	2,350	12.77%	0	22	0.00%
61	SUWANNEE	98	1,102	8.89%	6	239	2.51%	12	270	4.44%	40	591	6.77%	2	111	1.80%	3	132	2.27%	119	1,683	7.07%	0	47	0.00%
62	TAYLOR	87	478	18.20%	15	152	9.87%	0	25	0.00%	41	248	16.53%	5	74	6.76%	0	16	0.00%	110	707	15.56%	*	*	*
63	UNION	64	497	12.88%	0	82	0.00%	2	33	6.06%	27	250	10.80%	0	48	0.00%	1	14	7.14%	71	646	10.99%	*	*	*
64	VOLUSIA	921	11,640	7.91%	107	3,126	3.42%	193	4,102	4.71%	324	5,924	5.47%	29	1,569	1.85%	67	2,040	3.28%	1,287	20,105	6.40%	6	786	0.76%
65	WAKULLA	150	1,219	12.31%	10	171	5.85%	4	42	9.52%	43	623	6.90%	2	93	2.15%	0	18	0.00%	179	1,519	11.78%	*	*	*
66	WALTON	273	1,930	14.15%	11	188	5.85%	14	226	6.19%	120	1,009	11.89%	1	111	0.90%	4	111	3.60%	315	2,497	12.62%	0	35	0.00%
67	WASHINGTON	111	698	15.90%	14	147	9.52%	1	28	3.57%	48	357	13.45%	3	80	3.75%	1	13	7.69%	141	949	14.86%	*	*	*
68	DEAF/BLIND	0	119	0.00%	0	69	0.00%	0	76	0.00%	0	71	0.00%	0	38	0.00%	0	40	0.00%	0	284	0.00%	0	21	0.00%
69	WASH SPECIAL	0	14	0.00%	0	87	0.00%	0	18	0.00%	0	14	0.00%	0	87	0.00%	0	18	0.00%	0	122	0.00%	*	*	*
71	FL VIRTUAL	46	1,617	2.84%	2	194	1.03%	13	643	2.02%	16	629	2.54%	0	72	0.00%	7	217	3.23%	66	2,682	2.46%	*	*	*
72	FAU LAB SCH	170	228	74.56%	60	73	82.19%	109	126	86.51%	84	111	75.68%	24	27	88.89%	56	62	90.32%	437	547	79.89%	*	*	*
73	FSU LAB SCH	50	307	16.29%	20	218	9.17%	9	117	7.69%	21	156	13.46%	4	90	4.44%	4	51	7.84%	82	691	11.87%	*	*	*
74	FAMU LAB SCH	*	*	*	4	132	3.03%	*	*	*	*	*	*	1	66	1.52%	*	*	*	4	141	2.84%	*	*	*
75	UF LAB SCH	26	236	11.02%	7	101	6.93%	18	92	19.57%	9	120	7.50%	3	47	6.38%	7	41	17.07%	57	489	11.66%	*	*	*

**Students Enrolled in Level 3 Courses (including AP, IB, AICE and DE Courses)**  
**2016-17, Final Survey 2**

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01	ALACHUA	3,098	4,184	74.04%	1,109	2,740	40.47%	511	898	56.90%	1,491	2,065	72.20%	454	1,340	33.88%	228	442	51.58%	5,411	8,792	61.54%	59	123	47.97%
02	BAKER	736	1,154	63.78%	64	165	38.79%	15	27	55.56%	368	578	63.67%	32	88	36.36%	3	11	27.27%	831	1,389	59.83%	*	*	*
03	BAV	3,142	57,346	5.34%	461	1,207	38.19%	246	565	43.54%	1,512	2,808	53.85%	201	624	32.21%	105	267	39.33%	4,231	7,904	53.53%	29	156	18.59%
04	BRADFORD	335	628	53.34%	77	198	38.89%	8	29	27.59%	165	333	49.55%	26	99	26.26%	4	11	36.36%	436	887	49.15%	*	*	*
05	BREVARD	10,880	14,335	75.90%	1,859	3,248	57.24%	2,334	3,523	66.25%	5,352	7,379	72.53%	805	1,614	49.88%	1,085	1,726	62.86%	16,692	23,372	71.42%	187	410	45.61%
06	BROWARD	14,231	18,621	76.42%	18,617	34,135	54.54%	18,085	27,065	66.82%	7,001	9,598	72.94%	8,127	17,349	46.84%	8,698	13,817	62.95%	55,314	85,729	64.52%	2,257	5,415	41.68%
07	CALHOUN	319	468	68.16%	54	84	64.29%	33	44	75.00%	147	237	62.03%	23	40	57.50%	13	20	65.00%	426	628	67.83%	*	*	*
08	CHARLOTTE	2,249	4,149	54.21%	194	506	38.34%	362	786	46.08%	1,085	2,100	51.67%	84	277	30.32%	156	365	42.74%	2,974	5,770	51.54%	21	68	30.88%
09	CITRUS	1,742	3,894	44.74%	94	300	31.33%	152	413	36.80%	762	1,982	38.45%	31	174	17.82%	65	192	33.85%	2,171	4,953	43.83%	3	23	13.04%
10	CLAY	5,379	7,956	67.61%	1,052	1,881	55.93%	861	1,358	63.40%	2,630	4,083	64.41%	483	994	48.59%	401	681	58.88%	7,965	12,120	65.72%	86	222	38.74%
11	COLLIER	4,109	5,626	73.04%	780	1,722	45.30%	3,684	6,570	56.07%	1,977	2,830	69.86%	352	858	41.03%	1,735	3,369	51.50%	9,004	14,582	61.75%	247	820	30.12%
12	COLUMBIA	1,222	1,775	68.85%	271	607	44.65%	93	170	54.71%	598	905	66.08%	123	319	38.56%	37	86	43.02%	1,675	2,715	61.69%	11	23	47.83%
13	DADE	6,798	8,797	77.28%	13,165	23,849	55.20%	53,267	78,301	68.03%	3,324	4,533	73.33%	5,665	11,913	47.55%	24,920	39,752	62.69%	74,826	113,137	66.14%	4,995	12,964	38.53%
14	DE SOTO	184	496	37.10%	28	164	17.07%	223	602	37.04%	73	258	28.29%	9	101	8.91%	90	319	28.21%	453	1,301	34.82%	1	25	4.00%
15	DIXIE	307	425	72.24%	23	37	62.16%	14	18	77.78%	145	189	76.72%	13	21	61.90%	*	*	*	360	501	71.86%	*	*	*
16	DUVAL	8,072	12,712	63.50%	6,972	16,143	43.19%	2,016	4,265	47.27%	3,820	6,382	59.86%	2,992	7,929	37.73%	924	2,131	43.36%	19,344	36,712	52.69%	354	1,264	28.01%
17	ESCAMBIA	3,642	5,587	65.19%	1,528	3,967	38.52%	381	671	56.78%	1,767	2,850	62.00%	636	1,966	32.35%	169	332	50.90%	6,317	11,417	55.33%	32	122	26.23%
18	FLAGLER	1,302	2,604	50.00%	203	666	30.48%	307	675	45.48%	557	1,298	42.91%	77	333	23.12%	139	355	35.15%	1,992	4,318	46.13%	14	50	28.00%
19	FRANKLIN	137	226	60.62%	21	39	53.85%	12	15	80.00%	71	121	58.68%	13	20	65.00%	*	*	*	177	293	60.41%	*	*	*
20	GADSDEN	15	43	44.19%	419	1,067	39.27%	130	232	56.03%	12	26	46.15%	171	529	32.33%	52	111	46.85%	583	1,365	42.71%	12	32	37.50%
21	GILCHRIST	261	682	38.27%	4	32	12.50%	16	52	30.77%	128	344	37.21%	3	17	17.65%	9	32	28.13%	285	789	36.12%	*	*	*
22	GLADES	92	121	76.03%	26	45	57.78%	45	81	55.58%	35	54	64.81%	16	28	57.14%	20	45	44.44%	186	288	64.58%	*	*	*
23	GULF	257	458	56.11%	29	78	37.18%	12	30	40.00%	121	218	55.50%	15	46	32.61%	7	15	46.67%	317	608	52.14%	*	*	*
24	HAMILTON	130	183	71.04%	65	159	40.88%	26	60	43.33%	71	98	72.45%	25	73	34.25%	10	26	38.46%	226	411	54.99%	7	18	38.89%
25	HARDEE	263	443	59.37%	44	92	47.83%	414	895	46.26%	131	230	56.96%	17	47	36.17%	189	442	42.76%	742	1,468	50.54%	15	60	25.00%
26	HENDRY	376	529	71.08%	180	299	60.20%	870	1,334	65.22%	191	291	65.64%	80	153	52.29%	390	671	58.12%	1,460	2,210	66.06%	49	104	47.12%
27	HERNANDO	2,941	4,956	59.34%	235	524	44.85%	660	1,319	50.04%	1,388	2,494	55.65%	100	270	37.04%	279	657	42.47%	4,061	7,184	56.53%	54	180	30.00%
28	HIGHLANDS	1,064	1,678	63.41%	272	584	46.58%	604	1,123	53.78%	487	833	58.46%	112	293	38.23%	260	548	47.45%	2,077	3,582	57.98%	20	73	27.40%
29	HILLSBOROUGH	18,828	23,287	80.85%	7,828	13,483	58.06%	15,086	23,493	64.21%	9,039	11,643	77.63%	3,503	6,798	51.56%	7,138	11,857	60.20%	45,932	65,653	69.95%	2,258	5,105	44.23%
30	HOLMES	449	828	54.23%	13	44	29.55%	13	24	54.17%	217	416	52.16%	7	22	31.82%	6	14	42.86%	491	928	52.91%	*	*	*
31	INDIAN RIVER	2,227	3,196	69.68%	355	892	39.80%	658	1,208	54.47%	1,042	1,605	64.97%	143	447	31.99%	314	609	51.56%	3,431	5,619	61.06%	16	90	17.78%
32	JACKSON	645	1,158	55.70%	223	582	38.37%	36	66	54.55%	335	609	55.01%	95	290	32.76%	12	21	57.14%	957	1,907	50.18%	*	*	*
33	JEFFERSON	18	33	54.55%	70	135	51.85%	11	17	64.71%	9	19	47.37%	28	71	39.44%	*	*	*	101	191	52.88%	*	*	*
34	LAFAYETTE	105	250	42.00%	6	29	20.69%	23	56	41.07%	43	135	31.85%	2	12	16.67%	5	25	20.00%	141	344	40.99%	*	*	*
35	LAKE	4,539	7,003	64.82%	952	2,072	45.95%	1,904	3,215	59.22%	2,156	3,549	60.75%	412	1,043	39.50%	870	1,566	55.56%	8,045	13,311	60.44%	129	335	38.51%
36	LEE	8,385	12,662	66.22%	1,900	4,259	44.61%	5,348	10,232	52.27%	4,016	6,475	62.07%	790	2,120	37.26%	2,488	5,275	47.17%	16,442	28,349	58.00%	472	1,933	24.42%
37	LEON	3,646	4,560	79.96%	2,591	3,979	65.12%	411	566	72.61%	1,755	2,311	75.94%	1,153	1,912	60.30%	192	271	70.85%	7,233	9,814	73.70%	58	97	59.79%
38	LEVY	507	976	51.95%	90	200	45.00%	73	176	41.48%	248	497	49.90%	37	100	37.00%	27	83	32.53%	712	1,435	49.62%	7	33	21.21%
39	LIBERTY	197	276	71.38%	19	46	41.30%	12	17	42.50%	95	144	65.97%	12	32	37.50%	9	25	36.00%	238	369	64.50%	*	*	*
40	MADISON	214	331	64.65%	166	387	42.89%	20	31	64.52%	111	171	64.91%	83	191	43.46%	8	17	47.06%	414	770	53.77%	*	*	*
41	MANATEE	4,846	7,408	65.42%	709	1,944	36.47%	1,877	4,193	44.77%	2,314	3,663	63.17%	292	958	30.48%	901	2,117	42.56%	7,949	14,342	55.42%	162	666	24.32%
42	MARION	4,429	6,912	64.08%	1,193	2,633	45.31%	1,530	2,806	54.53%	2,196	3,565	61.60%	548	1,371	39.97%	717	1,450	49.45%	7,811	13,333	58.58%	138	450	30.67%
43	MARTIN	3,049	4,204	72.53%	184	440	41.82%	796	1,540	51.69%	1,422	2,062	68.96%	84	208	40.38%	359	740	48.51%	4,236	6,510	65.07%	155	513	30.21%
44	MONROE	995	1,380	72.10%	119	250	47.60%	506	904	55.97%	471	677	69.57%	57	141	40.43%	235	452	51.99%	1,698	2,641	64.17%	67	212	31.60%
45	NASSAU	1,695	3,947	54.73%	94	245	38.37%	98	225	43.56%	815	1,572	51.84%	38	139	27.34%	42	109	38.53%	1,994	3,741	53.30%	2	38	5.26%
46	OKALOOSA	4,309	6,061	71.09%	497	1,124	44.22%	540	877	61.57%	2,099	3,021	69.48%	222	608	36.51%	262	424	61.79%	5,987	8,958	66.83%	45	137	32.85%
47	OKFEECHOBEE	450	973	46.25%	48	225	21.33%	339	683	49.63%	203	492	41.26%	22	144	15.28%	144	345	41.74%	878	1,995	44.01%	14	52	26.92%



**Students Enrolled in Level 3 Courses (including AP, IB, AICE and DE Courses)  
2016-17, 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 (\*).

48	ORANGE	14,106	17,395	81.09%	9,720	16,316	59.57%	15,131	23,668	63.93%	6,806	8,785	77.47%	4,295	8,177	52.53%	7,054	11,978	58.89%	42,831	62,292	68.76%	2,115	4,735	44.67%
49	OSCEOLA	3,117	4,598	67.79%	1,160	2,273	51.03%	6,315	12,210	51.72%	1,515	2,378	63.71%	532	1,209	44.00%	3,016	6,262	48.16%	11,455	20,386	56.19%	648	2,124	30.51%
50	PALM BEACH	16,276	20,725	78.53%	9,143	17,250	53.00%	12,037	19,548	61.58%	7,977	10,653	74.88%	3,949	8,779	44.98%	5,626	9,997	56.28%	40,468	61,810	65.47%	1,405	4,315	32.56%
51	PASCO	8,812	14,140	62.32%	774	1,573	49.21%	2,692	4,714	57.11%	4,011	7,117	56.36%	340	824	41.26%	1,207	2,351	51.34%	13,393	22,109	60.58%	167	482	34.65%
52	PINELLAS	12,950	18,628	69.52%	2,619	5,662	46.26%	3,006	5,194	57.87%	6,171	9,458	65.25%	1,125	2,902	38.77%	1,344	2,531	53.10%	20,679	32,429	63.77%	447	1,197	37.34%
53	POLK	9,229	13,229	69.76%	3,031	6,494	46.67%	5,361	9,687	55.34%	4,556	6,741	67.59%	1,392	3,282	42.41%	2,547	4,823	52.81%	18,814	31,199	60.30%	550	1,724	31.90%
54	PUTNAM	1,102	1,708	64.52%	314	717	43.79%	250	464	53.88%	560	899	62.29%	120	360	33.33%	126	234	53.85%	1,737	3,019	57.54%	23	58	39.66%
55	ST. JOHNS	7,453	9,470	78.70%	448	869	51.55%	753	1,099	68.52%	3,605	4,855	74.25%	174	476	36.55%	327	526	62.17%	9,276	12,226	75.87%	30	64	46.88%
56	ST. LUCIE	2,971	4,650	63.89%	2,127	4,042	52.62%	2,330	3,822	60.96%	1,397	2,400	58.21%	920	2,031	45.30%	1,074	1,928	55.71%	7,969	13,342	59.73%	167	534	31.27%
57	SANTA ROSA	3,531	6,901	51.17%	162	465	34.84%	259	608	42.60%	1,606	3,526	45.55%	65	242	26.86%	110	312	35.26%	4,339	8,732	49.69%	6	33	18.18%
58	SARASOTA	6,231	8,862	70.31%	469	1,142	41.07%	1,428	2,489	57.37%	3,051	4,547	67.10%	214	597	35.85%	711	1,298	54.78%	8,848	13,483	65.62%	147	458	32.10%
59	SEMINOLE	9,418	12,008	78.43%	1,636	3,167	51.66%	3,376	5,271	64.05%	4,545	6,125	74.20%	711	1,620	43.89%	1,542	2,667	57.82%	15,851	22,221	71.33%	292	718	40.67%
60	SUMTER	1,107	1,591	69.58%	114	278	41.01%	206	353	58.36%	486	792	61.36%	46	145	31.77%	101	187	54.01%	1,525	2,350	64.89%	2	22	9.09%
61	SUWANNEE	700	1,102	63.52%	120	239	50.21%	142	270	52.59%	343	591	58.04%	47	111	42.34%	58	132	43.94%	1,008	1,683	59.89%	16	47	34.04%
62	TAYLOR	253	478	52.93%	65	152	42.76%	10	25	40.00%	124	248	50.00%	20	74	27.03%	6	16	37.50%	355	707	50.21%	*	*	*
63	UNION	318	497	63.98%	39	82	47.56%	17	33	51.52%	136	250	54.40%	13	48	27.08%	7	14	50.00%	389	646	60.22%	*	*	*
64	VOLUSIA	8,209	11,640	70.52%	1,637	3,126	52.37%	2,255	4,102	54.97%	3,967	5,924	66.96%	751	1,569	47.86%	1,044	2,040	51.18%	17,982	20,105	64.57%	302	786	38.47%
65	WAKULLA	822	1,219	67.43%	83	171	48.54%	29	42	69.05%	406	623	65.17%	41	93	44.09%	10	18	55.56%	980	1,519	64.57%	*	*	*
66	WALTON	1,263	1,930	65.44%	68	188	36.17%	135	226	59.73%	621	1,009	61.55%	33	111	29.73%	67	111	60.36%	1,565	2,497	62.68%	12	35	34.29%
67	WASHINGTON	354	698	50.72%	47	147	31.97%	14	28	50.00%	171	357	47.90%	23	80	28.75%	6	13	46.15%	457	949	48.16%	*	*	*
68	DEAF/BLIND	21	119	17.65%	6	69	8.70%	10	76	13.16%	15	71	21.13%	4	38	10.53%	5	40	12.50%	42	284	14.79%	3	21	14.29%
69	WASH SPECIAL	8	14	57.14%	36	87	41.38%	7	18	38.89%	8	14	57.14%	36	87	41.38%	7	18	38.89%	51	122	41.80%	*	*	*
71	FL VIRTUAL	655	1,617	40.51%	64	194	32.99%	303	643	47.12%	219	629	34.82%	21	72	29.17%	83	217	38.25%	1,137	2,682	42.39%	*	*	*
72	FAU LAB SCH	74	228	32.46%	24	73	32.88%	40	126	31.75%	41	111	36.94%	10	27	37.04%	21	62	33.87%	185	547	33.82%	*	*	*
73	FSU LAB SCH	213	307	69.38%	137	218	62.84%	81	117	69.23%	99	156	63.46%	48	90	53.33%	32	51	62.75%	462	691	66.86%	*	*	*
74	FAMU LAB SCH	*	*	*	80	132	60.61%	*	*	*	*	*	*	38	66	57.58%	*	*	*	82	141	58.16%	*	*	*
75	UF LAB SCH	224	236	94.92%	99	101	98.02%	81	92	88.04%	118	120	98.33%	47	47	100.00%	37	41	90.24%	461	489	94.27%	*	*	*



**Appendix G:**  
**2016-2017 Athletic Monitoring Forms and**  
**Corrective Action Plans**



# GENDER EQUITY IN ATHLETICS 2016-17 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.

<b>School:</b> Atlantic HS	<b>Number of Participants</b>				<b>Number of Participants</b>		
<b>Varsity Teams</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>	<b>JV, Freshman, B-Teams</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Baseball	13	0	13	Baseball	0	0	0
Basketball	13	12	25	Basketball	14	7	21
Bowling	6	8	14	Bowling	0	0	0
Cross Country	10	8	18	Cross Country	0	0	0
Flag Football	0	17	17	Flag Football	0	0	0
Football	39	0	39	Football	28	0	28
Golf	6	4	10	Golf	0	0	0
Soccer	0	0	0	Soccer	0	0	0
Softball	0	12	12	Softball	0	12	12
Swimming/Diving	6	10	16	Swimming/Diving	0	0	0
Tennis	0	7	7	Tennis	0	0	0
Track and Field	22	24	46	Track and Field	0	0	0
Volleyball	0	10	10	Volleyball	0	8	8
Wrestling	22	0	22	Wrestling	0	0	0
Weightlifting	11	19	30	Weightlifting	0	0	0
<b>Total Varsity Participants</b>	148	131	279	<b>Total JV Participants</b>	42	27	69
<b>% of Varsity Participants</b>	53%	47%	100%	<b>% of JV Participants</b>	61%	39%	100%
<b>Total Student Enrollment By Gender 2016-17</b>	531	536	1,067	<b>Total Student Enrollment By Gender 2016-17</b>	531	536	1,067
<b>% of Student Enrollment by Gender 2016-17</b>	50%	50%	100%	<b>% of Student Enrollment by Gender 2016-17</b>	50%	50%	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%.**



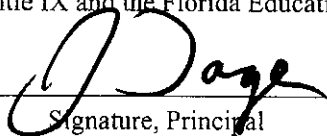
**PART IV**  
**GENDER EQUITY IN ATHLETICS**

**School Name:** Atlantic High School

**Section B: Athletic Compliance Verification Form**

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.

  
\_\_\_\_\_  
Signature, Principal

03-31-2017  
\_\_\_\_\_  
Date

## Part IV

### GENDER EQUITY IN ATHLETICS

District: Volusia County Schools

School Name: Atlantic 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 interested and abilities of members of both sexes.[Rule6A-19.004(2), FAC;Title IX:106.41(c)(1)]	There are 13 sports offered to females and 13 sports offered to males. However there is more male participation than female.	Zach Rigney Athletic Director 386-322-6100 ext. 38194	School Year 2017-2018
	To increase female participation, we plan on bringing in former female players and coaches to serve as role models for our female athletes.	Zach Rigney Athletic Director 386-322-6100 ext. 38194	School Year 2017-2018
	We will have open gym sessions for our female student for example in girls' basketball and girl's volleyball.	Zach Rigney Athletic Director 386-322-6100 ext. 38194	School Year 2017-2018
	We will have our female athletic trainer speak on the benefits of sports as it relates to health and well-being.	Zach Rigney Athletic Director 386-322-6100 ext. 38194	School Year 2017-2018
	We will offer machines in the weight room that are of suitable size for women, including appropriate weights and size ability.	Zach Rigney Athletic Director 386-322-6100 ext. 38194	School Year 2017-2018

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

03-31-2017  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature, Superintendent

7/18/17  
\_\_\_\_\_  
Date

# GENDER EQUITY IN ATHLETICS 2016-17 MONITORING FORM

**Component I:** 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 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>JV, Freshman, B-Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
Baseball	17	0	17	Baseball	19	0	19
Basketball	9	12	21	Basketball	14	11	25
Bowling	8	8	16	Bowling	0	0	0
Cross Country	24	29	53	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	13	13
Football	56	0	56	Football	70	0	70
Golf	6	8	14	Golf	0	0	0
Soccer	21	14	35	Soccer	23	17	40
Softball	0	12	12	Softball	0	12	12
Swimming/Diving	19	29	48	Swimming/Diving	0	0	0
Tennis	7	15	22	Tennis	0	0	0
Track and Field	53	47	100	Track and Field	0	0	0
Volleyball	0	13	13	Volleyball	0	13	13
Wrestling	42	10	52	Wrestling	0	0	0
Weightlifting	25	7	32	Weightlifting	10	0	10
<i>Total Varsity Participants</i>	287	219	506	<i>Total JV Participants</i>	136	66	202
<i>% of Varsity Participants</i>	57%	43%	100%	<i>% of JV Participants</i>	67%	33%	100%
<i>Total Student Enrollment By Gender 2016-17</i>	1247	1192	2439	<i>Total Student Enrollment By Gender 2016-17</i>	1247	1192	2439
<i>% of Student Enrollment by Gender 2016-17</i>	51%	49%	100%	<i>% of Student Enrollment by Gender 2016-17</i>	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**

School Name: DeLand High School

**Section B: Athletic Compliance Verification Form**

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)]

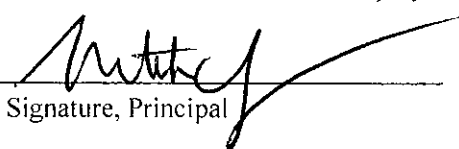
☒

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.

  
Signature, Principal

30 March 2017

Date

## Part IV

### GENDER EQUITY IN ATHLETICS

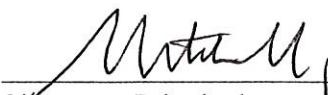
District: Volusia County Schools

School Name: DeLand High School

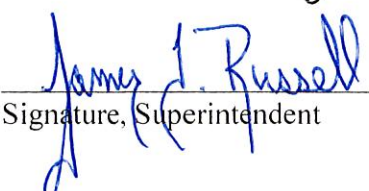
#### Gender Equity in Athletics Corrective Action Plan

(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.	Mitch Moyer, Principal 800 N. Hill Ave DeLand, FL 32724	2017-18 School Year
	Continue to increase female participation in golf, track & field, weightlifting and tennis.	Paul Ryder, Athletic Director 800 N. Hill Ave DeLand, FL 32724	2017-18 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 2017
	Promote female sports at the first freshman day of school.		August 2017
	Promote sports participation to incoming freshman at the schools feeding our high school.	Kathleen Quackenbush, Athletic Assistant 800 N. Hill Ave DeLand, FL 32724  Entire Coaching Staff	April 2017

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

30 March 2017  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature, Superintendent

7/18/17  
\_\_\_\_\_  
Date

## GENDER EQUITY IN ATHLETICS 2016-17 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.

<b>School:</b> DELTONA HS	<b>Number of Participants</b>				<b>Number of Participants</b>		
<b>Varsity Teams</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>	<b>JV, Freshman, B-Teams</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Baseball	22	0	22	Baseball	11	0	11
Basketball	12	9	21	Basketball	13	6	19
Bowling	0	0	0	Bowling	0	0	0
Cross Country	0	0	0	Cross Country	0	0	0
Flag Football	0	24	24	Flag Football	0	0	0
Football	45	0	45	Football	28	0	28
Golf	7	1	8	Golf	0	0	0
Soccer	20	14	34	Soccer	0	16	16
Softball	0	12	12	Softball	0	14	14
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0
Tennis	0	5	5	Tennis	0	0	0
Track and Field	29	9	38	Track and Field	0	0	0
Volleyball	0	11	11	Volleyball	0	16	16
Wrestling	18	0	18	Wrestling	0	0	0
Weightlifting	13	16	29	Weightlifting	0	0	0
<b>Total Varsity Participants</b>	166	101	267	<b>Total JV Participants</b>	52	52	104
<b>% of Varsity Participants</b>	62%	38%	100%	<b>% of JV Participants</b>	50%	50%	100%
<b>Total Student Enrollment By Gender 2016-17</b>	835	839	1674	<b>Total Student Enrollment By Gender 2016-17</b>	835	839	1674
<b>% of Student Enrollment by Gender 2016-17</b>	50%	50%	100%	<b>% of Student Enrollment by Gender 2016-17</b>	50%	50%	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**

School Name: DELTONA HS

**Section B: Athletic Compliance Verification Form**

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.

Carelyn Carboxeel  
Signature, Principal

3/21/17  
Date

# Part IV

## GENDER EQUITY IN ATHLETICS

District: Volusia County Schools

School Name: DELTONA HS

### 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	<p>We do not meet the student population percentage for varsity sports this year but we do accommodate the interest and abilities for both sexes of our students. We did meet compliance for our JV sports.</p> <p>Our girls have not shown a great interest in athletic participation even with our efforts to attract more females to take part. We are providing opportunities but the girls are just not interested. It is also very hard to match the percentage of student enrollment with athletic participation because there are no female sports that can match the numbers for male football.</p> <p>We were able to add a JV basketball team for the girls this year which helped our numbers as well as a decline in male participation on the JV level. We will continue our efforts to attract more females to participate in athletics especially at the varsity level. We are working to add cross country next year with an emphasis on female participation. We will continue our efforts with coaches making announcements for meetings, open facilities and try outs. We are updating the athletics page of the school's website which will help give better access to students and parents about our athletic offerings. We are having a program on college recruiting and scholarships later this year that we hope will help attract more female participation in athletics.</p>	<p>Jim Gawriluk - Athletic Director 386-575-4153 ext 44106 (cell) 386-717-4714</p> <p>Carolyn Carbonell - Principal 386-575-4153 ext 44008</p>	May 2018

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.

*Carolyn Carbonell*

Signature, Principal

*3/21/17*

Date

*James L. Russell*

Signature, Superintendent

*7/18/17*

Date

# GENDER EQUITY IN ATHLETICS 2016-17 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: Mainland HS	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman, B-Teams	Males	Females	Total
Baseball	15	0	15	Baseball	11	0	11
Basketball	12	10	22	Basketball	11	17	29
Bowling	5	5	10	Bowling	0	0	0
Cross Country	12	12	24	Cross Country	8	15	23
Flag Football	0	28	28	Flag Football	0	33	33
Football	60	0	60	Football	45	0	45
Golf	6	4	10	Golf	0	0	0
Soccer	15	19	34	Soccer	15	0	15
Softball	0	14	14	Softball	0	0	0
Swimming/Diving	15	22	37	Swimming/Diving	0	0	0
Tennis	6	9	15	Tennis	0	0	0
Track and Field	58	73	131	Track and Field	0	0	0
Volleyball	0	12	12	Volleyball	0	25	0
Wrestling	0	0	0	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
<b>Total Varsity Participants</b>	204	208	412	<b>Total JV Participants</b>	90	90	180
<b>% of Varsity Participants</b>	50%	50%	100%	<b>% of JV Participants</b>	50%	50%	100%
<b>Total Student Enrollment By Gender 2016-17</b>	946	953	1899	<b>Total Student Enrollment By Gender 2016-17</b>	946	953	1899
<b>% of Student Enrollment by Gender 2016-17</b>	50%	50%	100%	<b>% of Student Enrollment by Gender 2016-17</b>	50%	50%	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**

**School Name:** Mainland High School

**Section B: Athletic Compliance Verification Form**

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)]

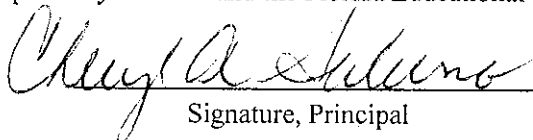
☒

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.

  
Signature, Principal

03/30/2017

Date

## GENDER EQUITY IN ATHLETICS 2016-17 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 Beach	<i>Number of Participants</i>				<i>Number of Participants</i>		
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>JV, Freshman, B-Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
Baseball	20	0	20	Baseball	11	0	11
Basketball	12	11	23	Basketball	11	11	22
Bowling	0	0	0	Bowling	0	0	0
Cross Country	21	19	40	Cross Country	0	0	0
Flag Football	0	27	27	Flag Football	0	0	0
Football	40	0	40	Football	38	0	38
Golf	7	8	15	Golf	0	0	0
Soccer	21	20	41	Soccer	18	16	34
Softball	0	12	12	Softball	0	10	10
Swimming/Diving	23	23	46	Swimming/Diving	0	0	0
Tennis	9	12	21	Tennis	0	0	0
Track and Field	34	24	58	Track and Field	0	0	0
Volleyball	0	14	14	Volleyball	0	13	13
Wrestling	17	1	18	Wrestling	0	0	0
Weightlifting	20	16	36	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	224	187	411	<i>Total JV Participants</i>	78	50	128
<i>% of Varsity Participants</i>	54.5	45.5	100%	<i>% of JV Participants</i>	61	39	100%
<i>Total Student Enrollment By Gender 2016-17</i>	956	891	1847	<i>Total Student Enrollment By Gender 2016-17</i>	956	891	1847
<i>% of Student Enrollment by Gender 2016-17</i>	51.8	48.2	100%	<i>% of Student Enrollment by Gender 2016-17</i>	51.8	48.2	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**

**School Name:** New Smyrna Beach High School

**Section B: Athletic Compliance Verification Form**

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.



Signature, Principal

3-31-17

Date



## Part IV

### GENDER EQUITY IN ATHLETICS

District: Volusia County Schools

School Name: New Smyrna Beach 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	We graduated a significant number of female athletes last year, and although we saw an increase in female jv participants, it was not significant enough to make up for the number of senior female athletes from last year. Our softball program was able to successfully grow based on their community efforts last summer and fall. Our new girls basketball coach will be offering youth camps to hopefully foster growth in girls basketball in our community. Our volleyball coach is expecting a huge freshman class and is willing to create a freshman team to accommodate the growing popularity of volleyball in our community.	Gerald Fuller-Athletic Director  1015 10th Street New Smyrna Beach, FL 32168  gafuller@volusia.k12.fl.usz	Summer 2017- Spring 2018

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.

Karen Chenoweth  
Signature, Principal

3-31-17  
Date

James J. Russell  
Signature, Superintendent

7/18/17  
Date

## GENDER EQUITY IN ATHLETICS 2016-17 MONITORING FORM

**Component I:** 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 HS	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman, B-Teams	Males	Females	Total
Baseball	16	0	16	Baseball	17	0	17
Basketball	14	12	26	Basketball	13	7	20
Bowling	9	8	17	Bowling	0	0	0
Cross Country	10	23	33	Cross Country	0	0	0
Flag Football	0	30	30	Flag Football	0	0	0
Football	40	0	40	Football	44	1	45
Golf	8	2	10	Golf	0	0	0
Soccer	22	20	42	Soccer	22	19	41
Softball	0	14	14	Softball	0	0	0
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0
Tennis	11	13	24	Tennis	0	0	0
Track and Field	29	20	49	Track and Field	0	0	0
Volleyball	0	14	14	Volleyball	0	12	12
Wrestling	14	2	16	Wrestling	8	0	8
Weightlifting	26	12	38	Weightlifting	0	0	0
<b>Total Varsity Participants</b>	199	170	369	<b>Total JV Participants</b>	104	39	143
<b>% of Varsity Participants</b>	54%	46%	100%	<b>% of JV Participants</b>	73%	27%	100%
<b>Total Student Enrollment By Gender 2016-17</b>	858	805	1,653	<b>Total Student Enrollment By Gender 2016-17</b>	858	805	1,653
<b>% of Student Enrollment by Gender 2016-17</b>	52%	48%	100%	<b>% of Student Enrollment by Gender 2016-17</b>	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%.**

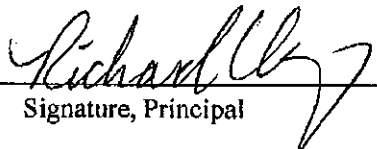
**PART IV**  
**GENDER EQUITY IN ATHLETICS**

School Name: Pine Ridge High School

**Section B: Athletic Compliance Verification Form**

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.

  
Signature, Principal

March 7, 2017

Date



## Part IV

### GENDER EQUITY IN ATHLETICS

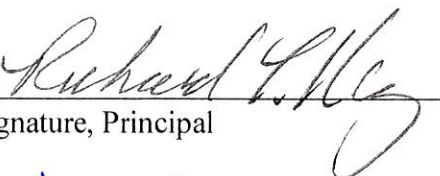
District: Volusia County Schools

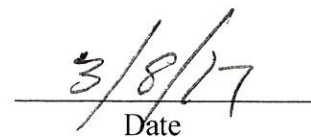
School Name: Pine Ridge High School

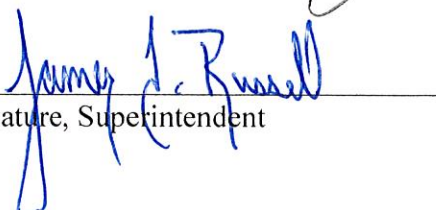
#### Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	<p>Athletic Director, Administration, Coaches and entire Athletics Department will continue to encourage female participation in all sports and work with facilities to render comparable facilities for both genders.</p> <p>Continue to increase female participation numbers in soccer, golf, track &amp; field, weightlifting and softball.</p> <p>Coaches and Athletic Director will promote female sports, varsity and junior varsity, during Freshman/Parent Orientation nights by setting up informational tables on campus.</p> <p>Promote female sports at the first freshman day of school, through athletic council and guidance department</p>	<p>Richard T. Myers, Principal 926 Howland Blvd. Deltona, FL 32738 (386) 575-4195</p> <p>Brad Montgomery, Athletic Director, 926 Howland Blvd. Deltona, FL 32738 (386) 575-4195, ext. 43594</p> <p>Madsen Cange, Assistant Principal 926 Howland Blvd. Deltona, FL 32738 (386) 575-4195,</p>	<p>2017-2018 School Year</p> <p>January 2017</p> <p>August 2017</p> <p>August 2017</p> <p>February 2018</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

  
Date

  
Signature, Superintendent

  
Date

## GENDER EQUITY IN ATHLETICS 2016-17 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: Seabreeze HS	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman, B-Teams	Males	Females	Total
Baseball	14	0	14	Baseball	12	0	12
Basketball	14	11	25	Basketball	14	11	25
Bowling	6	6	22	Bowling	0	0	0
Cross Country	35	29	64	Cross Country	0	0	0
Flag Football	0	22	22	Flag Football	0	10	10
Football	50	0	50	Football	45	0	45
Golf	10	8	18	Golf	0	0	0
Soccer	18	19	37	Soccer	18	18	36
Softball	0	12	12	Softball	0	0	0
Swimming/Diving	11	20	31	Swimming/Diving	0	0	0
Tennis	11	13	24	Tennis	0	0	0
Track and Field	42	29	71	Track and Field	0	0	0
Volleyball	0	13	13	Volleyball	0	13	13
Wrestling	13	0	14	Wrestling	0	0	0
Weightlifting	19	20	39	Weightlifting	0	0	0
<b>Total Varsity Participants</b>	243	202	445	<b>Total JV Participants</b>	89	52	141
<b>% of Varsity Participants</b>	55%	45%	100%	<b>% of JV Participants</b>	63%	37%	100%
<b>Total Student Enrollment By Gender 2016-17</b>	791	790	1,581	<b>Total Student Enrollment By Gender 2016-17</b>	791	790	1,581
<b>% of Student Enrollment by Gender 2016-17</b>	50%	50%	100%	<b>% of Student Enrollment by Gender 2016-17</b>	50%	50%	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**

**School Name:** Seabreeze High School

**Section B: Athletic Compliance Verification Form**

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.

*Jul S. Ruff*

Signature, Principal

03.31.207

Date



## Part IV

### GENDER EQUITY IN ATHLETICS

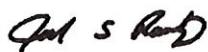
District: Volusia County Schools

School Name: Seabreeze 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 - To increase female participation in both JV and Varsity athletics.	1...Promote female sports by setting up athletic booths at our High School 101 Night and Family Registration Night.  2...Invite female student/athlete alumni back to the school to coach, mentor and speak on the importance of athletics.  3...Hold recruiting seminars for all middle school student/athletes and their parents.  4...Encourage PE coaches to include interscholastic information during Orientation and the first few weeks of school.  5...Consistently promote female sports on the school's daily announcements.	Seabreeze coaches and Athletic Administration  Billy Gahagan - Athletic Director 386-258-4674, ext. 54652	2017-2018 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

03.31.2017

Date



Signature, Superintendent

7/18/17

Date

# GENDER EQUITY IN ATHLETICS 2016-17 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.

<b>School:</b> SPRUCE CREEK	<b>Number of Participants</b>				<b>Number of Participants</b>		
<b>Varsity Teams</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>	<b>JV, Freshman, B-Teams</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>
Baseball	18	0	18	Baseball	18	0	18
Basketball	12	13	25	Basketball	14	10	24
Bowling	5	9	14	Bowling	0	0	0
Cross Country	10	11	21	Cross Country	34	27	61
Flag Football	0	25	25	Flag Football	0	24	24
Football	46	0	46	Football	47	0	47
Golf	12	14	26	Golf	0	0	0
Soccer	23	21	44	Soccer	25	19	44
Softball	0	17	17	Softball	0	12	12
Swimming/Diving	17	25	42	Swimming/Diving	6	15	21
Tennis	11	12	23	Tennis	0	0	0
Track and Field	40	41	81	Track and Field	66	58	124
Volleyball	11	15	26	Volleyball	14	13	27
Wrestling	0	0	0	Wrestling	0	0	0
Weightlifting	22	23	45	Weightlifting	17	9	26
<b>Total Varsity Participants</b>	227	226	453	<b>Total JV Participants</b>	241	187	428
<b>% of Varsity Participants</b>	50.1%	49.9%	100%	<b>% of JV Participants</b>	56.3%	43.7%	100%
<b>Total Student Enrollment By Gender 2016-17</b>	1284	1293	2577	<b>Total Student Enrollment By Gender 2016-17</b>	1284	1293	2577
<b>% of Student Enrollment by Gender 2016-17</b>	49.8%	50.2%	100%	<b>% of Student Enrollment by Gender 2016-17</b>	49.8%	50.2%	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**

**School Name:** SPRUCE CREEK HIGH SCHOOL

**Section B: Athletic Compliance Verification Form**

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: 106.41(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)]

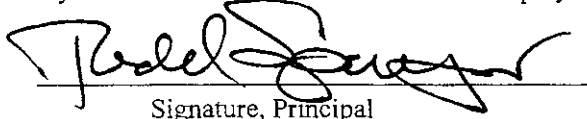
☒

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.

  
Signature, Principal

3/28/17

Date



## Part IV

### GENDER EQUITY IN ATHLETICS

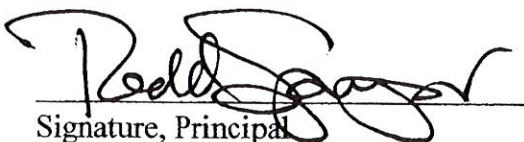
District: Volusia County Schools

School Name: SPRUCE CREEK HIGH SCHOOL

#### Gender Equity in Athletics Corrective Action Plan

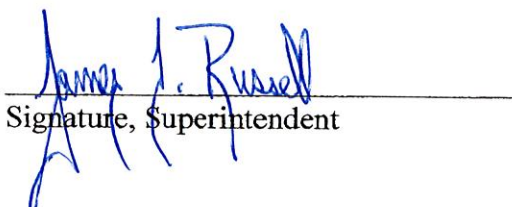
(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
#1 Sports and levels of competition effectively accommodate the interest and abilities of members of both sex.	<p>Promote female sports at summer/spring 8th grade orientation by having coaches/current female athletes available to provide information about female athletics available at Spruce Creek , and to answer questions.</p> <p>Promote female athletics in local sports recreational programs, by inviting them and recognizing at our female athletic events.</p> <p>Provide information to feeder middle schools of opportunities that Spruce Creek provides for females.</p> <p>Promote female sports through the PE classes.</p>	<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>	2017-2018 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

3/28/17

Date

  
Signature, Superintendent

7/18/17  
Date

# GENDER EQUITY IN ATHLETICS 2016-17 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: Taylor Middle-HS	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman, B-Teams	Males	Females	Total
Baseball	14	0	14	Baseball	12	0	12
Basketball	12	10	22	Basketball	12	8	20
Bowling	0	0	0	Bowling	0	0	0
Cross Country	16	24	40	Cross Country	0	0	0
Flag Football	0	0	0	Flag Football	0	0	0
Football	30	0	30	Football	14	0	14
Golf	0	0	0	Golf	0	0	0
Soccer	22	20	42	Soccer	22	16	38
Softball	0	14	14	Softball	0	12	12
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track and Field	0	0	0	Track and Field	0	0	0
Volleyball	0	12	12	Volleyball	0	24	24
Wrestling	0	0	0	Wrestling	0	0	0
Weightlifting	24	22	46	Weightlifting	0	0	0
<b>Total Varsity Participants</b>	118	102	222	<b>Total JV Participants</b>	60	60	120
<b>% of Varsity Participants</b>	53%	46%	100%	<b>% of JV Participants</b>	50%	50%	100%
<b>Total Student Enrollment By Gender 2016-17</b>	233	224	457	<b>Total Student Enrollment By Gender 2016-17</b>	340	315	655
<b>% of Student Enrollment by Gender 2016-17</b>	51%	49%	100%	<b>% of Student Enrollment by Gender 2016-17</b>	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**

School Name: Taylor Middle-High School

**Section B: Athletic Compliance Verification Form**

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.

  
\_\_\_\_\_  
Signature, Principal

3/28/2017

\_\_\_\_\_  
Date



# Part IV

## GENDER EQUITY IN ATHLETICS

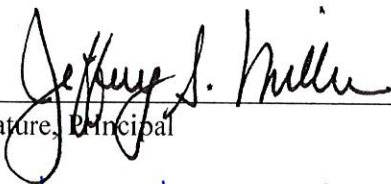
District: Volusia County Schools

School Name: Taylor Middle-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
Females participating in JV and Varsity sports	Provide information of sports in a showcase format during our tradition day for 6th and 9th graders.	Efrain Alejandro, Assistant Principal and Robert Dubberly, Athletic Director	September 2017
	Add girls tennis and flag football to increase the number of females participating in athletics	Jeff Miller, Principal and Robert Dubberly, Athletic Director	August 2017
	Introduction of sports through PE classes in Middle and High School	Jeff Miller, Principal, Robert Dubberly, Athletic Director and PE coaches	August 2017
	Provide additional information about female opportunities to parts at the fall Open House	Jeff Miller, Principal and Robert Dubberly, Athletic Director	August 2017

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

3/28/2017

Date

  
Signature, Superintendent

7/18/17  
Date

**GENDER EQUITY IN ATHLETICS  
2016-17 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: UNIVERSITY HS	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman, B-Teams	Males	Females	Total
Baseball	17	0	17	Baseball	19	0	19
Basketball	12	10	22	Basketball	11	10	22
Bowling	10	7	17	Bowling	0	0	0
Cross Country	22	22	44	Cross Country	0	0	0
Flag Football	0	0	0	Flag Football	0	0	0
Football	48	0	48	Football	41	0	41
Golf	9	6	14	Golf	0	0	0
Soccer	22	20	42	Soccer	24	19	33
Softball	0	14	14	Softball	0	9	9
Swimming/Diving	13	25	38	Swimming/Diving	0	0	0
Tennis	10	7	17	Tennis	0	0	0
Track and Field	61	67	128	Track and Field	0	0	0
Volleyball	0	14	14	Volleyball	0	14	14
Wrestling	33	9	42	Wrestling	0	0	0
Weightlifting	27	17	44	Weightlifting	0	0	0
Total Varsity Participants	284	218	502	Total JV Participants	95	52	147
% of Varsity Participants	57%	43%	100%	% of JV Participants	60	40	100%
Total Student Enrollment By Gender 2016-17	1417	1308	2725	Total Student Enrollment By Gender 2016-17	1417	1308	2725
% of Student Enrollment by Gender 2016-17	52	48	100%	% of Student Enrollment by Gender 2016-17	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

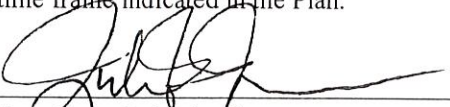
District: Volusia County Schools

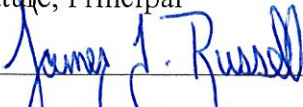
School Name: University HS Orange City

#### 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
<ol style="list-style-type: none"> <li>To increase the participation levels of female athletes at the JV and Varsity Levels.</li> </ol>	<ol style="list-style-type: none"> <li>Continuation of previous goal. To explore option of adding an additional sport for female athletes (Flag Football). Field conditions continue to be a concern, but some small improvements have made conditions more favorable. We would look at finding sponsor willing to start program at club level and look at adding sport for the 18-19SY.</li> <li>Continuation of previous goal. Girls basketball program was successful in adding JV team to the program. Still opportunity to have more girls on both rosters to increase participation. New uniforms were purchased to accommodate additional players on roster for the upcoming school year.</li> <li>Weightlifting staff change SY 16-17. Program wants to increase participation of female team. Coach would like to offer summer conditioning sessions for girls only in addition to the open times. In hopes this continues during the school year with support for other head coaches. 46257</li> </ol>	<ol style="list-style-type: none"> <li>HS Principal, AD, AD of facilities, County Athletic Administration, Activities Director.</li> <li>AD, Head Varsity and JV Girls basketball coach.</li> <li>AD, Head weightlifting coach and other Head Coaches of female sports team, ie basketball, XC, softball etc.</li> </ol>	<p>SY 17-18 and SY 18-19</p> <p>SY 17-18</p> <p>Summer SY 17-18.</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

  
\_\_\_\_\_  
Signature, Superintendent

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Date



**PART IV**  
**GENDER EQUITY IN ATHLETICS**

School Name: University HS

**Section B: Athletic Compliance Verification Form**

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)]

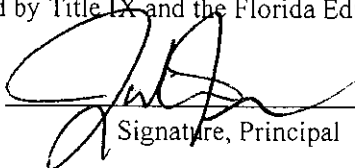
☒

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.

  
\_\_\_\_\_  
Signature, Principal

3/31/17  
\_\_\_\_\_  
Date



**Appendix H:**  
**2016-2017 DOE Fall Staff Survey 2 (EEO-5)**



		D.O.E. FALL SURVEY (EEO-5) FY2016-17 SURVEY 2																													
		NON - HISPANIC				MALE				FEMALE				NON - HISPANIC				FEMALE													
		WHITE		BLACK		HISPANIC		HISPANIC/ASIAN		AM/IND		PACIFIC		MULTI		WHITE		BLACK		HISPANIC		HISPANIC/ASIAN		AM/IND		PACIFIC		MULTI			
LINE #																															TOTAL
1	Superintendent	1																												1	
2	Dep. Asst. Asso-Inst	2															1	1												4	
3	Dir. Supervisor, Coord	3															10	1	3											17	
4	Off. Adm-Instr/Total	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	2	3	0	0	0	0	0	0	0	0	0	0	22	
5	Dep. Asst. Non-Instr	1															1	1												3	
6	Dir. Supervisor, Coord	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	1		1										36	
7	Off. Non-Instr/Total	16	1	1	0	0	0	0	0	0	0	0	0	0	0	0	18	2	0	1	0	0	0	0	0	0	0	0	0	39	
8	Cons. Supervisor/Instr	1		0	0	0	0	0	0	0	0	0	0	0	0	0	9	1	0	0	0	0	0	0	0	0	0	0	0	11	
9	Principal, Elem	12	5														25	3	4											50	
10	Principal, Mid/Jr	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	4	1											21	
11	Principal, Sr High	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5													18	
12	Principal, Other																													1	
13	Principals/Total	30	8	2	0	0	0	0	0	0	0	0	0	0	0	0	36	7	5	0	0	0	0	0	0	0	0	0	0	90	
14	Asst Prin, Elem	4	1	0													21	6	2											34	
15	Asst Prin, Mid/Jr	8	2														4	5												19	
16	Asst Prin, Sr High	8	7	1													8	1	1											26	
17	Asst Prin, Other	8	3														7	5	1											25	
18	Asst Prin/Total	28	13	1	0	0	0	0	0	0	0	0	0	0	0	0	40	17	4	0	0	0	0	0	0	0	0	0	0	104	
19	Deans, Curric. Coord	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1													1	
20	Comm Schools Coord	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
21	Pre-K Teacher	0	1														14	3												18	
22	Kindergarten Teacher	4	0														195	14	20											237	
23	Elementary 1-3	26	1														633	55	40	4	1	1	1	1	1	1	1	1	1	767	
24	Elementary 4-6	39	3	1													309	27	16											403	
25	Primary Ed Spec																													0	
26	Other Elem Teachers	73	7	7	0												126	14	35	2										0	
27	Elementary/Total	142	12	8	1	0	0	0	0	0	0	0	0	0	0	0	1277	113	111	6	3	2	1	6	2	19	1697			272	
28	Secondary 7-8	146	16	11	2	1	0	0	0	0	0	0	0	0	0	0	382	54	35	2	2	2	2	2	2	2	2	2	2	8	661
29	Secondary 9-12	321	22	25	1	1	0	0	0	0	0	0	0	0	0	0	396	45	51	7	2									885	
30	Secondary Other																													0	
31	Secondary/Total	467	38	36	3	2	0	0	0	0	0	0	0	0	0	0	778	99	86	9	2	1	12	1546						0	
32	Ex Child Teacher	93	31	10	2	1	1	1	1	1	1	1	1	1	1	1	533	81	41	3	2	0	6	805							
33	Other Teachers	17	5	1	1	0	0	0	0	0	0	0	0	0	0	0	28	1	1	2	0	0	56								
34	Guidance, Elementary	4	1														33	5	1				45								
35	Guidance, Mid/Jr	5															21	7	3	1			37								
36	Guidance, Sr High	7	1	1													27	9	3	1			49								
37	Guidance, Other																2														
38	Occup/Place Spec																2						2								
39	Guidance/Total	16	2	1	0	0	0	0	0	0	0	0	0	0	0	0	84	21	7	2	0	1	134							1	
40	Vis. Tchrs/Social Wrk	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	5	4	0	0	0	0								
41	Psychological	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	2	2	2	0	0	23								
42	Librarians/av	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	1	1	0	0	0	67								
43	Ops Non-Admin/Instr	24	4	3	0	0	0	0	0	0	0	0	0	0	0	0	219	28	18	0	0	0	302								
44	Ops Non-Admin/Non-Inst	59	7	7	1	1	0	0	0	0	0	0	0	0	0	0	166	18	15	4			281								
45	Classroom Aides / K-3	1															11	1	3			16									
46	Classroom Aides / 4-12																														
47	Exc Child Aides	18	24	2	1												334	103	52	4	1	6	546								
48	Other Aides																24	22	33	1											
49	Aides/Total	19	24	2	1	0	0	0	0	0	0	0	0	0	0	0	369	126	88	5	1	7	643								
50	Technicians	11	2	2	1	0	0	0	0	0	0	0	0	0	0	0	33	7	7	2	0	0	1								
51	Clerical/Secretarial	5	1	1	0	0	0	0	0	0	0	0	0	0	0	0	446	45	74	6	1	0	65								
52	Service Workers	113	40	31	0	0	0	0	0	0	0	0	0	0	0	0	370	159	100	2	0	11	590								
53	Skilled Crafts	114	5	17	0	1	0	3	0	0	0	0	0	0	0	0	3	0	0	0	0	1	824								
54	Laborers, Unskilled	15	2	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	143								
55	Total, Lines 1-54	1186	193	126	9	7	2	34		4500	733	567	44	9	7	64		4500	733	567	44	9	7	7481							



**Appendix I:**  
**January 31, 2017 (Day 100) Student Gender/  
Ethnicity Report**



STD C00227

SCHOOL DISTRICT OF VOLUSIA COUNTY  
DELAND, FLORIDA

## GENDER/ETHNICITY REPORT

1/31/2017 Page: 33

January 31, 2017

School Year: 2016-2017

## MEMBERSHIP DAY 100 OF 177-DAY YEAR

G R A D E L E V E L S

	<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>
B 245	779	825	766	910	775	766	678	681	664	859	890	671	600	10109	16.1	
H 202	773	810	877	1022	920	958	942	968	909	1066	1045	814	809	12115	19.3	
M 72	209	249	218	247	185	207	159	177	172	201	189	157	152	2594	4.1	
M 650	2281	2424	2488	2723	2462	2455	2396	2523	2434	2761	2709	2143	2078	32527	51.7	
F 391	2095	2277	2253	2447	2382	2351	2228	2288	2221	2491	2609	2201	2167	30401	48.3	



**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.

