

SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
October 13, 2020

AGENDA

- 9:00 a.m. Call to Order/Welcome/Pledge..... Ed daSilva, Chairman
- 9:02 a.m. Assistant Superintendent of Janene Fitzpatrick
Instruction Department Update
- District Strategic Plan/Accreditation Process
- 10:00 a.m. Facilities Department UpdateMark Carver/Ethan Butts
- Five Year Facilities Work Plan
- 11:00 a.m. Human Resources Department Update..... Walter Boatright
- Kelly Services Update
- 11:30 a.m. Lunch
- 12:30 p.m. Curriculum and Instruction Department UpdateJennifer Barrs
- Fourth Grade After School Reading
Program (**pg. 2**)
- 1:00 p.m. School Safety and Other Administrative Services.....Malcolm Hines
Department Update
- District Equity Update for 2019-2020 (**pgs. 3-106**)
- 1:00 p.m. Policy Updates (**pgs. 107-112**)Bill Brothers
- 1:30 p.m. Superintendent Update..... Ted Roush
- 2:00 p.m. Adjourn

**Fourth Grade After School Reading Program Schedule
School Year: 2020-2021**

- Eligibility:
- Fourth grade students with the first diagnostic iReady score at or below the 10th percentile
 - Invitations will be sent for students above the 10th percentile as space is available
 - Current third grade retainees
- Dates: October 19, 2020, through April 16, 2021
- Hours:
- Students: 3:00 p.m. – 4:00 p.m. (Total: 5 hours per week)
Monday through Friday
 - Teachers: 6 hours per week (5 hours with students and 1 hour for planning taken at Teacher's discretion; time recorded on a timesheet)
- Personnel:
- Four (4) Teachers total
- * BES-1; SPE-1; SRE-1; SSE-1
 - * 1:10 ratio as necessary, depending on iReady scores
- Funding: Reading Allocation

**The Suwannee County School Board 2019-2020 Annual Update to the
Florida Educational Equity Act (FEEA) Plan.**

Suwannee County School District



2019-2020 Annual Update to the Florida Educational Equity Act Plan

This is a progress monitoring report prepared by the District and submitted to the Office of Equal Educational Opportunity (OEEEO). The OEEEO assists the District to reach compliance with the provisions of the FEEA and to assure that educational resources are equitably distributed. The FEEA and other state and federal legislation mandate that students and employees shall not be discriminated against on the basis of race, ethnicity, national origin, gender, disability or marital status.

**The School Board of Suwannee County
2019-2020 Annual Update to the
Florida Educational Equity Act Plan**

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INTRODUCTION AND BACKGROUND

To ensure that the educational and work environment of the Suwannee County School Board is free of bias, stereotyping, and discrimination, the Office of Equal Educational Opportunity (OEEO) is assigned responsibility for compliance oversight of the Florida Educational Equity Act, Section 1000.05, Florida Statutes, and other state and federal legislation relating to equity in education.

The Florida Educational Equity Act (FEEA) and other federal and state legislation, such as Title IX, Title VI, Title II (ADAA), Section 504, and the Vocational Guidelines, prohibit discrimination on the basis of race, ethnicity, national origin, gender, disability or marital status against students and employees. The annual Educational Equity Update is a reporting tool that enables the OEEO to monitor and ensure adherence to provisions of the laws, and that educational resources are equitably distributed.

The Florida Educational Equity Act became law in June 1984, and the Implementing Rules 6A-19.001 – 19.010 were adopted by the State Board of Education in February 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 the K-20 responsibilities. Rule 6A-19.004, Interscholastic, Intercollegiate, Club and Intramural Athletics, was amended in September 1994 to reflect the new monitoring and enforcement requirements.

In cooperation with the OEEO, the Suwannee County School Board connects equity with educational excellence by:

- Leading, coordinating and improving efforts aimed at removing barriers and expanding access to educational opportunities and academic student support services;
- Encouraging efforts directed toward recruiting, retaining and promoting a highly educated and competent workforce;
- Supporting the spirit and intent of state and federal laws on equity in education by monitoring compliance, strategic planning, and providing high quality technical assistance and training; and
- Providing a wide array of services, including policymaking and interpretation, information dissemination, referral and consultation relating to equity issues.

The Suwannee County Schools 2019-2020 Annual Update was prepared by the Equity Coordinator, with the assistance of school principals, district administrators, and athletics personnel.

2019-20 Annual Equity Update Shell

PART I: PROCEDURAL REQUIREMENTS:

A. Changes to Policies or Procedures

Submit any policies or procedures revised since the last Equity Update.

B. Annual Notification of Nondiscrimination for Vocational Education Programs

1. Annual Notification of Nondiscrimination for Vocational Education Programs

Explain how annual notification of nondiscrimination is disseminated/published; and submit copies of materials that include the annual notification of nondiscrimination for vocational programs.

The district provides annual and continuous notifications of nondiscrimination, as well as the equity coordinator(s) contact information by posting the information in publications such as the student code of conduct, student handbook, employee handbook, free and reduced lunch applications, the district website, RIVEROAK Technical College Course Catalog, and on bulletin boards at each worksite. In addition, nondiscrimination is discussed annually during meetings with faculty and staff, and at employee orientations. Appendix B and Appendix C contain samples of the annual notices of nondiscrimination. These two appendices also contain examples from various sources used to notify parents, students, employees and the general public of the District's policy of nondiscrimination.

2. Continuous Notification of Nondiscrimination

Identify documents used to provide the continuous notification of nondiscrimination; and submit copies of materials that include the continuous notification of nondiscrimination.

In compliance with 45 CFR Part 80 Appendix B: IV.O., (*Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex or Handicap in Vocational Education Programs*), prior to the beginning of each school year, recipients of federal funds must advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex or disability. The Suwannee County School Board published this announcement in the local newspaper in English and Spanish. It contains a brief summary of the program offerings and admission criteria along with the name and/or title, address and telephone number of the person(s) designated to coordinate Title IX and Section 504 compliance.

The Suwannee County School Board advises that all vocational opportunities will be offered without regard to race, color, national origin, sex or disability. The lack of English language skills will not be a barrier to admission and participation in vocational education programs.

Program offerings include Adult Education; Business Management and Administration; Community Education; Health Sciences; Architecture and Construction Education; Transportation, Distribution and Logistics; and Hospitality and Tourism.

RIVEROAK Technical College serves adults, high school students and dual enrollment students. Admission is open to adults who are at least 16 years old and not presently enrolled in a secondary school. Admission is also open to secondary students in grades 9-12 as part of a regular secondary credit earning program.

Equity Coordinator contact information:

*Mr. Malcolm Hines
Suwannee County School Board
1740 Ohio Avenue, South
Live Oak, FL 32064
386-647-4644
malcolm.hines@suwannee.k12.fl.us*

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

Submit copies of webpages or printed materials for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. The notices should also include contact information for requesting the accommodations.

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

A. Any Items Identified during equity on-site review. None

B. Any other items identified on the current or past monitoring work plans as incomplete. None

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

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

Grades 9-12 Total Enrollment 2019-20 (230 & 14.4%)

<i>White</i> 170 & 16.5%	<i>Black</i> 10 & 4.4%	<i>Hispanic</i> 44 & 15.3%	<i>ELL Students</i> 1 & 2.1%	
Whites In AP/IB/AICE 2015-16 10% (113)	Whites In AP/IB/AICE 2016-17 11.52% (127)	Whites In AP/IB/AICE 2017-18 10% (110#)	Whites In AP/IB/AICE 2018-19 9.14% (98)	Whites In AP/IB/AICE 2019-20 16.5% (170)
White Males In AP/IB/AICE 2015-16 9% (56)	White Males In AP/IB/AICE 2016-17 11.34% (67)	White Males In AP/IB/AICE 2017-18 9% (53)	White Males In AP/IB/AICE 2018-19 6.64% (38)	White Males In AP/IB/AICE 2019-20 11.7% (65)
Blacks In AP/IB/AICE 2015-16 4% (9)	Blacks In AP/IB/AICE 2016-17 4.18% (10)	Blacks In AP/IB/AICE 2017-18 4% (9)	Blacks In AP/IB/AICE 2018-19 2.18% (7)	Blacks In AP/IB/AICE 2019-20 4.4% (10)
Black Males In AP/IB/AICE 2015-16 4% (4)	Black Males In AP/IB/AICE 2016-17 1.80% (2)	Black Males In AP/IB/AICE 2017-18 3% (3)	Black Males In AP/IB/AICE 2018-19 1.54% (2)	Black Males In AP/IB/AICE 2019-20 3.4% (4)
Hispanics In AP/IB/AICE 2015-16 8% (19)	Hispanics In AP/IB/AICE 2016-17 7.78% (21)	Hispanics In AP/IB/AICE 2017-18 9% (25)	Hispanics In AP/IB/AICE 2018-19 9.96% (27)	Hispanics In AP/IB/AICE 2019-20 15.3% (44)
Hisp. Males In AP/IB/AICE 2015-16 7% (9)	Hisp. Males In AP/IB/AICE 2016-17 6.82% (9)	Hisp. Males In AP/IB/AICE 2017-18 6% (9)	Hisp. Males In AP/IB/AICE 2018-19 4.14% (6)	Hisp. Males In AP/IB/AICE 2019-20 15.1% (22)
ELL Students In AP/IB/AICE 2015-16 No Data	ELL Students In AP/IB/AICE 2016-17 0% (0)	ELL Students In AP/IB/AICE 2017-18 0% (0)	ELL Students In AP/IB/AICE 2018-19 1.41% (217)	ELL Students In AP/IB/AICE 2019-20 2.1% (1)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male and Hispanic male students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male and Hispanic male students. Evaluation must include 2015-16 to 2019-20.

The following percentages reflect within race/ethnicity calculations for students enrolled in AP/IB/AICE courses. In 2015-16, 10% of Whites, 4% of Blacks, 8% of Hispanics, 9% of White Males, 4% of Black Males, and 7% of Hispanic Males were enrolled. In 2016-17, 11.52% of Whites (an increase of 1.52 percentage points), 4.18% of Blacks (an increase of .18 percentage points), 7.78% of Hispanics (a decrease of .22 percentage points), 11.34% of White Males (an increase of 2.34 percentage points), 1.80% of Black Males (a decrease of 2.2 percentage points), and 6.82% of Hispanic Males (a decrease of .18 percentage point) were enrolled. In 2017-18, 10% of Whites (a decrease of 1.52 percentage points), 4% of Blacks (a decrease of .18 percentage points), 9% of Hispanics (an increase of 1.22 percentage points), 9% of White Males (an increase of 2.34 percentage points), 2% of Black Males (a decrease of .2 percentage points), and 7% of Hispanic Males (an increase of .18 percentage point) were enrolled. In 2018-19, 9.14% of Whites (an decrease of .86 percentage points), 2.18% of Blacks (a decrease of 1.82 percentage points), 9.96% of Hispanics (an increase of .96 percentage points), 6.64% of White Males (a decrease of 2.36 percentage points), 2% of Black Males (no change 0 percentage points), and 4.14% of Hispanic Males (a decrease of 2.86 percentage point) were enrolled. In 2019-20, 16.5% of Whites (an increase of 7.36 percentage points), 4.4% of Blacks (an increase of 2.2 percentage points), 15.3% of Hispanics (an increase of 5.34 percentage points), 11.7% of White Males (an increase of 5.1 percentage points), 3.4% of Black Males (an increase of 1.4 percentage points), and 15.1% of Hispanic Males (an increase of 10.96%) were enrolled.

Although participation in AP/IB/AICE courses in most groups increased during the evaluation period (2015-16 to 2019-20), Whites increased to (6.5%) and Blacks increased (.4%), and Hispanics (7.3%). Blacks experienced the smallest increase. A 1.2% gap exists between Whites (6.5%) and Hispanics (7.3%). The gaps between Whites and Blacks increased 6.1%, and the gap between Whites and Hispanics decreased 1.2%.

Similar gaps exist among male students. A 2.1% gap exists between White males and Black males and a 5.3% increased gap exists between Hispanic males (8.1%) and White males (2.7%). The gaps between White males and Black males increased 2.1%, and the gap between Whites and Hispanics decreased during the evaluation period.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in AP/IB/AICE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

The District does not currently offer IB or AICE courses. In an effort to close the participation gaps for students enrolled in AP courses, the District has identified the following strategies for the 2019-2020 school year:

- 1. The District will enhance the cultural competence of all staff.*
- 2. The District will continue to provide new teachers cultural training.*
- 3. The District will provide in-service training days for all employees. Professional development opportunities will incorporate strategies for multicultural teaching strategies and techniques, such as ESOL.*
- 4. The District will provide online training through NEFEC and Canvas for teaching ESOL students.*
- 5. The District will screen children early for medical and social services.*
- 6. The District will work with community members to provide mentors, tutors and role models to support students.*
- 7. The District will maximize the opportunity provided through school choice configuration placement.*
- 8. The District will extend learning opportunities by offering Early Learning, Pre-K, and the 21st Century afterschool program.*
- 9. The District will develop school based leadership teams to identify strategies to support student achievement.*
- 10. The District will utilize online registration and meetings with Guidance Counselors for course selections.*

11. Students will be allowed to self-select courses of interest during the registration process.
12. The District will continue working with to host Parent Meetings and District Advisory Council to encourage participation in advanced coursework.
13. The District will continue to work with faith-based organizations to deliver English classes and provide assistance for parents of ELL students.
14. Academic support classes will be provided for students that are below grade level.
15. A Parent Liaison will provide parental support, eliminate barriers and teach parents how to have a positive impact on their child's academic achievement.
16. Each student will be equipped with a Chromebook at the secondary level and other students will have access to Chromebooks to support student success in math.
17. Diagnostic Assessments in iReady will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort.
18. The district will continue to offer Pre-AP Professional Development for Teachers and Administrators.
19. The district will continue to offer advanced middle school courses.
20. AP Potential data generated by the PSAT will be used to identify students in under-represented populations with potential to be successful in AP courses.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by 5 percentage points by the 2020-2021 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 3 percentage point by the 2020-2021 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in AP/IB/AICE courses by 5 percentage points by the 2020-2021 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB/AICE courses by 3 percentage point by the 2020-2021 School Year.

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

Grades 9-12 Total Enrollment 2019-20 (155 & 9.7%)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
110 & 10.7%	14 & 6.2%	26 & 9.1%	0 & 0%	
Whites In DE 2015-16 7% (82)	Whites In DE 2016-17 8.89% (98)	Whites In DE 2017-18 11% (119)	Whites In DE 2018-19 11.66% (125)	Whites In DE 2019-20 10.7% (110)
White Males In DE 2015-16 5% (29)	White Males In DE 2016-17 6.77% (40)	White Males In DE 2017-18 8% (51)	White Males In DE 2018-19 8.04% (46)	White Males In DE 2019-20 5.6% (31)
Blacks In DE 2015-16 0.9% (1)	Blacks In DE 2016-17 2.51% (6)	Blacks In DE 2017-18 4% (11)	Blacks In DE 2018-19 11.65% (29)	Blacks In DE 2019-20 6.2% (14)
Black Males In DE 2015-16 0% (0)	Black Males In DE 2016-17 1.80% (2)	Black Males In DE 2017-18 0% (0)	Black Males In DE 2018-19 8.46% (11)	Black Males In DE 2019-20 5.51% (6)

Hispanics In DE 2015-16 2% (5)	Hispanics In DE 2016-17 4.44% (12)	Hispanics In DE 2017-18 6% (16)	Hispanics In DE 2018-19 12.18% (33)	Hispanics In DE 2019-20 9.1% (26)
Hisp. Males In DE 2015-16 2% (2)	Hisp. Males In DE 2016-17 2.27% (3)	Hisp. Males In DE 2017-18 5% (7)	Hisp. Males In DE 2018-19 5.52% (8)	Hisp. Males In DE 2019-20 4.8% (7)
ELL Students In DE 2015-16 No Data	ELL Students In DE 2016-17 0% (0)	ELL Students In DE 2017-18 0% (0)	ELL Students In DE 2018-19 0% (0)	ELL Students In DE 2019-20 0% (0)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male and Hispanic male students in dual enrollment courses, and in closing enrollment gaps for black, Hispanic, black male and Hispanic male students. Evaluation must include 2015-16 to 2019-20.

The following percentages reflect within race/ethnicity calculations for students enrolled in all dual enrollment courses. In 2015-16, 7% of Whites, .9% of Blacks, 2% of Hispanics, 5% of White Males, 0% of Black Males, and 2% of Hispanic Males were enrolled. In 2016-17, 9% of Whites, 5% of Blacks, 4% of Hispanics, 7% of White Males, 2% of Black Males, and 2% of Hispanic Males were enrolled. In 2017-18, 11% of Whites, 4% of Blacks, 6% of Hispanics, 8% of White Males, 0% of Black Males, and 5% of Hispanic Males were enrolled. In 2018-19, 12% of Whites (an increase of 1 percentage points), 12% of Blacks (an increase of 8 percentage points), 12% of Hispanics (an increase of 6 percentage points), 8% of White Males (an increase of 0 percentage points), 9% of Black Males (an increase of 9 percentage points), and 6% of Hispanic Males (an increase of 1 percentage points), were enrolled. In 2019-20, 10.7% of Whites, 6.2% of Blacks, 9.1% of Hispanics, 7% of White Males, 5.51% of Black Males, and 4.8% of Hispanic Males were enrolled.

The 2015-16 enrollment gaps between Whites and Blacks was 6%; and 5% for Whites and Hispanics. The enrollment gaps between White males and Black males was 5 %; and 2% for Whites males and Hispanic males 3%. The 2016-17 enrollment gaps between Whites and Blacks was 7%; and 5% for Whites and Hispanics. The enrollment gaps between White males and Black males was 6 %; and 5% for Whites males and Hispanic males. The 2017-18 enrollment gaps between Whites and Blacks was 7%; and 5% for Whites and Hispanics. The enrollment gaps between White males and Black males was 8%; and 3% for Whites males and Hispanic males. The 2018-19 enrollment gaps between Whites and Blacks was 0%; and 5% for Whites and Hispanics. The enrollment gaps between White males and Black males was 1% (Black increase); and 2% for Whites males and Hispanic males during the evaluation period for students enrolled in all dual enrollment courses. The enrollment gaps in 2019-20 between Whites and Blacks was 4.5%, Whites and Hispanics was 1.6%, White males and Black Males was 1.5%, and White males and Hispanic males was 2.2%.

Participation in DE courses all groups increased during the evaluation period (2015-16 to 2019-20), Whites increased to (3.7%) and Blacks increased (5.3%), and Hispanics (7.1%). White males experienced the smallest increase (0.6%). A 0.9% gap exists between Whites (3.7%) and Hispanics (2.8%). The gaps between Whites and Blacks increased 6.1%, and the gap between Whites and Hispanics decreased 1.2%.

Similar gaps exist among male students. A 2.1% gap exists between White males and Black males and a 5.3% increased gap exists between Hispanic males (8.1%) and White males (2.7%). The gaps between White males and Black males decreased 3.99%, and the gap between Whites and Hispanics decreased during the evaluation period.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in dual enrollment courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps by the schools/district to close enrollment gaps.

In an effort to close the participation gaps in Dual Enrollment, the District has identified the following strategies for the 2019-20 school year:

1. *The District will enhance the cultural competence of all staff.*
2. *The District will continue to provide cultural training.*
3. *The District will provide in-service training days for all employees. Professional development during these days' personnel can complete training through NEFEC and Canvas for multicultural teaching strategies and techniques, such as ESOL.*
4. *The District will provide online training and resources for teaching ESOL students.*
5. *The District will screen children early for medical and social services.*
6. *The District will work with community members to provide mentors, tutors and role models to support students.*
7. *The District will conduct adult education courses.*
8. *The District will extend learning opportunities by offering Early Learning, Pre-K, and 21st Century afterschool programs.*
9. *The District will develop school based leadership teams to identify strategies to support student achievement.*
10. *The District will utilize online registration for course selection.*
11. *Students will be allowed to self-select courses of interest during the registration process.*
12. *The District will continue to host Parent Meetings and district Advisory Council to encourage participation in advanced coursework.*
13. *The District will continue to work with faith-based organizations to deliver English classes and provide assistance for parents of ELL students.*
14. *Academic support classes will be provided for students that are below grade level.*
15. *A Parent Liaison will provide parental support, eliminate barriers and teach parents how to have a positive impact on their child's academic achievement.*
16. *Diagnostic Assessments in iReady will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort.*
17. *Diagnostic Assessments will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort.*

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in dual enrollment courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

Increase the number of Black students in grades 9-12 enrolling in Dual Enrollment courses by 5 percentage points by the 2019-20 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in Dual Enrollment courses by 3 percentage point by the 2019-20 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in Dual Enrollment courses by 5 percentage points by the 2019-20 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in Dual Enrollment courses by 3 percentage points by the 2019-20 School Year.

(3) Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)

Grades 9-12 Total Enrollment 2019-20 (1013 & 63.3%)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
696 & 67.6%	99 & 44.0%	186 & 64.8%	20 & 41.7%

Whites	Whites	Whites	Whites	Whites
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
61% (707)	63.52% (700)	60% (667)	65.21% (699)	67.6% (696)

White Males	White Males	White Males	White Males	Whites Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
57% (342)	58.04% (343)	55% (332)	61.89% (354)	64.3% (357)

Blacks All Level 3 2015-16 35% (77)	Blacks All Level 3 2016-17 50.21% (120)	Blacks All Level 3 2017-18 42% (107)	Blacks All Level 3 2018-19 54.62% (136)	Black All Level 3 2019-20 44% (99)
Black Males All Level 3 2015-16 27% (28)	Black Males All Level 3 2016-17 42.34% (47)	Black Males All Level 3 2017-18 36% (43)	Black Males All Level 3 2018-19 50% (65)	Black Male All Level 3 2019-20 34.7% (41)
Hispanics All Level 3 2015-16 47% (112)	Hispanics All Level 3 2016-17 52.59% (142)	Hispanics All Level 3 2017-18 45% (125)	Hispanics All Level 3 2018-19 66.42% (180)	Hispanic All Level 3 2019-20 64.8% (186)
Hisp. Males All Level 3 2015-16 45% (59)	Hisp. Males All Level 3 2016-17 43.94% (58)	Hisp. Males All Level 3 2017-18 41% (59)	Hisp. Males All Level 3 2018-19 60.69% (88)	Hisp. Males All Level 3 2019-20 59.6% (87)
N/A	N/A	ELL Students All Level 3 2017-18 20% (11)	ELL Students All Level 3 2018-19 60.78% (31)	ELL Students All Level 3 2019-20 41.7% (20)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male and Hispanic male students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male and Hispanic male students. Evaluation must include 2015-16 to 2019-20.

The following percentages reflect within race/ethnicity calculations for students enrolled in Level 3 courses. In 2015-16, 61% of Whites, 35% of Blacks, 47% of Hispanics, 57% of White Males, 27% of Black Males and 45% of Hispanic Males were enrolled in Level 3 courses. In 2016-17, 64% of Whites, 50% of Blacks, 53% of Hispanics, 58% of White Males, 42% of Black Males and 44% of Hispanic Males were enrolled in Level 3 courses. In 2017-18, 60% of Whites, 42% of Blacks, 45% of Hispanics, 55% of White Males, 36% of Black Males, and 41% of Hispanic Males were enrolled in Level 3 courses. In 2018-19, 65% of Whites, 55% of Blacks, 66% of Hispanics, 62% of White Males, 50% of Black Males and 61% of Hispanic Males were enrolled in Level 3 courses. In 2019-20, 67.6% of Whites, 44% of Blacks, 64.8% of Hispanics, 64.3% of White Males, 34.7% of Black Males, and 59.6% of Hispanic Males were enrolled.

Participation in Level 3 courses in most groups increased during the evaluation period (2015-16 to 2019-20), Whites increased to (6.6%) and Blacks increased (9%), and Hispanics (17.8%). White males increased (7.3%), Blacks males increases (7.7%) Hispanic males increased (14.6%).

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority students in all advanced courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

1. *The District will utilize online registration for course selection.*
2. *Students will be allowed to self-select courses of interest during the registration process.*
3. *The District will continue to host Parent Meetings and District Advisory Council to encourage participation in advanced coursework.*
4. *The District will enhance the cultural competence of all staff.*
5. *The District will continue to provide cultural training to staff.*

6. *The District will provide six in-service training days for all employees. Professional development will include strategies for multicultural teaching strategies and techniques, such as ESOL.*
7. *The District will provide online training and resources for teaching ESOL students.*
8. *The District will screen children early for medical and social services.*
9. *The District will work with community members to provide mentors, tutors and role models to support students.*
10. *The District will conduct adult education courses.*
11. *The District will extend learning opportunities through Early Learning, Pre-K, and 21st Century after school programs.*
12. *The District will develop school based leadership teams to identify strategies to support student achievement.*
13. *Academic support classes will be provided for students that are below grade level.*
14. *Each math class will be equipped with technologies to support students' success in math.*
15. *The District will continue to offer Pre-AP Professional Development for Teachers and Administrators.*
16. *Specific requirements for enrollment for particular courses will be monitored to assure that promising students are not excluded from opportunities.*
17. *Teachers and counselors will recruit and identify students. Identified student's parents will be notified of the opportunities available to their child in the advanced levels.*
18. *Eliminate prerequisites for enrollment and encourage students to take upper level courses.*
19. *Continue funding for the ELL paraprofessionals and parent liaison positions, eliminate barriers and teach parents how to have an impact on their child's academic achievement.*
20. *Teachers will continue to focus on teaching methods and strategies for instruction.*
21. *Utilize standardized test scores to identify students for placement in ELP programs.*
22. *The superintendent will hold listening sessions with community stakeholders.*
23. *Monitor student performance using Performance Matters.*
24. *Career Academies and CTE offerings will be reviewed and expanded, if needed.*
25. *A Parent Liaison will provide parental support, eliminate barriers and teach parents how to have a positive impact on their child's academic achievement.*
26. *Diagnostic Assessments will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort.*
27. *The district will continue to offer Pre-AP Professional Development.*
28. *The District will continue to offer advanced middle school courses.*
29. *The District will continue to monitor the enrollment of Black and Hispanic students in advanced courses.*

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.

Increase the number of Black students in grades 9-12 enrolling in Level 3 courses by 4 percentage points by the 2019-20 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses by 4 percentage points by the 2019-20 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in Level 3 courses by 4 percentage points by the 2019-20 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in Level 3 courses by 4 percentage points by the 2019-20 School Year.

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification

- A. Attach a **Compliance Verification Form** for the district (only one for the district, not one for each school), signed by the superintendent. (See pages 7-8.)
- B. Attach a **Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. Enter the number of male and female athletes for each sport. For varsity teams, enter the

number of athletes. For junior varsity/freshmen/B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams. (See page 9.)

- C. If the monitoring forms indicate that schools are not in compliance with all components required by Title IX and the Florida Educational Equity Act, then each school that is out of compliance must also submit a **Corrective Action Plan**, signed by the principal. (See page 10.)
- D. If the district submitted corrective action plans as part of the 2019-20 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

PART IV GENDER EQUITY IN ATHLETICS

Athletic Compliance Verification Form

District: _____

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, Superintendent

Date

**BRANFORD HIGH SCHOOL
2019-20 MONITORING FORMS**

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, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School: BHS	Number of Participants			Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	Females	Total
Baseball	12	0	12	Baseball	2	18	0	18
Basketball	9	9	18	Basketball	4	34	18	52
Cross Country	13	14	27	Cross Country	0	0	0	0
Flag Football/ Football	42	0	42	Flag Football/ Football	1	28	0	28
Golf	8	4	12	Golf	0	0	0	0
Soccer	0	0	0	Soccer	0	0	0	0
Softball	0	12	12	Softball	2	0	28	28
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0
Tennis	0	0	0	Tennis	0	0	0	0
Track and Field	33	24	57	Track and Field	0	0	0	0
Volleyball	0	15	15	Volleyball	2	0	27	27
Wrestling	0	0	0	Wrestling	0	0	0	0
Weightlifting	0	36	36	Weightlifting	0	0	0	0
Total Varsity Participants	117	114	231	Total JV Participants		80	73	153
% of Varsity Participants	50.6	49.4	100%	% of JV Participants		52.3	47.7	100%
Total Student Enrollment by Gender 2019-20	380	323	703	Total Student Enrollment Gender 2019-20		380	323	703
% Student Enrollment by Gender 2019-20	54	46	100%	% Student Enrollment by Gender 2019*20		54	46	100%

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

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Suwannee County School District

School Name: Branford High School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Increase Participation of female Athletes	Build an outdoor volleyball court to encourage students to participate in volleyball.	Fred A O'Quinn, AD fred.oquinn@suwannee.k12.fl.us	2020-2021
Increase JV/MS female participation	Expand JV/MS rosters to accommodate more female participants	Fred A O'Quinn, AD fred.oquinn@suwannee.k12.fl.us	2020-2021
	BHS was successful in improving from 8 to 12 boys' cross-country participants in 2019-2020 season.		2019-2020 Update

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

**SUWANNEE HIGH SCHOOL
2019-20 MONITORING FORMS**

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, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	13	0	13	Baseball		13		0	13
Basketball	10	10	20	Basketball		10		10	20
Cross Country	5	5	10	Cross Country		10		10	20
Flag Football/ Football	32	16	48	Flag Football/ Football		26		15	41
Golf	5	5	10	Golf		0		0	0
Soccer	24	20	44	Soccer		17		15	32
Softball	0	10	10	Softball		0		10	10
Swimming/Diving	6	8	14	Swimming/Diving		0		0	0
Tennis	7	7	14	Tennis		0		0	0
Track and Field	14	15	29	Track and Field		7		8	15
Volleyball	0	13	13	Volleyball		0		13	13
Wrestling	7	0	7	Wrestling		9		0	9
Weightlifting	20	23	43	Weightlifting		15		18	33
Total Varsity Participants	143	132	275	Total JV Participants	107		99		206
% of Varsity Participants	52	48	100%	% of JV Participants	52		48		100%
Total Student Enrollment by Gender 2018-19	571	528	1099	Total Student Enrollment by Gender 2018-19	571		528		1099
% Student Enrollment by Gender 2018-19	52	48	100%	% Student Enrollment by Gender 2018-19	52		48		100%

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

PART IV
GENDER EQUITY IN ATHLETICS

Corrective Action Plan
Corrective Action Plan

District: Suwannee County School District

School Name: Suwannee High School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Increase Participation by Female Student Athletes	Girls Flag Program started which ADDED 31 student- Athletes.	Mike Braun, AD 386-647-4046	AY 2019- 2020
Increase Participation in JV Athletics by all students.	Meet with Incoming Freshman to encourage participation in Athletics	Mike Braun, AD 386-647-4046	Fall 2020- 21 School Year
	We were successful in the implementation of the Girls Flag football program in 2019-2020 season.		2019-2020 Update

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

**SUWANNEE MIDDLE SCHOOL
2019-20 MONITORING FORMS**

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, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.

School:	Number of Participants					Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	Females	Total
Baseball				Baseball		10		
Basketball				Basketball		5	11	
Cross Country				Cross Country				
Flag Football/ Football				Flag Football/ Football		43		
Golf				Golf				
Soccer				Soccer		20	21	
Softball				Softball			15	
Swimming/Diving				Swimming/Diving				
Tennis				Tennis				
Track and Field				Track and Field		18	39	
Volleyball				Volleyball			16	
Wrestling				Wrestling		41		
Weightlifting				Weightlifting				
Total Varsity Participants				Total JV Participants		137	102	
% of Varsity Participants			100%	% of JV Participants		57%	43%	100%
Total Student Enrollment by Gender 2019-20				Total Student Enrollment Gender 2019-20		486	496	982
% Student Enrollment by Gender 2019-20			100%	% Student Enrollment by Gender 2019*20		49%	51%	100%

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

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Suwannee

School Name: Suwannee Middle School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Suwannee Middle School had about 45% of female participation in sports in 2019-2020 compared to 55% of Male involvement in sports. This was out of a total of 226 athletes at Suwannee Middle School	<p>Here at SMS, we will encourage female involvement in sports. We will look into trying to offer Girls flag football for the incoming season. We will gage interest in this sport with girl athletes. We will also seek out other possible sports to compete at the middle school level. We will talk with our coaches in P.E. to let them help us to encourage possible female athletes to be involved in sports here at SMS.</p> <p>We have not been able to implement a flag football team because there is no teams in the area at the middle school level that has a flag football team.</p>	<p>Andrew Chapman</p> <p>Andrew.chapman@suwannee.k12.fl.us</p>	<p>2020-2021 School Year</p> <p>2019-20 School Year Update</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

PART V: EMPLOYMENT EQUITY

A. Complete the following chart for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

District: <u>Suwannee</u>		2019-20 District Administrative and Faculty Positions					
Administrative Positions	44 Total	4 & 9% Black	1 & 2% Hispanic	39 & 88% White	0 & 0% Other	28 & 63% Female	16 & 36% Male
Student Demographics	6619	899 (13.6%)	1345 (20.3%)	4061 (61.7%)	314 (4.7%)	3269 (49.4%)	3350 (50.6%)
District-Level Administrators	23	2 (8%)	0 (0%)	21 (91%)	0 (%)	13 (56%)	10 (43%)
Principals	9	0 (0%)	0 (0%)	9 (100%)	0 (0%)	7 (77%)	2 (22%)
Asst. Principals	12	2 (16%)	1 (8%)	9 (75%)	0 (0%)	8 (66%)	4 (33%)
Teachers	381	19 (4.9%)	7 (1.8%)	355 (93%)	0 (0%)	323 (84%)	58 (15%)
Guidance Counselors	14	0 (0%)	0 (0%)	14 (100%)	0 (0%)	14 (100%)	0 (0%)

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions. The greatest racial/ethnic disparity is between Hispanic students and personnel in all categories. This disparity continues to increase as the student population increases. The number of Black teachers continue to decline in spite of targeted recruitment efforts. Guidance counselor positions have the most underrepresentation of racial and gender diversity.

C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions. See Minority Hiring in appendix.

PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? ☐ Yes ☒ No

If applicable, please complete the charts and respond to the questions below regarding single-sex education in your district.

A. In the chart below enter the names of any single-sex schools operating in the district and the number of students enrolled.

District:	2019-20 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment

B. In the chart below enter 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.

School Name:	2019-20 Single-Sex Classes					
	Male students only		Female students only		Co-Ed students	
	# of Classes/Sections	# of Students	# of Classes/Sections	# of Students	# of Classes/Sections	# of Students
Grade/Course						

--	--	--	--	--	--	--

C. Questions about the implementation of Title IX especially as they apply to single-sex education:

- Does the district offer single-sex education? N/A
- How is single-sex education being justified? N/A
- How does the district keep track of single-sex public education? N/A
- What does the district do to insure there is no illegal sex segregation in education? N/A
- Is single-sex education intended to decrease sex discrimination in the outcomes? N/A
- Do the schools provide comparable co-educational options? N/A
- How are single-sex educational options reviewed, monitored, and evaluated to insure that they are legal? N/A
- Who is involved in the evaluations and guidance on the implementation of single-sex education? N/A
- What assurances are provided to insure that single-sex or co-educational options are completely voluntary? N/A
- Are there pre-implementation reviews of proposed single-sex education? N/A
- What entities review and approve single-sex options, and what standards do they use? N/A
- Is there assistance from external groups for training or consultation? N/A
- 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? N/A
- 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? N/A
- Please share information on why the district or school decided to eliminate single-sex education? ***This is only for those district(s) or school(s) that discontinued single-sex education.**

D. Please attach copies of notices to parents/students that co-education options are available and the participation in single-sex classes is completely voluntary. N/A

E. If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form. (See page 11.)**

PART VI
SINGLE-SEX SCHOOLS AND CLASSES

Single-Sex Evaluation Verification Form

District: Suwannee

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

Name of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed

Signature, Superintendent

Date

PART VII: PREGNANT AND PARENTING STUDENTS

To ensure that pregnant and parenting students are treated in compliance with the requirements of Title IX and Section 1003.54, F.S., districts are asked to respond to the following questions regarding programs for 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?

All courses required for graduation or promotion in grades 6-12 are offered to pregnant or parenting students. Academic progress of pregnant and parenting students enrolled in TAPP is evaluated and monitored by a guidance counselor. The guidance counselor helps the students enroll in the type of classes that best meets their needs based on type of diploma they are pursuing, the number of credits the students need to graduate, and their individual test scores. The guidance counselor monitors the students' grades, assists them with enrolling in credit retrieval classes and obtaining tutoring, if necessary.

Child care is provided by licensed child care providers approved by the Early Learning Coalition (ELC), with whom the Suwannee District School Board has contracts. Teen parents are able to choose one of the contracted providers that best meets their needs. The cost of child care is paid by the Suwannee School District.

Health Care is coordinated by guidance counselors, school nurses and/or the county TAPP coordinator, with the Suwannee County Health Department.

Social Services are coordinated by guidance counselors, school nurses, and/or the county TAPP coordinator.

Parent Education is provided by Suwannee School District.

Transportation to and from school and childcare is provided via Suwannee District school buses. Students who do not have Medicaid and need transportation to and from social services and health care appointments are transported in a Suwannee District Transportation Department vehicle by a Suwannee District School Board employee. Students who have Medicaid are transported via a contracted provider.

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

Pregnant and parenting students informational support requirements of the District's Teen Parent Program brochure is attached (Appendix F).

- (3) How are school counselors and administrators trained to effectively 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?

School Counselors and administrators are trained to effectively advise pregnant or parenting students of their options to participate in regular classroom activities or to enroll in a special program and their access to curricular, extracurricular, and ancillary service programs by professional development activities that may be provided at the district level or through attendance at workshops,

conferences, or visits to other programs. These activities may take place on professional development days or other times as appropriate.

APPENDICES

- A. Policy Against Discrimination
- B. Continuous Notices of Nondiscrimination
- C. Minority Recruitment Plan
- D. Teen Parent Program
- E. Job Duties for the Equity Coordinator
- F. Florida Educational Equity Act, Section 1000.05, Florida Statutes
- G. State Board Rules 6A-19.001 – 6A-19.010
- H. Boy Scouts of America Equal Access Act, 34 C.F.R. §108
- I. Teenage Parent Programs, Section 1003.54, Florida Statutes
- J. Dear Colleague Letter: Athletic Activities Counted for Title IX Compliance

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT

2.16

I. Policy Against Discrimination

- A. No person shall, on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
- B. The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons or organizations protected by applicable law.
- C. The School Board shall admit students to District Schools, programs, and classes without regard to race, color, religion, gender, age, national or ethnic origin, marital status, disability or handicap.

II. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law

- A. The School Board desires to maintain an academic and work environment in which all employees, volunteers, and students are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

applicable state or federal law. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.

- B. The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to nonemployee volunteers who work subject to the control of school authorities, and to all vendors or service providers who have access to School Board facilities.

III. Definition of Sexual Harassment

- A. Prohibited sexual harassment includes, but is not limited to, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when
 - 1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
 - 2. Submission to or rejection of the conduct by an individual is used as the basis for employment or academic decisions affecting the individual.
 - 3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance or employment, unreasonably interfering with the individual's education or employment, or creating an intimidating, hostile, or offensive educational or employment environment.

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4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding any term or condition of employment, employment or academic benefits, or services, honors, programs, or activities available at or through the school.
- B. Types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to
1. Graphic verbal comments about an individual's body or appearance.
 2. Sexual jokes, notes, stories, drawings, pictures or gestures.
 3. Sexual slurs, leering, threats, abusive words, derogatory comments or sexually degrading descriptions.
 4. Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for sexual favors, including but not limited to repeated unwelcome requests for dates.
 5. Spreading sexual rumors.
 6. Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
 7. Cornering or blocking normal movements.
 8. Displaying sexually suggestive drawings, emails, pictures, written materials, and objects in the educational environment.

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IV. Definition of Other Forms of Prohibited Harassment

- A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, national origin, age, disability, marital status, sexual orientation, citizenship, or genetic information or any other characteristic protected by law and that:
 - 1. Has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment;
 - 2. Has the purpose or effect of interfering with an individual's work or academic performance; or
 - 3. Otherwise, adversely affects an individual's employment or academic performance.
- B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:
 - 1. Epithets, slurs or negative stereotyping;
 - 2. Threatening, intimidating or hostile acts, such as stalking; or
 - 3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the school or District office premises or circulated in the workplace or academic environment.

V. Retaliation Prohibited

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- A. Any act of retaliation against an individual who files a complaint alleging a violation of the District's antidiscrimination policy and/or sexual or illegal harassment policy or who participates in the investigation of a discrimination complaint is prohibited.
 - B. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation of, or filing a complaint of, discrimination.
- VI. Procedures for Filing Complaint of Discrimination, Sexual Harassment, or Other Form of Illegal Harassment
 - A. Procedures for Filing Complaints
 - 1. Any person who believes that he or she has been discriminated against, or placed in a hostile environment based on gender, marital status, sexual orientation, race, national origin, religion, age or disability by an employee, volunteer, agent or student of the School District should within sixty (60) days of alleged occurrence file a written or oral complaint. The complaint should set forth a description of the alleged discriminatory actions/harassment, the time frame in which the alleged discrimination occurred, the person or persons involved in the alleged discriminatory actions, and any witnesses or other evidence relevant to the allegations in the complaint.
 - 2. The complaint should be filed with the School Principal, Site Administrator or supervisor. Complaints filed with the Principal, Site Administrator, or supervisor must be forwarded to the District's EEO Officer within five (5) days of the filing of the complaint. If the complaint is against the principal or site

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

administrator, the complaint may be filed directly with the EEO officer.

3. If the complaint is against the District's EEO Officer, the Superintendent, or other member of the School Board, the complaint may be filed with the School Board Attorney.

B. Procedures for Processing Complaints

1. Complaints filed against persons other than the Superintendent or member of the School Board
 - a. Upon receipt of the written complaint by the District EEO Officer, the District EEO Officer shall appoint an investigator to conduct an investigation of the allegations in the complaint. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources; take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation, and make a recommendation to the District EEO Officer as to whether there is reasonable cause to believe a violation of the District's antidiscrimination policy has occurred. Copies of documents, evidence and witness statements which were considered in the investigation must be sent to the EEO officer along with the summary and recommendation.
 - b. If the complaint is against the EEO officer, the School Board Attorney shall appoint an investigator, who shall

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

conduct an investigation in the manner set forth in section VI.B.1.a.

- c. The investigation, summary, relevant documents, witnesses' statements and recommendation should be completed and forwarded to the EEO Officer within thirty (30) days, or to the School Board Attorney within thirty (30) days, if the complaint is against the EEO Officer. The EEO Officer, or School Board Attorney, respectively, shall review the investigation summary, evidence and recommendation, and determine within ten (10) days whether there is reasonable cause to believe a discriminatory practice occurred.
- d. If the EEO Officer or School Board Attorney determines there is reasonable cause to believe a violation of the nondiscriminatory policy occurred, he or she shall within ten (10) days provide notice of the reasonable cause finding to the complainant and the accused. The EEO Officer or School Board Attorney shall then forward the investigatory file, reasonable cause determination, and all related documents and evidence, to the Superintendent.
- e. If the EEO Officer or School Board Attorney determines, after a review of the investigation, summary, recommendation and other evidence, that there is no reasonable cause to believe a discriminatory practice occurred, he or she shall provide within ten (10) days notice of the finding of no reasonable cause to the complainant and accused.
- f. The complainant may request a no reasonable cause finding by the EEO Officer or School Board Attorney be reviewed by the Superintendent within ten (10) days of receipt of this notice. The complainant shall provide a

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

written statement detailing facts in support of his or her disagreement with the determination. The complainant will also be given an opportunity to meet with the Superintendent and EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney shall prepare a written memorandum summarizing the content of the conference to be included in the complaint file. The Superintendent shall within ten (10) days of receipt of the notice make a final determination as to whether there is reasonable cause to believe a discriminatory practice occurred.

- g. If review by the Superintendent is not timely requested, the EEO Officer or School Board Attorney's determination of no reasonable cause shall be final.
- h. The accused may request, within ten (10) days of receipt of a notice of a finding of reasonable cause, that the determination be reviewed by the Superintendent. The request must include a written statement expressing the accused's position on the complaint and findings, and address any facts, statements or evidence which he or she submits are inaccurate. The accused will be given an opportunity to meet with the Superintendent and the EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney must within ten (10) days of receipt of the notice prepare a memorandum summarizing the content of the meeting to be included in the complaint file.
- i. After providing the opportunity for an informal hearing as referenced in section VI.B.1.h., the Superintendent shall evaluate all the evidence, the investigation summary, recommendations and findings, along with any input by

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

the accused and complainant, and make a final determination as to whether there is reasonable cause to support the complainant's allegations. He or she shall then determine any necessary disciplinary, remedial, or other action. Notice of the final disposition of the complaint and any disciplinary and/or remedial action shall within ten (10) days of the informal hearing be forwarded to the accused and the complainant, and a copy of the notice will be filed with and maintained in the office of the District EEO Officer and the Personnel Director.

2. Complaints against School Board Members or against the Superintendent
 - a. Complaints against School Board Members or the Superintendent shall be filed with the School Board Attorney. The School Board Attorney will within twenty (20) days appoint an outside, independent investigator to conduct an investigation and make a recommendation as to whether a discriminatory practice has occurred. It is recommended, but not mandatory, that the investigator be an attorney familiar with federal and state law prohibiting discrimination on the basis of a protected status.
 - b. The complainant and accused shall be interviewed by the outside investigator. Both shall provide written lists of witnesses to be interviewed, and documents or other evidence to be reviewed as relevant to the complaint. The investigator shall interview all witnesses identified by the complainant or accused, in addition to witnesses with relevant knowledge which the investigator may discover from other sources. The investigator shall also review relevant documents and other evidence. The investigator shall within twenty (20) days of receiving the complaint prepare a written summary of his or her

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

investigation, and a recommendation to the School Board Attorney as to whether there is reasonable cause to believe that a discriminatory practice may have occurred.

- c. If reasonable cause is recommended by the investigator against a School Board Member or an elected Superintendent, the recommendation shall within twenty (20) days be forwarded to the Governor's office to determine if there is evidence that a misfeasance or malfeasance of office occurred. The Governor's office will be responsible for taking any necessary action in accordance with applicable law with reference to an elected official. The School Board shall receive and make the final determination if the Superintendent is appointed by the Board.
- d. A finding of no reasonable cause by the outside investigator, which is reviewed and confirmed by the School Board Attorney shall be final. In compliance with Florida Statute, the investigation file shall become public record.

C. Penalties for Confirmed Discrimination or Harassment

- 1. Student - A substantiated allegation of discrimination or harassment against a student shall subject that student to disciplinary action consistent with the *Code of Student Conduct*.
- 2. Employee or Volunteer - A substantiated allegation of discrimination or harassment against an employee may result in disciplinary actions including termination and referral to appropriate law enforcement authorities. A volunteer shall be removed from service and a referral may be made to appropriate law enforcement authorities.

CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

D. Limited Exemption from Public Records Act and Notification of Parents of Minors

1. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigate and take corrective action may supersede an individual's right to privacy.
2. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.

STATUTORY AUTHORITY: 120.54, 1001.41, 1001.42, 1012.23, F.S.

LAW(S) IMPLEMENTED: 112.51, 119.07, 760.01 *et seq.*,
1000.05, 1000.21, 1001.43, 1012.22, F.S.
34 CFR 99, 34 CFR 108, 34 CFR 200.43(c), P.L.110-233

STATE BOARD OF EDUCATION RULE(S): 6A-19.001 *et seq.*

HISTORY:

ADOPTED: 3/23/2010

REVISION DATE(S): 8/24/2010, 4/24/2012, 12/15/2015

FORMERLY: Prohibition Against Harassment 2.201, Unlawful
Discrimination, 2.21

CHAPTER 6.00 – PERSONNEL

COMPLAINT PROCEDURE FOR PERSONNEL

6.50*

POLICY:

Whenever an employee feels that he or she has a complaint, every effort is to be made to arrive at a satisfactory resolution of the problem on an informal basis. When this cannot be done, employees not covered by a collective bargaining complaint procedure, can resort to the more formal procedures as provided herein. If the collective bargaining agreement is silent on an issue this procedure may be used by the employee.

I. Definitions:

- A. *Complaint* shall mean any dispute or disagreement involving the interpretation or application of any existing School Board rule or established practice. It does not include disputes involving the interpretation or application of a collective bargaining agreement, or any provision thereof. Such disputes shall be resolved through the grievance procedure in the collective bargaining agreement.
- B. *Complainant* shall mean any employee, or group of employees, directly affected by the alleged misinterpretation or violation, filing a complaint.
- C. *Employer* shall mean the School Board or its representatives.
- D. *Day* shall mean a working day.

II. Time Limits -

The number of days indicated at each level is to be considered the maximum. Time limits may be extended by mutual agreement between the parties.

III. Released Time -

CHAPTER 6.00 – PERSONNEL

The complaint procedure shall normally be completed during non-work time. However, if the School Board elects to carry out such provisions during work time, the complainant shall lose no pay.

IV. Complaint Procedures:

- A. Informal discussion - If an employee believes there is a basis for complaint, he / she shall discuss the complaint with his / her immediate supervisor (except in cases of discrimination or harassment allegations involving the supervisor, in which case they shall report to the Equity Coordinator) within five (5) days of the occurrence of the alleged violation; except in cases involving harassment or discrimination in which sixty (60) days will be allowed.
- B. Level one - If the complainant is not satisfied with the informal resolution he / she may, within ten (10) days, file a formal complaint on the proper form and deliver it to his / her immediate supervisor or alternate. The supervisor or alternate shall communicate his / her answer in writing to the complainant within ten (10) days after receipt of the complaint. Class complaints involving more than one (1) supervisor and complaints involving an administrator above the building level may be filed by the complainant at level two.
- C. Level two - If the complainant is not satisfied with the resolution at level one, he / she may, within ten (10) days of the answer, file a copy of the complaint with the Superintendent. Within ten (10) days of receipt of the complaint the Superintendent or designee shall indicate his / her disposition in writing to the complainant.

CHAPTER 6.00 – PERSONNEL

- D. School Board Appeal - If the complainant is not satisfied with the resolution by the Superintendent, he / she shall have the right to appeal the Superintendent's decision to the School Board; provided a request for placement on the School Board agenda is filed within ten (10) days.
- V. Confidentiality and protection from retaliation will be provided to the extent possible to any employee, student, applicant or affected party who alleges discrimination or harassment.

STATUTORY AUTHORITY:

1001.41; 1012.22; 1012.33, F.S.

LAWS IMPLEMENTED:

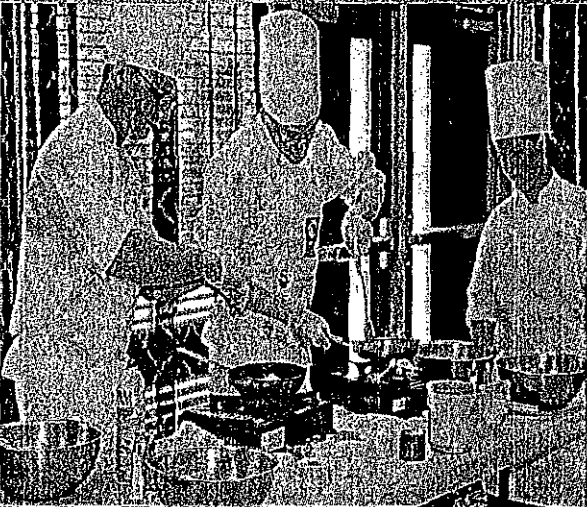
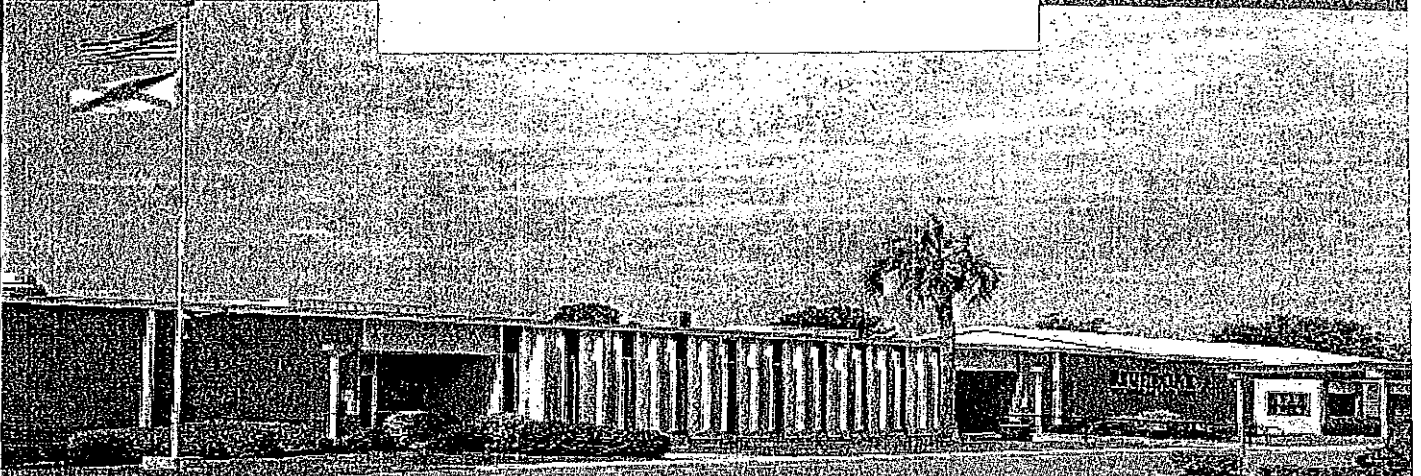
447.401, 1001.41; 1001.49;
1012.22; 1012.27; F.S.

History:

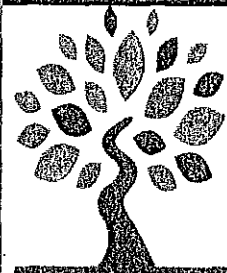
Adopted:

Revision Date(s): 3/26/02, 9/25/2018

Formerly: GBM



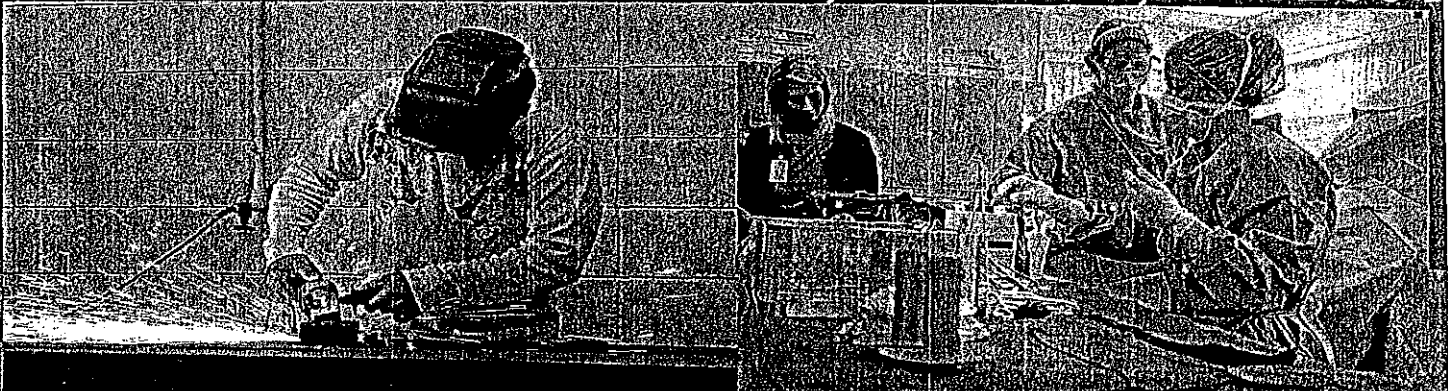
Phone: 386.647.4200
Fax: 386.364.4690



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Student Catalog 2019 - 2020

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earn a Career in 1 YEAR PROGRAMS

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 - + Brick and Block Masonry
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 - + Dietetic Management and Supervision*
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 - + Early Childhood Education
 - + Electricity
 - + Facials Specialty
 - + Medical Administrative Specialist
 - + Nails Specialty
 - + Patient Care Technician
 - + Pharmacy Technician
 - + Phlebotomy*
 - + Practical Nursing
 - + Professional Culinary Arts & Hospitality
 - + Surgical Technology
 - + Welding Technology
- *Workforce Education Courses



RIVEROAK
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ACCREDITED BY
COUNCIL ON OCCUPATIONAL EDUCATION, INC.
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Administered by
Suwannee County School District
Ted Roush, Superintendent
Mary Keen, Principal &
Director of Career, Technical & Adult Education

Suwannee County School
Board Members
Jerry Taylor, District 1
Catherine Cason, District 2
Tim Alcorn, District 3
Ed da Silva, District 4
Ronald White, District 5

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DIRECTORY

Important Numbers

Office Hours (Day School)

Monday – Friday 8:00 a.m. – 4:30 p.m.

Office Hours (Night School)

Monday & Tuesday 5:30 p.m. – 8:30 p.m.

Main Office.....	(386) 647-4200
Principal/Director CTE	(386) 647-4230
Student Services	(386) 647-4210
Coordinator of Career and Technical Education	(386) 647-4231
Bookkeeper	(386) 647-4201
Financial Aid and Veteran's Benefits Office	(386) 647-4214
Testing Center.....	(386) 647-4219
TABE Test Registration	(386) 647-4210
GED® Inquiries	(386) 647-4201
Community Relations.....	(386) 647-4208
Adult Basic Education Lab	(386) 647-4206
Auto Collision Technology Technician	(386) 647-4220
Auto Service Technology I	(386) 647-4222
Brick and Block Masonry	(386) 647-4236
Cosmetology	(386) 647-4205
DCT Program	(386) 647-4208
Digital Design I	(386) 647-4218
Early Childhood Education	(386) 647-4225
Electricity	(386) 647-4217
Facials Specialty	(386) 647-4228
Medical Administrative Specialist	(386) 647-4224
Nails Specialty	(386) 647-4228
My Play School	(386) 647-4229
Practical Nursing	(386) 647-4238
Patient Care Technician	(386) 647-4216
Pharmacy Technology	(386) 647-4209
Surgical Technology	(386) 647-4221
VPK Program	(386) 647-4226
Welding Technology	(386) 647-4215
Superintendent of Schools	(386) 647-4600
Director of Career and Technical Education	(386) 647-4200
Director of Curriculum and Instruction	(386) 647-4635
Personnel Department	(386) 647-4641
Director of Exceptional Education/Student Services	(386) 647-4630
Director of Finance	(386) 647-4608

Welcome to RIVEROAK!

Welcome to RIVEROAK Technical College!

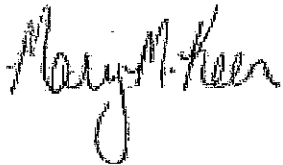
Congratulations on taking the next step in continuing your education! RIVEROAK offers 16 career and technical education programs and two workforce education courses to select from that lead to industry credentials. RTC offers high quality instruction, academic and financial advisement, mentoring and coaching to ensure your success in its programs.

Your handbook supplies information regarding rules, policies, and procedures that govern our college. Please familiarize yourself with it so that you understand our vision, mission, goals, and expectations. If you have not had an opportunity to visit our website, please visit RTC's site at: riveroakcollege.com and please follow RTC on Facebook, Twitter, and Instagram for up-to-date information, upcoming events, and student celebrations.

Thank you for choosing RIVEROAK Technical College in pursuing your educational goals! If there is anything that I can assist you with, please feel free to contact me at 386-647-4200 or stop by my office while on campus. Wishing you a successful and enriching experience!

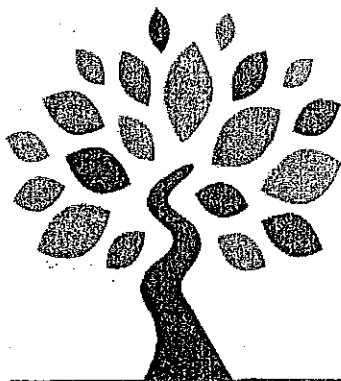
Welcome to the RIVEROAK family!

Sincerely,



Mary Keen, Principal

#GrowYourFutureWithUs



RIVEROAK
TECHNICAL COLLEGE



RIVEROAK
TECHNICAL COLLEGE

Mission

RIVEROAK Technical College is to provide opportunities for the development of qualified workers for the job market; to upgrade occupational skills to re-enter, maintain, or advance employment opportunities; and to enable students to become self-sufficient and self-confident, and to encourage students to become highly productive citizens with positive values and a strong work ethic.

Vision

RIVEROAK Technical College will provide technical training at the highest industry credential including national and state certification so students may work at grade level in all core subject areas, complete occupational training programs, and seek employment in high skill/high wage jobs.

Suwannee County School District Vision & Mission

VISION: Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success.

MISSION: Suwannee County Schools will educate all students in a safe and supportive learning environment.

Non-Discrimination Policy

The Suwannee County School Board advises that all vocational opportunities will be offered without regard to race, color, national origin, sex, and disability. The lack of English language skills will not be a barrier to admission and participation in vocational education programs.

Program offerings include Adult Education; Business Management and Administration; Community Education; Health Sciences; Architecture and Construction Education; Transportation, Distribution and Logistics; and Hospitality and Tourism.

The RIVEROAK Technical College serves adults, high school students and dual enrollment students. Admission is open to adults who are at least 16 years old and not presently enrolled in a secondary school. Admission is also open to secondary students grades 9-12 as part of a regular secondary credit earning program.

Equity Coordinator contact information:

Malcolm Hines
Equity Coordinator
Suwannee District Schools
1729 Walker Avenue, SW, Suite 200
Live Oak, FL 32064
(386) 647-4644

CALENDAR

Registration Dates

Fall Registration July 1, 2019 - August 1, 2019
 Fall Semester August 12, 2019 - December 20, 2019
 Spring Registration October 1, 2019 - December 13, 2019
 Spring Semester January 7, 2020 - May 29, 2020

Professional Development Days

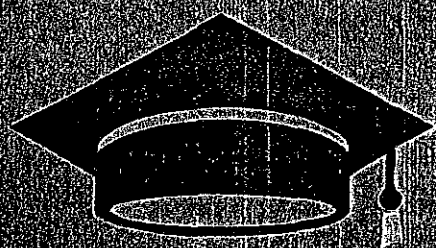
*No school for students.

August 26
 September 23
 October 28
 January 17
 February 14
 March 23
 April 27

Student Holidays

August 26	January 1 - 6
September 2	January 17 - 20
September 23	February 14, 17
October 14	March 16
October 28	March 23
November 11	April 10
November 25 - 29	April 20 - 27
December 23 - 31	May 25

Graduation & Awards Program



May 28, 2020

2019 - 2020 9-weeks

1st 9-weeks: Aug. 12 - Oct. 11, 2019

2nd 9-weeks: Oct. 15 - Dec. 20, 2019

3rd 9-weeks: Jan. 7 - Mar. 13, 2020

4th 9-weeks: Mar. 17 - May 29, 2020



SUWANNEE COUNTY SCHOOL DISTRICT SCHOOL CALENDAR 2019-2020

MY CHOICE for High Quality Education!

July 2019					
July 1-31: Summer Work Schedule July 4: Holiday	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

January 2020					
Jan 1-3: Christmas Break Jan 6: Teacher Work Day Jan 7: Students Return Jan 17: PD Day Jan 20: MLK Holiday			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

August 2019					
Aug 5: Return to 5 day weeks Aug 5-9: Pre-Planning Days Aug 12: First Day for Students Aug 26: PD Day				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

February 2020					
Feb 14: PD Day Feb 17: Presidents Day	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

September 2019					
Sept 2: Labor Day Holiday Sept 23: PD Day	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				

March 2020					
Mar 13: End of Quarter 3 (45 days) Mar 16: Teacher Work Day Mar 23: County PD Day	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

October 2019					
Oct 11: End of Quarter 1 (42 days) Oct 14: Teacher Work Day Oct 28: PD Day		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

April 2020					
April 10: Good Friday Holiday April 20-24: Spring Break April 27: PD Day			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

November 2019					
Nov 11: Veterans Day Holiday Nov 25-29: Thanksgiving Break					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

May 2020					
May 25: Memorial Day Holiday May 28-29: Early Release May 29: End of Quarter 4 (45 days) May 29: Last Day for Students					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29

December 2019					
Dec 20: Early Release Dec 20: End of Quarter 2 (42 days) Dec 23-31: Christmas Break	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30	31			

June 2020					
June 1: Post-Planning Day June 1-30: Summer Work Schedule	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

PD Day – Holiday for students.

Holidays for 10/11 month teachers, students, bus drivers, food service workers, and paraprofessionals.

Teacher Work Day - Holiday for students, bus drivers, food service workers, and paraprofessionals (as assigned).

Holidays for ALL employees and students.

* Early Release days may be subject to change with prior notice.
* PD Days may be converted to student days if needed for storm make-up days.

SCSB Approved 12/18/2018
Revised 04/09/2019

9/21/2020

Suwannee County School District

The Suwannee County School Board does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Malcolm Hines, Equity Coordinator
1740 Ohio Ave. South, Live Oak, FL 32064

(386) 647-4644

Nondiscrimination Notice

Under Florida law, email addresses are public records. If you do not want your email address released in response to a public-records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.

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hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the FERPA authorizes disclosure without consent. The one exception, which permits disclosure without consent, is disclosure to school officials with a legitimate educational interest. A school official is a person employed by the District as administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses educational records, including record of disciplinary actions, without consent to officials of another school district in which the student intends to enroll. The right to refuse to provide the student's social security number.
4. When requesting basic information from students and parents/guardians, a request will be made for student's social security number under section §1008.386, Florida Statutes. In any case, disclosure of the social security number is voluntary and will be used only as a student identification number in the Information Technology (IT) system maintained by the District.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605

INSURANCE (Student Accident)

The SCSD recommends that parents/guardians, who do not have accident insurance for their child, purchase school accident insurance for their children Pre-K through grade 12 in the event of an incident on any SCSD property. Please note the type of insurance is accident only, not health insurance. School insurance information is available by calling 1-800-541-8256 or online at <https://www.schoolinsuranceagency.com>.

STATEMENT OF NON-DISCRIMINATION

The Suwannee County School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to designated youth groups.

If you wish to file a complaint alleging any violation of this policy, notify:

Malcolm Hines, Equity Coordinator
Suwannee County School District
1740 Ohio Avenue, South
Live Oak, FL 32064
Office: (386) 647-4644 Fax: (386) 364-2635

NOTIFICATION OF COMPLIANCE

The SCSD adheres to a policy of non-discrimination in educational programs/activities and employment and strives to provide equal opportunities for all as required by:

Americans with Disabilities Act Title II – The SCSD prohibits discrimination on the basis of disability in state and local government programs/services.

Child Find – The District has an obligation to identify, locate, and evaluate all children with disabilities.

Civil Rights Act of 1994 TITLE VII – The SCSD prohibits discrimination on the basis of race, color, religion, or national origin.

Florida Civil Rights Act of 1992 – The SCSD secures for all individuals within the state, freedom from discrimination because of sex, national origin, age, disability, pregnancy, or marital status.

THE SUWANNEE DEMOCRAT

P.O. Box 870, Live Oak, FL 32064
Phone: 386-362-1734

Affidavit of Publication

STATE OF FLORIDA COUNTY OF SUWANNEE:

Before the undersigned authority personally appeared Louise Sheddán, who on oath says that he/she is Legal Secretary of the Suwannee Democrat, a twice weekly newspaper published at Live Oak in Suwannee County, Florida; that the attached copy of advertisement, being a

PUBLIC NOTICE

in the matter of

Riveroak Technical College Notice of Application for Accreditation & Equity Statement

was published in the said newspaper on the following day(s), namely Suwannee Democrat: 07/24/19.

Affiant further says that the said Suwannee Democrat is a newspaper published at Live Oak in said Suwannee County, Florida, and that the said newspaper has heretofore been continuously published in said Suwannee County, Florida, each week and has been entered as second class mail matter at the post office in Live Oak, in said Suwannee 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 said newspaper.

Signed: Louise Sheddán

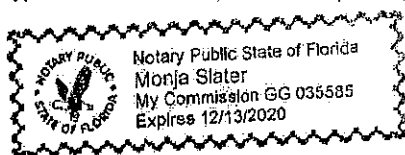
Sworn to and subscribed before me on this day:

Date: 7-24-19

Notary Public: Monja Slater

Personally known X or produced identification _____

Type of identification produced: _____



PUBLIC NOTICE

RIVEROAK Technical College, 415 Pinewood Drive, SW, Live Oak, Florida 32064, is applying for reaffirmation of accreditation with the Commission of the Council of Occupational Education. Persons wishing to make comments should write to the Executive Director of the Commission, 7840 Roswell Road, Bldg. 300, Suite 325, Atlanta, GA 30350. Persons making comments must provide their names and mailing addresses.

EQUITY STATEMENT

Non-Discrimination Policy

The Suwannee County School Board advises that all vocational opportunities will be offered without regard to race, color, national origin, sex, and disability. The lack of English language skills will not be a barrier to admission and participation in vocational education programs.

Program offerings include Adult Education, Business Management and Administration, Community Education, Health Sciences, Architecture and Construction Education, Transportation, Distribution and Logistics, and Hospitality and Tourism.

The RIVEROAK Technical College serves adults, high school students and dual-enrollment students. Admission is open to adults who are at least 18 years old and not presently enrolled in a secondary school. Admission is also open to secondary students grades 9-12 as part of a regular secondary credit earning program. Equity Coordinator contact information:

Malcolm Hines
Suwannee District Schools
1729 Walker Avenue, SW, Suite 200
Live Oak, FL 32064
(386) 647-4644

Spanish Non-Discrimination Policy (En español)

La Junta Escolar del Condado de Suwannee informa que todas las oportunidades vocacionales se ofrecerán sin distinción de raza, color, origen nacional, sexo y discapacidad. La falta de habilidades en el idioma inglés no será una barrera para la admisión y participación en programas de educación vocacional.

Las ofertas del programa incluyen educación de adultos, Administración y administración comercial, Educación comunitaria, Ciencias de la Salud, Arquitectura y Construcción, Educación, Transporte, distribución y logística, y Hospitalidad y Turismo.

El RIVEROAK Technical College atiende a adultos, estudiantes de secundaria y estudiantes de doble inscripción. La entrada está abierta a adultos que tienen al menos 18 años y que actualmente no están matriculados en una escuela secundaria. La admisión también está abierta para estudiantes de secundaria de 9^a a 12^a grado como parte de un programa regular de créditos secundarios. Información de contacto de Equity Coordinator:

Malcolm Hines
Escuelas del distrito de Suwannee
1729 Walker Avenue, SW, Suite 200
Live Oak, FL 32064
(386) 647-4644
07/24/2019

APPENDICES "C"
Minority Recruitment Plan

MINORITY TEACHER RECRUITMENT PLAN 2019-2020

The Suwannee County School Board recognizes the need for greater diversity within the teaching force. This is important for several reasons, as research clearly indicates that all students benefit from educators of diverse backgrounds. Diversity promotes creativity, productivity and good citizenship. In addition, career development theory posits that students need to be able to see themselves in a career. If there are fewer role models for minority students to identify with, the shortage of minority teachers will likely get worse.

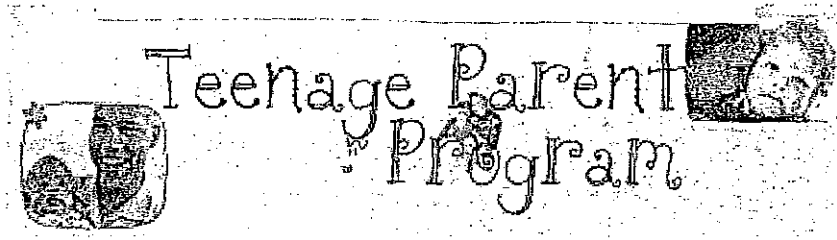
In an effort to increase the diversity of the District's instructional and administrative workforce, the Suwannee County School Board has developed the following action plan for minority recruitment.

ACTIONS

1. The District will continue its recruitment program for the purpose of increasing the number of qualified minority applicants for instructional and administrative positions. Specifically,
 - a. The District will continue to expand the geographical area of recruitment by sending notices to colleges and universities, including Historically Black Colleges and Universities (HBCU's) in Florida, Georgia and Alabama, of available teacher and administrative vacancies.
 - b. The District will seek contacts from other community-based organizations, such as the NAACP and St. Luke's Episcopal Church, to help disseminate teacher and administrative vacancy notices.
 - c. The District will identify additional recruitment fairs and sites, both within the state and out-of-state, that are the best sources for minority teacher and administrative applicants.
 - d. The District will work with teacher education programs at college and universities and encourage preservice teacher field experiences and clinical experiences within our schools.
 - e. The District will collaborate and network with organizations such as the local NAACP, United Teachers of Suwannee County, Suwannee and Lafayette Retired Educators, area churches and other appropriate local organizations to assist in identifying free or low-cost housing for student teachers interning in the district.
2. The District will continue to provide training and professional development opportunities that promote diversity and multicultural competence. Specifically,
 - a. The District will provide training for the superintendent, school board members, principals and other individuals who have any role in recruiting or hiring teachers or administrators. The training will cover the importance of workforce diversity, the possible disparate impact of the employment criteria utilized for any particular vacancy, and the appropriate use of selection factors and interview techniques in

- b. The District will continue to provide training, such as Ruby Payne, which help reinforce multicultural understanding, competence and effective ESOL teaching strategies for teachers.
 - c. The District will continue the practice of providing first year teachers with mentors to increase retention.
 - d. The District will provide training and develop training materials for teachers of ESOL and ELL students.
- 3. The District will continue seeking opportunities to attract and hire teachers at recruiting fairs. Specifically,
 - a. The District will send hiring authorities (principals) to career fairs to interview on site at these recruiting fairs.
 - b. The District will participate in virtual recruitment fairs.
 - c. The District will utilize conditional contracts when making pre-employment job offers.
 - d. District recruiters will continue to maintain a log of prospective candidates; and subsequently, follow up with them regarding the status of their application and any certification questions they may have.
- 4. The District will continue to find ways to promote teaching as a positive career choice. Specifically,
 - a. Guidance counselors and teachers will encourage students to pursue education as a major. There are several scholarships and loan forgiveness programs that are available to students.
 - b. The District will continue to disseminate Florida Fund for Minority Teachers (FFMT) and other minority scholarship information to minority students interested in pursuing a career in teaching.
 - c. The District will continue to seek resources and personnel to implement Teaching Assistant as a career academy.
- 5. The District will continue seeking ways to continuously improve recruitment and retention efforts and to monitor progress. Specifically,
 - a. The District will conduct a self-assessment to determine the overall success of its recruitment efforts. The self-assessment will include a comprehensive comparison of the racial and ethnic demographics of the District's current teacher and administrative staff to the racial and ethnic demographics of the relevant applicant pools and or qualified labor market.

- b. The Superintendent will provide an annual update to the Suwannee County School Board regarding employment demographics. The public will be invited to address the Board regarding this plan.
- c. This plan will be reviewed annually, and modified as needed.



What is the Teenage Parent Program?

The Teenage Parent Program is a voluntary dropout prevention program that helps pregnant or parenting teens enrolled in Suwannee County Public Schools get a high school diploma. Florida laws ensure students with children receive the support to finish high school (FS100.54).

Student Eligibility Criteria

Pregnant and parenting students who are enrolled in Suwannee County District Schools are eligible to participate in the Teenage Parent Program. Pregnant students must present a medically documented proof of pregnancy. Parenting student must present the child's birth certificate or other official medical record(s) of the child's birth.

Teenage fathers, who are currently enrolled students, are also encouraged to participate in the Teen Parent Programs. Documentation of fatherhood must also be presented. A child's birth certificate, with the father's name documented or a notarized affidavit of fatherhood is acceptable.

The decision to attend the Teen Parent Program is based on a voluntary agreement between the student, the school guidance counselor, and the student's parent/guardian.

Services Provided

- ❖ Academics
- ❖ Childcare
- ❖ Coordinated Health Care and Social Services if needed
- ❖ Parenting Education
- ❖ Transportation



Documentation Needed

The following documents will be needed to enroll in the Teen Parent Program:

- Completed district packet: **This has to be filled out by student and parent/guardian yearly**
- Medical documentation of pregnancy
- Baby's birth certificate or a copy of Verification of Age Form
- Baby's social security card
- Up-to-date immunization record for the baby
- Health physical for the baby

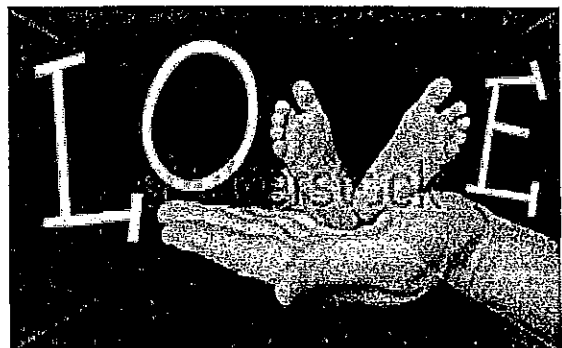
Student Responsibilities

1. Attend school regularly
2. Daycare is provided only while you are in school
3. Maintain grades
4. Ask for help when needed
5. Maintain up to date immunizations on your baby

You give your child the gifts of

LIFE, LOVE, HEALTH, and HAPPINESS

Being a good parent is the most important responsibility you will ever have. You will face many challenges, difficulties, joys, and special moments.



RESOURCES: The following resources are available to assist your child and yourself:

School Nurse: Consult your school nurse if you have any questions. She is a great resource or can give you advice where to seek the help you need. Phone: (386) 647-4023.

Guidance Counselor: Your Guidance Counselor is a great resource for advice if you are having problems with your schedule, school work, personal problems, etc. Phone: (386) 647-4000.

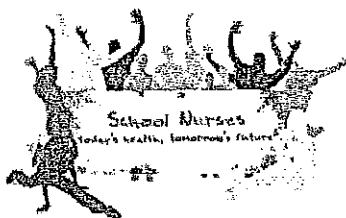
Michele Howard: Coordinator of Health Services, Attendance, TAPP. Please call me if you have any questions. My office is at the Suwannee Primary School, 1625 Walker Ave, SW Live Oak, FL 32064. Phone number is (386) 647-4636.

Love Inc: Nonprofit Christian organization dedication to provide personal items...Food, feminine products, clothes, & shoes. Address: 120 Ohio Ave N, Live Oak, FL 32064. Phone number is (386) 364-4673.

Department of Children and Families Abuse Hotline: You can call 24 hours a day. 1-800-962-2873.

Heathy Start: Provides screens that will determine what services might be needed to ensure a healthy outcome for mom and baby. Healthy Start provides information about pregnancy and baby care and many other services. It is located at the Suwannee County Health Department, 1001 Nobles Ferry Rd, Live Oak, FL 32064. Phone number is (386) 362-2708.

Pregnancy Care Center: Nonprofit Christian organization dedicated to provide necessary resources. Services provided: free pregnancy test, free ultrasound, and free parenting classes, along with other free resources. Address: 137 Grande St. N.E, Live Oak, FL 32064. Phone number is (386) 330-2229.



**Central
Healthy Start**
COALITION
Every baby deserves a healthy start

**Suwannee County School District
Teen Age Parent Program
Childcare Providers
2019-2020**

For a list of current Early Learning Coalition (ELC) providers, please contact the ELC at 386-752-9770, or visit the website at <https://www.elcgateway.org>. The Suwannee County School District currently has contracts with the following child care centers:

Adrienne M. Burke
d/b/a Tiny Praying Hands, LCCH
610 Martin Street (mailing)
712 Glass Street (physical)
Live Oak, Florida 32064
adrienneburke32@yahoo.com
Phone - 386-965-6447 or 386-364-5487

Tawanna Bryant
d/b/a Tender Touch Learning Center, LLC
504 Maple Street, SW
Live Oak, Florida 32064
Phone – 386-208-2273

Renata Beasley
d/b/a Renata Beasley Large Family Child Care Home
1707 Ruby Street
Live Oak, Florida 32064
Phone – 386-205-4955

Florlene Johnson
d/b/a Johnson's Family Child Care Home
1510 Ruby Street, NE
Live Oak, Florida 32064
Phone – 386-364-1483 or 386-361-0447 FAX – 386-362-1373

**Suwannee County School District
Teenage Parent Program**

1. I understand this is a voluntary program and requires parental permission (if minor).
2. I certify that I am eligible for participation in the Teenage Parent Program.
 - a. Eligibility requirements: currently enrolled in the Suwannee County School District, and have documented proof of pregnancy or birth.
3. I understand that the goal of my participation in the Teenage Parent Program is to continue my education to obtain a standard diploma.
4. I understand that if I pursue the receipt of an adult diploma or home school, I am no longer eligible for this program or its services.
5. I understand that I am responsible for communicating with Suwannee County District Schools regarding my need for day care, transportation, services, and any change in eligibility for this program.
6. I understand that I am responsible for providing the Suwannee County School District the following documents:
 - a. Medical documentation of my pregnancy and/or birth certificate.
 - b. My child's immunization record and physical form.
 - c. My child's social security card or documentation of the application for the card.
7. I understand that I am required to attend school regularly and that my child is required to attend day care on all days that I attend school except in case of illness (mine or my child). I also understand that my child can only go to day care when I am in school.
8. I understand this packet has to be completed yearly in order to participate in the Teenage Parent Program.

Intent:

- ☐ I plan to participate in the voluntary Teenage Parent Program.
- ☐ I do not want to participate in the Teenage Parent Program.

Transportation:

- ☐ I will need transportation for my child/children. I understand that I have to ride the bus with my child and provide the proper car seat.
- ☐ I do not need transportation for my child/children.

Day care:

- ☐ I need day care for my child/children. Day care of choice _____.
- ☐ I do not need day care for my child/children. Who keeps your child? _____.

I acknowledge that I have read and understand the rules and goal of Suwannee County School District's Teenage Parent Program and that failure to comply with these rules and goals may result in the termination of my participation in the program. I have also received the Teenage Parent Program packet provided by Suwannee County School District that includes educational material according to FS 1003.54.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Guidance Counselor Signature _____ Date _____

Suwannee County School District
Student Dropout Prevention Component
Teenage Parent Program Referral/Eligibility and Placement

Student Name _____ Grade _____ School _____
Date of Birth _____ Social Security Number _____ Race _____
Address _____ Phone Number _____
Baby/Child's Name _____ Date of Birth _____
Social Security Number _____ Sex _____ Race _____ Birth Weight _____
Baby/Child's Name _____ Date of Birth _____
Social Security Number _____ Sex _____ Race _____ Birth Weight _____

1. Student placed in Teenage Parent Program (date) _____ on basis of:
 - a. ___ Medical diagnosis of pregnancy by physician ___ Ultrasound Due date: _____
 - b. ___ Birth Certificate ___ Social Security Card ___ Health Physical ___ Immunizations
2. Parent notification/letter date _____
3. Staffing committee meeting date _____

Parent Conference Checklist

A Guidance Counselor has discussed the following with the student and parent:

- ___ Explanation of Teenage Parent Program and services provided
___ Adjusted the student's schedule (if needed)
___ Participation and criteria for child care (if needed)
___ Complete enrollment forms for child/children

Signature Guidance Counselor _____ Date _____

Student Signature _____ Date _____

___ I give permission for (name of student) _____ to participate in the
Teenage Parent Program during the (School Year) _____.

Parent Signature _____ Date _____

___ I do not want my son/daughter to participate in the Teenage Parent Program.

Parent Signature _____ Date _____

**Suwannee County School District
Teenage Parent Program**

Page 1 of 2

1. I understand this is a voluntary program and requires parental permission (if minor).
2. I certify that I am eligible for participation in the Teenage Parent Program.
 - a. Eligibility requirements: currently enrolled in the Suwannee County School District, and have documented proof of pregnancy or birth.
3. I understand that the goal of my participation in the Teenage Parent Program is to continue my education to obtain a standard diploma.
4. I understand that if I pursue the receipt of an adult diploma or home school, I am no longer eligible for this program or its services.
5. I understand that I am responsible for communicating with Suwannee County District Schools regarding my need for day care, transportation, services, and any change in eligibility for this program.
6. I understand that I am responsible for providing the Suwannee County School District the following documents:
 - a. Medical documentation of my pregnancy and/or birth certificate.
 - b. My child's immunization record and physical form.
 - c. My child's social security card or documentation of the application for the card.
7. I understand that I am required to attend school regularly and that my child is required to attend day care on all days that I attend school except in case of illness (mine or my child). I also understand that my child can only go to day care when I am in school.
8. I understand this packet has to be completed yearly in order to participate in the Teenage Parent Program.

Intent:

- ☐ I plan to participate in the voluntary Teenage Parent Program.
- ☐ I do not want to participate in the Teenage Parent Program.

Transportation:

- ☐ I will need transportation for my child/children. I understand that I have to ride the bus with my child and provide the proper car seat.
- ☐ I do not need transportation for my child/children.

Day care:

- ☐ I need day care for my child/children. Day care of choice _____.
- ☐ I do not need day care for my child/children. Who keeps your child? _____.

I acknowledge that I have read and understand the rules and goal of Suwannee County School District's Teenage Parent Program and that failure to comply with these rules and goals may result in the termination of my participation in the program. I have also received the Teenage Parent Program packet provided by Suwannee County School District that includes educational material according to FS 1003.54.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Guidance Counselor Signature _____ Date _____

Suwannee County School District
Student Dropout Prevention Component
Teenage Parent Program Referral/Eligibility and Placement

Page 2 of 2

Student Name _____ Grade _____ School _____
Date of Birth _____ Social Security Number _____ Race _____
Address _____ Phone Number _____
Baby/Child's Name _____ Date of Birth _____
Social Security Number _____ Sex _____ Race _____ Birth Weight _____
Baby/Child's Name _____ Date of Birth _____
Social Security Number _____ Sex _____ Race _____ Birth Weight _____

1. Student placed in Teenage Parent Program (date) _____ on basis of:
a. _____ Medical diagnosis of pregnancy by physician _____ Ultrasound Due date: _____
b. _____ Birth Certificate _____ Social Security Card _____ Health Physical _____ Immunizations _____
2. Parent notification/letter date _____
3. Staffing committee meeting date _____

Parent Conference Checklist

A Guidance Counselor has discussed the following with the student and parent:

- ____ Explanation of Teenage Parent Program and services provided
____ Adjusted the student's schedule (if needed)
____ Participation and criteria for child care (if needed)
____ Complete enrollment forms for child/children

Signature Guidance Counselor _____ Date _____
Student Signature _____ Date _____

____ I give permission for (name of student) _____ to participate in the
Teenage Parent Program during the (School Year) _____.

Parent Signature _____ Date _____

____ I do not want my son/daughter to participate in the Teenage Parent Program.

Parent Signature _____ Date _____

TAPP BABY REGISTRATION

SUWANNEE COUNTY SCHOOL DISTRICT STUDENT ENROLLMENT INFORMATION PACKET Suwannee High School

ANNUAL STUDENT CONTACT FORM

Suwannee High School
Student ID #: _____

School Year _____
Teacher _____
Grade _____ Bus Route # _____

Last Name: _____ First: _____ Middle: _____

Mailing Address: _____ 911 Address (if different) _____

City, State: _____ Zip Code: _____ Primary Language: _____

NOTE: If this address changes, you must come in and fill out a Certificate of Residency Form.

Home Phone: _____ Student Birth Date: _____ ☐ Male ☐ Female Race: _____

Mother/Guardian: _____ Work #: _____ Cell #: _____

Other emergency numbers where you may be reached: 1) _____ 2) _____ 3) _____

Father/Guardian: _____ Work #: _____ Cell #: _____

Student Lives With: ☐ Both Parents (same address) ☐ Mother ☐ Father ☐ Guardian (Relationship) _____

☐ Shared Responsibility (Provide legal documentation)

Mother's Email address: _____ Father's Email Address: _____

NOTE: If one parent has custody of this child and the other biological parent is NOT permitted to check this child out of school: The school MUST have a copy of the custody papers!

Please list all siblings of student (Including those not enrolled in Suwannee County Schools)

Brother	Age	Grade	School	Sister	Age	Grade	School

TRANSPORTATION: Please advise the office immediately of any changes.

My child goes home each day by:

Parent Pickup at the pickup area _____, Bus Route Number _____, Address & phone number if not same as above _____

Daycare Name: _____ Daycare Phone: _____, Other: _____

EMERGENCY CONTACT: (other than parents)

Only the people listed on this form will be allowed to check your child out, NO EXCEPTIONS! Photo ID is required when checking your child out. Please include any person that may pick up your child at some time during the school year.

1) Name _____ Phone _____ Relationship _____

2) Name _____ Phone _____ Relationship _____

3) Name _____ Phone _____ Relationship _____

4) Name _____ Phone _____ Relationship _____

5) Name _____ Phone _____ Relationship _____

PERMISSION: I give permission for my child to leave school grounds under supervision of teacher for local class visits in Suwannee County, walking field trips, and other community events. ☐ Yes ☐ No

Signature of Parent/Guardian _____

Date _____

This information is for contact purposes only and does not change official school records.

TAPP BABY REGISTRATION

SUWANNEE COUNTY SCHOOL DISTRICT STUDENT ENROLLMENT INFORMATION PACKET Suwannee High School

STUDENT RACE/ETHNICITY FORM:

NAME: _____
(First) (Middle) (Last)

SCHOOL: _____ Suwannee High School GRADE: _____

Please answer BOTH questions 1 and 2.

1. Is your child Hispanic or Latino? (Please choose only one.)

- ☐ No, my child is not Hispanic or Latino
- ☐ Yes, my child is Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

2. What is your child's race? (Please mark all that apply.)

- ☐ White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- ☐ Black or African American – A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black" or "African American."
- ☐ American Indian or Alaska Native – A person having origins in any of the original peoples of North and South American (including Central America) and who maintain tribal affiliation or community attachment.
- ☐ Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- ☐ Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Parent/Guardian Name, Please Print: _____

Parent/Guardian Signature: _____

Date: _____

TAPP BABY REGISTRATION

SUWANNEE COUNTY SCHOOL DISTRICT STUDENT ENROLLMENT INFORMATION PACKET Suwannee High School

CERTIFICATE OF RESIDENCY

IN RE: _____ Grade _____ Rt. # _____
(a minor child, as shown on Birth Certificate or Other Official Document) (School Use Only)

The relationship of parent/guardian to said student is that of _____
(Mother, Father, Grandparent, Legal Guardian, etc.)

The student has resided with the parent/guardian in the parent's/guardian's home for a period of _____
(Length of time/# of years)

The parent/guardian is the proper person to receive all notices, reports or other communications pertaining to the educational progress and school conduct of the aforesaid minor child. The parent/guardian is the proper person to notify in the event of any emergency involving the aforesaid minor child.

The PRIMARY, true and correct address for the parent/guardian is:

(Street Address)

City)

(State)

(Zip Code)

(Home Phone Number)

(Work, or other Phone Number)

This Certificate of Residency is made for the purpose of enrolling the above minor child as a student into the public school system of Suwannee County, Florida, and to ensure that the student is attending the appropriately zoned school/district.

The parent/guardian will notify the Suwannee County School Board of any changes with regard to any of the matters set forth herein above.

Families will need to provide proof of residency upon request (such as a current utility bill, driver's license, or apartment/home rental agreement).

I HEREBY CERTIFY THAT THE ABOVE INFORMATION IS TRUE AND CORRECT, AND ANY FALSE OR MISLEADING STATEMENT MAY RESULT IN MY CHILD BEING TRANSFERRED TO HIS/HER APPROPRIATELY ZONED SCHOOL.

Florida statute 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of the second degree.

Signature of Parent/Guardian

Printed Name

Date

SUWANNEE COUNTY SCHOOL DISTRICT STUDENT ENROLLMENT INFORMATION PACKET
Suwannee High School

TAPP BABY REGISTRATION

(REGISTRAR USE ONLY)

Date of Entry into Suwannee County Schools _____ Teacher _____ ☐ Homeless Student ☐ Unaccomp
Internet Access: ☐ Network ☐ Pictures Race _____ Grade _____ Student ID#: _____

First Name _____ Middle _____ Last Name _____ Appen _____

Mailing Address _____ City _____ State _____ Zip _____

911 Address (if different) _____ City _____ State _____ Zip _____

Home Phone _____ Social Security #: _____

Mother/Guardian _____ Cell Phone _____ Work Phone _____

Email _____

Father/Guardian _____ Cell Phone _____ Work Phone _____

Email _____

Student Lives With: ☐ Both Parents (same address) ☐ Mother ☐ Father ☐ Guardian (Relationship) _____
☐ Shared Responsibility (Provide legal documentation)

Student DOB _____ State _____ County _____ ☐ Male ☐ Female Age _____

Country of Birth (If not USA) _____ Date entered US School _____

Immigrant: ☐ (A) are ages 3 through 21; ☐ (B) not born in any state, the District of Columbia, or Puerto Rico; and ☐ (C) have not attended USA schools for 3 + full academic years; ☐ (D) Not Applicable

Military: ☐ (1) Active duty in uniformed services; ☐ (2) medically discharged or retired for less than one year; ☐ (3) death during active duty or death as a result of injuries sustained on active duty; for a period of one year after death; ☐ (4) Not Applicable

TRANSFER STUDENT:

Has student attended SCSD previously? ☐ Y ☐ N
Has student been previously enrolled in Florida Public Schools? ☐ Y ☐ N
Does your child currently hold an IEP, 504 or EP? ☐ Y ☐ N

School Use Only:
Guidance Notified _____ Date _____

NAME AND ADDRESS OF PREVIOUS SCHOOL:

Phone: _____ Fax: _____
District # _____ School # _____
Records Request Date: _____

Signature of Parent or Guardian

Date of Registration

A Resource Manual



Teenage Parent Programs In Florida School Districts

February 2015
Florida Department of Education
Bureau of Family and Community Outreach

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APPENDICES "E"
Job Duties for the Equity Coordinator

**GENERAL RANGE OF KNOWLEDGE, SKILLS AND DUTIES OF
THE EQUITY OFFICER**

Please note that this list gives a general idea, but it is not all-inclusive.

- Research, develop and apply/implement educational equity policies and procedures.
- Design, develop and present effective training and educational programs to a variety of audiences on equal educational opportunity and diversity topics.
- Coordinate and collaborate with appropriate district personnel to design, market and evaluate the effectiveness of programs, methods and strategies geared towards narrowing minority/non-minority educational achievement gaps.
- Appropriately handle and resolve discrimination and related complaints through formal and informal processes through counseling, fact finding, investigation or mediation.
- Provide leadership and education to promote a climate conducive to the expansion of diversity.
- Generate technical reports, including reports to federal, state and district offices, on equity and diversity projects.
- Work with different agencies, organizations and community groups to foster educational equity.
- Foster an environment that promotes equal access and opportunity among all members of the school district community.
- Stay informed of current trends and issues in educational equity, access, and civil rights and anti-discrimination laws.
- Be knowledgeable of equitable recruiting, hiring and retention policies, procedures and practices.
- Possess excellent oral and written communication and customer-service skills.

APPENDICES "F"
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 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, career and technical 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, inter-collegiate, club, or intramural athletics shall provide equal athletic opportunity for members of both genders. In determining whether equal opportunities are available, the Commissioner of Education shall consider, among other factors:

1. Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both genders.
2. The provision of equipment and supplies.
3. Scheduling of games and practice times.
4. Travel and per diem allowances.
5. Opportunities to receive coaching and academic tutoring.
6. Assignment and compensation of coaches and tutors.
7. Provision of locker room, practice, and competitive facilities.
8. Provision of medical and training facilities and services.
9. Provision of housing and dining facilities and services.
10. Publicity.

Unequal aggregate expenditures for members of each gender or unequal expenditures for male and female teams if a public K-20 educational institution operates or sponsors separate teams do not constitute non-implementation 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 K-20 educational 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) Educational institutions within the state public K-20 education system 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 and technical education.

(5) The State Board of Education shall adopt rules to implement this section.

(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, community college boards of trustees, and state university boards of trustees to develop and submit plans for the implementation of this section to the Department of Education.

(b) Conducting periodic reviews of public K-20 educational agencies to determine compliance with this section and, after a finding that an educational agency is not in compliance with this section, notifying the agency of the steps that it must take to attain compliance and performing follow-up monitoring.

(c) Providing technical assistance, including assisting public K-20 educational agencies 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, community college boards of trustees, and state university 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 community colleges, and state universities 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 an educational agency to conduct, nor penalize an educational agency 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, community college board of trustees, or state university 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 educational agency ineligible for competitive state grants.
2. Notwithstanding the provisions of s. 216.192, direct the Comptroller to withhold general revenue funds sufficient to obtain compliance from the educational agency. The educational agency shall remain ineligible and the funds shall not be paid until the agency 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.

APPENDICES "G"
State Board Rules 6A-19.001-6A-19.010

CHAPTER 6A-19
EDUCATIONAL EQUITY

6A-19.001	Scope, Coverage and Definitions
6A-19.002	Treatment of Students -- General
6A-19.003	Health Services
6A-19.004	Interscholastic, Intercollegiate, Club and Intramural Athletics
6A-19.005	Student Financial Assistance
6A-19.006	Housing
6A-19.007	Student Employment
6A-19.008	Educational and Work Environment
6A-19.009	Personnel
6A-19.010	Strategies to Overcome Underrepresentation

6A-19.001 Scope, Coverage and Definitions.

Chapter 6A-19, F.A.C., implements Section 1000.05, F.S., which prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee in the state system of public education, as defined in Section 1000.05(1), F.S. The following definitions shall apply:

(1) Activity. Any organized academic, vocational, athletic, co-curricular or extracurricular pursuit, undertaking or assignment conducted under the authority or direction of an institution within the state system of public education.

(2) Admission. Selection for part-time, full-time, special, associate, transfer, exchange or any other enrollment, participation or matriculation, in or at, an education program or activity conducted under the authority or direction of an institution within the state system of public education.

(3) Department. Florida Department of Education.

(4) Discrimination.

(a) Discrimination shall include:

1. Limiting, segregating or classifying students, employees, applicants for admission, or applicants for employment, in such a way as to deprive individuals of educational or employment opportunities or otherwise adversely affect individuals because of their race, sex, national origin, marital status or handicap;

2. Denying educational or employment opportunities to individuals because of their race, sex, national origin, marital status or handicap;

3. Providing unequal educational or employment opportunities to individuals because of their race, sex, national origin, marital status or handicap;

4. Providing unnecessarily separate educational programs or activities for individuals because of their race, sex, national origin, marital status or handicap;

5. Entering into contractual or other arrangements which utilize criteria or administrative methods which have the effect of subjecting individuals to discrimination or which otherwise adversely affect individuals because of their race, sex, national origin, marital status or handicap;

6. The application of any policy or procedure, or taking of any admission or employment action, that adversely affects a qualified handicapped person as a student, employee, applicant for admission, applicant for employment, a group of students, or a group of employees based on their handicap;

7. The application of any policy or procedure, or taking of any admission or employment action concerning the potential or actual marital status of a student, employee or applicant for admission or employment that adversely affects a student, employee, applicant for admission, applicant for employment, a group of students or a group of employees on the basis of potential or actual marital status, or on the basis of head of household or principal wage earner status; however, reasonable practices prohibiting nepotism shall not constitute marital status discrimination;

8. The application of any policy or procedure, or taking of any admission or employment action, that adversely affects a student, employee, applicant for admission, applicant for employment, a group of students, or a group of employees based on ancestry or place of birth or of cultural, or linguistic characteristics of a national origin group;

9. The application of any policy or procedure, or taking of an admission action, that adversely affects a student, or applicant for

admission, belonging to a national origin minority group, unnecessarily based on limited-English-language skills;

10. The application of any policy or procedure, or taking of any admission or employment action, that adversely affects a student, employee, applicant for admission, applicant for employment, a group of students, or a group of employees based on their race/ethnic category;

11. The application of any policy or procedure, or taking of any admission or employment action, that adversely affects a student, employee, applicant for admission, applicant for employment, a group of students, or a group of employees based on their gender.

(b) Any policy or procedure, or any admission or employment action, which can be shown to be predictive of, or significantly correlated with, essential elements of work behavior or program participation shall not constitute discrimination. See subsections 6A-19.002(2) and 6A-19.009(8), F.A.C.

(c) Efforts or measures developed by institutions to correct patterns of segregation, patterns of nonparticipation or underrepresentation among a race, sex, marital status, national origin or handicap group shall not constitute discrimination. Quotas, however, shall not be used.

(5) Disproportionate Enrollment. The actual enrollment of students of a particular race, sex, national origin or handicap differs from the appropriate pool of potential students, as determined by the governing board, by race, sex, national origin or handicap by more than two standard deviations.

(6) Handicapped Person. Any person who has a physical or mental impairment which substantially limits one or more major life activities; has a record of such an impairment; or is regarded as having such an impairment.

(a) Physical or mental impairment.

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or

2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

(b) Major life activities. Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

(c) Has a record of such an impairment. Has a history of, or has been incorrectly classified as having, a mental or physical impairment that substantially limits one or more major life activities.

(d) Is regarded as having an impairment.

1. Has a physical or mental impairment that does not substantially limit major life activities but that is treated by an institution as constituting such a limitation;

2. Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others and, therefore, is treated by an institution as having such an impairment.

(7) Institution. An individual school, as defined in Section 1000.05(4), F.S., or the school district, as the context may require; a community college; a university or any other state-supported entity primarily of an educational nature, e.g., the Florida School for the Deaf and the Blind.

(8) Minority. Any individual belonging to one of the following race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native.

(9) Office of Equity and Access. The Department of Education work unit, otherwise known as the Office of Equity and Access, specifically designated to administer the Department's implementation activities as defined in Section 1000.05(6), F.S., except to the extent those duties may be delegated by the Commissioner of Education to the Chancellor of the State University System pursuant to Section 1000.05, F.S.

(10) Qualified Handicapped Person.

(a) With respect to employment, a handicapped person who, with reasonable accommodation, can perform the essential functions of the job in question;

(b) With respect to public preschool, elementary, secondary or adult programs, services and activities, a handicapped person of an age during which nonhandicapped persons are provided services, or of any age during which it is mandatory under federal or Florida law to provide services to handicapped persons;

(c) With respect to postsecondary programs, services and activities, a handicapped person who meets the academic and

nonacademic admissions criteria requisite to participation.

(11) Race/Ethnic Categories. A person may be included in the race/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. No person shall be included in more than one race/ethnic group. The race/ethnic categories to be used are:

(a) White, Not of Hispanic Origin – All persons having origins in any of the original peoples of Europe, North Africa or the Middle East.

(b) Black, Not of Hispanic Origin – All persons having origins in any of the Black racial groups of Africa.

(c) Hispanic – All persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

(d) Asian or Pacific Islander – All persons having origins in any of the original people of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.

(e) American Indian or Alaska Native – All persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.

(12) Reasonable Accommodation. Changes in the work environment which allow a qualified handicapped employee to perform the essential tasks of the job if making those changes does not impose an undue hardship on the operation of the institution. Reasonable accommodation may include: making facilities used by employees readily accessible to and usable by handicapped persons, job structuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions. In determining whether an accommodation would impose an undue hardship on the operation of an institution's program, factors to be considered include: the overall size of the institution with respect to number of employees, number and type of facilities, and size of budget; the type of operation, including the composition and structure of the workforce; and the nature and cost of the accommodation needed.

(13) Selection Criteria. Any measure, combination of measures, or procedure used as a basis for any decision on eligibility for admission, for participation in programs, services or activities, or for employment and promotion. Selection criteria include the full range of assessment techniques including course grades; performance tests; paper and pencil tests; training programs; probationary periods; physical, education and work experience requirements; formal or informal interviews; evaluation by prior teachers or employers; and scored or unscored applications.

(14) Student. Any person who is enrolled in any instructional program or activity conducted under the authority or direction of an institution which is a part of the state system of public education.

Rulemaking Authority 1000.05(5), 1001.02 FS. Law Implemented 1000.05, 1001.02(1) FS. History—New 4-17-85, Formerly 6A-19.01.

6A-19.002 Treatment of Students – General.

All guidance, counseling, financial assistance, academic, career and vocational programs, services and activities offered by each institution shall be offered without regard to race, sex, national origin, marital status or handicap. There shall be no discrimination in recreational, athletic, co-curricular or extracurricular activities.

(1) Guidance and Counseling. Each institution shall assure that, in guidance and counseling practices, there is no discrimination on the basis of race, sex, national origin, marital status or handicap. Factors of race, sex, national origin, marital status or handicap shall not be used to encourage or discourage a student's enrollment in a particular program or participation in a particular activity or to measure or predict a student's prospects for success in any career, occupation, program, course or activity.

(a) If particular programs or disciplines have disproportionate enrollments of male or female students, minority or nonminority students, or handicapped students, the institution shall examine its policies, procedures and practices to determine whether the disproportion is the result of discriminatory counseling activities.

(b) Qualified handicapped students shall not be counseled toward more restrictive career or academic objectives than nonhandicapped students with similar abilities and interest. This requirement does not preclude the providing of factual information, at the postsecondary level, about licensing or certification requirements that may present obstacles to handicapped persons in their pursuit of particular careers.

(c) Counselors shall communicate with national origin minority students having limited-English-language skills and with students having hearing impairments. This requirement may be satisfied by having interpreters available.

(d) Counseling materials and other publications used by the institution shall not state or imply through text or illustration, that applicants, students or employees are treated differently on the basis of race, sex, national origin, marital status or handicap. This

does not prohibit the inclusion of information designed to meet the needs of national origin minority students with limited-English-language skills, handicapped students needing special services or as may be appropriate for affirmative action purposes.

(e) Appraisal instruments selected by the institution shall not discriminate based on race, sex, national origin, marital status or handicap. Counseling tests and instruments, which result in disproportionate enrollment in any course or program, shall be examined by the institution for discrimination in the instrument or in its application. Institutions are not required to conduct additional examination of state-required instruments.

(f) Institutions which use testing or other materials for appraising or counseling students shall not use different materials for students on the basis of sex or use materials which permit or require different treatment of students on this basis unless these different materials cover the same occupations and interest areas and the use of these different materials is shown to be essential to eliminate sex bias.

(g) Promotional efforts, including activities of school officials, counselors, instructional staff, school-related parent groups, school-related community or business groups, shall not be conducted in a manner that states or implies that the institution restricts access to its programs, activities or services on the basis of race, sex, national origin, marital status or handicap. Promotional efforts include, but are not limited to, career awareness activities, open houses, parent programs, shop and laboratory demonstrations, student visitations and summer camps.

(h) Promotional or counseling materials and activities shall not state or imply, through text or illustration, that access to those programs, services or activities is restricted on the basis of race, sex, national origin, marital status or handicap.

(i) Student recruitment activities shall be conducted so as not to exclude or limit opportunities on the basis of race, sex, national origin, marital status or handicap.

(2) Admission to Courses, Programs and Activities. Institutions shall not base admission decisions on race, sex, national origin, marital status or handicap. Special selection criteria for admission within the institution for participation in programs or courses shall be related to program standards or requirements. If it has been empirically demonstrated that a selection criterion which has an adverse impact is predictive of success during the program, course or activity, and that there has been a reasonable search for equally valid criteria which do not have a disproportionate adverse impact, or if the criterion is required by law, then the criterion shall not be considered discriminatory. Selection criteria for admission, which are in use on the effective date of this rule, shall not be considered discriminatory if demonstrated to be predictive of success within one year from the effective date of this rule.

(a) Race or National Origin. No person, on the basis of race or national origin, shall be excluded from participation in, denied benefits of, or subjected to discrimination in any course, program, service or activity operated under the authority or direction of an institution within the state system of public education.

1. Institutions shall not unnecessarily restrict admission to vocational, career or academic programs solely because the applicant, as a member of a national origin minority with limited-English-language skills, cannot participate in and benefit from instruction to the same extent as a student whose primary language is English, except as provided in subsection 6A-19.002(2), F.A.C.

2. If there is a concentration of national origin minority students with limited-English-language skills, as determined by the institution, in particular programs, services or activities, then the institution shall examine its policies, procedures and practices to determine whether the concentration is the result of discrimination at the institution.

(b) Sex or Marital Status. No person, on the basis of sex or marital status, shall be excluded from participation in, denied benefits of, or subjected to discrimination under any course, program, service or activity operated under the authority or direction of an institution within the state system of public education.

1. Preference shall not be given to one person over another on the basis of sex by establishing numerical limitations of the number or proportion of persons of either sex. Exempt from this provision are membership practices of YMCA, YWCA, YMHA, YWHA, Girl Scouts, Boy Scouts, Camp Fire Girls, social fraternities and social sororities at institutions of higher education, and the membership practices of voluntary youth service organizations whose membership has traditionally been limited to persons of one sex and principally to persons of less than 19 years of age.

2. Students shall not receive different treatment based on their parental, family or marital status. Students shall not be excluded from any course, program, service or activity because of pregnancy, parental, family or marital status.

3. Participation in any separate program of instruction for pregnant students shall be voluntary on the part of the student. Any such separate program of instruction provided to pregnant students shall be comparable to the regular program of instruction and in no way limit the student's academic, career, vocational or extracurricular options.

4. Pregnancy and childbirth shall be treated in the same manner as temporary disabilities with respect to, but not limited to,

requirements for a physician's certificate to return to the institution, medical and hospital benefits, or policies and procedures of the institution.

5. In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, no preadmission inquiry as to the marital or family status of an applicant for admission, including number of dependents and whether such applicant is "Miss" or "Mrs.", shall be made.

6. In determining whether a person satisfies any policy or criterion for admission, no rules shall be applied concerning the actual or potential parental, family or marital status of a student or applicant.

(c) Handicap. No qualified handicapped person shall be excluded from participation in, denied benefits of, or subjected to discrimination under any course, program, service or activity, operated under the authority or direction of an institution within the state system of public education solely on the basis of handicap. Each program, service and activity shall be operated so that the program, service or activity, when viewed in its entirety, is readily accessible to handicapped persons.

1. Qualified handicapped persons shall not be denied access to vocational, career or academic programs, courses, services or activities because of architectural or equipment barriers, or because of the need for auxiliary aids or related aids and services. Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Institutions need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

2. Access to vocational and academic programs or courses shall not be denied to qualified handicapped students on the basis that employment opportunities in any occupation or profession may be more limited for handicapped persons than for nonhandicapped persons.

3. In administering admissions policies, each institution shall assure that admissions tests are selected and administered so as best to ensure that, when a test is administered to an applicant who has a handicap that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the applicant's impaired sensory, manual or speaking skills, except where those skills are the factors that the test purports to measure. Admissions tests that are designed for persons with impaired sensory, manual or speaking skills shall be offered as often, and in as timely a manner, as are other admissions tests. Admissions tests shall be administered in facilities that, on the whole, are accessible to handicapped persons.

4. Institutions shall make such modifications to its academic requirements as are necessary to ensure that they do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by the student, or to any directly related licensing requirement, will not be regarded as discriminatory. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

5. Institutions shall not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the institution's education program or activity.

6. In course or program examinations, or other procedures for evaluating students' academic achievement in its program, the institution shall provide methods for evaluating the achievement of students who have a handicap that impairs sensory, manual or speaking skills which will ensure that the results of the evaluation represents the student's achievement in the course or program, rather than reflecting the student's impaired sensory, manual or speaking skills, except where those skills are the factors that the test purports to measure.

7. A postsecondary institution shall not make preadmission inquiry as to whether an applicant is a handicapped person except when the institution is taking remedial steps to increase the participation of handicapped persons in programs and courses in which handicapped students have been traditionally underrepresented as specified in Section 1000.05(4), F.S., and under those conditions all written and oral inquiries must make clear that the information requested is intended for use solely in connection with remedial steps; the information is being requested on a voluntary basis; the information will be kept confidential as required by federal law; and that refusal to provide such information will not subject the applicant to any adverse treatment. However, after admission, an institution may make inquiries on a confidential basis as to handicaps that may require accommodation.

8. Nonacademic, co-curricular, extracurricular and physical education services and activities shall be provided in such a manner

as is necessary to afford handicapped students an equal opportunity for participation in such services and activities.

9. An institution that offers physical education or that operates or sponsors interscholastic activities, clubs, intercollegiate or intramural athletics shall provide an equal opportunity for participation to qualified handicapped students.

10. Physical education and athletic activities that are separate or different from those offered to nonhandicapped students may be offered only if the institution can show that this is necessary to meet the needs of the handicapped students. Qualified handicapped students shall be provided the opportunity to compete for teams or to participate in physical education courses or activities that are not separate or different.

11. In choosing among available methods to ensure that programs, services and activities are accessible, priority shall be given to those methods that offer programs, services and activities to handicapped persons in the most integrated setting appropriate.

12. Any facilities, services or activities that are identifiable as being for handicapped persons shall be comparable to other facilities, services and activities.

13. Access to information regarding admission to programs, courses and activities shall be provided to handicapped persons.

14. Any activity or program which is not operated by the institution but which is considered a part of, or equivalent to, an institution's program, shall be operated in a manner which provides equal opportunities to qualified handicapped persons.

Rulemaking Authority 1000.05(5), 1001.02(1) FS. Law Implemented 1000.05(2), 1001.02(1), 1004.65 FS. History—New 3-11-85, Formerly 6A-19.02.

6A-19.003 Health Services.

When health services or other related services are provided for students, the services shall be provided in a manner which does not discriminate on the basis of race, sex, national origin, marital status or handicap. Institutions are not required to provide specialized services and aids to handicapped persons in health programs. If, for example, an infirmary treats only simple disorders such as cuts, bruises and colds, its obligation to handicapped persons is to treat such disorders for them.

(1) If health services are provided for students, handicapped students shall be provided the opportunity to participate in the services at no greater cost than to nonhandicapped.

(2) If comprehensive health care services are provided, said services shall be available for maternity or pregnancy related reasons and for handicapped students in the same manner and at the same cost as for other students.

(3) Handicapped students who receive health or other related services need not receive those general health screenings which would be duplicative or less intensive than screenings or evaluations they have already received in the development of their educational plans.

Rulemaking Authority 1000.05, 1001.02(1) FS. Law Implemented 1000.05(2), 1001.02(1), 1004.65(6)(c) FS. History—New 3-11-85, Formerly 6A-19.03.

6A-19.004 Interscholastic, Intercollegiate, Club and Intramural Athletics.

The Commissioner shall require that governing boards include all factors identified in Section 1000.05(3), F.S., in the plans for implementation required of governing boards under subsection 6A-19.010(1), F.A.C., and shall require that those factors be included in the periodic reviews conducted under subsection 6A-19.010(2), F.A.C.

(1) Gender equity in athletics at all levels of public education shall be defined as: Gender equity in athletics is the fair distribution of overall athletic opportunity and resources, substantially proportionate to the enrollment of males and females, so that no student athlete, coach or athletic administrator is discriminated against in an athletic program on the basis of gender.

(2) Accommodation of interest and abilities. The level of participation for male and female students shall be provided in numbers substantially proportionate to their enrollment in the institution.

(a) The level of intercollegiate participation for male and female students shall be provided in numbers substantially proportionate to their undergraduate enrollments. Participation shall include all varsity roster positions available, but shall not include club or intramural opportunities. When participation is not substantially proportionate, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(b) Each level of interscholastic participation for male and female students shall be provided in numbers substantially proportionate to their respective enrollments. Participation opportunities shall include all varsity, junior varsity, or freshman roster positions available, but shall not include club or intramural opportunities. When participation is not substantially proportionate, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(c) Where the members of one sex are not, and have not been, substantially proportionate among intercollegiate or interscholastic athletes, the institution may defend the participation rates by showing a history and continuing practice of athletic program expansion which can be demonstrated to be responsive to the developing interests and abilities of that sex. Any defense on this basis shall be included in a corrective action plan in compliance with subsection (17) of this rule.

(d) Where the members of one sex are not substantially proportionate among intercollegiate or interscholastic athletes, and the institution cannot show a history and continuing practice of athletic program expansion, the institution may show its commitment to gender equity in athletics if it can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated. Any demonstration on this basis shall be included in a corrective action plan in compliance with subsection (17) of this rule.

(3) Athletic financial assistance and scholarship. The amount of scholarship money and grants-in-aid made available in intercollegiate varsity sports shall be in substantial proportion to the number of students of each sex participating in athletic programs. Disparities that cannot be justified by a nondiscriminatory explanation shall be addressed in a corrective action plan developed in compliance with subsection (17) of this rule.

(4) Equipment and supplies. Educational institutions shall ensure equality in the provision of and funding for the equipment and supplies for athletic programs to include: the quality, suitability, amount, maintenance and replacement and availability of equipment and supplies. Disparities in equipment and supplies that cannot be justified by a nondiscriminatory explanation shall be included in a corrective action plan developed in compliance with subsection (17) of this rule.

(5) Scheduling of games and practice times. Educational institutions shall ensure equality in scheduling of games and practice times for athletic programs to include: the number of competitive events per sport, number and length of practice opportunities, time of day competitive events are scheduled, time of day practice opportunities are scheduled, and opportunities for pre-season and post-season competition. Disparities that cannot be justified by a nondiscriminatory explanation shall be addressed in a corrective action plan developed in compliance with subsection (17) of this rule.

(6) Travel and per diem allowances. Educational institutions shall ensure equality in the provision of and funding for travel and per diem allowances for athletic programs to include: modes of transportation, housing furnished during travel, length of stay before and after competitive events, per diem allowances and dining arrangements. Disparities that cannot be justified by a nondiscriminatory explanation shall be addressed in a corrective action plan developed in compliance with subsection (17) of this rule.

(7) Opportunities to receive coaching. Educational institutions shall ensure equality in the provision of and funding for the opportunities to receive coaching for intercollegiate and interscholastic sports to include: availability, training, experience, professional standing and other professional qualifications of coaches, and compensation of coaches. Disparities that cannot be justified by a nondiscriminatory explanation shall be addressed in a corrective action plan developed in compliance with subsection (17) of this rule.

(a) Athletic administrators and coaches in the same or comparable sports, subject to consideration of factors such as experience, training and success shall be compensated equally regardless of gender or race, while ensuring that male and female athletes receive equal and comparable coaching.

(b) Athletic administrative and coaching opportunities shall be made available to men and women without regard to sex or race. Employment of athletic personnel will exhibit the institutional obligation to equal employment opportunity.

(8) Locker rooms, practice and competitive facilities. Educational institutions shall ensure equality is maintained in the provision of and funding for locker rooms, and practice and competitive facilities for athletic programs to include: quality and availability for the practice facilities and competitive facilities; exclusivity of use of the facilities provided for practice and competitive events; availability and quality of locker rooms; maintenance of practice and competitive facilities; and preparation of facilities for practice and competitive events. If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(9) Medical and training facilities and services, including weight training. Educational institutions shall ensure equality in the provision of and funding for medical and training facilities and services, including weight training for athletic programs to include: availability of medical personnel and assistance; health, accident and injury insurance coverage; availability and quality of weight and training facilities; availability and quality of conditioning facilities; and availability and qualifications of athletic trainers. If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(10) Publicity and promotion. Educational institutions shall ensure equality in the provision of and funding for publicity and promotion for athletic programs to include: availability and quality of sports information personnel; access to other publicity resources for male and female programs; quantity and quality of publications; and other promotional devices featuring male and female teams. If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(11) Support services. Educational institutions shall ensure equality in the provision of and funding for support services for athletic programs to include: the amount and quality of administrative assistance provided to male and female programs, and the amount and quality of clerical assistance provided to the male and female programs. If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(12) Housing and dining facilities and services. Educational institutions shall ensure equality in the provision of and funding for housing and dining facilities and services for intercollegiate sports to include: housing, special services as part of housing arrangements, and meal plans. If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(13) Recruitment of student athletes. Educational institutions shall ensure equality in the provision of and funding for the recruitment of student athletes for intercollegiate sports to include: whether coaches and other professional athletic personnel in the programs serving male and female athletes are provided with substantially equal opportunities to recruit; whether the financial and other resources made available for recruitment in male and female athletic programs are equivalently adequate to meet the needs of each program; and whether the differences in benefits, opportunities, and treatment afforded prospective student athletes of each sex have a limiting effect upon the recruitment of students of either sex. If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(14) Recruitment, assignment and compensation of tutors. Educational institutions shall ensure equality in the provision of and funding for the recruitment, assignment and compensation of tutors for athletes to include: amount of time tutors are available for athletes, qualifications and experience of tutors, rates of pay for tutors, and employment conditions of tutors. If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

(15) Club and intramural sports. The participating opportunities, funding, facilities and other resources available for club and intramural sports shall be substantially proportionate to the respective enrollments of males and females in the educational institution. Where the members of one sex in club or intramural sports are not substantially proportionate to their respective enrollment in the educational institution, the institution may show its commitment to gender equity if it can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated.

(16) Funding for athletic programs. Funding for athletic programs, including revenues from direct support organizations established pursuant to Sections 1001.453, 1004.28 and 1004.70, F.S., shall be disbursed in a manner that ensures equivalent benefits and services to male and female athletes. Appropriate consideration may be taken of the actual costs and emphasis of particular athletic programs, but no disproportionate funding based upon gender shall exist between the same or similar sports in the overall funding of the entire athletic program.

(17) Institutions shall develop and implement corrective action plans for equity in athletics components described in subsections (2)-(16), of this rule, that are determined to be not in compliance. The corrective action plan shall be developed and submitted consistent with the standards prescribed in this rule. The corrective action plan may cover a period of up to three (3) years and shall be submitted in the format and on the date prescribed by the Commissioner or the Chancellor of the State University System as appropriate. Information describing format and date of submission is available from the Office of Equity and Access, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399 or from the Office of Equity and Access, 325 West Gaines Street, The Florida Education Center, Tallahassee, Florida 32399. The corrective action plan shall be updated at least annually and compliance shall be monitored on an annual basis.

(18) The Department shall administer graduated penalties to ensure the enforcement of the athletic requirements of Title IX of the Educational Amendments of 1972 and Section 1000.05, F.S. Depending on the severity of the violation, penalties shall include the following:

(a) When a corrective action plan is not complete or not submitted in a timely manner, notification of the violation shall be

made to the appropriate district or postsecondary administrative staff. If an acceptable corrective action plan is not submitted within thirty (30) days from the date of notification, the Commissioner shall notify the district or postsecondary institution that athletic teams of the particular institution will not be allowed to compete until such time as an acceptable plan is approved.

(b) Depending on the severity of violations of this rule, the Department shall issue a public letter of censure concerning the violation, designate the institution ineligible to participate in championship or post season events or prohibit the institution from participating in one (1) or more sports until the institution has come into compliance or has submitted an acceptable corrective action plan.

(c) If the institution is found out of compliance with no acceptable plan for coming into compliance, the Commissioner, or the Chancellor of the State University System as appropriate, shall implement the requirements of Section 1000.05(6)(g), F.S., and declare the educational agency ineligible for competitive state grants, and direct the Comptroller to withhold general revenue funds sufficient to obtain compliance.

(d) In cases of implementation of the penalties imposed in Section 1000.05(6)(f), F.S., the Commissioner shall make available a review mechanism composed of a panel of three (3) people, appointed by the Commissioner, to allow for appeal of the imposed penalty. The panel shall include one (1) representative of the appropriate athletic association, a representative of a district or postsecondary institution not associated with the disputed violation, and one (1) additional person not associated with the disputed violation. Within thirty (30) days, the panel shall review the case and make recommendations to the Commissioner.

Rulemaking Authority 1000.05(5), (6)(g), 1001.02(1) FS. Law Implemented 1000.05(3), (6)(f), (g), 1001.02(1), 1004.65(6)(c), 1006.71 FS. History—New 3-11-85, Formerly 6A-19.04, Amended 10-30-94.

6A-19.005 Student Financial Assistance.

Financial assistance administered in whole, or in part, by the institution in the form of loans, grants, scholarships, fellowships, special funds, services, benefits, waivers of fees, subsidies, compensation for work or prizes to students shall be awarded in a manner that does not discriminate on the basis of race, sex, national origin, marital status or handicap. This does not preclude awards made to overcome the effects of past discrimination. Institutions shall package financial assistance in such a way that minority students do not receive awards composed primarily of loans or work-study in lieu of scholarships or grants for which they are qualified.

(1) Restricted financial assistance may be administered where the assistance and restriction are established by statute, gift, will, trust, bequest or any similar legal instrument, if the overall effect of all financial assistance awarded by the institution does not discriminate on the basis of race, sex, national origin, marital status or handicap.

(2) Students shall not be discriminated against on the basis of race, sex, national origin, marital status or handicap when making available opportunities in cooperative education, work-study, job placement, apprenticeship programs, teaching assistantships, research assistantships, laboratory assistantships or other work programs for which they are qualified.

Rulemaking Authority 1000.05(5), 1001.02(1) FS. Law Implemented 1000.05(2), (3), (6)(f), (g), 1001.02(1), 1004.65 FS. History—New 3-11-85, Formerly 6A-19.05.

6A-19.006 Housing.

If housing opportunities are provided, opportunities shall be extended without discrimination based on race, sex, national origin, marital status or handicap. This obligation includes the provision of on-campus housing and the provision of off-campus housing when an institution makes agreements with other providers.

(1) If on-campus or off-campus housing is provided to nonhandicapped students, then comparable, convenient and accessible housing shall be provided, at the same cost and under the same conditions, to handicapped students. Housing opportunities shall be available to handicapped students in sufficient quantity that living accommodations for handicapped students are, as a whole, comparable to those for nonhandicapped students.

(2) Housing provided to students of either sex shall be proportionate in quantity to the number of students of that sex applying for such housing and shall be comparable in quality and cost to the student.

(3) Institutions may designate housing for married students and students with custody of or joint custody of minor children.

Rulemaking Authority 1000.05(5), 1001.02(1) FS. Law Implemented 1000.05(2), (3), 1001.02(1), 1004.65(6)(c) FS. History—New 3-11-85, Formerly 6A-19.06.

6A-19.007 Student Employment.

All decisions concerning employment and job placement of students under any program or activity shall be made in a manner which ensures that discrimination does not occur based on race, sex, national origin, marital status or handicap, except where sex or national origin constitute a bona fide occupational qualification under section 703 of Title VII of the Civil Rights Act of 1964, as amended. Reasonable accommodation shall be provided for qualified handicapped student employees.

(1) Each written agreement for the referral or assignment of students to an employer shall contain an assurance from the employer that students shall be accepted and assigned to jobs, and otherwise treated, without regard to race, sex, national origin, marital status or handicap.

(2) Assistance in making employment available to students shall only be given to agencies, organizations or persons who do not discriminate on the basis of race, sex, national origin, marital status or handicap. Any requests by prospective employers which have the effect of excluding students of a particular race, sex, national origin, marital status or handicap shall not be honored. This does not preclude prospective employers from specifying necessary job skills.

(3) No agreement for the provision or support of apprentice training for students shall be entered with sponsors that discriminate against its members, or applicants for membership, on the basis of race, sex, national origin, marital status or handicap. Each written agreement with a sponsor providing for apprentice training shall contain an assurance from the sponsor that it does not engage in such discrimination against its membership, or applicants for membership, and that apprentice training shall be offered and conducted in a manner free from such discrimination.

(4) Students seeking to participate in any student employment opportunity including, but not limited to, cooperative education, work study, teaching assistant or aide, research assistant or aide, library or laboratory assistant or aide, trainer, tutor, interpreter, service worker, and student assistant, shall not be discriminated against by employers, prospective employers, instructors or staff on the basis of race, sex, national origin, marital status or handicap in recruitment, hiring, placement, assignment to work duties, hours of employment, levels of responsibility or pay.

Rulemaking Authority 1000.05(5), 1001.02(1) FS. Law Implemented 1001.02(1), 1004.65 FS. History—New 3-11-85, Formerly 6A-19.07.

6A-19.008 Educational and Work Environment.

It is the policy of the State of Florida, and institutions have an affirmative duty, to create an educational and work environment free of harassment on the basis of race, sex, national origin or handicap. An institution is responsible for all acts of harassment regardless whether the institution knew or should have known of the acts if the harassment is committed by a person in a position of authority. If, however, the harassment is between fellow employees, fellow students or by nonemployees, an institution is only responsible if it knew or should have known of the harassment and failed to take corrective action. Harassment includes:

(1) Any slurs, innuendos or other verbal or physical conduct reflecting on an individual's race, ethnic background, gender or handicapping condition which has the purpose or effect of creating an intimidating, hostile or offensive educational or work environment; has the purpose or effect of unreasonably interfering with the individual's work or school performance or participation; or otherwise adversely affects an individual's employment or educational opportunities.

(2) The denial of or the provision of aid, benefits, grades, rewards, employment, faculty assistance, services, or treatment on the basis of sexual advances or requests for sexual favors.

(3) Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational career; submission to or rejection of such conduct is used as a basis for educational or employment decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

Rulemaking Authority 1000.05(5), 1001.02(1) FS. Law Implemented 1000.05(2), 1001.02(1), 1004.65(2) FS. History—New 3-11-85, Formerly 6A-19.08.

6A-19.009 Personnel.

Equal employment opportunities shall be provided to all applicants and employees without regard to race, sex, national origin, marital status or handicap.

(1) Policies and Practices. Policies, practices and collective bargaining agreements shall not discriminate against an employee, or applicant for employment, on the basis of race, sex, national origin, marital status or handicap. Each governing board shall

provide that the cost of providing reasonable accommodation be borne by the governing board, or in the case of state universities by the individual university, rather than by internal subsidiary budgeting units.

(a) Salary policies, employee classification, assignments and other practices shall not discriminate on the basis of race, sex, national origin, marital status or handicap.

(2) Fringe Benefits. All fringe benefits provided under the authority or direction of an institution shall be provided without discrimination on the basis of race, sex, national origin, marital status or handicap.

(3) Pregnancy. Pregnancy and childbirth shall be treated in the same manner as temporary disabilities with respect to all job-related purposes, including commencement, duration and extension of leave, reinstatement, payment of disability income, accrual of seniority, insurance and other fringe benefits provided under the authority or direction of an institution.

(4) Reasonable Accommodation. Reasonable accommodation shall be provided for the known handicaps of a qualified handicapped applicant or employee unless it can be demonstrated that the accommodation would impose an undue hardship on the institution. An institution may not deny employment opportunity to a qualified handicapped employee or applicant if the basis for the denial is the need to make reasonable accommodation to the employee or applicant.

(5) Contractual Agreements. Institutions shall not participate in any contractual or other agreements that have the effect of subjecting an applicant or employee to discrimination on the basis of race, sex, national origin, marital status or handicap. Contractual or other agreements shall include, but are not limited to, collective bargaining agreements, insurance contracts, training contracts, research projects and studies, food services and transportation.

(6) Recruitment. Recruitment and hiring of employees shall be conducted without discrimination on the basis of race, sex, national origin, marital status or handicap. This shall not affect recruitment, employment and promotion activities conducted under a legally sufficient affirmative action plan adopted by the governing board or institution.

(a) Employment advertisements shall not indicate or imply preference or discrimination based on race, sex, national origin, marital status or handicap.

(7) Preemployment Inquiries. Preemployment inquiries shall not solicit information with respect to an applicant's marital or parental status, or the existence or severity of handicapping conditions.

(a) No preemployment medical examination shall be conducted nor shall any preemployment inquiry be made of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. Inquiry into the applicant's ability to perform job related functions is permissible. Conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty is permissible if all entering employees in the particular job classification are subjected to such an examination.

(b) Preemployment inquiries as to the race and sex of an applicant for employment may be made only if such request is voluntary and only if the results of such inquiry are not used in a discriminatory manner.

(c) No preemployment inquiry regarding marital or family status, including number of dependents or whether an applicant is "Miss" or "Mrs.", shall be made.

(8) Employment Criteria. Selection criteria for employment shall not discriminate against employees or applicants for employment on the basis of race, sex, national origin, marital status or handicap. Selection criteria that relate to standards or requirements of the job may be used. If it can be demonstrated that selection criteria with adverse impact have been validated as essential to the job, and that there has been a reasonable search for equally valid criteria which do not have a disproportionate adverse impact, the criteria shall be considered nondiscriminatory.

(a) Employment tests shall be selected and administered so as to ensure that the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual or speaking skills, except where those skills are the factors that the tests purport to measure.

(9) Job Classification. Jobs shall not be classified as being for persons of a particular race, sex, national origin, marital status or handicap, except where sex or national origin constitute a bona fide occupational qualification under Section 703 of Title VII of the Civil Rights Act of 1964, as amended.

Rulemaking Authority 1000.05, 1001.02(1) FS. Law Implemented 1000.05(2), 1001.02(1), 1012.95, 1004.65(2) FS. History—New 3-11-85, Formerly 6A-19.09.

6A-19.010 Strategies to Overcome Underrepresentation.

(1) Plans for Implementation. Each governing board within the state system of public education shall submit a three (3) year

plan, in the format and on the date prescribed by the Commissioner of Education, to the Office of Equity and Access. Plans shall be designed to implement the Florida Educational Equity Act, Section 1000.05, F.S., and Rules 6A-19.001-.010, F.A.C., and shall be updated annually. The initial three year plan may include the program and employment analyses required by paragraphs 6A-19.010(1)(c), and (d), F.A.C., on a staggered schedule which shall provide for responsible and expeditious implementation. The staggered schedule and the programs, courses, services and activities to be analyzed and included for each of the first three years shall be prescribed by the Commissioner of Education. Priority shall be assigned, however, to mathematics, science, computer technology, electronics, communications technology, engineering, athletics and vocational education, as specified in Sections 1000.05(3) and (4), F.S. The plans need not be separate documents but may be portions of plans prepared by the governing board for other purposes, including current actions taken to implement judicial orders, if they contain at least the following information.

(a) Description of Plan Development. The plan shall identify, by title and organizational location, the persons involved in the development of the plan; a description of the participation of any advisory groups or persons; and the date of adoption of the plan by the governing board.

(b) Policy and Procedure Review. A description of the process used by the governing board to review policies and procedures used by the institutions under its jurisdiction to assure that all policies and procedures comply with the requirements of Section 1000.05, F.S., and Rules 6A-19.001-.010, F.A.C., and the conclusions reached.

1. The description of the review shall include a list of topic areas examined, which shall include, but not be limited to: student services, including counseling; financial assistance; student housing; accessibility and comparability of facilities in terms of sex and handicap; selection criteria for admission to the institution and program and course admission requirements by program area or discipline; criteria for participation in and funding of recreational, athletic, co-curricular and extracurricular activities; provision of auxiliary aids and services; transportation; employment policies and practices for staff and students including selection criteria for employment and methodology for providing reasonable accommodation.

2. The description of the review shall summarize conclusions, include plans for appropriate modifications with timelines, identify staff designated to coordinate the plan for modifications, and describe procedures for maintaining compliance with Section 1000.05, F.S., and Rules 6A-19.001-.010, F.A.C.

(c) Program Analyses. Implementation plans shall include a summary of the results of analyses of student participation in programs or disciplines. The plans shall identify those programs or disciplines which have disproportionate enrollment of students of a particular race, sex, handicap, or national origin minority having limited-English-language skills. The governing board shall specify the pool of potential students utilized in calculating disproportionate enrollment, as defined in subsection 6A-19.001(5), F.A.C., in each program or discipline. It is not expected that these analyses will be conducted at a course level unless the governing board determines that it is necessary for the development of strategies to overcome underrepresentation. The Commissioner of Education may designate selected programs, courses, services and activities for analysis.

1. For those programs or disciplines and those selected programs, courses, services or activities designated by the Commissioner of Education, which are found to have disproportionate enrollment, the institution shall develop and implement methods and strategies to increase the participation of students from those underrepresented groups.

2. The plans of implementation shall summarize the results of the analyses of student participation and identify the methods and strategies, including goals adopted by the governing board, and timetables for the implementation of those strategies to increase student participation.

(d) Employment Analyses. Implementation plans shall include a summary of the analyses of employment data by race and sex. Particular attention shall be given to employment patterns in mathematics, science, computer technology, electronics, communications technology, engineering, athletics and vocational education.

1. Plans for implementation shall summarize the results of the employment analyses and describe methods and strategies to increase employment of persons from underrepresented groups.

(e) The annual updates to the implementation plans shall include all modifications, additions, or deletions to the current three year plan for implementation and shall include an evaluation of each of the methods and strategies developed to increase student participation or employment of individuals from underrepresented groups.

(f) Regular Notification. The implementation plan shall include a copy of the policy of nondiscrimination adopted by the governing board and a description of the procedures utilized to regularly notify staff, students, applicants for employment and admission, parents, collective bargaining units and the general public of this policy.

(g) Equity Coordinator. The implementation plan shall identify the person(s), by name and title, designated to coordinate the

institution's compliance with Section 1000.05, F.S., and Rules 6A-19.001-.010, F.A.C. The identity of the Equity Coordinator shall be included in the regular notification of the policy of nondiscrimination.

(h) Grievance or Complaint Procedures. The implementation plan shall include a copy of the grievance or complaint procedures for use by students, applicants, and employees who allege discrimination.

1. Procedure(s) shall be available to all students and their parents, employees, and applicants for admission or employment.

2. Notification of these procedures shall be placed in prominent and common information sources.

3. Procedure(s) shall be designed to encourage prompt and equitable resolution of student, employee and applicant complaints but shall not prohibit individuals from seeking redress from other available sources.

(i) Plans and annual updates submitted by district school boards shall include all schools; vocational, adult and community education centers; vocational skills centers; and special education schools, centers or annexes operated by the board. The program analyses and employment analyses portions of the plan shall include school level and district level data.

(j) Plans and annual updates submitted by the Board of Regents shall include a plan for each university. Each university plan shall include all colleges, schools, campuses, annexes, centers, research centers and service centers operated under the authority or direction of the university.

(k) Plans and annual updates submitted by the community college boards of trustees shall include all departments, campuses, annexes and centers operated under the authority or direction of the board of trustees.

(l) The plan and annual updates submitted by the Board of Trustees of the Florida School for the Deaf and the Blind shall include all departments, units and schools operated under the jurisdiction of the Board of Trustees of the Florida School for the Deaf and the Blind.

(2) Periodic Reviews. The Office of Equity and Access of the Department of Education shall plan, coordinate and direct or conduct periodic reviews of public education institutions to determine compliance with Section 1000.05, F.S., and Rules 6A-19.001-.010, F.A.C.

(a) The Division of Public Schools, the Division of Applied Technology and Adult Education, the Division of Community Colleges and the Division of Universities shall submit to the Commissioner of Education through the Office of Equity and Access on September 1, 1985, procedures for including the appropriate provisions of Section 1000.05, F.S., in each of its regularly scheduled program review activities which shall be subject to approval by the Commissioner of Education. Any revisions or updates to those procedures shall be submitted to the Commissioner of Education for review prior to September 1 each year. Following each program review, a summary of all findings pertinent to determining compliance with Section 1000.05, F.S., shall be transmitted to the Commissioner of Education through the Office of Equity and Access.

(b) State Level Review. The Office of Equity and Access shall conduct a state level review of a sampling of the public educational entities, including school districts, community colleges, universities and the Florida School for the Deaf and the Blind.

(c) On-Site Review. The Office of Equity and Access shall conduct annual on-site reviews of a sampling of the public educational entities which participated in state level reviews during the previous twelve months under the provision of paragraph 6A-19.010(2)(b), F.A.C. Written notice of on-site reviews shall be provided to presidents and superintendents at least ten (10) working days prior to the review.

(3) Technical Assistance. The Department shall have responsibility for providing technical assistance for compliance with Section 1000.05, F.S. Technical assistance materials and services shall be provided to assist in the development, modification and monitoring of the plans for implementation described in Rule 6A-19.010, F.A.C.

(4) Studies of Effectiveness. The Office of Equity and Access shall analyze data and evaluation information to identify common elements of policies, practices, procedures and implementation strategies which contribute to, or present barriers to, the effectiveness of methods and strategies designed to increase participation of students in programs and courses in which students of a particular race, sex, national origin, marital status or handicap have been traditionally underrepresented. As common elements are identified, the Office of Equity and Access shall recommend studies to the Commissioner of Education for statewide evaluation and review.

Rulemaking Authority 1000.05(5), 1001.05(1) FS. Law Implemented 1000.05(3), (4), (6), 1001.02(1), 1004.65 FS. History—New 3-11-85, Formerly 6A-19.10.

APPENDICES "H"
Boy Scouts of America Equal Access Act,
34 C.F.R. §108

PART 108--EQUAL ACCESS TO PUBLIC SCHOOL FACILITIES FOR THE BOY SCOUTS OF AMERICA AND OTHER DESIGNATED YOUTH GROUPS

Sec.

108.1 Purpose.

108.2 Applicability.

108.3 Definitions.

108.4 Effect of State or local law.

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Sec. 108.1 Purpose.

The purpose of this part is to implement the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905.

Sec. 108.2 Applicability.

This part applies to any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

Sec. 108.3 Definitions.

The following definitions apply to this part:

(a) Act means the Boy Scouts of America Equal Access Act, section 9525 of the Elementary and Secondary Education Act of 1965, as amended by section 901 of the No Child Left Behind Act of 2001, Pub. L. 107-110, 115 Stat. 1425, 1981-82 (20 U.S.C. 7905).

(b) Boy Scouts means the organization named "Boy Scouts of America," which has a Federal charter and which is listed as an organization in title 36 of the United States Code (Patriotic and National Observances, Ceremonies, and Organizations) in Subtitle II (Patriotic and National Organizations), Part B (Organizations), Chapter 309 (Boy Scouts of America).

(c) Covered entity means any public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or limited public forum and that receives funds made available through the Department.

(d) Department means the Department of Education.

(e) Designated open forum means that an elementary school or secondary school designates a time and place for one or more outside youth or community groups to meet on school premises or in school facilities, including during the hours in which attendance at the school is compulsory, for reasons other than to provide the school's educational program.

(f) Elementary school means an elementary school as defined by section 9101(18) of the Elementary and Secondary Education Act of 1965, as amended by section 901 of the No Child Left Behind Act of 2001, Pub. L. 107-110, 115 Stat. 1425, 1958 (20 U.S.C. 7801).

(g) Group officially affiliated with any other Title 36 youth group means a youth group resulting from the chartering process or other process used by that Title 36 youth group to establish official affiliation with youth groups.

(h) Group officially affiliated with the Boy Scouts means a youth group formed as a result of a community organization charter issued by the Boy Scouts.

(i) Limited public forum means that an elementary school or secondary school grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

(j) Local educational agency means a local educational agency as defined by section 9101(26) of the Elementary and Secondary Education Act of 1965, as amended by section 901 of the No Child Left Behind Act of 2001, Pub. L. 107-110, 115 Stat. 1425, 1961 (20 U.S.C. 7801).

(k) Outside youth or community group means a youth or community group that is not affiliated with the school.

(l) Premises or facilities means all or any portion of buildings, structures, equipment, roads, walks, parking lots, or other real or personal property or interest in that property.

(m) Secondary school means a secondary school as defined by section 9101(38) of the Elementary and Secondary Education Act of 1965, as amended by section 901 of the No Child Left Behind Act of 2001, Pub. L. 107-110, 115 Stat. 1425, 1965 (20 U.S.C. 7801).

(n) State educational agency means a State educational agency as defined by section 9101(41) of the Elementary and Secondary Education Act of 1965, as amended by section 901 of the No Child Left Behind Act of 2001, Pub. L. 107-110, 115 Stat. 1425, 1965 (20 U.S.C. 7801).

(o) Title 36 of the United States Code (as a patriotic society) means title 36 (Patriotic and National Observances, Ceremonies, and Organizations), Subtitle II (Patriotic and National Organizations) of the United States Code.

(p) Title 36 youth group means a group or organization listed in title 36 of the United States Code (as a patriotic society) that is intended to serve young people under the age of 21.

(q) To sponsor any group officially affiliated with the Boy Scouts or with any other Title 36 youth group means to obtain a community organization charter issued by the Boy Scouts or to take actions required by any other Title 36 youth group to become a sponsor of that group.

(r) Youth group means any group or organization intended to serve young people under the age of 21.

Sec. 108.4 Effect of State or Local Law.

The obligation of a covered entity to comply with the Act and this part is not obviated or alleviated by any State or local law or other requirement.

Sec. 108.5 Compliance Obligations.

(a) The obligation of covered entities to comply with the Act and this part is not limited by the nature or extent of their authority to make decisions about the use of school premises or facilities.

(b) Consistent with the requirements of Sec. 108.6, a covered entity must provide equal access to any group that is officially affiliated with the Boy Scouts or is officially affiliated with any other Title 36 youth group. A covered entity may require that any group seeking equal access inform the covered entity whether the group is officially affiliated with the Boy Scouts or is officially affiliated with any other Title 36 youth group. A covered entity's failure to request this information is not a defense to a covered entity's noncompliance with the Act or this part.

Sec. 108.6 Equal Access.

(a) General. Consistent with the requirements of paragraph (b) of this section, no covered entity shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts or officially affiliated with any other Title 36 youth group that requests to conduct a meeting within that covered entity's designated open forum or limited public forum. No covered entity shall deny that access or opportunity or discriminate for reasons including the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts or of the Title 36 youth group.

(b) Specific requirements. (1) Meetings. Any group officially affiliated with the Boy Scouts or officially affiliated with any other Title 36 youth group that requests to conduct a meeting in the covered entity's designated open forum or limited public forum must be given equal access to school premises or facilities to conduct meetings.

(2) Benefits and services. Any group officially affiliated with the Boy Scouts or officially affiliated with any other Title 36 youth group that requests to conduct a meeting as described in paragraph (b)(1) of this section must be given equal access to any other benefits and services provided to one or more outside youth or community groups that are allowed to meet in that same forum. These benefits and services may include, but are not necessarily limited to, school-related means of communication, such as bulletin board notices and literature distribution, and recruitment.

(3) Fees. Fees may be charged in connection with the access provided under the Act and this part.

(4) Terms. Any access provided under the Act and this part to any group officially affiliated with the Boy Scouts or officially affiliated with any other Title 36 youth group, as well as any fees charged for this access, must be on terms that are no less favorable than the most favorable terms provided to one or more outside youth or community groups.

(5) Nondiscrimination. Any decisions relevant to the provision of equal access must be made on a nondiscriminatory basis. Any determinations of which youth or community groups are outside groups must be made using objective, nondiscriminatory criteria, and these criteria must be used in a consistent, equal, and nondiscriminatory manner.

Sec. 108.7 Voluntary Sponsorship

Nothing in the Act or this part shall be construed to require any school, agency, or school served by an agency to sponsor any group officially affiliated with the Boy Scouts or with any other Title 36 youth group.

Sec. 108.8 Assurances.

An applicant for funds made available through the Department to which this part applies must submit an assurance that the applicant will comply with the Act and this part. The assurance shall be in effect for the period during which funds made available through the Department are extended. The Department specifies the form of the assurance, including the extent to which assurances will be required concerning the compliance obligations of subgrantees, contractors and subcontractors, and other participants, and provisions that give the United States a right to seek its judicial enforcement. An applicant may incorporate this assurance by reference in subsequent applications to the Department.

(Approved by the Office of Management and Budget under control number 1870-0503.)

Sec. 108.9 Procedures.

The procedural provisions applicable to title VI of the Civil Rights Act of 1964, which are found in 34 CFR 100.6 through 100.11 and 34 CFR part 101, apply to this part, except that, notwithstanding these provisions and any other provision of law, no funds made available through the Department shall be provided to any school, agency, or school served by an agency that fails to comply with the Act or this part.

Authority: 20 U.S.C. 7905.

APPENDICES "T"
Teenage Parent Programs,
Section 1003.54, Florida Statutes

Teenage Parent Programs, Section 1003.54, Florida Statutes

- (1) Each district school board shall maintain a teenage parent program.
- (2) "Teenage parent programs" means educational programs designed to provide a specialized curriculum to meet the needs of students who are pregnant or students who are mothers or fathers and the children of the students.
- (3)(a) The program shall provide pregnant students or students who are parents and the children of these students with a comprehensive teenage parent program. The program shall provide pregnant students or students who are parents with the option of participating in regular classroom activities or enrolling in a special program designed to meet their needs pursuant to s. 1003.21. Students participating in teenage parent programs shall be exempt from minimum attendance requirements for absences related to pregnancy or parenting, but shall be required to make up work missed due to absence.
- (b) The curriculum shall include instruction in such topics as prenatal and postnatal health care, parenting skills, benefits of sexual abstinence, and consequences of subsequent pregnancies. Parenting skills should include instruction in the stages of child growth and development, methods for aiding in the intellectual, language, physical, and social development of children, and guidance on constructive play activities.
- (c) Provision for necessary child care, health care, social services, parent education, and transportation shall be ancillary service components of teenage parent programs. Ancillary services may be provided through the coordination of existing programs and services and through joint agreements between district school boards and early learning coalitions or other appropriate public and private providers.
- (d) The district school board shall make adequate provisions for pregnant and parenting teenagers to complete the coursework necessary to earn a high school diploma.
- (e) Children enrolled in child care provided by the district shall be funded at the special program cost factor pursuant to s. 1011.62 if the parent or parents are enrolled full time in a public school in the district.
- (4) Districts may modify courses listed in the State Course Code Directory for the purpose of providing teenage parent programs pursuant to the provisions of this section. Such modifications must be approved by the commissioner and may include lengthening or shortening of the school time allotted for in-class study, alternate methods of assessment of student performance, and the integration of curriculum frameworks or student performance standards to produce interdisciplinary units of instruction.
- (5) The State Board of Education shall adopt rules necessary to implement the provisions of this section.

History.—s. 148, ch. 2002-387; s. 14, ch. 2004-484.



APPENDICES "J"
Dear Colleague Letter: Athletic
Activities Counted for Title IX Compliance

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

APR 20 2010

Dear Colleague:

Title IX of the Education Amendments of 1972¹ (Title IX) prohibits discrimination on the basis of sex in education programs and activities by recipients of Federal financial assistance, which include schools, colleges and universities. Since its passage, Title IX has dramatically increased academic, athletic and employment opportunities for women and girls. Title IX stands for the proposition that equality of opportunity in America is not rhetoric, but rather a guiding principle.

Although there has been indisputable progress since Title IX was enacted, notably in interscholastic and intercollegiate athletic programs, sex discrimination unfortunately continues to exist in many education programs and activities. I am committed to the vigorous enforcement of Title IX to resolve this discrimination and to provide clear policy guidance to assist a recipient institution (institution) in making the promise of Title IX a reality for all.

To that end, on behalf of the Office for Civil Rights (OCR) of the U.S. Department of Education (Department), it is my pleasure to provide you with this "Intercollegiate Athletics Policy Clarification: The Three-Part Test – Part Three." With this letter, the Department is withdrawing the "Additional Clarification of Intercollegiate Athletics Policy: Three Part Test – Part Three" (2005 Additional Clarification) and all related documents accompanying it, including the "User's Guide to Student Interest Surveys under Title IX" (User's Guide) and related technical report, that were issued by the Department on March 17, 2005.

OCR enforces Title IX and its implementing regulation.² The regulation contains specific provisions governing athletic programs³ and the awarding of athletic scholarships.⁴ Specifically, the Title IX regulation provides that if an institution operates or sponsors an athletic program, it must provide equal athletic opportunities for members of both sexes.⁵ In determining whether equal athletic opportunities are available, the regulation requires OCR to consider whether an institution is effectively accommodating the athletic interests and abilities of students of both sexes.⁶

¹ 20 U.S.C. § 1681 *et seq.*

² 34 C.F.R. Part 106.

³ 34 C.F.R. § 106.41.

⁴ 34 C.F.R. § 106.37(c).

⁵ 34 C.F.R. § 106.41(c).

⁶ 34 C.F.R. § 106.41(c)(1). The Title IX regulation at 34 C.F.R. § 106.41(c) provides that OCR also will consider other factors when determining whether equal athletic opportunity is available at an institution. This Dear Colleague

[OCR-00052]

The “Intercollegiate Athletics Policy Interpretation”⁷ (1979 Policy Interpretation), published on December 11, 1979, provides additional guidance on the Title IX intercollegiate athletic regulatory requirements.⁸ The 1979 Policy Interpretation sets out a three-part test that OCR uses to assess whether an institution is effectively accommodating the athletic interests and abilities of its students to the extent necessary to provide equal athletic opportunity.⁹ On January 16, 1996, OCR issued the “Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test” (1996 Clarification) to provide additional clarification on all parts of the three-part test, including the specific factors that OCR uses to evaluate compliance under the third part of the three-part test (Part Three).¹⁰

In 2005, OCR issued the Additional Clarification regarding application of the indicators in the 1996 Clarification that guided OCR’s analysis of Part Three. The accompanying User’s Guide included a prototype survey instrument (model survey) that institutions could use to measure student interest in participating in intercollegiate athletics and included specific guidance on its implementation. The Additional Clarification and User’s Guide changed OCR’s approach from an analysis of multiple indicators to a reliance on a single survey instrument to demonstrate that an institution is accommodating student interests and abilities in compliance with Part Three. After careful review, OCR has determined that the 2005 Additional Clarification and the User’s Guide are inconsistent with the nondiscriminatory methods of assessment set forth in the 1979 Policy Interpretation and the 1996 Clarification and do not provide the appropriate and necessary clarity regarding nondiscriminatory assessment methods, including surveys, under Part Three. Accordingly, the Department is withdrawing the 2005 Additional Clarification and User’s Guide, including the model survey. All other Department policies on Part Three remain in effect and provide the applicable standards for evaluating Part Three compliance.

Given the resource limitations faced by institutions throughout the nation and the effect on institutions’ athletics programs, I recognize the importance of assisting institutions in developing their own assessment methods that retain the flexibility to meet their unique circumstances, but are consistent with the nondiscrimination requirements of the Title IX regulation. Therefore, this Dear Colleague letter reaffirms, and provides additional clarification

letter only addresses the regulatory requirement, at 34 C.F.R. § 106.41(c)(1), to effectively accommodate interests and abilities.

⁷ 44 Fed. Reg. 71413 (1979). The 1979 Policy Interpretation was published by the former Department of Health, Education, and Welfare, and was adopted by the Department of Education when it was established in 1980.

⁸ Although the 1979 Policy Interpretation is designed for intercollegiate athletics, its general principles, and those of this letter, often will apply to interscholastic, club, and intramural athletic programs. 44 Fed. Reg. at 71413. Furthermore, the Title IX regulation requires institutions to provide equal athletic opportunities in intercollegiate, interscholastic, club, and intramural athletics. 34 C.F.R. § 106.41(c).

⁹ As discussed in the 1979 Policy Interpretation, OCR also considers the quality of competitive opportunities offered to members of both sexes in determining whether an institution effectively accommodates the athletic interests and abilities of its students. 44 Fed. Reg. at 71418.

¹⁰ OCR’s “Further Clarification of Intercollegiate Athletics Policy Guidance Regarding Title IX Compliance,” which was issued as a Dear Colleague letter on July 11, 2003, also reincorporated the 1996 Clarification’s broad range of specific factors and illustrative examples.

on, the multiple indicators discussed in the 1996 Clarification that guide OCR's analysis of whether institutions are in compliance with Part Three, as well as the nondiscriminatory implementation of a survey as one assessment technique.

The Three-Part Test

As discussed above, OCR uses the three-part test to determine whether an institution is providing nondiscriminatory athletic participation opportunities in compliance with the Title IX regulation. The test provides the following three compliance options:

1. Whether intercollegiate level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments; or
2. Where the members of one sex have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of the members of that sex; or
3. Where the members of one sex are underrepresented among intercollegiate athletes, and the institution cannot show a history and continuing practice of program expansion, as described above, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.¹¹

The three-part test is intended to allow institutions to maintain flexibility and control over their athletic programs consistent with Title IX's nondiscrimination requirements. As stated in the 1996 Clarification, "[T]he three-part test furnishes an institution with three individual avenues to choose from when determining how it will provide individuals of each sex with nondiscriminatory opportunities to participate in intercollegiate athletics. If an institution has met any part of the three-part test, OCR will determine that the institution is meeting this requirement."

Part Three of the Three-Part Test — Fully and Effectively Accommodating the Interests and Abilities of the Underrepresented Sex

This letter focuses on Part Three — whether an institution is fully and effectively accommodating the athletic interests and abilities of the underrepresented sex. As the 1996 Clarification indicates, while disproportionately high athletic participation rates by an institution's students of the overrepresented sex (as compared to their enrollment rates) may indicate that an institution is not providing equal athletic opportunities to its students of the underrepresented sex, an institution can satisfy Part Three if it can show that the underrepresented sex is not being denied opportunities, i.e., that the interests and abilities of

¹¹ 44 Fed. Reg. at 71418.

the underrepresented sex are fully and effectively accommodated. This letter provides information that guides OCR in its evaluation of compliance with Part Three and the nondiscriminatory implementation of assessments of students' athletic interests and abilities under it.

Under Part Three, the focus is on full and effective accommodation of the interests and abilities of the institution's students who are members of the underrepresented sex — including students who are admitted to the Institution though not yet enrolled.¹² As stated in the 1996 Clarification, and as further discussed below, in determining compliance with Part Three, OCR considers all of the following three questions:

1. Is there unmet interest in a particular sport?
2. Is there sufficient ability to sustain a team in the sport?
3. Is there a reasonable expectation of competition for the team?

If the answer to all three questions is “Yes,” OCR will find that an institution is not fully and effectively accommodating the interests and abilities of the underrepresented sex and therefore is not in compliance with Part Three.

A. Unmet Interest and Ability — OCR Evaluation Criteria

In determining whether an institution has unmet interest and ability to support an intercollegiate team in a particular sport, OCR evaluates a broad range of indicators, including:

- whether an institution uses nondiscriminatory methods of assessment when determining the athletic interests and abilities of its students;
- whether a viable team for the underrepresented sex recently was eliminated;
- multiple indicators of interest;
- multiple indicators of ability; and
- frequency of conducting assessments.

Each of these five criteria is described below. Following the discussion of these criteria, this section provides technical assistance recommendations for effective assessment procedures and the nondiscriminatory implementation of a survey as one component of assessing the interests and abilities of students of the underrepresented sex. This section concludes with a discussion of the multiple indicators OCR evaluates to determine whether there are a sufficient number of students with unmet interest and ability to sustain a new intercollegiate team.

¹² OCR examines an institution's recruitment practices under another part of the 1979 Policy Interpretation. See 44 Fed. Reg. at 71417. Accordingly, where an institution recruits potential student athletes for its men's teams, it must ensure that its women's teams are provided with substantially equal opportunities to recruit potential student athletes.

1. Nondiscriminatory Methods of Assessment

Under Part Three, OCR evaluates whether an institution uses processes and methods for assessing the athletic interests and abilities of its students of the underrepresented sex that are consistent with the nondiscrimination standards set forth in the 1979 Policy Interpretation. The 1979 Policy Interpretation states that institutions may determine the athletic interests and abilities of students by nondiscriminatory methods of their choosing provided:

- a. The processes take into account the nationally increasing levels of women's interests and abilities;
- b. The methods of determining interest and ability do not disadvantage the members of an underrepresented sex;
- c. The methods of determining ability take into account team performance records; and
- d. The methods are responsive to the expressed interests of students capable of intercollegiate competition who are members of an underrepresented sex.¹³

An institution should document its assessment of students' interests and abilities.

2. Assessments Not Used To Eliminate Viable Teams

As discussed in the 1996 Clarification, if an institution recently has eliminated a viable team for the underrepresented sex from the intercollegiate athletics program, OCR will find that there is sufficient interest, ability, and available competition to sustain an intercollegiate team in that sport and thus there would be a presumption that the institution is not in compliance with Part Three. This presumption can be overcome if the institution can provide strong evidence that interest, ability, or competition no longer exists.

Accordingly, OCR does not consider the failure by students to express interest during a survey under Part Three as evidence sufficient to justify the elimination of a current and viable intercollegiate team for the underrepresented sex. In other words, students participating on a viable intercollegiate team have expressed interest by active participation, and OCR does not use survey results to nullify that expressed interest.

3. Multiple Indicators Evaluated to Assess Interest

OCR considers a broad range of indicators to assess whether there is unmet athletic interest among the underrepresented sex. These indicators guide OCR in determining whether the institution has measured the interests of students of the underrepresented sex using nondiscriminatory methods consistent with the 1979 Policy Interpretation. As discussed in the

¹³ 44 Fed. Reg. at 71417.

1996 Clarification, OCR evaluates the interests of the underrepresented sex by examining the following list of non-exhaustive indicators:

- requests by students and admitted students that a particular sport be added;
- requests for the elevation of an existing club sport to intercollegiate status;
- participation in club or intramural sports;
- interviews with students, admitted students, coaches, administrators and others regarding interests in particular sports;
- results of surveys or questionnaires of students and admitted students regarding interests in particular sports;¹⁴
- participation in interscholastic sports by admitted students; and
- participation rates in sports in high schools, amateur athletic associations, and community sports leagues that operate in areas from which the institution draws its students.¹⁵

In accordance with the 1996 Clarification, OCR also will consider the likely interest¹⁶ of the underrepresented sex by looking at participation in intercollegiate sports in the institution's normal competitive regions.

4. Multiple Indicators Evaluated to Assess Ability

As discussed in the 1996 Clarification, OCR considers a range of indicators to assess whether there is sufficient ability among interested students of the underrepresented sex to sustain a team in the sport. When making this determination, OCR examines indicators such as:

- the athletic experience and accomplishments — in interscholastic, club or intramural competition — of underrepresented students and admitted students interested in playing the sport;

¹⁴ OCR evaluates all of the indicators discussed here so OCR does not consider survey results alone as sufficient evidence of lack of interest under Part Three.

¹⁵ As discussed in the 1996 Clarification, this indicator may be helpful to OCR in ascertaining likely interest of an institution's students and admitted students in particular sports, especially in the absence of more direct indicia. However, in conducting its investigations, OCR determines whether an institution is meeting the actual interests and abilities of its students and admitted students.

An Institution's evaluation should take into account sports played in the high schools and communities from which it draws its students, both as an indication of possible interest at the institution, and to permit the institution to plan to meet the interests of admitted students of the underrepresented sex. For example, if OCR's investigation finds that a substantial number of high schools from the relevant region offer a particular sport that the institution does not offer for the underrepresented sex, OCR will ask the institution to provide a basis for any assertion that its students and admitted students are not interested in playing that sport. OCR also may interview students, admitted students, coaches, and others regarding interest in that sport.

¹⁶ See Footnote 15 above.

- opinions of coaches, administrators, and athletes at the institution regarding whether interested students and admitted students have the potential to sustain an intercollegiate team; and
- if the team has previously competed at the club or intramural level, whether the competitive experience of the team indicates that it has the potential to sustain an intercollegiate team.

Additionally, because OCR recognizes that students may have a broad range of athletic experiences and abilities, OCR also examines other indications of ability such as:

- participation in other sports, intercollegiate, interscholastic or otherwise, that may demonstrate skills or abilities that are fundamental to the particular sport being considered; and
- tryouts or other direct observations of participation in the particular sport in which there is interest.

As the 1996 Clarification indicated, neither a poor competitive record, nor the inability of interested students or admitted students to play at the same level of competition engaged in by the institution's other athletes, is conclusive evidence of lack of ability. For the purposes of assessing ability, it is sufficient that interested students and admitted students have the potential to sustain an intercollegiate team.

5. Frequency of Assessments

As discussed in the 1996 Clarification, OCR evaluates whether an institution assesses interest and ability periodically so that the institution can identify in a timely and responsive manner any developing interests and abilities of the underrepresented sex. There are several factors OCR considers when determining the rate of frequency for conducting an assessment. These factors include, but are not limited to:

- the degree to which the previous assessment captured the interests and abilities of the institution's students and admitted students of the underrepresented sex;
- changes in demographics or student population at the institution;¹⁷ and
- whether there have been complaints from the underrepresented sex with regard to a lack of athletic opportunities or requests for the addition of new teams.

Further, OCR will consider whether an institution conducts more frequent assessments if a previous assessment detected levels of student interest and ability in any sport that were close to the minimum number of players required to sustain a team.

¹⁷ For example, in a typical four-year institution, the student body population will change substantially each year, by approximately 25 percent annually.

6. Effective Procedures for Evaluating Requests to Add Teams and Assessing Participation

An institution has a continuing obligation to comply with Title IX's nondiscrimination requirements; thus, OCR recommends that institutions have effective ongoing procedures for collecting, maintaining, and analyzing information on the interests and abilities of students of the underrepresented sex, including easily understood policies and procedures for receiving and responding to requests for additional teams, and wide dissemination of such policies and procedures to existing and newly admitted students, as well as to coaches and other employees.

OCR also recommends that institutions develop procedures for, and maintain documentation from, routine monitoring of participation of the underrepresented sex in club and intramural sports as part of their assessment of student interests and abilities. OCR further recommends that institutions develop procedures for, and maintain documentation from, evaluations of the participation of the underrepresented sex in high school athletic programs, amateur athletic associations, and community sports leagues that operate in areas from which the institution draws its students. This is the type of documentation that may be needed in order for an institution to demonstrate that it is assessing interests and abilities in compliance with Part Three.

The Title IX regulation requires institutions to designate at least one employee to coordinate their efforts to comply with and carry out their Title IX responsibilities.¹⁸ Therefore, institutions may wish to consider whether the monitoring and documentation of participation in club, intramural, and interscholastic sports and the processing of requests for the addition or elevation of athletic teams should be part of the responsibilities of their Title IX coordinators in conjunction with their athletic departments. Another option an institution may wish to consider is to create a Title IX committee to carry out these functions. If an institution chooses to form such a committee, it should include the Title IX coordinator as part of the committee and provide appropriate training on the Title IX requirements for committee members.

7. Survey May Assist in Capturing Information on Students' Interests and Abilities

As discussed in the 1996 Clarification, institutions may use a variety of techniques to identify students' interests and abilities. OCR recognizes that a properly designed and implemented survey is one tool that can assist an institution in capturing information on students' interests and abilities. OCR evaluates a survey as one component of an institution's overall assessment under Part Three and will not accept an institution's reliance on a survey alone, regardless of the response rate, to determine whether it is fully and effectively accommodating the interests and abilities of its underrepresented students. If an institution conducts a survey as part of its assessment, OCR examines the content, implementation and response rates of the survey, as well as an institution's other methods of measuring interest and ability.

¹⁸ 34 C.F.R. § 106.8(a).

Under Part Three, OCR evaluates the overall weight it will accord the conclusions drawn by an institution from the results of a survey by examining the following factors, among others:

- content of the survey;
- target population surveyed;
- response rates and treatment of non-responses;
- confidentiality protections; and
- frequency of conducting the survey.

OCR also considers whether a survey is implemented in such a way as to maximize the possibility of obtaining accurate information and facilitating responses. A properly designed survey should effectively capture information on interest and ability¹⁹ across multiple sports, without complicating responses with superfluous or confusing questions.

OCR has not endorsed or sanctioned any particular survey; however, for technical assistance purposes, this letter contains information that an institution may wish to consider in developing its own survey.

a. Content of the Survey

i. *Purpose*

To ensure students understand the importance of responding to the survey, OCR evaluates whether a survey clearly states its purpose. For technical assistance purposes, an example of a purpose statement might be:

Purpose: This data collection is being conducted for evaluation, research, and planning purposes and may be used along with other information to determine whether [Institution] is effectively accommodating the athletic interests and abilities of its students, including whether to add additional teams.

ii. *Collect information regarding all sports*

In addition, OCR evaluates whether the survey lists all sports for the underrepresented sex recognized by the three primary national intercollegiate athletic associations,²⁰ and contains an open-ended inquiry for other sports to allow students to write in any sports that are not

¹⁹ Experience in sports generally is one indicator of ability.

²⁰ These associations are the National Collegiate Athletic Association, the National Association of Intercollegiate Athletics, and the National Junior College Athletic Association. A current list of these sports for both sexes is: baseball, basketball, bowling, cross country, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, rifle, rowing, skiing, soccer, softball, swimming and diving, tennis, indoor track and field, outdoor track and field, volleyball, water polo, and wrestling.

listed.²¹ OCR considers whether the survey allows students to identify their interest in future or current participation in all of the sports they identify and general athletic experience. OCR also considers whether the survey allows students to provide additional information or comments about their interest, experience, and ability. For technical assistance purposes, the types of questions an institution could ask regarding interest in future participation, current participation, and prior athletic experience might be:

Sport	Interest in Future Participation: At what level do you wish to participate in this sport at [Institution]?	Current Participation: At what level are you participating in this sport?	Prior Experience: At what level did you participate in this sport or any other relevant sport in high school, college, or in another capacity?
Basketball	<input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational	<input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational <input type="checkbox"/> Other _____	College <input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational High School <input type="checkbox"/> Varsity <input type="checkbox"/> Junior Varsity <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational <input type="checkbox"/> Other _____
Lacrosse	<input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational	<input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational <input type="checkbox"/> Other _____	College <input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational High School <input type="checkbox"/> Varsity <input type="checkbox"/> Junior Varsity <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational <input type="checkbox"/> Other _____
Other sport identified by student ²²	<input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational	<input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational <input type="checkbox"/> Other _____	College <input type="checkbox"/> Intercollegiate <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational High School <input type="checkbox"/> Varsity <input type="checkbox"/> Junior Varsity <input type="checkbox"/> Club <input type="checkbox"/> Intramural <input type="checkbox"/> Recreational <input type="checkbox"/> Other _____

iii. Contact Information

OCR also looks at whether an institution requests contact information, to allow the institution to follow-up with students who wish to be contacted regarding their interests and abilities.

b. Target Population Surveyed

OCR considers the target population surveyed at the institution. Under Part Three, OCR evaluates whether the survey is administered as a census to all full-time undergraduate

²¹ An open-ended inquiry for other sports should be prominent or otherwise readily visible and contain a line or other mechanism for students to write in the sport for which they wish to express interest and ability.

²² If the survey is provided in paper form, an institution should provide a surplus of rows to ensure that a respondent can provide information for all the sports for which there is interest.

students of the underrepresented sex and admitted students of the underrepresented sex.²³ Using a census of all students can avoid several issues associated with sample surveys including, but not limited to: selection of the sampling mechanism, selection of the sample size, calculation of sampling error, and using sample estimates. If an institution intends to administer a survey to a sample population to gauge an estimate of interests and abilities, the larger the sample, the more weight OCR will accord the estimate.

c. Responses: Rates and Treatment of Non-Responses

OCR evaluates whether the survey is administered in a manner designed to generate high response rates and how institutions treat responses and non-responses.

OCR looks at whether institutions provide the survey in a context that encourages high response rates, and whether institutions widely publicize the survey; give students, including those participating in club or intramural sports, advance notice of the survey; and provide students adequate time to respond. Generally, OCR accords more weight to a survey with a higher response rate than a survey with a lower response rate, and institutions may want to distribute the survey through multiple mechanisms to increase the response rate.

For example, for enrolled students, an institution may want to administer the survey as part of a mandatory activity, such as during course registration. If administered as part of a mandatory activity, students also should have the option of completing the survey at a later date in order to ensure that they have adequate time to respond. Students who indicate that they wish to complete the survey at a later time should be given the opportunity to provide their contact information to enable the institution to take steps to ensure that they complete the survey. An institution should follow-up with those students who indicate that they wish to respond in the future.

An institution also may choose to send an email to the entire target population that includes a link to the survey. If an institution's assessment process includes email, OCR considers whether the institution takes appropriate cautionary measures, such as ensuring that it has accurate email addresses and that the target population has access to email.²⁴ OCR also expects institutions to take additional steps to follow-up with those who do not respond, including sending widely publicized reminder notices.

If institutions administer the survey through a web-based distribution system, students who indicate that they have no current interest²⁵ in athletic participation should be asked to confirm their lack of interest before they exit the system. If response rates using the methods described

²³ For example, institutions may distribute surveys to all admitted students of the underrepresented sex with acceptance letters.

²⁴ OCR also evaluates whether the survey is administered in a manner designed to ensure the accurate identity of the respondent and to protect against multiple responses by the same individual.

²⁵ Students may have, or may be unaware of whether they will have, a future interest in athletic participation.

above are low, an institution should consider administering the survey in another manner to obtain higher response rates.

OCR does not consider non-responses to surveys as evidence of lack of interest or ability in athletics. As discussed above, regardless of whether students respond to a survey, OCR also evaluates whether students' interest and abilities are assessed using the multiple indicators described above.

d. Confidentiality Protections

OCR also looks at whether institutions notify students that all responses as well as any personally identifiable information they provide will be kept confidential, although the aggregate survey information will be shared with athletic directors, coaches, and other staff, as appropriate. When requesting any personal or personally identifiable data, protecting the respondents' confidentiality helps to ensure that institutions obtain high-quality data and high response rates. If a student has expressed interest in being contacted when responding to the survey, an institution should continue to maintain the student's confidentiality except to the extent needed to follow-up with the student.

e. Frequency of Conducting the Survey

As discussed above, OCR evaluates whether an institution periodically conducts an assessment of interest and abilities. In addition to the factors OCR considers when determining the rate of frequency for conducting an assessment, OCR also will consider factors such as the size of the previously assessed survey population and the rate of response to the immediately preceding survey(s) conducted by the institution, if any.

8. Multiple Indicators Evaluated to Assess Sufficient Number of Interested and Able Students to Sustain a Team

Under Part Three, institutions are not required to create an intercollegiate team or elevate a club team to intercollegiate status unless there are a sufficient number of interested and able students to sustain a team. When OCR evaluates whether there are a sufficient number of students, OCR considers such indicators as the:

- minimum number of participants needed for a particular sport;
- opinions of athletic directors and coaches concerning the abilities required to field an intercollegiate team; and
- size of a team in a particular sport at institutions in the governing athletic association or conference to which the institution belongs or in the institution's competitive regions.

When evaluating the minimum number of athletes needed, OCR may consider factors such as the:

- rate of substitutions necessitated by factors such as length of competitions, intensity of play, or injury;
- variety of skill sets required for competition; and
- minimum number of athletes needed to conduct effective practices for skill development.

B. Reasonable Expectation of Competition — OCR Evaluation Criteria

Lastly, as indicated in the 1996 Clarification, OCR evaluates whether there is a reasonable expectation of intercollegiate competition for the team in the institution's normal competitive regions. In evaluating available competition, OCR considers available competitive opportunities in the geographic area in which the institution's athletes primarily compete, including:

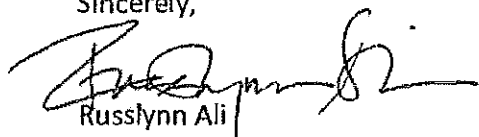
- competitive opportunities offered by other schools against which the institution competes; and
- competitive opportunities offered by other schools in the institution's geographic area, including those offered by schools against which the institution does not now compete.²⁶

If the information or documentation compiled by the institution during the assessment process shows that there is sufficient interest and ability to support a new intercollegiate team and a reasonable expectation of intercollegiate competition in the institution's normal competitive region for the team, the institution is under an obligation to create an intercollegiate team within a reasonable period of time in order to comply with Part Three.

Conclusion

The three-part test gives institutions flexibility and affords them control over their athletics programs. This flexibility, however, must be used consistent with Title IX's nondiscrimination requirements. OCR will continue to work with institutions to assist them in finding ways to address their particular circumstances and comply with Title IX. For technical assistance, please contact the OCR enforcement office that serves your area, found at <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>.

Sincerely,



Russlynn Ali

Assistant Secretary for Civil Rights

²⁶ Under the 1979 Policy Interpretation, an institution also may be required to actively encourage the development of intercollegiate competition for a sport for members of the underrepresented sex when overall athletic opportunities within its competitive region have been historically limited for members of that sex. 44 Fed. Reg. at 71418.

CHAPTER 3.00 - SCHOOL ADMINISTRATION

AUTOMATIC EXTERNAL DEFIBRILLATORS

3.30+

- I. The School Board authorizes the use of an automatic external defibrillator (AED) in a perceived medical emergency.
- II. All persons who are reasonably expected to use an AED shall be trained to use the device. Employees or volunteers expected to use an AED must complete Training shall include a course in cardiopulmonary resuscitation (CPR) or a basic first aid course which includes CPR and demonstrated proficiency in the use of a defibrillator an AED.
- III. Each school that is a member of the Florida High School Athletic Association shall have an operational AED on school grounds. The device shall be available in a clearly marked and publicized location for all athletic activities, including those held outside of the school year, readily available for use. The location of the device shall be registered with the local emergency medical services director. All persons ~~who are~~ reasonably expected to use the device shall be notified annually in writing of the location of each AED on school grounds. ~~notified of its location.~~
- IV. The Superintendent or designee shall develop procedures to implement this policy. The procedures shall be reviewed and approved by the local emergency medical services director.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

401.2915, 768.1325, 1001.42,
1001.43, 1006.165, F.S.

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY: NEW

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EXERTIONAL HEAT ILLNESS

4.18*+

I. Purpose of policy:

This policy describes the best practice procedures for the prevention, monitoring, and when necessary, the treatment of exertional heat illnesses for students/athletes, faculty, and staff of [Organization Name]. This policy applies to all staff members, including but not limited to athletic trainers, physicians, athletic administrators, coaches, strength and conditioning staff, and school administrators who are associated with activities where heat illness poses a risk, including but not limited to, outdoor and indoor activities where high temperature and specifically, high humidity environmental risks are present (e.g., athletics, intramurals, course instruction, marching band). Exertional heat illness includes exercise-associated muscle cramps, heat syncope, heat exhaustion, and exertional heat stroke (EHS)). Current best practice guidelines suggest that the risk of exertional heat injuries can be minimized with heat acclimatization and diligent attention to monitoring individuals participating in activities that place them at a higher risk for these types of injuries. In the event an athlete sustains a heat illness, immediate and proper treatment is necessary.

II. Definitions:

- A. Acclimatization – The process of gradually increasing the intensity of activity in a progressive manner that improves the body's ability to adapt to and tolerate exercise in the heat. The acclimatization period is defined as the first 14 calendar days of a student-athletes' participation, beginning with the first allowable date of practice in the sport of the first day an athlete begins official practice, whichever is later.
- B. Wet Bulb Globe Temperature – The WBGT is a measurement tool that uses ambient temperature, relative humidity, wind, and solar radiation from the sun to get a comprehensive measure that can be used to monitor environmental conditions during exercise. WBGT is different than heat index, as it is a more comprehensive measurement of environmental heat stress on the body.
- C. Non-Practice Activities – Activities that include meetings, injury treatment, and film study.

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

- D. Practice – The period of time that a student-athlete engages in coach-supervised, school approved sport or conditioning related-activity. Practice time includes from the time the players report to the field until they leave.
- E. Walk Through – A period of time where players are reviewing positional strategy and rehearsing plays. Players do not experience contact and thus they do not wear equipment and the intensity of the activity is minimal often involving walking. This period of time shall last no more than one hour. It is not considered part of the practice time regulation. It may not involve conditioning or weight room activities. Players may not wear protective equipment during the walk through.
- F. Recovery Time – This period of time is defined as non-activity time outside of practices or games. NO ACTIVITY, including non-practice activity, can occur during this time. When it is possible, proper recovery should occur in an air-conditioned facility for a minimum of 3 hours in duration.
- G. Rest Breaks – This period of time occurs during practice and is a non-activity time that is in a ‘cool zone’ out of direct sunlight.
- H. Exertional Heat Stroke (EHS)– Defined as having a rectal temperature over 104°F-105°F (40.5°C), and central nervous system dysfunction (e.g. irrational behavior, confusion, irritability, emotional instability, altered consciousness, collapse, coma, dizzy, etc.).
- I. Cooling Zone- An area out of direct sunlight with adequate air flow to assist in cooling. A cold-water or ice tub and ice towels should be available to immerse or soak a patient with suspected heat illness This may be outdoors or indoors depending on proximity to field.
- J. Qualified Health Care Professional (QHP) - As defined by the American Medical Association (AMA), “is an individual who is qualified by education, training, licensure/regulation (when applicable), and facility privileging (when applicable) who performs a professional service within his/her scope of practice and independently reports that professional service.”
- K. Hypohydration- (reduced hydration status) is a deficit of body water that is caused by acute or chronic dehydration.
- L. Central Nervous System dysfunction- includes any sign or symptom that the central nervous system is not working properly, including: dizziness,

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

drowsiness, irrational behavior, confusion, irritability, emotional instability, hysteria, apathy, aggressiveness, delirium, disorientation, staggering, seizures, loss of consciousness, coma, etc.

- III. Monitoring Heat Stress - Schools must monitor heat stress. Heat stress is determined by measuring the ambient temperature, humidity, wind speed, sun angle and cloud cover at the site of the athletic activity. School are required to follow and adhere to the guidelines set forth by the FHSAA for heat stress readings.
 - A. A pre-participation history and physical exam is required. Individuals with risk factors will be identified and counseled on heat illness.
 - B. The athletic trainer or persons responsible will be notified of individuals with pre-existing conditions that place the individual at risk of exertional illness.
 - C. Coaches will be notified of individuals at higher risk as needed.
- IV. Each athletic coach involving outdoor practices or events shall annually complete training in exertional heat illness identification, prevention, and response, including the effective administration of cooling zones.
- V. Environmental Monitoring and Activity modification/Cancellation
 - A. Environmental monitoring will occur utilizing a WBGT device (insert school device here)
 - B. Environmental monitoring will occur any time it is warm outside (i.e. over 70°F)
 - C. Environmental monitoring and activity modifications may be necessary for certain types of indoor facilities.
 - D. Monitoring of WBGT will occur every 30 minutes beginning at the scheduled practice time.
 - E. All environmental monitoring will be recorded and stored either hard copy or electronically.

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- F. Modifications will be made in accordance with the best practice guidelines for our region. (School District) is in the southern region and will follow the guidelines based on the Florida High School Athletic Association policy.
- VI. Acclimatization protocols apply to all sports. Days 1 through 5 of the heat acclimatization period consists of the first 5 days of formal practice. During this time, athletes may not participate in more than one (1) practice per day. If a practice is interrupted by inclement weather or heat restrictions, the practice will recommence once conditions are deemed safe. Total practice time will not exceed 3 hours in a single day. A 1-hour maximum walk-through is permitted during days 1-5 of the heat acclimatization period. A 1-hour recovery period will take place between the practice and walk-through (or vice versa).
- VII. Student-athletes who participate in activities that last for an extended amount of time or multiple activities in a day should be provided electrolytes to assist in rehydration. Rest breaks must involve unlimited hydration intake and rest without any activity involved.
- VIII. Coaches are required to adopt a heat injury prevention philosophy by promoting unrestricted access to water at all times. A student-athlete should never be denied access to water.
- IX. The school's emergency action plan must include a procedure for onsite cooling using cold-water immersion or equivalent means before a student-athlete is transported to a hospital for exertional heatstroke.
- X. Cooling zones must be available for each outdoor athletic contest, practice, workout, or conditioning session. Cooling zones must include the immediate availability of cold-water immersion tubs or equivalent and may also include ice sponges and towels or tarps that can be filled with ice and wrapped around

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

individuals to rapidly cool internal body temperature. An employee or volunteer trained to administer cold-water immersion must be present.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1006.165, F.S.

<u>HISTORY:</u>	<u>ADOPTED:</u>
	<u>REVISION DATE(S):</u>
	<u>FORMALLY: NEW</u>