

SUWANNEE COUNTY SCHOOL BOARD  
WORKSHOP SESSION  
July 16, 2019

AGENDA

- 10:00 a.m. Call to Order/Welcome/Pledge ..... Ed daSilva, Chairman
- 10:02 a.m. Vaping Presentation ..... Maggie Mouton, Investigator with  
Suwannee County Sheriff's Office
- 11:30 a.m. Lunch
- 12:30 p.m. School Safety and Other Administrative .....Malcolm Hines  
Services Department Update
- Emergency Response Plan
  - Equity Report (**pgs. 2-103**)
- 1:15 p.m. Student Services Department Update .....Debbie Land
- English Language Learners (ELL) Plan 2019-2022
  - Mental Health Assistance Allocation Plan
  - Various Contracts
- 2:15 p.m. Assistant Superintendent of Administration .....Bill Brothers  
Department Update
- Various Policies
  - Policy #5.1001 Corporal Punishment (*review purposes only*)  
(**pg. 104**)
- 2:45 p.m. Assistant Superintendent of Instruction..... Janene Fitzpatrick  
Department Update
- Level II School Principal Preparation Program (**pgs. 105-168**)
- 3:00 p.m. Superintendent Update..... Ted Roush
- 3:30 p.m. Adjourn

# **The Suwannee County School Board 2018-2019 Annual Update to the Florida Educational Equity Act (FEEA) Plan.**

## **Suwannee County School District**



## **2018-2019 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 (OEEO). The OEEO 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  
2018-2019 Annual Update to the  
Florida Educational Equity Act Plan**

**Table of Contents**

<b>Introduction and Background .....</b>	<b>3</b>
<b>Part I: Procedural Requirements .....</b>	<b>4</b>
<b>Part II: Incomplete Items or Pending Actions .....</b>	<b>5</b>
<b>Part III: Student Participation in Advanced Coursework.....</b>	<b>6</b>
<b>Part IV: Gender Equity in Athletics .....</b>	<b>13</b>
<b>Part V: Employment Equity.....</b>	<b>18</b>
<b>Part VI: Single-Sex Schools or Classes .....</b>	<b>19</b>
<b>Part VII: Treatment of Pregnant and Parenting Students .....</b>	<b>20</b>

**Appendices**

- A. Policy of Nondiscrimination: Policy Changes 5.215 and 6.50**
- B. 2018-2019 Annual Notification of Nondiscrimination**
- C. Samples of Continuous Notice of Nondiscrimination**
- D. Corrective Action Plans for Branford High, Suwannee High, and Suwannee Middle Schools**
- E. Minority Teacher Recruitment Plan**
- F. Teen Pregnancy Brochure**
- G. The Range of Job Duties for the Equity Coordinator**
- H. Florida Educational Equity Act, Section 1000.05, Florida Statutes**
- I. State Board Rules 6A-19.001 – 6A-19.010**
- J. Boy Scouts of America Equal Access Act, 34 C.F.R. §108**
- K. Teenage Parent Programs, Section 1003.54, Florida Statutes**
- L. Dear Colleague Letter: Athletic Activities Counted for Title IX Compliance**

## 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 2018-2019 Annual Update was prepared by the Equity Coordinator, with the assistance of school principals, district administrators, and athletics personnel.



# 2018-19 Annual Equity Update Shell

## PART I: PROCEDURAL REQUIREMENTS:

### A. Changes to Nondiscrimination and Anti-Harassment Policies or Grievance Procedures

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

#### Changes to Policies or Procedures:

Grievance Complaint Procedure(s) For Students policy 5.251 deleted on August 28, 2018. Grievance Procedure(s) For Personnel changed to Complaint Procedure(s) Procedures For Personnel on August 28, 2018. See *Appendix A* for policy changes.

### 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  
1729 Walker Avenue, S.W., Suite 200  
Live Oak, FL 32064  
386-647-4644  
[malcolm.hines@suwannee.k12.fl.us](mailto: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 accommodations.*  
 This information is included in *Appendix C*.

## PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

- A. Any Items identified during equity on-site review. N/A
- 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 2018-19 (141 & 8.57%)

White	Black	Hispanic	ELL Students	
98 & 9.14%	7 & 2.18%	27 & 9.96%	2 & 3.92%	
Whites In AP/IB/AICE 2014-15 13% (141)	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)
White Males In AP/IB/AICE 2014-15 11% (67)	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)
Blacks In AP/IB/AICE 2014-15 3% (7)	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)
Black Males In AP/IB/AICE 2014-15 2% (2)	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)
Hispanics In AP/IB/AICE 2014-15 8% (15)	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)
Hisp. Males In AP/IB/AICE 2014-15 7% (8)	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)
		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 3.92% (2)

#### **Evidence of Success**

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Evaluation must include 2014-15 to 2018-19.*

*The following percentages reflect within race/ethnicity calculations for students enrolled in AP/IB/AICE courses. In 2014-15, 13% of Whites, 3% of Blacks, 8% of Hispanics, 11% of White Males, 2% of Black Males, and 7% of Hispanic Males were enrolled. In 2015-16, 10% of Whites (a decrease of 3 percentage points), 4% of Blacks (an increase of 1 percentage points), 8% of Hispanics (no change at 0 percentage points), 9% of White Males (a decrease of 2 percentage points), 4% of Black Males (an increase of 4 percentage points), and 7% of Hispanic Males (a no change at 0 percentage point) were enrolled. In 2016-17, 12% of Whites (an increase of 2 percentage points), 4% of Blacks (a no change at 0 percentage points), 8% of Hispanics (a no change at 0 percentage points), 11% of White Males (an increase of 1 percentage points), 2% of Black Males (a decrease of 2 percentage points), and 7% of Hispanic Males (a no change at 0 percentage point) were enrolled. In 2017-18, 10% of Whites (a decrease of 2 percentage points), 4% of Blacks (no change at 0 percentage points), 9% of Hispanics (an increase of 1 percentage points), 9% of White Males (a decrease of 2 percentage points), 3% of Black Males (an increase of 1 percentage points), and 6% of Hispanic Males (a decrease of 1 percentage point) were enrolled. In 2018-19, 9% of Whites (an decrease of 1 percentage points), 2% of Blacks (a decrease of 2 percentage points), 10% of Hispanics (an increase of 1 percentage points), 7% of White Males (a decrease of 2 percentage points), 2% of Black Males (a decrease of 1 percentage points), and 4% of Hispanic Males (a decrease of 2 percentage point) were enrolled.*

*Although participation in AP/IB/AICE courses in most groups increased slightly during the evaluation period, an 8% gap exists between Whites (11%) and Blacks (3%), and a 4% gap exists between Whites (11%) and Hispanics (7%). The gaps between Whites and Blacks increased 2%, and the gap between Whites and Hispanics increased 1%.*

*Similar gaps exist among male students. A 6% gap exists between White males and Black males and a 3% gap exists between White males and Hispanic males. The gaps between White males and Black males increased 3%, and the gap between Whites and Hispanics increased (3%) 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 2018-2019 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 and Ruby Payne.*
- 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 conduct adult education courses.*
- 8. The District will extend learning opportunities by offering Early Learning, Pre-K, and the 21<sup>st</sup> 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 the African American Development Council to host Parent Meetings 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 2 percentage points by the 2019-20 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 2 percentage point by the 2019-20 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in AP/IB/AICE courses by 2 percentage points by the 2019-20 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB/AICE courses by 2 percentage point by the 2019-20 School Year.

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

##### Grades 9-12 Total Enrollment 2018-19 (192 & 11.66%)

White	Black	Hispanic	ELL Students	
125 & 11.66%	29 & 11.65%	33 & 12.18%	0 & 0%	
Whites In DE 2014-15 10% (108)	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)
White Males In DE 2014-15 7% (41)	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)
Blacks In DE 2014-15 7% (15)	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)
Black Males In DE 2014-15 5% (5)	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)
Hispanics In DE 2014-15 4% (7)	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)

Hisp. Males In DE 2014-15 2% (3)	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)
		ELL Students In DE 2016-17 0% (0)	ELL Students In DE 2017-18 0% (0)	ELL Students In DE 2018-19 0% (0)

#### **Evidence of Success**

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in dual enrollment courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Evaluation must include 2014-15 to 2018-19.*

The following percentages reflect within race/ethnicity calculations for students enrolled in all dual enrollment courses. In 2014-15, 10% of Whites, 7% of Blacks, 4% of Hispanics, 7% of White Males, 5% of Black Males, and 4% of Hispanic Males were enrolled. 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.

The enrollment gaps in 2014-15 between Whites and Blacks was 3%, Whites and Hispanics was 6%, White males and Black Males was 0%, and White males and Hispanic males was 5%. 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..

#### **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 2018-19 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 and Ruby Payne.
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 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 working with the African American Development Council to host Parent Meetings 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 2 percentage points by the 2018-19 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in Dual Enrollment courses by 2 percentage point by the 2018-19 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in Dual Enrollment courses by 2 percentage points by the 2018-19 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in Dual Enrollment courses by 2 percentage points by the 2018-19 School Year.

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

##### Grades 9-12 Total Enrollment 2018-19 ( 1646 )

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
699 & 65.21%	136 & 54.62%	180 & 66.42%	31 & 60.78%	
Whites	Whites	Whites	Whites	Whites
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19
53% (601)	61% (707)	63.52% (700)	60% (667)	65.21% (699)
White Males	White Males	White Males	White Males	White Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19
51% (301)	57% (342)	58.04% (343)	55% (332)	61.89% (354)
Blacks	Blacks	Blacks	Blacks	Blacks
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2014-15	2015-16	2016-17	2017-18	2018-19
29% (58)	35% (77)	50.21% (120)	42% (107)	54.62% (136)
Black Males	Black Males	Black Males	Black Males	Black Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3

2014-15 30% (31)	2015-16 27% (28)	2016-17 42.34% (47)	2017-18 36% (43)	2018-19 50% (65)
Hispanics All Level 3 2014-15 41% (80)	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)
Hisp. Males All Level 3 2014-15 44% (47)	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)
		ELL Students All Level 3 2016-17 34.04% (16)	ELL Students All Level 3 2017-18 20% (11)	ELL Students All Level 3 2018-19 60.78% (31)

#### **Evidence of Success**

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Evaluation must include 2014-15 to 2018-19.*

The following percentages reflect within race/ethnicity calculations for students enrolled in Level 3 courses. In 2014-15, 53% of Whites, 29% of Blacks, 41% of Hispanics, 51% of White Males, 30% of Black Males, and 44% of Hispanic Males were enrolled. 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.

#### **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 working with the African American Development Council to host Parent Meetings 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 and Ruby Payne.
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 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 a computer lab and other 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 to provide parent support, 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 differentiated instruction.
21. Utilize standardized test scores to identify and evaluate 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 for Teachers and Administrators.
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 2 percentage points by the 2018-19 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2018-19 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2018-19 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2018-19 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.)



## PART IV GENDER EQUITY IN ATHLETICS

### Athletic Compliance Verification Form

District: \_Suwannee\_

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)]

☒

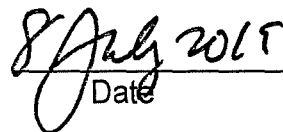
IN COMPLIANCE

☐

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

**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
	<p><b>With 22 less females than males participating in sports at Suwannee Middle School, we plan to continue to encourage females to participate in athletics. We will promote all sports on the internet, and make clear, concise, announcements, over the school intercom. We will also consider implementing a flag football program, if we can find other teams in the area to play and participate also.</b></p>	<p>Andrew Chapman (Athletic Director- SMS)</p> <p>904-383-9022</p> <p>Andrew.chapman@su wannee.k12.fl.us</p>	<p>August 2019 to January- 2019</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.

*Laura Williams*

Signature, Principal

*Cheryl M.*

Signature, Superintendent

*July 8, 2019*

Date

*8 July 2019*

Date

**PART IV  
GENDER EQUITY IN ATHLETICS**

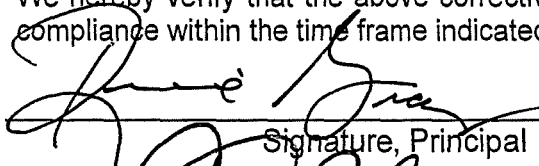
**Corrective Action Plan**


District: SUWANNEE County Schools

School Name: SUWANNEE HIGH

(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	<b>Union and School District are currently in negotiations to provide a supplement for A JV and Varsity Girls Flag Football Coach</b>	Mike Braun, AD 386-647-4046	Summer- Fall 2019
Increase Participation in JV Athletics By all students.	<b>Once the Position is provided, a Girls Flag Program will be started which will add 20-30 student-Athletes.</b>  <b>Meet with Incoming Freshman to encourage participation in Athletics</b>	Mike Braun, AD 386-647-4046	Fall 2019- 2020

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

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

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

8 July 2019  
\_\_\_\_\_  
Date

8 July 2019  
\_\_\_\_\_  
Date


**PART IV**  
**GENDER EQUITY IN ATHLETICS**  
**Corrective Action Plan**

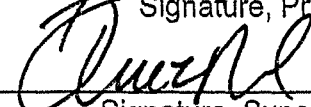
District: **Suwannee County School**

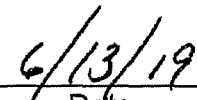
School Name: **Branford High School**

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Branford High School had 1.5% less boy participants in athletics (51.3%) in 2018-2019 compared to the school's total student enrollment. (52.8%)	Branford High School will actively recruit students to participate in our new boys cross country team. Branford High School only had 8 boys cross country participants vs. 15 female cross country participants in 2018-2019. We will try to narrow the gap by promoting more participation in this sport. We will promote this sport on social media as well as on flyers around our school.	fred.oquinn@suwannee.k12.fl.us	2019-2020

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

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

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

  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Date

- 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.)

### Branford High School 2018-19 Athletic Participation Monitoring Form

**Component 1:** NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, 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	1	15	0	0	15
Basketball	12	11	23	Basketball	2	24	2	23	47
Cross Country	8	15	23	Cross Country	0	0	0	0	0
Flag Football/ Football	40	0	40	Flag Football/ Football	1	32	0	0	32
Golf	5	6	11	Golf	0	0	0	0	0
Soccer	0	0	0	Soccer	0	0	0	0	0
Softball	0	13	0	Softball	0	0	2	28	28
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0	0
Tennis	0	0	0	Tennis	0	0	0	0	0
Track and Field	27	24	51	Track and Field	0	0	0	0	0
Volleyball	0	13	13	Volleyball	0	0	2	27	27
Wrestling	0	0	0	Wrestling	0	0	0	0	0
Weightlifting	0	18	18	Weightlifting	0	0	0	0	0
<b>Total Varsity Participants</b>	105	100	205	<b>Total JV Participants</b>	71		78		149
<b>% of Varsity Participants</b>	51.3%	48.7%	100%	<b>% of JV Participants</b>	47.2%		52.4%		100%
<b>Total Student Enrollment by Gender 2018-19</b>	365	326	691	<b>Total Student Enrollment by Gender 2018-19</b>	365		326		691
<b>% Student Enrollment by Gender 2018-19</b>	52.8%	47.2%	100%	<b>% Student Enrollment by Gender 2018-19</b>	52.8%		47.2%		100%

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

**Suwannee High School  
2018-19 Athletic Participation Monitoring Form**

**Component 1:** NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, 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		10		0	10
Basketball	10	12	22	Basketball		10		8	18
Cross Country	5	10	15	Cross Country		5		5	10
Flag Football/ Football	32	0	32	Flag Football/ Football		26		0	26
Golf	5	5	10	Golf		3		3	6
Soccer	23	30	53	Soccer		20		15	35
Softball	0	15	15	Softball		0		15	15
Swimming/Diving	9	9	18	Swimming/Diving		2		0	2
Tennis	5	5	10	Tennis		2		2	4
Track and Field	14	15	29	Track and Field		15		22	37
Volleyball	0	10	10	Volleyball		0		15	15
Wrestling	7	0	7	Wrestling		2		0	2
Weightlifting	20	20	40	Weightlifting		20		20	40
<b>Total Varsity Participants</b>	143	131	274	<b>Total JV Participants</b>	115		105		220
<b>% of Varsity Participants</b>	52	48	100%	<b>% of JV Participants</b>	52		48		100%
<b>Total Student Enrollment by Gender 2018-19</b>	583	541	1124	<b>Total Student Enrollment by Gender 2018-19</b>	583		541		1124
<b>% Student Enrollment by Gender 2018-19</b>	52	48	100%	<b>% Student Enrollment by Gender 2018-19</b>	52		48		100%

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

**Suwannee Middle School  
2018-19 Athletic Participation Monitoring Form**

**Component 1:** NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, 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			Suwannee Middle School	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball	6				6
Basketball				Basketball	10		14		24
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football	42				42
Golf				Golf					
Soccer				Soccer	21		18		39
Softball				Softball			14		14
Swimming/Diving				Swimming/Diving					
Tennis				Tennis					
Track and Field				Track and Field	16		44		60
Volleyball				Volleyball			13		13
Wrestling				Wrestling	30				30
Weightlifting				Weightlifting					
Total Varsity Participants				Total JV Participants	125		103		228
% of Varsity Participants			100%	% of JV Participants					100%
Total Student Enrollment by Gender 2018-19				Total Student Enrollment by Gender 2018-19					
% Student Enrollment by Gender 2018-19			100%	% Student Enrollment by Gender 2018-19					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%.



- C. If the Participation 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 2017-18 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

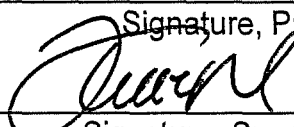
**PART IV**  
**GENDER EQUITY IN ATHLETICS**  
**Corrective Action Plan**

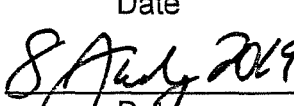
District: \_\_\_\_\_

School Name: \_\_\_\_\_

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines

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

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

\_\_\_\_\_  
Date  
  
\_\_\_\_\_  
Date

## PART 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>		2018-19 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	7129	1083 (15.2%)	1377 (19.3%)	5590 (78.4%)	456 (6.4%)	3516 (49.3%)	3613 (50.6%)
District-Level Administrators	21	3 (14.2%)	0 (0%)	18 (85.7%)	0 (0%)	10 (47.6%)	11 (52.3%)
Principals	9	0 (0%)	0 (0%)	9 (100%)	0 (0%)	7 (52%)	2 (44%)
Asst. Principals	11	1 (9%)	1 (9%)	9 (81.8%)	0 (0%)	7 (63.6%)	4 (36.4%)
Teachers	378	25 (5%)	8 (2%)	352 (93%)	0 (0%)	309 (82%)	69 (18%)
Guidance Counselors	12	0 (0%)	0 (0%)	12 (100%)	0 (0%)	11 (91.6%)	1 (8%)

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

Guidance is underrepresented for both Black and Hispanics at (0%). Hispanic teachers and administrators are the most underrepresented group compared to student demographics (19.2%). Black Guidance counselors (0%) and Black teachers at (5%) are the next most underrepresented group.

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

See Minority Recruitment Plan Appendix E.

## 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:	2018-19 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment
N/A		

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:	2018-19 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
N/A						

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

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

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
N/A		

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

8 Aug 2019  
\_\_\_\_\_  
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.

## APPENDICIES

- 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

**APPENDICIES "A"**  
**Policy Against Discrimination**

**CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION**

<b>PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT</b>
---

**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.

## CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

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.

## **CHAPTER 2 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION**

### **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 5.00 – STUDENTS

### GRIEVANCE PROCEDURES FOR STUDENTS

5.251

#### POLICY:

The Suwannee County School board acknowledges the right of all students to expect that neither their persons nor their characters will be violated by other students, school personnel, or campus visitors. When a student or applicant for admission feels that he/she has a complaint, every effort shall be made to resolve the problem on an informal basis. However, if this cannot be achieved, the following formal procedures shall be implemented:

#### A. Definitions:

1. Grievance shall mean any dispute or disagreement involving the interpretation or application of School Board policy or established practice, including claims of harassment and discrimination.
2. Grievant shall mean the student directly affected by the alleged violation.
3. School Board shall mean the Suwannee County School Board and its representatives.
4. Day shall mean a school work day.

#### B. Procedures:

1. Informal Discussion If a student believes he/she has a basis for a complaint/grievance, he/she shall discuss the grievance with the school principal or appropriate district level administrator within sixty (60) days of the occurrence of the alleged violation. If the complaint involves charges of harassment or discrimination, the person receiving the complaint shall notify the Equity Coordinator of the complaint within 48 hours. In turn, the Equity Coordinator will notify the student in writing of receipt of the complaint within (5) working days.
2. If the student is not satisfied with the informal resolution, he/she may, within ten (10) school days, file a formal grievance on the appropriate form and present it to the school principal or appropriate district level administrator. The administrator receiving the complaint shall

## CHAPTER 5.00 – STUDENTS

~~communicate his/her answer in writing to the student within ten (10) school days after receipt of the grievance. A copy of the answer shall be sent to the Equity Coordinator when appropriate.~~

~~3. If the student is not satisfied with the resolution in (b), he/she may file within ten (10) school days of receipt of the answer a copy of the grievance with the Superintendent. Within ten (10) working days of receipt of the grievance, the Superintendent or designee shall indicate his/her disposition in writing to the grievant, with a copy to the Equity Coordinator when appropriate.~~

~~4. If the student is not satisfied with the Superintendent's decision, he/she shall have the right to appeal the Superintendent's decision to the School Board, provided the student files a written request to be placed on the Board's meeting agenda.~~

~~5. In the event the student fails to exhaust all remedies under the above procedures, or to abide by the time limits with respect to each step, the grievance shall be considered abandoned. In the event the District fails to give its answer within the prescribed time limits, the grievant shall have the right to immediately proceed to the next step.~~

~~6. Any time limit may be extended by mutual written agreement of all parties.~~

~~C. Any interference in the investigation or any retaliation against the grievant will result in disciplinary action.~~

STATUTORY AUTHORITY: ~~1001.41(2), F.S.~~

LAW IMPLEMENTED: ~~1001.42(6); 1001.431; 1001.51; 447.401, F.S.~~

<u>History:</u>	<u>Adopted:</u> 3/26/02
	<u>Revision Date(s):</u> 2/28/06
	<u>Formerly:</u> New

## CHAPTER 6.00 – PERSONNEL

### GRIEVANCE 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.

~~The School Board and the Superintendent recognize the importance of maintaining good morale among their employees. Therefore, problems which occur require the sincere efforts of all persons concerned to work toward constructive solutions of such problems in an atmosphere of courtesy and cooperation. Whenever an employee or applicant for employment feels that he / she has a complaint, every effort shall be made to arrive at a satisfactory resolution of the problem on an informal basis. When this cannot be achieved, the following more formal procedures shall be implemented.~~

#### I. Definitions:

- A. Complaint ~~“Grievance”~~ shall mean any dispute or disagreement involving the interpretation or application of any existing School Board rule or established practice, ~~including claims of harassment and discrimination.~~ 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 ~~“Grievant”~~ shall mean any employee, applicant for employment or group of employees, the United Teachers of Suwannee County, or the Non instructional Personnel of the

## CHAPTER 6.00 – PERSONNEL

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 -

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

### IV. Grievance Complaint Procedures:

- A. Informal discussion - If an employee or applicant for employment believes there is a basis for grievance complaint, he / she shall discuss the grievance 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) or personnel officer within five (5) sixty (60) days of the occurrence of the alleged violation except in cases involving harassment or discrimination in which sixty (60) days will be allowed. ~~The Supervisor shall send a written statement of the discussion to the Equity Coordinator. The Equity Coordinator will correspond with the Supervisor regarding the written statement.~~

## CHAPTER 6.00 – PERSONNEL

- B. Level one - If the grievant complainant is not satisfied with the informal resolution he / she may, within ten (10) days, file a formal complaint grievance on the proper form and deliver it to his / her immediate supervisor or alternate personnel officer. The supervisor or alternate shall communicate his / her answer in writing to the grievant complainant within ten (10) days after receipt of the complaint grievance. Class complaints grievances involving more than one (1) supervisor and complaints grievances involving an administrator above the building level may be filed by the grievant complainant at level two. ~~A copy of the Level One written grievance shall be sent to the Equity Coordinator who will be responsible for investigating the grievance.~~
- C. Level two - If the grievant 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 grievance with the Superintendent. Within ten (10) days of receipt of the complaint grievance, the Superintendent or designee shall indicate his / her disposition in writing to the grievant complainant.
- D. School Board Appeal - If the grievant 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.
- ~~4. Summary - In the event the grievant fails to exhaust all remedies under the grievance procedure provided above, or to abide by the time limits with respect to each step, the grievance shall be presumed to be abandoned and the matter shall be settled in accordance with the District's last answer thereto or in accordance with negotiated agreement. In the event the District fails to give its answer at any step within the time limits~~

## CHAPTER 6.00 – PERSONNEL

~~prescribed, the grievant shall have the right to proceed immediately to the next step. Any time limit may be extended by written mutual agreement of the grievant and the District. Any settlement of a grievance shall be applicable to that grievance only and shall not be binding authority for the disposition of any other grievance.~~

- 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.

~~Any interference in the investigation or any retaliation against the grievant will result in disciplinary action.~~

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

Formerly: GBM



**Suwannee Democrat • The Jasper News**  
**Mayo Free Press**

**386-362-1734 | Open Monday - Friday**  
**1-800-600-4838 | from 8am - 5pm**  
**www.marketplace.suwanneedemocrat.com**

# CLASIFIEDS

## 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 16 años y que actualmente no están matriculados en una escuela secundaria. La admisión también está abierta para estudiantes de secundaria de 9° a 12° grado como parte de un programa regular de créditos secundarios.

Información de contacto de  
 Equity Coordinator:  
 Walter Boatright  
 Director de Recursos Humanos  
 Escuelas del distrito de Suwannee  
 702 2nd Street NW  
 Live Oak, FL 32064  
 (386) 647-4633  
 11/14/2018

## 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:  
 Walter Boatright  
 Director of Human Resources  
 Suwannee District Schools  
 702 2nd Street NW  
 Live Oak, FL 32064  
 (386) 647-4633  
 11/14/2018

## NOTICE OF MEETINGS

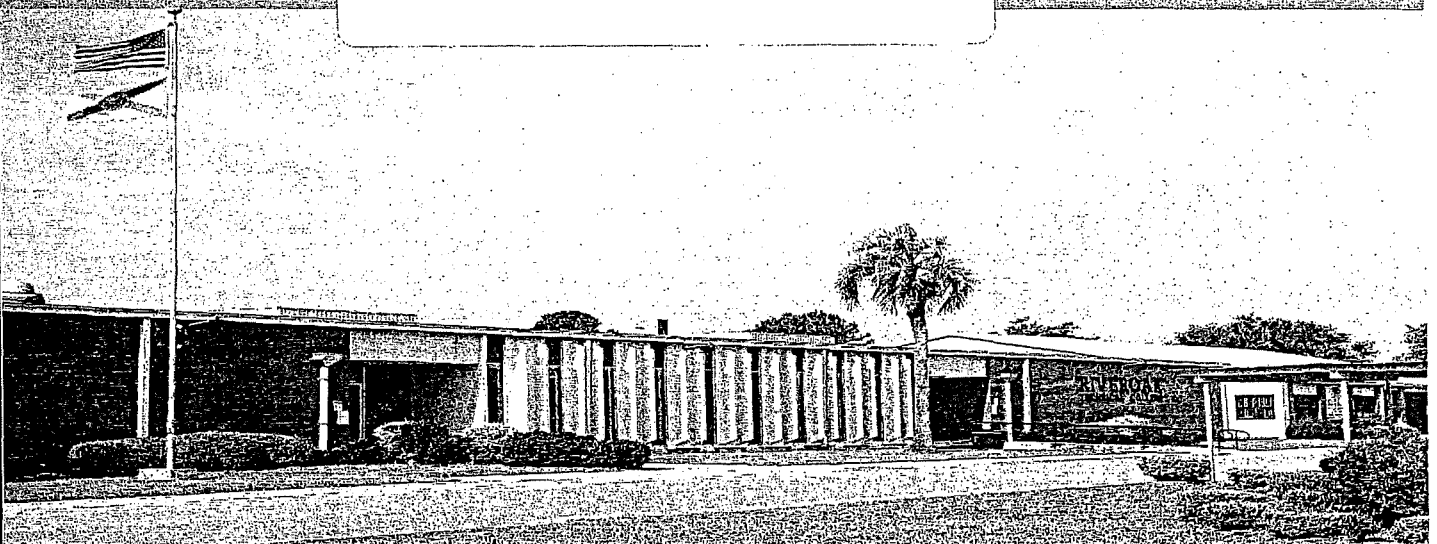
NOTICE IS HEREBY GIVEN that the SUWANNEE COUNTY SCHOOL BOARD will meet in the School Board Meeting Room, 1729 Walker Avenue, SW, Suite 300, Live Oak, Florida, on the following date and times.

**Tuesday, November 20, 2018**

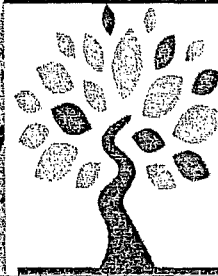
**5:30 p.m. Reorganization Meeting**

**6:00 p.m. Regular Meeting**

School Board meetings are open to the public with the exception of Expulsion Issues, which are private. Anyone



Phone: 386.647.4200  
Fax: 386.364.4698



**RIVEROAK**  
TECHNICAL COLLEGE

# Student Catalog

## 2018 - 2019

415 SW Pinewood Drive, Live Oak, FL 32064



# Career

## PROGRAMS

# 1 YEAR

- + Administrative Medical Specialist
- + Auto Collision Technology Technician
- + Automotive Service Technology I
- + Brick and Block Masonry
- + Building Construction Technologies
- + Cosmetology
- + Dietetic Management and Supervision
- + Digital Design I
- + Early Childhood Education
- + Electricity
- + Facials Specialty
- + Nails Specialty
- + Patient Care Technician
- + Pharmacy Technician
- + Phlebotomy
- + Practical Nursing
- + Professional Culinary Arts & Hospitality
- + Surgical Technology
- + Welding Technology



**RIVEROAK**  
TECHNICAL COLLEGE



ACCREDITED BY  
COUNCIL ON OCCUPATIONAL EDUCATION, INC.

7840 Roswell Road, BLDG. 300, Suite 325  
Atlanta Georgia 30350  
(770) 396-3898, (800) 917-2081

Any academic requirement, course or program offering, business policy, fee, or information contained in this publication are subject to change or revocation without notice.

### 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**

# Table of Contents

Programs & Accreditation,	2
Table of Contents,	3
Directory,	4
Welcome to RIVEROAK,	5
Vision & Mission,	6
RIVEROAK Calendar,	7
District Calendar,	8
Admission Policy,	9 - 10
Tuition and Fees,	11 - 12
Financial Aid,	13 - 15
TABE Information,	16
Student Information	16 - 24
General Education for Adults with Disabilities,	18
Attendance Policy,	25 - 27
High School Diploma Option (GED®),	28
English for Speakers of Other Languages,	28
Adult Basic Education,	28
Medical Administrative Specialist,	29
Digital Design I -	30
Cooperative Diversified Education-OJT,	31
Diversified Career Technology,	31 - 32
Early Childhood Education	33 - 34
Guided Workplace Learning,	34
Patient Care Technician,	35 - 36
Pharmacy Technician,	37
Phlebotomy,	38
Practical Nursing,	39 - 41
Surgical Technology,	41 - 43
Dietetic Management and Supervision,	44
Automotive Collision Technology Technician,	45
Automotive Service Technology I,	46
Brick and Block Masonry,	47
Building Construction Technologies,	48
Electricity,	49
Cosmetology,	50-51
Professional Culinary Arts and Hospitality,	52
Welding Technology,	53
Community Education Classes	54
Faculty and Staff,	55 - 57
Campus Map,	58



# 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 Switchboard.....	(386) 647-4200
Principal/Director CTE .....	(386) 647-4202
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
Building Construction Technologies .....	(386) 647-4215
Cosmetology .....	(386) 647-4205
DCT Program .....	(386) 647-4208
Digital Design I .....	(386) 647-4218
Early Childhood Education .....	(386) 647-4225
Electricity Program.....	(386) 647-4217
Medical Administrative Assistant (Business Pgm.) .....	(386) 647-4207
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
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!

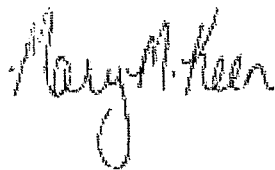
Congratulations on taking the next step in continuing your education! RIVEROAK offers 19 career and technical education programs to select from that lead to industry credentials. RTC offers high quality instruction, academic and financial advisement, mentoring and coaching to ensure your success in its 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](http://riveroakcollege.com). Please follow RTC on Facebook, Twitter, and Instagram for up-to-date information, upcoming events, and student celebrations.

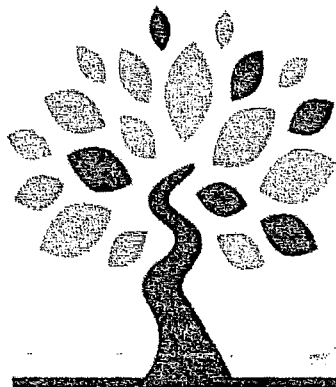
Thank you for choosing RIVEROAK Technical College in pursuing your educational goals! If there is anything that I can assist you with, please feel free to contact me at 386-647-4200 or stop by my office while on campus. Wishing you a successful and enriching experience!

Welcome to the RIVEROAK family!

Sincerely,



Mary Keen, Principal



**RIVEROAK**  
TECHNICAL COLLEGE



## 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.

## 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.

## 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:

Walter Boatright  
Director of Human Resources  
Suwannee District Schools  
702 2nd Street NW  
Live Oak, FL 32064  
(386) 647-4633

## Registration Dates

Fall Registration ..... July 1, 2018 - August 1, 2018  
Fall Semester ..... August 13, 2018 - December 20, 2018  
Spring Registration ..... December 1, 2018 - December 20, 2018  
Spring Semester ..... January 7, 2019 - May 23, 2019

## Professional Development Days

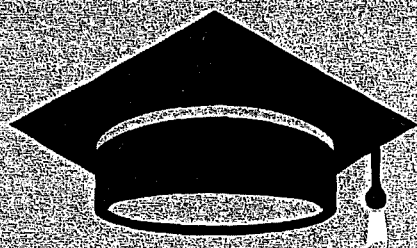
\*No school for students.

August 27  
September 24  
October 29  
January 28  
February 15  
March 18  
April 22

## Student Holidays

August 27	December 21 - 31
September 3	January 1 - 4
September 24	January 21
October 12	January 28
October 29	February 15 - 18
November 12	March 15 - 18
November 19 - 23	April 15 - 22
	May 27

## Graduation & Awards Program



May 23, 2019

## 2018-2019 9-weeks

1st 9-weeks: Aug. 13 - Oct. 11, 2018

2nd 9-weeks: Oct. 15 - Dec. 20, 2018

3rd 9-weeks: Jan. 7 - Mar. 13, 2019

4th 9-weeks: Mar. 19 - May 29, 2019



**SUWANNEE COUNTY SCHOOL DISTRICT  
CALENDAR FOR SCHOOL YEAR  
2018-2019**

July 2018					
July - Summer Work Schedule (4-10 hr days) July 4 - PD Day July 30 - Return to 5 day weeks	2	3	4	5	
	9	10	11	12	
	16	17	18	19	
	23	24	25	26	
	30	31			

January 2019					
Jan 1-4 Christmas Break Jan 7 - Students Return Jan 21 - MLK Holiday Jan 28 - PD Day		1	2	<del>3</del>	<del>4</del>
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	

August 2018					
Aug 3-9 Post-Planning Aug 10 First Day Students Aug 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	31

February 2019					
Feb 15 PD Day Feb 18 Presidents Day					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	

September 2018					
Sept 3 Labor Day -Holiday Sept 24 PD Day	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

March 2019					
Mar 13 End of Quarter 3 (45 days) Mar 15 Teacher Work Day Mar 18 PD Day					1
	4	5	6	7	8
	11	12	13	14	<del>15</del>
	<del>18</del>	19	20	21	22
	25	26	27	28	29

October 2018					
Oct 1: End of Quarter 1 (42 days) Oct 12 Teacher Work Day Oct 29 PD Day	1	2	3	4	5
	8	9	10	11	<del>12</del>
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

April 2019					
April 15-19 Spring Break April 22 - PD Day	1	2	3	4	5
	8	9	10	11	12
	<del>15</del>	<del>16</del>	17	18	19
	22	23	24	25	26
	29	30			

November 2018					
Nov 12 Veterans Day -Holiday Nov 19 Thanksgiving -Holiday				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30

May 2019					
May 27 Memorial Day -Holiday May 27 Begin Summer Work Schedule (4-10 hr days) May 28-29 Early Release (45 days) May 29 End of Quarter 4 (45 days) May 29 Students Last Day May 30 Post-Planning			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

December 2018					
Dec 20 Early Release Dec 20 End of Quarter 2 (42 days) Dec 21 Teacher Work Day Dec 24-25 Christmas Break	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	<del>21</del>
	24	25	26	27	28
	31				

June 2019					
Summer Work Schedule (4-10 hr days)	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28

☒ PD Day - Holiday for students.

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

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

☒ Holidays for ALL employees and students.

\*Early Release days may be subject to change with prior notice

SCSB Approved 11/14/2017

Retrieved from <http://www.suwannee.k12.fl.us/> on May 9, 2019.

#### **NONDISCRIMINATION STATEMENT**

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

1729 Walker Avenue, SW, Suite 200, Live Oak, FL 32064

(386) 647-4644

Nondiscrimination Notice

Retrieved from <http://www.suwannee.k12.fl.us/human-resources> on May 9, 2019.

#### **Reasonable Accommodations**

Thank you for your interest in Suwannee County School District. The Suwannee County School District does not discriminate on the basis of race, color, national origin, gender, age disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. The Suwannee County School District follows all requirements for accommodations in accordance with the Americans with Disabilities Act (ADA) of 1990. If you believe you will require accommodations during the job application, screening, interview, or job offer process because of a disability, you may request an ADA accommodation by contacting the Human Resources office by email or telephone. It is your responsibility to notify the Suwannee County School District if you need reasonable accommodations.

## TABLE OF CONTENTS

Section I: Rights and Responsibilities .....	1
Student Rights .....	1
Daily Conduct Code .....	1
Scope of Authority .....	1
Family Responsibilities .....	1
Responsibility Makes a Difference .....	2
Section II: Public Notice .....	2
Access to Students and Student Records by Parents .....	2
Civility Policy .....	2
Crisis Protocol .....	3
Directory Information .....	3
Family Educational Rights and Privacy Act .....	3
Insurance (Student Accident) .....	4
Statement of Non-Discrimination .....	4
Notification of Compliance .....	4
Notification of Risk .....	5
Protection of Pupil Rights and Amendments .....	5
Public Safety Information Act 1997 .....	6
Student Grievance Procedures .....	6
Student Records and Reports .....	6
Subpoenas for Student Records .....	6
Supervision of Students Before and After School and School Activities .....	7
Section III: Guidelines Governing Student Behavior .....	7
Academic Eligibility Requirements for Extracurricular Activities .....	7
Attendance Rules .....	8
Bullying and Other Forms of Aggression .....	10
Bus Conduct Rules .....	11
Bus Suspension/Expulsion .....	12
Cell Phones and/or Any Electric Communications Devices .....	12
Dress Code .....	12
Gangs and Gang-Related Activity .....	13
Harassment .....	14
Violent or Disruptive Behavior .....	14
Health Services Provided .....	14
Annual Emergency Information and Health Update .....	14
Meeting Emergency Health Needs .....	15
School Entry Health Examination .....	15
Florida Immunization Requirements for School Entry .....	15
Exemptions .....	16
Meningococcal Vaccines .....	16

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:

Walter Boatright, Equity Coordinator  
Suwannee County School District  
1729 Walker Avenue, SW, Suite 700  
Live Oak, FL 32064  
Office: (386) 647-4633 Fax: (386) 364-2610

#### **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.

**Florida Education Equity Act** – The SCSD prohibits discrimination on the basis of race, disability or marital status, sex, or national origin against students or employees in any educational program or activity, or in any employment conditions or practices. The supervisor responsible for compliance may be contacted at (386) 647-4633.

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.

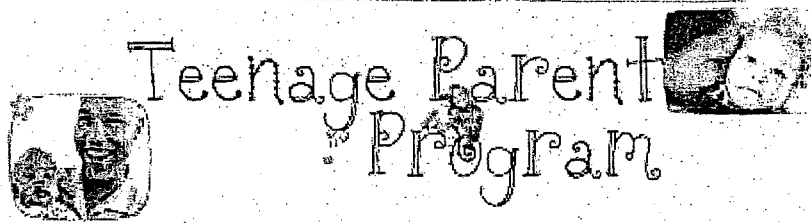
In an effort to increase the diversity of the District's instructional and administrative workforce, the Suwannee County School Board has developed the following action plan for minority recruitment.

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 the recruitment process.

- 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

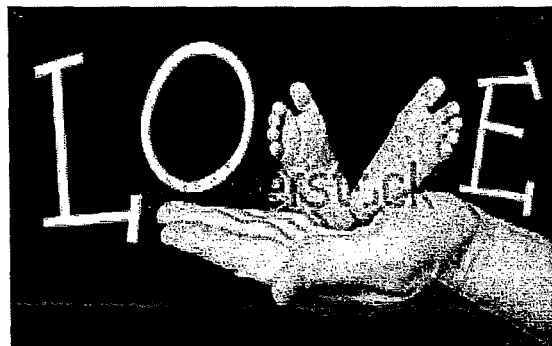
## Student Responsibilities

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.

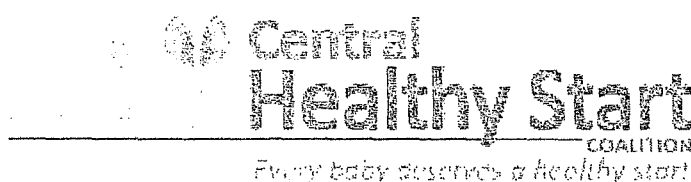
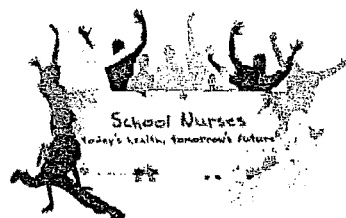
**Michele Howard:** Coordinator of Health Services, Attendance, TAPP. Please call me if you have any questions. My office is at the Suwannee Primary School, 1625 Walker Ave, SW Live Oak, FL 32064. Phone number is (386) 647-4636.

**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.



*Suwannee County School District*

Teen Age Parent Program

Childcare Providers

2018-2019

---

To select the daycare for your baby contact the Early Learning Coalition at 386-752-9770. This is a big decision to make, but is completely up to you. We cannot make this decision for you. For a list of current ELC providers please contact the ELC at 386-752-9770, or you may visit the website at <https://www.elcgateway.org>. Suwannee County School District currently has contracts with the daycares listed below. If you are interested in a daycare that is not on this list, but is a provider from the ELC, please let me know and we will be happy to get a contract with them.

Adrienne Burke

d/b/a Adrienne Burke-Cobbler Large Family Childcare Home

610 Martin Street - Mailing Address

712 Glass Street- Physical Address

Live Oak, Florida 32064

Phone - 386-364-5487 or 386-965-6447

Sherry Peppers

d/b/a Bright Stars Academy, Inc.

12715 County Road 136

Live Oak, Florida 32064

Phone - 386-362-3600

Tawanna Bryant

d/b/a Tender Touch Learning Center LLC

409 Hillman Ave

Live Oak, Florida 32064

Phone- 386-208-2273

Renata Beasley

d/b/a Renata Beasley Large Family Childcare Home

1707 Ruby Street

Live Oak, Florida 32064

Phone- 386-205-0959

**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

# Table of Contents

Chapter 1 .....	5
Overview of Florida's Teenage Parent Programs.....	5
Chapter 2.....	5
Program Requirements.....	5
A. Teenage Parent Program Provisions under Statute and Rule.....	5
B. District School Board Responsibilities.....	6
C. Eligibility, Participation and Attendance .....	6
D. Program Services and Instruction.....	7
E. Recordkeeping and Evaluation .....	7
Chapter 3.....	8
Fundamental Program Components.....	8
A. Program Definition.....	8
B. Funding .....	9
C. Attendance .....	9
D. Instructional Strategies.....	10
E. Performance-Based Exit Option Model.....	10
F. Code of Student Conduct.....	11
G. TAP Program Completers.....	11
Chapter 4.....	12
Teenage Parent Program Models.....	12
A. Separate Center .....	12
B. Center with Other Programs .....	12
C. Vocational-Technical School.....	12
D. Traditional School .....	13
E. Service Center.....	13
F. Full Services School.....	13
Chapter 5.....	14
Pregnancy and Parenting Instruction .....	14
A. Credit-Bearing Courses That Can Be Used .....	14
B. Instruction Without a Credit-Bearing Course .....	15
C. End-of-Course (EOC) Assessments.....	15
D. Certification.....	16
Chapter 6.....	16
Ancillary Services .....	16
A. Childcare.....	16
B. Health Services.....	19

C. Social Services .....	19
D. Transportation.....	19
E. Parent Education.....	20
F. Teen Mothers Who Do Not Participate in TAP.....	20
Chapter 7 .....	20
Data Collection and Reporting .....	20
A. Evaluation .....	21
B. Withdrawal Codes .....	21
Chapter 8.....	22
Homebound and Hospitalized Education for Pregnant and Parenting Students .....	22
A. Eligibility of Teenage Parent Program Participants .....	22
B. Eligibility of Children of Teenage Parent Program Participants .....	22
Chapter 9 .....	23
Exceptional Student Education and English for Speakers of Other Languages in Teenage Parent Programs .....	23
A. Exceptional Student Education (ESE) for Pregnant and Parenting Students .....	23
B. English for Speakers of Other Languages (ESOL).....	23
Chapter 10 .....	23
Programs Related to Teenage Parent Programs.....	23
A. Comprehensive School Health Services.....	24
B. Early Intervention Services: Individuals with Disabilities Education Act (IDEA), Part C.....	24
C. The Florida Office of Early Learning .....	24
D. School Readiness .....	24
E. Voluntary Prekindergarten Education Program.....	25
F. Head Start.....	25
G. Healthy Start.....	26
H. Prekindergarten Programs for Children with Disabilities .....	26
Appendix .....	28
Appendix A .....	29
1003.54–Teenage parent programs (2014 Florida Statutes) .....	29
Appendix B .....	30
Rule 6A-6.0525–Teenage Parent Programs (Florida Administrative Code Chapter 6A) .....	30
Appendix C.....	33
1003.53–Dropout prevention and academic intervention (2014 Florida Statutes).....	33
Appendix D .....	36
1003.21–School attendance (2014 Florida Statutes) .....	36
Appendix E .....	38
1003.4282–Requirements for a standard high school diploma (2014 Florida Statutes).....	38
Appendix F.....	45

1003.438–Special high school graduation requirements for certain exceptional students (2014 Florida Statutes).....	45
Appendix G .....	46
Live Births to Teen Mothers (2013).....	46
Appendix H .....	47
*1011.62–Funds for operation of schools (2014 Florida Statutes) .....	47
Appendix I.....	50
1003.26–Enforcement of school attendance (2014 Florida Statutes).....	50
Appendix J.....	52
6A-6.0212–Performance-Based Exit Option Model and State of Florida High School Performance-Based Diploma (Florida Administrative Code Chapter 6A) .....	52
Appendix K .....	55
1003.435–High school equivalency diploma program (2014 Florida Statutes) .....	55
Appendix L.....	56
1003.436–Definition of “credit” (2013 Florida Statutes).....	56
Appendix M .....	57
1008.22–Student assessment program for public schools (2014 Florida Statutes).....	57
Appendix N.....	63
402.3025–Public and nonpublic schools (2014 Florida Statutes) .....	63
Appendix O .....	65
402.305–Licensing standards; child care facilities (2014 Florida Statutes).....	65
Appendix P.....	70
1006.21–Duties of district school superintendent and district school board regarding transportation (2014 Florida Statutes).....	70
Appendix Q.....	71
1011.68–Funds for student transportation (2014 Florida Statutes).....	71
Appendix R .....	73
6A-6.03020–Specially Designed Instruction for Students Who Are Homebound or Hospitalized (Florida Administrative Code Chapter 6A) .....	73
Appendix S.....	75
381.0056–School health services program (2014 Florida Statutes).....	75
Appendix T .....	78
381.0057–Funding for school health services (2014 Florida Statutes).....	78

**APPENDICIES "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.



**APPENDICIES "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.

Effective 01-07-2003

**RULES OF DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION**

**CHAPTER 6A-19**

**EDUCATIONAL EQUITY**

6A-19.001	Scope, Coverage and Definitions
6A-19.002	Treatment of Students
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, Florida Statutes, 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), Florida Statutes. 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), Florida Statutes, 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), Florida Statutes, 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, Florida Statutes.

(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.

*Specific 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), Florida Statutes, 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.

*Specific 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.

*Specific 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), Florida Statutes, 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 correction 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 1010.22, Florida Statutes, 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, Florida Statutes. 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), Florida Statutes, 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), Florida Statutes, 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.

*Specific 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.

*Specific 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.

*Specific 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.

*Specific 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.

*Specific 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.

*Specific 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, Florida Statutes, 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), Florida Statutes. 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, Florida Statutes, 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, Florida Statutes, 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, Florida Statutes, 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, Florida Statutes, 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, Florida Statutes, 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, Florida Statutes, 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, Florida Statutes. 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.

*Specific 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.*

**APPENDICIES "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.**

**108.5 Compliance obligations.**

**108.6 Equal access.**

**108.7 Voluntary sponsorship.**

**108.8 Assurances.**

**108.9 Procedures.**

**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.

**APPENDICIES "I"**  
**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.



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

**Dear Colleague Letter:**  
**Athletic Activities Counted for Title IX Compliance**

**OFFICE OF THE ASSISTANT SECRETARY**

The Office for Civil Rights in the United States Department of Education issues this guidance to provide State educational agencies, local educational agencies, and postsecondary institutions with information to ensure that male and female students are provided equal opportunities to participate in intercollegiate and interscholastic athletics programs consistent with *Title IX of the Education Amendments of 1972*, 20 U.S.C §§ 1681 *et seq.*, and its implementing regulations (34 C.F.R. Part 106).

This guidance represents the Department's current thinking on this topic. It does not create or confer any rights for or on any person. This guidance does not impose any requirements beyond those required under applicable law and regulations.

If you are interested in commenting on this guidance, please email us your comment at [OCR@ed.gov](mailto:OCR@ed.gov) or write to us at the following address: Assistant Secretary for Civil Rights, 400 Maryland Avenue, SW, Potomac Center Plaza, Washington, DC 20202-1100.

September 17, 2008

Dear Colleague:

On behalf of the Office for Civil Rights (OCR) of the United States Department of Education, I am writing to provide technical assistance regarding your compliance with *Title IX of the Education Amendments of 1972 (Title IX)*, 20 U.S.C. §§ 1681 *et seq.* Specifically, this letter provides clarifying information to help institutions determine which intercollegiate or interscholastic athletic activities can be counted for the purpose of *Title IX* compliance; it does not represent a change in OCR's policy under *Title IX*.

As you are aware, *Title IX* prohibits discrimination on the basis of sex in education programs and activities by recipients of Federal financial assistance. The *Title IX* regulations governing athletics state, in relevant part:

No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient...

34 C.F.R. § 106.41(a). In particular, the regulations require institutions to "provide equal athletic opportunity for members of both sexes." 34 C.F.R. § 106.41(c).

When OCR conducts an investigation to determine whether an institution provides equal athletic opportunities as required by the *Title IX* regulations, OCR evaluates the opportunities provided by the institution's intercollegiate or interscholastic "sports." OCR does not have a specific definition of the term "sport." Instead, OCR considers several factors related to an activity's structure, administration, team preparation and competition, which are identified below, when determining whether an activity is a sport that can be counted as part of an institution's intercollegiate or interscholastic athletics program for the purpose of determining compliance with 34 C.F.R. § 106.41(c).

Many institutions are members of intercollegiate athletic organizations, such as the National Collegiate Athletic Association and the National Association of Intercollegiate Athletics, or state high school associations that have organizational requirements, which address the factors identified by OCR. When the organizational requirements satisfy these factors and compliance with the requirements is not discretionary, OCR will presume that such an institution's established sports can be counted under *Title IX*. This presumption can be rebutted by evidence demonstrating that the institution is not offering the activity in a manner that satisfies the factors below.

When the presumption does not apply or has been rebutted effectively, OCR will evaluate an institution's activity on a case-by-case basis. In such an evaluation, OCR will consider the factors below to make an overall determination of whether the activity can be considered part of the institution's intercollegiate or interscholastic athletics program for the purpose of *Title IX* compliance.

If, after reviewing the factors in their entirety, OCR determines that an activity should not be counted under *Title IX*,

an institution may ask OCR to reconsider its initial determination and may provide OCR with other evidence related to the activity's structure, administration, team preparation and competition. This approach affords recipients the flexibility to create athletics programs that are responsive to the specific interests and abilities of their particular student bodies.

In its case-by-case evaluation of whether an activity can be counted as an intercollegiate or interscholastic sport for the purpose of *Title IX* compliance, OCR will consider all of the following factors:

- I. **PROGRAM STRUCTURE AND ADMINISTRATION** — Taking into account the unique aspects inherent in the nature and basic operation of specific sports, OCR considers whether the activity is structured and administered in a manner consistent with established intercollegiate or interscholastic varsity sports in the institution's athletics program, including:
  - A. Whether the operating budget, support services (including academic, sports medicine and strength and conditioning support) and coaching staff are administered by the athletics department or another entity, and are provided in a manner consistent with established varsity sports; and
  - B. Whether the participants in the activity are eligible to receive athletic scholarships and athletic awards (e.g., varsity awards) if available to athletes in established varsity sports; to the extent that an institution recruits participants in its athletics program, whether participants in the activity are recruited in a manner consistent with established varsity sports.
- II. **TEAM PREPARATION AND COMPETITION** — Taking into account the unique aspects inherent in the nature and basic operation of specific sports, OCR considers whether the team prepares for and engages in competition in a manner consistent with established varsity sports in the institution's intercollegiate or interscholastic athletics program, including:
  - A. Whether the practice opportunities (e.g., number, length and quality) are available in a manner consistent with established varsity sports in the institution's athletics program; and
  - B. Whether the regular season competitive opportunities differ quantitatively and/or qualitatively from established varsity sports; whether the team competes against intercollegiate or interscholastic varsity opponents in a manner consistent with established varsity sports;

When analyzing this factor, the following may be taken into consideration:

1. Whether the number of competitions and length of play are predetermined by a governing athletics organization, an athletic conference, or a consortium of institutions;
  2. Whether the competitive schedule reflects the abilities of the team; and
  3. Whether the activity has a defined season; whether the season is determined by a governing athletics organization, an athletic conference, or a consortium.
- C. If pre-season and/or post-season competition exists for the activity, whether the activity provides an opportunity for student athletes to engage in the pre-season and/or post-season competition in a manner consistent with established varsity sports; for example, whether state, national and/or conference championships exist for the activity; and
  - D. Whether the primary purpose of the activity is to provide athletic competition at the intercollegiate or interscholastic varsity levels rather than to support or promote other athletic activities.

When analyzing this factor, the following may be taken into consideration:

1. Whether the activity is governed by a specific set of rules of play adopted by a state, national, or conference organization and/or consistent with established varsity sports, which include objective, standardized criteria by which competition must be judged;
2. Whether resources for the activity (e.g., practice and competition schedules,<sup>1</sup> coaching staff) are based on the competitive needs of the team;
3. If post-season competition opportunities are available, whether participation in post-season competition is dependent on or related to regular season results in a manner consistent with established varsity sports; and
4. Whether the selection of teams/participants is based on factors related primarily to athletic ability.

Please keep in mind that OCR's determinations based on these factors are fact-specific. Therefore, determinations may vary depending on a school district or postsecondary institution's athletics program, the nature of the particular activity, and the circumstances under which it is conducted.

It is OCR's policy to encourage compliance with the *Title IX* athletics regulations in a flexible manner that expands, rather than limits, student athletic opportunities. By disseminating this list of factors, OCR intends to provide institutions with information to include new sports in their athletics programs, such as those athletic activities not yet recognized by governing athletics organizations and those featured at the Olympic games, if they so choose. Expanding interscholastic and intercollegiate competitive athletic opportunities through new sports can benefit students by creating and stimulating student interest in athletics, taking advantage of athletic opportunities specific to a particular competitive region, and providing the opportunity for access to a wide array of competitive athletic activities.

OCR remains available to provide technical assistance on this issue to recipients on a case-by-case basis. If you have further questions regarding the application of *Title IX* to athletics programs, or seek technical assistance, please contact the OCR enforcement office serving your state or territory. Contact information for these offices is available on the Department's website at <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>.

Thank you for your attention to these matters and your continued efforts to ensure equal athletic opportunities for all of our nation's students.

Sincerely,

Stephanie Monroe

Assistant Secretary for Civil Rights

## **CHAPTER 5.00: STUDENTS**

### **CORPORAL PUNISHMENT**

**5.1001**

#### **I. Definition**

“Corporal punishment” means the moderate use of physical force or physical contact by a teacher or principal as may be necessary to maintain discipline or to enforce school rule. However, the term “corporal punishment” does not include the use of such reasonable force by a teacher or principal as may be necessary for self-protection or to protect other students from disruptive students.

#### **II. Procedures**

In accordance with s.1003.32, it is the policy of Suwannee County School Board that if the use of corporal punishment is deemed necessary, the following procedures will be followed:

- A. The use of corporal punishment shall be approved in principle by the principal before it is used, but approval is not necessary for each specific instance in which it is used. The types of punishable offenses for which it is used are listed in the District approved Student Code of Conduct. The principal will designate specific personnel on the school staff authorized to administer corporal punishment.
- B. A principal or his/her designee may administer corporal punishment only in the presence of another certificated school representative who is informed beforehand, and in the student’s presence, of the reason for the punishment.
- C. A principal or his/her designee who has administered corporal punishment shall provide the student’s parent with a written explanation of the reason for the punishment and the name of the other adult who was present.

**STATUTORY AUTHORITY:**

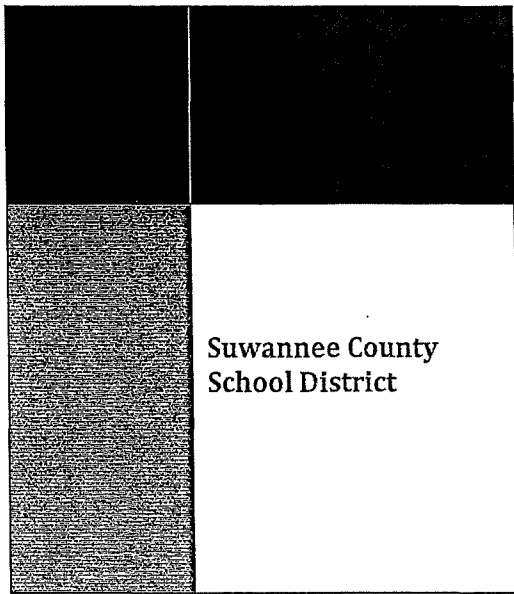
**1003.32, F.S.**

**HISTORY:** Reviewed 7/9/09; 8/25/09, 1/28/2014, 9/6/2016

**ADOPTED:** 9/22/09

**REVISION DATE(S):** 3/22/11

**FORMERLY:** NEW



## **Level II School Principal Preparation Program**

## **Table of Contents**

1. Program Overview
2. Program Description
3. Description of Program Elements
4. Program Alignment with FLPS
5. Forms, Documents and Rubrics
6. Curriculum Content Alignment Matrix
7. Program Candidate Completer Quality
8. Field Experiences
9. Program Effectiveness
10. Appendix A – Checklist for Approval

### **Directions:**

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided.

**Upon completion, the district shall email the template and required supporting documentation for submission to [EdPrepFolio@fldoe.org](mailto:EdPrepFolio@fldoe.org)**

**\*\*The district may make modifications to an approved Level II school principal preparation program at any time. A revised Level II principal preparation program shall be submitted for approval, in accordance with Rule 6A-5.081, F.A.C.**

**Purpose:** This program is designed to serve the district as the training ground for individuals seeking school principal certification. The program uses a blended model to deliver professional learning to certification candidates who are recommended for participation by the district superintendent. The structure also allows the district to identify and mark skill sets of individuals in the succession plan for school principals in the district.

Suwannee County School District

**Goal:** The long-term goal of the program is to improve student achievement in the district by increasing the number of high performing school leaders.

**Objectives:**

1. Increase the pool of potential certified school leaders for principal vacancies
2. Ensure the pool consists of leaders who are focused on student learning and achievement, as well as on faculty development
3. Recruit, retain and train experienced principals to engage in mentoring others and to provide on-site, job-embedded inquiry that increases student achievement, and
4. Build a self-sustaining structure for leadership support.

**Overview of curriculum:** This project-based approach allows the candidate to engage in an extended (15 month minimum) study of the Florida Principal Leadership Standards that is truly job-embedded. Certification candidates work with district and consortium staff to design and implement an inquiry/research project and complete coursework that is aligned with their School Improvement Plan, the goals and objectives of the candidate's Individual Leadership Development Plan, and/or their Deliberate Practice measures.

Because the inquiry projects are individualized, they are customizable and adjustable to meet the leadership development needs of the candidate throughout the inquiry cycle. The process of inquiry project development and implementation is supported by activities and assessments that are designed to assist the candidate in developing the work of the project. All tasks and assignments are assessed by a corresponding rubric. The processes of collecting artifacts, documenting project progress, monitoring candidate progress, determining program completion satisfaction, evaluating program success (as well as the success of individual program components), and timely feedback from facilitators to candidates are all housed and managed within NEFEC's Moodle Learning Management System.

**Timeline:** Assuming there are no remediation needs, the program is designed to take 15 months to complete. Each cohort begins in February or March, and ends the following May. This timeline allows for all the requirements to be met, and to provide time for an entire data cycle to occur.

**Program leaders** - Provide a description of the names and departments that have been involved in the creation of this program and who will be involved in its implementation.

Suwannee County School District

Name	Title	Role
Janene Fitzpatrick	Assistant Superintendent of Instruction	Program Design, Candidate Selection and Progress Monitoring, Mentor Selection
Jennifer Barrs	Director of Curriculum and Instruction	Program Design, Candidate Selection and Progress Monitoring, Mentor Selection
Mark Bracewell	Manager, Leadership Programs North East Florida Educational Consortium (NEFEC)	NEFEC Partner, Program Design and Implementation, Data Collection, Candidate Progress Monitoring
Chris Pryor, Ph.D.	Program Development and Training Specialist, NEFEC	NEFEC Partner, Program Design and Implementation

## PROGRAM DESCRIPTION

This program is designed to serve the district as the primary training ground for individuals seeking school leadership certification. The program uses a blended model to deliver professional learning to certification candidates who are recommended for participation by the district superintendent. The distance learning components of the academy are housed within the NEFEC eLearning Division's Moodle Learning Management System. In addition to serving as a training venue, Moodle also serves the academy as its system for monitoring progress of candidates as they move through the requirements of the system, and as a way for candidates to document their work within the program. Moodle also serves as the tool by which reports may be generated that document district compliance with the standards of Florida's Staff Development Protocol System.

Administrator inquiry is the cornerstone of the program's curriculum.

The long-term goal of the program is to improve student achievement in the district by increasing the number of high performing school leaders.

The objectives of the program are designed to:

1. Increase the pool of potential certified school leaders for principal vacancies
2. Ensure the pool consists of leaders who are focused on student learning and achievement,

Suwannee County School District



as well as on faculty development

3. Recruit, retain and train experienced principals to engage in mentoring others and to provide on-site, job-embedded inquiry that increases student achievement, and
4. Build a self-sustaining structure for leadership support.

### **Program Candidate and Completer Quality**

**Admission requirements and procedures meet the requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C.**

#### **Applicant Requirements:**

1. Must hold a Florida certificate in educational leadership (Level 1);
2. Are responsible for providing summative performance evaluations for the most recent two years that indicate overall performance levels of either Effective or Highly Effective. Applicants who fail to provide this documentation will not be considered for the program
3. Are required to certify successful instructional leadership responsibilities by documenting:
  - A minimum of one year as a school administrator or its equivalent
  - A summative rating of effective or higher as measured by the Suwannee County School District School Leader Assessment, for each of the years previously served as a school-based administrator.

**Candidate selection process:** From the pool of eligible applicants, program candidates will be chosen on the basis of:

1. Written Letter of Intent to participate in the Level II School Leadership Program
2. Candidate Resume' including a listing of the candidate's most recent assignments as a school-based administrator and the instructional leadership responsibilities of each of those positions.
3. Letter of recommendation from candidate's principal or immediate supervisor (if the candidate is a principal)
4. Results of selection interview to be conducted by district administrator(s)
5. Results of a writing assessment based upon one or more of the applicable Florida Principal Leadership Standards.
6. The Letter of Intent, Resume, interview and writing assessment will each be assessed according to an associated rubric. Applicants for a cohort will be ranked, and available cohort slots filled according to that ranking. The district will determine the number of slots available at any given time.

Suwannee County School District

**Collecting, monitoring and reporting data on candidates, who applied to, were admitted to, and enrolled in the program.**

- The district will compile data each year on the following:
  - a. Total number of program applicants
  - b. Total number of applicants deemed eligible, as defined by 1.1 (a-c)
  - c. Percentage of applicants who are eligible
  - d. Number and percentage of eligible applicants who are admitted to the program
  - e. Number and percentage of eligible applicants who exit the program prior to completion
  - f. Reason(s) for each candidate's exit (for those who exit prior to completion.)  
Interview conducted with each exiting candidate.

These data will be used for the purpose of making programmatic improvements, including improvements to the eligibility process, as well as to the methodologies used to select from the pool of eligible candidates.

**Description of Program Elements**

This program operates as a part of a regional cohort system for assistant principals and who desire to gain certification as a school principal in which they design and implement individual inquiry/research projects. This project-based approach allows the principal or assistant principal to engage in an extended (12 month minimum) study of the Florida Principal Leadership Standards that is truly job-embedded. Certification candidates work with district and consortium staff to design an inquiry project that is aligned with their School's Improvement Plan, as well as the goals and objectives of the candidate's Individual Leadership Development Plan and/or Deliberate Practice measures. Because the inquiry projects are, they are thereby customizable and adjustable to meet the leadership development needs of the candidate throughout the inquiry cycle. The process of inquiry project development and implementation is supported by activities and assessments that are designed to assist the candidate in developing the work of the project. Each and every assignment and assessment includes a corresponding rubric, by which the task(s) is (are) assessed. The target for each assignment's rubric must be met before a candidate can proceed to the next assignment. A NEFEC staff member facilitates all coursework, activities, and assessments. The processes of collecting artifacts, documenting project progress, monitoring candidate progress, determining program completion satisfaction, evaluating program success (as well as the success of individual program components), and timely feedback from facilitators to candidates are all housed and managed within NEFEC's Moodle Learning Management System.

The elements of the NEFEC Regional Principal Leadership Academy are as follows:

Suwannee County School District

1. **Florida Principal Leadership Standards Orientation:** This three hour training is designed to introduce candidates to the revised (2011) Florida Principal Leadership Standards (FPLS) as well as the work of the Principal as the school's leader of learning. The training will highlight the importance of all the standards, but will place special emphasis on the learning environment, student learning, instructional planning, and faculty development (Domains 1 and 2, FPLS). The training will also include each candidate completing the Florida Principal Leadership Standards Inventory. Participants will also receive orientation to the renovated W.C. Golden (WCG) website, [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)
2. **Orientation to Inquiry:** This three hour training is designed to introduce candidates to the inquiry process. Candidates will receive direction in choosing research topic that is aligned to student needs as revealed in their school's improvement plan, to the goals of their Individual Leadership Development Plan (ILDLP), and/or their Deliberate Practice targets. They will also receive information about the academy progression, leading to certification as a Florida School Principal.
3. **Introduction to Student Achievement Data:** This WCG course is designed to introduce candidates to data analysis targeted specifically to the work of the school-based leader. The course takes candidates through content that can be used as a resource for completing the many embedded assessments. Course assessments are scenario-based and meant to present real-world challenges and dilemmas faced by instructional leaders where data analysis is the key link to problem solving. Topics include: the use of formative and summative data analysis to bring about instructional change, and data presented for the purpose of informing staffing and other human capital decisions. The course includes a post assessment.
4. **Florida Leadership 360 Assessment:** This self-assessment tool was designed to align to the Florida Principal Leadership Standards and key indicators. Feedback is provided to the participants anonymously and within a secure online environment. Candidates invite supervisors, peers, teachers, and staff to complete survey instruments that reveal perceptions of proficiency aligned with FPLS. Candidates can view printable reports displaying graphical and numerical ratings, which incorporate the candidate's competence, and importance ratings. These data will be used to inform choices within the planning of the inquiry project, as well as for the individual professional learning opportunities in which the candidate engages.
5. **The Ethical Educator:** The focus of this scenario-based, WCG course is on identifying and studying those actions and decisions that define ethical behavior. The course is also designed to cultivate leader recognition of those ethical behaviors in others. The course includes a posttest.

Suwannee County School District

6. **Intel Educational Leadership for the 21<sup>st</sup> Century:** This **12-hour online module** is designed to focus on using technology as a tool used to facilitate learning. Participants will construct a technology plan for their school, and look at various recognition techniques for promoting and giving feedback for the appropriate use of technology by teachers and students.
7. **Observation/Walk-Through Training:** The North East Florida Educational Consortium sponsors this **district-specific, 18-hour, blended-learning series**. The series explores the processes of conducting both formal and informal observations as well as walk-through observations. It includes: practice in pre-observation conferencing, observation and scoring using the district-specific rubric, effective feedback to teachers, use of resources to improve instruction, and post-conference techniques. The training is customized for each candidate according to the observation rubric used by the candidate's district. The intended outcome of this training series is that candidates achieve observation accuracy and inter-rater reliability.
8. **WCG Course of Choice:** Each candidate will select a course from the William Cecil Golden suite, after consideration of inventory and evaluation data. In addition, one of the structured mentor discussions requires each candidate to discuss his/her choice with the mentor and receive guidance and feedback to ensure that the choice aligns with candidate need.
9. **Professional Development Alternatives Module: "Teaching Students with Disabilities:** This Florida Diagnostic @ Learning Resource System (FDLRS) course enables educators to develop, increase and demonstrate knowledge and skills for providing effective instruction for students with disabilities. Content and activities focus on federal and state requirements for identification and provision of services to students with disabilities and comparison of the development and characteristics of children with disabilities to children without disabilities. Emphasis is on how to develop a universally designed and differentiated environment by identifying models of support for assisting students with disabilities in accessing the general education curricula and by implementing effective instructional methods (e.g. explicit and systematic instruction, scaffolding, modeling, visual supports, and manipulatives) in order to meet individual student needs. It includes implementation steps that must be completed at the end in order to receive the certificate for upload. **This course also meets the state requirement for 20 PL points related to meeting the needs of ESE students.**
10. **Inquiry Project Prospectus Development:** This is the process by which candidates decide, and seek approval of, the topic, content, methods, and desired outcomes of the inquiry project. This process is meant to be collaborative, in that the candidate interacts with program facilitators, staff from their district, staff at their school (including members

Suwannee County School District

of their school leadership team and other lead teachers), their principal, and their mentor (if other than the principal) to determine the project content and processes. Candidates also have opportunities to interact with each other throughout the development process through facilitated discussion threads in the Moodle LMS. The desired result of this process is a project prospectus that meets the approval of the Regional Review Committee, on the basis of a 4 point scale where a rating of “3” meets the standard, and earns approval. The rubric addresses not only alignment of the project to data sources that indicate individual and school need, but also the scope and sequence of the project. The facilitator gives rubric-based feedback to each candidate individually that ensures a project plan that is not only aligned to the needs of the candidate and his/her school/students, but also ensures a scope and sequence that is of sufficient depth and breadth to be meaningful and potentially impactful. To earn approval, the candidate’s prospectus must include a plan for aligning the inquiry work with each of the ten Florida Principal Leadership Standards. This plan must also include how emphasis within the project work will be placed on those standards in Domains 1 and 2 of FPLS. Candidates must also submit documentation of alignment to individual need as evidenced by inventory data, school improvement data, and individual evaluation data. In addition, documentation must be provided of alignment to district and school-specific student achievement goals. Any proposal not meeting or exceeding these standards will be declined and the candidate will have a limited window of time to re-submit.

11. **Inquiry Project Implementation:** The Implementation process should take 12-15 months to complete. There should be a complete cycle of data from summative to summative so that growth and/or progress can be gauged. Once a candidate has earned approval of their prospectus, the project cycle begins. The implementation phase is where the job-embedded nature of this process becomes evident. Candidates who have gained project approval have projects that align very closely with their school’s improvement plan goals, as well as with their ILDP and/or Deliberate Practice targets and individual evaluation data. The process follows an adapted version of the methodology of Dr. Nancy Dana, a noted teacher/principal inquiry expert from the University of Florida.
12. **Critical Incident Reflections (3):** Candidates will formally reflect, during the project implementation process, on what they are learning throughout the inquiry process. Three times during the project cycle (month 2-3, month 8-9, and month 13-14) candidates will reflect on specific occurrences that impacted the inquiry process. The first Critical Incident reflection will be around the prospectus development process. The second will be related to barriers to project implementation, and the third related to mid-course adjustment required as a consequence of data analysis.
13. **Discussion Thread Topics:** There will be eight separate online discussion threads

Suwannee County School District

facilitated during the project cycle. The timing of these threads is designed to coincide with training opportunities and/or inquiry development and implementation steps. Each discussion is facilitated by qualified personnel and housed on the Moodle LMS. Each discussion thread has an associated rubric, in which the target describes how the topic relates to not only the individual inquiry project, but also the leadership practice and learning of the candidate. Each rubric also requires the candidate to explore and post relevant resources for the benefit of the group. The discussion thread topics are:

- a. **Inquiry Project Exploration/Discussion**—Candidates will be required to submit two possible ideas for inquiry project ideas. Items should include: plans for implementation, timelines, possible barriers to success, alignment to the FPLS, and data gathered from leadership inventories and evaluations.
- b. **Readiness for Implementation- Strengths, Weakness, Opportunities, Threats (SWOT) Analysis:** Candidates discuss a project idea from the standpoint of these four perspectives. The rubric associated with this discussion requires them to engage appropriate staff/faculty members in a discussion about the idea, through the lens of these four elements. Upon conclusion of the analysis, candidates participate in a threaded discussion that allows them to discuss their SWOT results and gain perspectives from others in their cohort. Candidate interactions are assessed according to the rubric associated with this activity.
- c. **SMART Goal Development for Strategic Planning:** Candidates again engage relevant instructional staff in a discussion designed to develop a series of SMART goals that serve as the intended outcomes for the inquiry project. The result of this (these) session(s) are discussed in the thread. The discussion thread contains a rubric, in which the target includes discussion of the relevancy of the SMART goal to the topic chosen, among other elements.
- d. **Effective Feedback and Communicating Expectations:** This discussion thread is designed to generate collaboration and feedback around how candidates communicate expectations, intended outcomes, and progress of the project work. The rubric for this discussion includes targets that require specific discourse about what's communicated, how it's communicated, who it's communicated to, how often, and how this communication worked (or didn't) to move the project toward its intended outcomes. The targets also require a recount of specific incidences of both feedback to teachers, and of communicating expectations.
- e. **Leading the Change Process for The Florida Standards:** This discussion thread includes content from Everett Rogers "Change Theory." It asks candidates to assess the interactions of individuals involved in the work of their inquiry project through the lens of Dr. Rogers' theory. Targets in the rubric require direct reference to Dr.

Suwannee County School District

Rogers' theory, and to the work of the staff associated with the project.

- f. **Teacher Observation/Evaluation Discussion:** This requires discussion of activities related to teacher observation and feedback. Targets in the rubric require direct discussion and examples of observation data, and the discussion that results from data collected, as well as outcomes noted from follow-up after the discussion.
  - g. **Communicating Results with Stakeholders:** This requires discussion of the inquiry project in terms of how progress, processes and results are being communicated to those involved in/or affected by the work of the project. Targets within the rubric require discussion of progress and process with multiple groups, and the result of those conversations.
  - h. **Effective Leadership of Professional Learning Communities:** This discussion is framed around the article, "How Do Principals Really Improve Schools," (DuFour, 2013). Candidates will be asked to meet the standard of the rubric attached to this discussion by identifying with the article in certain areas of their leadership practice, and by assessing their schools' practice of PLC implementation according to specific principles set forth in the article.
15. **Mentor Program:** Each candidate will be assigned a mentor. The mentor may be the candidate's principal (if the candidate is an Assistant Principal) or the candidate's immediate supervisor (if the candidate is already a principal).
- a. **Mentor Requirements:** The Mentor should meet the following minimum criteria:
    - Should have a history of only Effective and Highly Effective summative administrator performance ratings
    - Should be (or have been) a principal for at least three years
    - Should agree (in writing) to meet with candidate for a minimum of 1 hour each week during the Level II program for the purpose of reviewing candidate progress and discussing topics related to the candidate's work in the program.
    - Attendance at an orientation meeting for the purpose of discussing the mentor/candidate relationship. (NEFEC will facilitate this regionally)
    - Attendance at the Inquiry Showcase (culminating activity)
  - b. **Mentor/Candidate Interaction Requirements:**

Suwannee County School District

- Minimum total of 60 hours of interaction for the 15-month program cycle. These interactions can take the form of email, text, phone calls, face-to-face, virtual (Zoom, Adobe Connect, etc.)
- Minimum of 3 sessions during the program cycle, for the purpose of reviewing feedback from the NEFEC Regional Review Committee. (After receipt of each Regional Review Council report)
- Candidate will be required to keep a log of interactions with their mentor, using the approved form, located in the Moodle course housing all program content.

**c. Required Mentor/Mentee Discussion Topics**

The Mentor/Mentee relationship should be ongoing, and may include more than the topics below. The log should reflect the candidate (mentee) engaging in not only conversation with the mentor, but in also in reflection about the discussions.

1. How does a principal in this district operate the budget of his/her school?
  - a. How are dollars allocated to the school?
  - b. How are positions allocated?
  - c. How much flexibility is there in the budgeting process, and how does this work?
  - d. What do you do, as the principal, to ensure that PD needs are met within the budget?
  - e. How do you decide what PD needs get funded?
2. PLC Implementation
  - a. What is your idea of the “perfect PLC?”
  - b. How do you decide who leads PLCs?
  - c. What process did you use to begin/refine PLCs at the school?
  - d. How are PLC topics determined?
  - e. Why do you use this method?
3. Succession Management
  - a. What are your key methods for developing teacher leaders?
  - b. How do you engage great teachers, but who may be content in their classroom, are not delivering PD, and/or modeling effective practice for others?
  - c. How are team/subject area leaders chosen?
  - d. Why do you think this method is (or is not) effective?
  - e. If you recognized someone whom you thought had potential as a school administrator, how might you approach the subject with him or her?

Suwannee County School District



4. Effective Hiring Practices (this discussion is conducted in conjunction with participation in at least one teacher interview process)
  - a. How do you decide the questions to ask in an interview for a teaching position?
  - b. What role does student data play in crafting these questions?
  - c. What safeguards do you use to make sure you get genuine responses, as much as possible?
  - d. Are there elements of the interview that should always include? If so, why are these elements critical?
  - e. How do you balance the release of a teacher during the year with the concern that may not be quality applicants to replace him/her?
5. Review of and Feedback on Regional Review Council Segment Review.
  - a. This discussion should occur after receiving the results from each of three reviews.
  - b. Review recommendations and commendations (for timeliness and quality of submissions)
  - c. Review feedback on content and process of the inquiry project to date
  - d. What next steps are needed?

**d. Intake Meeting with Mentor:**

- Requirements (Aligning Program with Candidate's Individual Needs-How is this defined?)
- FPLS Inventory--Look at results from the inventory. What standards did the candidate score lowest in? Does the projected inquiry project give the candidate opportunities to work in these areas, as well as areas of strength?
- Candidate Evaluation Data--Examine data from the candidate's most recent
- Candidate ILDP/Deliberate Practice--
- Florida 360 Assessment--This is conducted in Segment 2. Examine the "blind spots" data in particular. Are there areas where others indicated as possible challenges that the candidate did not see? Discuss how these data, when collected, might impact the inquiry project direction and/or choices in the William Cecil Golden suite of courses.
- Requirements (Aligning Program with Candidate's Individual Needs-How is this defined?)
- The candidate's inquiry project, as well as the course of choice within the William

Suwannee County School District

Cecil Golden required courses shall be aligned to all of the following:

- o FPLS Inventory
- o School/District Improvement Planning Documents
- o Candidate Evaluation Data
- o Candidate ILDP/Deliberate Practice

**16. Quarterly Conference Calls:** Four times during the project cycle, a regional call involving all candidates will be conducted. This call serves several purposes:

- Candidates discuss project progress and challenges,
- Receive feedback from course administrators and peers on mid-course adjustments and project/process improvement.
- Candidates are solicited for feedback on improvements to program components to date.

**17. Candidate Feedback Surveys:** Eight surveys are conducted throughout the project cycle. Seven of the surveys are related to specific courses, assessments, or assignments within the program. The eighth survey is conducted upon a candidate's completion of the academy, and gauges candidate perception of the academy in general. All surveys are designed to determine the candidate's perception of the rigor, relevance, and applicability of the program components. All data from these surveys is examined at least annually, and programmatic adjustments are considered, in part, on the basis of these results.

**18. Regional Review Council—**The Regional Review Council convenes four times during the program cycle to conduct a review of each candidate's work to date, and provide feedback, to the candidate, the candidate's mentor, district, and the district superintendent. The committee reviews each assignment submitted in a given segment, using a "blind" review method. Each candidate receives feedback, in the form of commendation and recommendations, regarding the timeliness and quality of assessments and assignments, as well as the quality, scope, sequence and progress of the inquiry project. Committee members are veteran, high performing principals, each with at least five years of experience as a principal in a high-performing school and extensive experience in conducting administrator inquiry. The NEFEC facilitator is also required to be a current or former high-performing principal with experience in conducting administrator inquiry, and serves as an advisory member to the Regional Review Committee.

Suwannee County School District

The Regional Review Council serves seven basic functions:

1. To monitor candidate progress toward meeting the completion deadlines imposed within the NEFEC Regional Principal Leadership Academy
2. To gauge the quality of candidates' submissions using a system of rubrics and scales
3. To make recommendations to candidates on how they might improve submissions.
4. To report to district staff on candidate progress
5. To make a final recommendation to superintendents regarding the fitness of candidates for certification as a school principal, on the basis of program guidelines.
6. To make recommendations concerning program improvements
7. To make recommendations concerning the improvement of individual program components

19. **Inquiry Showcase Final Presentation:** Candidates will articulate project processes, research, progression, challenges, and outcomes in a final presentation showcase. The audience for this presentation will be the other candidates in the cohort, district staff, and candidate mentors, as well as the Regional Review Committee. The rubric/scale for this presentation will serve as the review committees' "scorecard". The end result of this event will be a recommendation, by the Regional Review Committee, as to the status of the candidate's successful completion of all program components. This recommendation is not solely based on the result of the showcase presentation, but the presentation certainly informs the recommendation process.

#### **Progress Monitoring:**

- **Candidate Progress:** The Regional Review Council will formally assess Candidate progress each quarter. The council will meet and review documentation each candidate has posted to the dedicated Moodle site. They will also review candidate progress in scheduled modules and training events during the most recent quarter. A progress report for each candidate will be produced that includes both commendations and recommendations regarding progress to date. The contents of the report will be made available to the candidate, his/her district staff representative, mentor and the district superintendent.

Suwannee County School District

- **Candidates Not Making Progress:** The Regional Review Committee will make a written declaration of progress to each candidate in the district. Any candidate who is not making sufficient progress after the first program segment will be contacted by the program administrator, for the purpose of discussing barriers to progress and resources needed to get “back on track.” After the second segment, if a candidate is not making progress, a meeting with the candidate and program administrator will be held, for the purpose of devising a specific written plan for improvement. After the third segment, if a candidate is not making progress, the plan is revisited in another formal meeting with the program administrator, and the candidate’s superintendent is informed of the possibility that the candidate may not complete the program successfully. If a candidate, after the fourth and final segment of the program has not made progress, they have not successfully completed, and are ineligible to apply for a full calendar year. **District staff and superintendent will also have access to the Moodle site for the candidate(s) from their district on an ongoing basis.** They can monitor progress and provide feedback to their candidate at any time.
- **Program Assessment:** An assessment of overall program progress will be conducted annually. The Regional Review Council will review Candidate Survey documentation, along with feedback solicited from leadership (district level.) The Council will make written commendations and recommendations.
- **Program Completion Criteria:** In order to complete the requirements of the NEFEC Regional Principal Leadership Academy, thereby qualifying for superintendent recommendation for certification as a school principal, the following criteria must be met:
  1. Successful completion of all program activities within the specified timeframe
  2. Quality of submissions must ALL meet or exceed the standard set forth by the rubric and/or scale associated with each submission.
  3. Members of the Regional Review Council must unanimously agree that all criteria for completion have been met, and that the candidate is fit, according to academy standards, for recommendation to the superintendent, as an academy completer.

#### **Candidate Remediation:**

- **Assessment/Assignment Remediation:** When a candidate’s work on any assignment or assessment does not meet the standard established by the associated rubric, remediation must occur. A candidate may repeat an assignment as many times as necessary to meet the standard, and it is required of the course facilitator to provide feedback and support on each submission and/or resubmission. Failure to meet the

Suwannee County School District

requirements of a course embedded within the program, or the requirements of the final Action Research Project Presentation will result in the candidate repeating that course or presentation, thereby postponing eligibility for completion/certification.

- **Program Remediation:** A regional review committee will convene four times during the program, for the purpose of conducting a review of candidate progress. Committee members will be given access to the candidates' work in the Moodle Learning Management System (LMS) Candidates who are not making progress will be required to work with their mentor to develop a remediation plan, which will be monitored by NEFEC partners and district staff. Any candidate who is not successful in meeting the goals of his/her remediation plan and must exit the program for reasons related to performance will be required to wait at least one calendar year before being allowed to re-apply for the program. Application approval of those who attempt to re-enroll is at the discretion of the district superintendent.

Click the link below to access the Level II Certification alignment with the Florida Principal Leadership Standards

- **Matrix: Level II Certification Program Alignment with Florida Principal Leadership Standard Indicators**

# **FORMS, DOCUMENTS AND RUBRICS**

## INQUIRY PROJECT GUIDELINES

The PLA Guidelines will be distributed to each candidate as a part of the initial inquiry orientation training. These guidelines delineate the minimum criteria for the candidate's inquiry project. They include instructions for project alignment with other major school and district-based efforts, for forms of data to be included, and for engaging other staff members in the work of the project. This document will be the cornerstone for a discussion with each cohort of candidates, centering on what is specifically required within the project cycle.

The candidate's inquiry project should:

- Provide evidence of alignment with all 10 of the Florida Principal Leadership Standards (FPLS);
- Place special and specific emphasis on the standards in Domains 1 and 2 (Student Achievement and Instructional Leadership);
- Be aligned with the identified learning needs of staff and students;
- Be aligned with the learning needs of the candidate, as revealed by data collected from Learning Inventories, 360 assessments, and other sources of data;
- Be aligned with goals of the School Improvement Plan for the candidate's current school;
- Be aligned with the goals of the candidate's Individual Leadership Development Plan (ILDP);
- Be aligned with the candidate's Deliberate Practice Targets, when appropriate;
- Include goals that are SMART (Specific, Measureable, Attainable, Relevant, and Time-framed);
- Be of sufficient scope to enable a period of study that encompasses an entire data analysis cycle (baseline data-frequent/appropriate progress monitoring, midcourse adjustments/assessments, more data collection, summative assessment);
- Provide a plan for promoting the work of the project (creating "buy-in"), within the context of improving staff and student achievement;
- Include data from multiple sources, including qualitative and quantitative measures;
- Include allowances for mid-course corrections based on relevant data;
- Include specific plans for engaging other staff and stakeholders in the work of the inquiry;
- Include ongoing examination of the need for Professional Learning-both for the candidate, and for staff and stakeholders enlisted in the effort;
- Consider the need for ethical treatment of all staff, students, and stakeholders in the completion of the work; and
- Consider the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture.

Click the links for access to the [PLA Inquiry Project Prospectus](#)

## **Regional Review Committee Inquiry Project Review Score Sheet**

This score sheet will be used by each member of the NEFEC PLA Regional Review Committee to rate each candidate's inquiry project in terms of alignment with the Florida Principal Leadership Standards, on a four-point scale. Any standards not receiving an alignment score of 2 or better must be re-submitted within a specific timeline established by the Regional Review Committee. Each standard in Domains 1 and 2 must receive an alignment score of 3 or better, or re-submission will be required. This scale and rubric will be applied to the content of an introductory presentation given before the Regional Review Council, for the purpose of approving inquiry project topics and content.

Click the Link for the [Score Sheet](#)

### **Alignment of Inquiry Project to FPLS-Rubric**

This document establishes alignment targets for each Florida Principal Leadership Standard. The focus of the rubric is on clear articulation of project alignment to the standards, and the candidate's use of examples of the types of work to be done within the context of the project. These examples serve the purpose, not only of illustrating alignment, but also of encouraging the candidate to consider, from the outset, the tasks to be completed within the timeframe of the proposed project.

Click Link for the [Rubric](#)

## **Regional Review Committee Inquiry Project Quality Indicators Score Sheet**

This form is used by the Regional Review Committee to record individual candidate presentation ratings concerning the quality of the inquiry project design. This is a set of ratings in addition to those related to project alignment with the Florida Principal Leadership Standards. These ratings register the degree to which the candidate's project adequately describes the rationale for the inquiry, the intended outcomes, as well as the use of data to inform decisions within the inquiry. The candidate is also asked to consider the types of professional learning that might be needed in order to meet the desired project outcomes. A score of 3 or above on each Quality Indicator must be achieved in order for the candidate to gain initial project approval.

This form is also used by the Regional Review Committee to give each candidate feedback on project progress during a window of time that represents the mid-point of the inquiry cycle. Each candidate is required to give a brief mid-point presentation before the committee. Data gathered by the committee using both the Quality Indicators Rubric, and the FPLS Alignment Rubric is shared with human resources personnel who have responsibility for leadership development in the candidate's district. From there, decisions regarding candidate remediation support can be made when appropriate.

Finally, the form, and its accompanying rubric, is used to score the final project presentation (also given by each candidate, before the Regional Review Council). This final score is also used to indicate the committee's recommendation that the overall project (not just the final presentation) has (or has not) met the standard of inquiry project quality determined by the NEFEC Regional Principal Leadership Academy. Candidates who successfully meet this standard, who complete all the coursework and other requirements of the NEFEC PLA, and who successfully complete the requirements set forth by their individual district, are recommended to their respective district superintendent for certification as a Florida School Principal.

Click link for [Score Sheet](#)

Suwannee County School District



## **Inquiry Project Approval Form**

This document indicates either approval, or lack thereof, of the candidate's inquiry project proposal. Data gathered from the initial presentation rubric and scales inform the approval decision. Candidates who do not receive scores on the rubric that meet the target can re-submit their project for approval within a specified window of time. Those who do not meet this deadline, or who do not meet the standard on their second submission are not included in the cohort, but can resubmit when the next cohort forms.

Click link for [Approval Form](#)

## **Final Project Presentation Rubric**

This rubric serves a dual purpose. First, it is used by the Regional Review Committee to score each candidate's final inquiry project presentation on the basis of the target and scale provided. Secondly, it serves the purpose of assisting the Regional Review Committee in coming to a decision regarding overall project quality, in terms of the standard set forth by the rubric. While certain elements within this rubric speak to the quality of the PRESENTATION, the bulk of this rubric is designed to address the quality of the project planning, process, and the degree to which the project's intended outcomes were met.

Click for [Final Project Rubric](#)

## **Critical Incident Form**

Three times during the project cycle, each candidate will be asked to select a "Critical Incident" that occurs within the work of the inquiry project. This "Critical Incident" should be a significant happening (not necessarily negative or problematic in nature) that impacts the progress of the inquiry in some way. The candidate is asked to use this form to reflect on what happened, actions taken (and the result of those actions), feedback received from others, and the Leadership Standards in play during the progression of the "incident" in question. The design of this form is to encourage the candidate to connect things that happen in the course of inquiry to a refined process for seeking and deploying solutions. Having a systematic plan in place for thinking about-and dealing with "Critical Incidents" often makes them more manageable.

Click here for the [Critical Incident Form](#) and the [Critical Incident Rubric](#)

## **Mentoring Forms**

**Click on the links for the (a) Mentoring Agreement and (b) Mentoring Log forms.**

Suwannee County School District

# DISCUSSION BOARD RUBRICS

- Inquiry Project Exploration Discussion Rubric
- Readiness (S.W.O.T. Analysis) Discussion Rubric
- Smart Goal Development Discussion Rubric
- Feedback and Communicating Expectations Discussion
- Leading the Change Process Discussion Rubric
- Teacher Observation Discussion Rubric
- Communicating Results to Stakeholders Rubric
- PLCs Discussion Feedback

## **Customer Satisfaction Survey**

This online, anonymous survey will be administered to program completers AND district leadership contacts via a link within the Blackboard Learning Management System. Data from this survey will be used by NEFEC staff and the Regional Review Committee to make adjustments and improvements to the overall structure of the NEFEC Regional Principal Leadership Academy. The survey asks questions specific to the various elements of the academy, and allows for disaggregation of data by individual program element, as well as by completer demographic. It also allows survey completers (both participants and district staff) to give narrative feedback, if they desire to do so, on any and all aspects of the academy.

These surveys will be administered annually, at the close of each cohort's inquiry cycle. Program improvements will be considered, and implemented (when appropriate) prior to the beginning of the next cohort inquiry cycle.

### **Customer Service Satisfaction Survey**

Suwannee County School District

## **Certification Recommendation Form**

This form is the final documentation that recommends the candidate for state certification as a school principal, OR indicates that the candidate has NOT met the requirements for certification. If the candidate has met all requirements set forth by the NEFEC Regional Principal Leadership Academy, and those by the district, then a representative of the Regional Review Committee AND the Superintendent of Schools from the candidate's district BOTH sign this certification form. The signature of a member of the Regional Review Committee indicates that the entire committee is in agreement that the candidate has successfully completed all requirements of the NEFEC Principal Leadership Academy. The Superintendent's signature indicates that the candidate has met all district certification requirements. The form is then forwarded to the Florida Department of Education, along with other necessary payment and documentation, to have School Principal added to the candidate's Professional Certificate. It is important to note that while receipt of certification as a Florida School Principal does carry with it credentials that are recognized statewide, it does NOT constitute the guarantee of acquisition of a position, in any district, as a principal.

If the academy and/or district requirements have NOT been met, it is indicated on the form, and the representative of the Regional Principal Leadership Academy signs the form. The Superintendent of Schools from the candidate's district is also asked to sign the form, acknowledging that the candidate did not meet the requirements. Re-entry into the academy upon formation of a subsequent cohort is, at this point, up to the candidate's district.

Suwannee County School District

**CERTIFICATION RECOMMENDATION FORM**

**CANDIDATE NAME:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

**DISTRICT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

The above named candidate: **(Check all that apply)**

\_\_\_\_\_ has met all requirements of the NEFEC Regional Principal Leadership Academy

\_\_\_\_\_ has met all specific requirements of the district regarding Florida School Principal Certification

\_\_\_\_\_ is eligible for certification as a Florida School Principal

\_\_\_\_\_ is NOT eligible for certification, at this time, due to the following:

\_\_\_\_\_ the candidate has not satisfactorily completed the requirements of the NEFEC Regional Principal Leadership Academy

\_\_\_\_\_ the candidate has not satisfactorily completed the requirements for certification set forth by the school district

**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

Member, Regional Review Committee \_\_\_\_\_

NEFEC Regional Principal Leadership Academy \_\_\_\_\_

Superintendent of Schools \_\_\_\_\_ Suwannee District Schools \_\_\_\_\_

Suwannee County School District

## Program Completer Tracking Form

This form can be used by districts to track the progress of program completers, once they acquire a position as a school principal. The form is designed to assist with gathering data required for annual documentation required by the Florida Department of Education and for Florida's Professional Development System Protocol Evaluation. The form also allows for tracking of support mechanisms afforded principals who are underperforming and may be in need of remediation. This support may be offered through the individual's district, or through services offered by NEFEC. This data is also used to assist with annual program improvement decisions, made by the NEFEC Regional Principal Leadership Academy's Review Committee, or decisions made by the district.

Unlike other forms, this form is NOT digitized in NEFEC's Blackboard Management System. Due to the sensitive nature of the types of data being tracked, it is up to each individual district to record, analyze, and disaggregate its own data. The form is not meant to take the place of documentation of prescribed assistance for administrators in need of improvement. It is merely provided as an example of how districts may choose to arrange the compilation of the data surrounding academy completer effectiveness.

If a program completer does not meet the school district's performance expectation within the first two years of serving in a fulltime position as a school principal, the individual will be provided an opportunity to develop an assistance plan in accordance with the district's performance appraisal system. The plan may not exceed one year of implementation. This plan will include intensive district-based mentoring and the supplemental use of the W.C. Golden-provided ASAP Modules on each standard (for remediation). The form used for this assistance plan will be provided by each individual district.

Additionally, the NEFEC Regional Review Committee, including its university partner representative(s), will collaborate with the school district to provide support in designing or implementing a plan of assistance for program completers who have not met performance expectations

Suwannee County School District

DISTRICT FOLLOW UP DOCUMENTATION  
SCHOOL PRINCIPAL CERTIFICATION PROGRAM COMPLETERS  
SUWANNEE DISTRICT SCHOOLS

COMPLETER NAME	DATE RECEIVED SCHOOL PRINCIPAL CERTIFICATION	CURRENT SCHOOL	Status Last 3 years ( <u>Retained</u> - <u>Removed</u> - <u>Moved</u> )	SCHOOL GRADE  (Last 3 years)	Performance Eval.  (Last 3 years)	Remediation Support Needed?  (y or n)	Support Provided (List All Forms of Support)

Suwannee County School District

# **COURSE CURRICULUM/FPLS MATRIX**

Suwannee County School District



## Curriculum Content Alignment to the Florida Principal Leadership Standards (FPLS)

Domain/Standard	Course Title	Assessment / Activity Description
<b>Domain 1: Student Achievement</b>		
<b>1. Student Learning Results:</b> Effective school leaders achieve results on the school's student learning goals.		
<p>a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,</p>	<p><b>NEFEC Regional Principal Leadership Academy (NRPLA)</b></p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Inquiry Project Discussion Boards</li> <li>• Project Presentation</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>The Inquiry Project</b> spans the entire 15 month time period of the <b>NRPLA</b> and all associated project activities asks participants to align the project goals, with current School Improvement Plan goals, (which by definition must be based on the state's adopted student academic goals), the participant's IPDP/Deliberate Practice goals and must show linkage with each of the Florida Principal Leadership Standards.</li> <li>• Inquiry Project Exploration Discussion:</li> </ul> <p><b>Assessment:</b></p> <p>Successful completion of each associated assignments as well as passing scores on all elements of each of the following rubric:</p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Final Presentation of Inquiry Project</li> </ul>

Suwannee County School District

<p>b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• William Cecil Golden (WCG) Course: Introduction to Student Achievement Data</li> <li>• WCG Course: Using Student Data to Impact Teaching and Learning</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Student Achievement Data:</b> This course is designed to introduce candidates to data analysis targeted specifically to the work of the school-based leader. Course assessments are scenario-based and meant to present real-world challenges and dilemmas faced by instructional leaders where data analysis is the key link to problem solving. Topics include the use of formative and summative data analysis to bring about instructional change, and data presented for the purpose of informing staffing and other human capital decisions.</li> <li>• <b>Using Student Data to Impact Teaching and Learning:</b> This is also a WCG course, and is designed to be a follow-up course to "Introduction to Student Achievement Data." The course discusses the types of visual representations of data, as well as ways that these representations can/should be interpreted.</li> </ul> <p><b>Assessment:</b> Successful completion of WCG courses and associated assessments</p>
<p><b>2. Student Learning as a Priority:</b> Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.</p>		
<p>a. Enables faculty and staff to work as a system focused on student learning;</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• Inquiry Project</li> <li>• SWOT Analysis</li> <li>• Leading the Change Process for the FL Standards</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Inquiry Project:</b> Guidelines for the project address this element through the following objectives: <ul style="list-style-type: none"> <li>○ provide a plan for promoting the work of the project (creating "buy-in"), within the context of improving staff and student achievement;</li> <li>○ include specific plans for engaging other staff and stakeholders in the work of the inquiry</li> <li>○ include ongoing examination of the need for Professional Learning-both for the candidate, and for staff and stakeholders enlisted in the effort;</li> <li>○ consider the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture</li> </ul> </li> </ul>

Suwannee County School District

		<ul style="list-style-type: none"> <li>• <b>Readiness for Implementation The Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis Of Inquiry Question</b> requires that the participant form a team of faculty and staff to analyze the project. Participants will share their analysis with each other in a Discussion Board</li> <li>• <b>Leading the Change Process for the FL Standards:</b> This discussion thread includes content from Everett Rogers "Change Theory." It asks candidates to assess the interactions of individuals involved in the work of their inquiry project through the lens of Dr. Rogers' theory. Targets in the rubric require direct reference to Dr. Rogers' theory, and to the work of the staff associated with the project.</li> </ul> <p><b>Assessment:</b> Passing scores on rubrics for:</p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Discussion Boards</li> <li>• Final Presentation of Inquiry Project</li> </ul>
b. Maintains a school climate that supports student engagement in learning;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Readiness for Implementation-SWOT Analysis</li> <li>• Leading The Change Process for the F: Standards</li> <li>• Discussion</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>SWOT Analysis</b> See 2a above for description</li> <li>• <b>Leading the Change Process for the FL Standards:</b> See 2a for description</li> </ul> <p><b>Assessment:</b> Passing scores on rubrics for:</p> <ul style="list-style-type: none"> <li>• SWOT Analysis</li> <li>• Leading the Change Process</li> </ul>

Suwannee County School District

<p>c. Generates high expectations for learning growth by all students; and,</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• Inquiry Project</li> <li>• Effective Feedback and Communicating Expectations</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Inquiry Project:</b> Guidelines for the project address this element through the following objectives: <ul style="list-style-type: none"> <li>○ Must be aligned with the identified learning needs of all students</li> <li>○ Must be aligned with the School Improvement Plan.</li> <li>○ Must consider the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture</li> </ul> </li> <li>• <b>Effective Feedback and Communicating Expectations</b>—this discussion thread is designed to generate collaboration and feedback around how candidates communicate expectations, intended outcomes, and progress of the project work. The rubric for this discuss includes targets that require specific discourse about what’s communicated, how it’s communicated, who it’s communicated to, how often, and how this communication worked (or didn’t) to move the project toward its intended outcomes. The targets also require a recount of specific incidences of both feedback to teachers, and of communicating expectations.</li> </ul> <p><b>Assessment:</b> Passing scores on rubrics for:</p> <ul style="list-style-type: none"> <li>• Inquiry Project Discussion Boards</li> <li>• Effective Feedback and Communicating Expectations</li> <li>• Final Presentation of Inquiry Project</li> </ul>
<p>d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• Inquiry Project</li> <li>• PDA Module: Teaching Students with Disabilities</li> <li>• ESOL for Administrators</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Inquiry Project:</b> See 1a above for description</li> <li>• <b>PDA Module: “Teaching Students with Disabilities:</b> This course enables educators to develop, increase and demonstrate knowledge and skills for providing effective instruction for students with disabilities. Content and activities focus on federal and state requirements for identification and provision of services to students with disabilities and comparison of the development and characteristics of children with disabilities to children without disabilities. This course also meets the state requirement for 20 in-service points related to meeting the needs of ESE students.</li> <li>• <b>ESOL for Administrators</b> Throughout this course, we address the particular strengths, weaknesses, and</li> </ul>

Suwannee County School District

		<p>challenges English Language Learners (ELLs) bring to the classroom. We will discuss guidelines for teaching students of diverse cultures. Also, we will address many issues that relate to Florida's formula for reading success (e.g., characteristics of readers, language, fluency, vocabulary, comprehension, assessment; and particular instructional needs of, and accommodations for, non-native speakers of English).</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Passing scores on rubrics for: <ul style="list-style-type: none"> <li>○ Inquiry Project Discussion Boards</li> <li>○ Final Presentation of Inquiry Project</li> </ul> </li> <li>● Successful completion of the ESOL for Administrators course and embedded assessments</li> </ul>
--	--	---

Suwannee County School District

## Domain 2: Instructional Leadership

### 3. **Instructional Plan Implementation:** Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.

<p>a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>Florida Principal Leadership Standards Orientation</li> <li>William Cecil Golden (WCG) Principal Leadership Standards Inventory</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li><b>Florida Principal Leadership Standards Orientation (Face to Face)</b> This <u>three-hour training</u> is designed to introduce candidates to the Florida Principal Leadership Standards as well as the work of the Principal as the school's leader of learning. The training will highlight the importance of all the standards, but will place special emphasis on the need for "today's principal" to be especially attuned to the learning environment, student learning, instructional planning, and faculty development (Domains 1 and 2, FPLS).</li> <li><b>WCG Principal Leadership Standards Inventory</b> Participants are required to conduct a self assessment of their strengths and potential areas of growth using the inventory. This will be used to help determine the direction of their personal learning and field experience opportunities during the program</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Participation in FPLS Orientation professional learning activities</li> <li>Discussion Board FPLS/Inquiry and passing score on associated rubric</li> </ul>
<p>b. Engages in data analysis for instructional planning and improvement;</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>Introduction to Student Achievement Data</li> <li>Using Student Data to Impact Teaching and Learning</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li><b>Introduction to Student Achievement Data:</b> See 1b above for Description.</li> <li><b>Using Student Data to Impact Teaching and Learning:</b> See 1b above for Description.</li> </ul> <p><b>Assessment:</b> Successful completion of WCG courses and associated assessments</p>
<p>c. Communicates the relationships among academic standards, effective instruction, and</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>Observation/Walkthrough</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li><b>Observation/Walk-Through Training:</b> This is a district-specific <b>18-hour blended learning series</b>, sponsored by the North East Florida Educational Consortium. The intended outcome of this training series</li> </ul>

Suwannee County School District

student performance;	Training	<p>is that candidates achieve observation accuracy and inter-rater reliability. The series includes:</p> <ul style="list-style-type: none"> <li>○ Formal, informal observations and walk-through observations</li> <li>○ Practice in pre-observation conferencing,</li> <li>○ Observation and scoring, and</li> <li>○ Effective feedback to teachers,</li> <li>● <b>Teacher Observation/Evaluation Discussion</b>—thread requires discussion of activities of the candidate related to teacher observation and feedback.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Successful completion of the coursework.</li> <li>● Participation in discussion and passing scores on rubric</li> </ul>
----------------------	----------	--

Suwannee County School District

d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	<b>NRPLA</b> <ul style="list-style-type: none"> <li>ESOL for Administrators</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li><b>PDA Module: "Teaching Students with Disabilities:</b> See 2d above for description</li> <li><b>ESOL for Administrators:</b> See 2d above for description</li> </ul> <b>Assessment:</b> Certificate of Completion
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.	<b>NRPLA</b> <ul style="list-style-type: none"> <li>WCG Course: Introduction to Student Achievement Data</li> </ul>	<b>Activity: Introduction to Student Achievement Data:</b> See 1b above for Description. <b>Assessment:</b> Successful completion of WCG course and associated assessments
<b>4. Faculty Development:</b> Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.		
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>Inquiry Project</li> </ul>	<b>Activity: Inquiry Project:</b> See 1a above for description <b>Assessment:</b> Passing scores on rubrics for: <ul style="list-style-type: none"> <li>Inquiry Project Prospectus</li> <li>Inquiry Project Discussion Boards</li> <li>Final Presentation of Inquiry Project</li> </ul>
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>Observation/Walkthrough Training</li> <li>Teacher Observation/Evalu</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li><b>Observation/Walk-Through Training:</b> See 3c above for description</li> <li><b>Teacher Observation/Evaluation Discussion</b> See 3c above for description</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>Successful completion of the coursework as evidenced by providing teacher observation scores within the</li> </ul>

Suwannee County School District



	ation Discussion	<p>calibrated mode of the district-aggregated scores.</p> <ul style="list-style-type: none"> <li>• Participation in discussion and passing scores on rubric</li> </ul>
c. Employs a faculty with the instructional proficiencies needed for the school population served;	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• Discussion and Meeting with Mentor</li> </ul>	<p><b>Activity:</b> Documented discussion with Mentor/Principal about succession management and hiring practices in their school.. This discussion will occur after the candidate has observed/participated in the hiring process for at least one open position at his/her school, or a neighboring school, if no positions are open at the candidate's school.</p> <p><b>Assessment:</b> At least one documented entry in Mentor Log regarding plans for succession management.</p>

Suwannee County School District

d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional tech	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Observation/Walkthrough Training</li> <li>• INTEL Technology for the 21st Century</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>Observation/Walk-Through Training:</b> See 3c above for description</li> <li>• <b>Intel Educational Leadership for the 21<sup>st</sup> Century:</b> This <u>12-hour online module</u> is designed to where technology is a tool used to facilitate learning. Participants will construct a technology plan for their school, and look at various recognition techniques for promoting and giving feedback to appropriate use of technology by teachers and students.</li> </ul> <b>Assessment:</b> Successful completion of courses and embedded assessments
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Effective Leadership of Professional Learning Communities</li> </ul>	<b>Activity: Effective Leadership of Professional Learning Communities:</b> this discussion is framed around an article by Dr. Richard DuFour entitled “How Do Principals Really Improve Schools.” Candidates will be asked to meet the standard of the rubric attached to this discussion by identifying with the article in certain areas of their leadership practice, and by assessing their schools’ practice of PLC implementation according to specific principles set forth in the article. <b>Assessment:</b> Participation in discussion board, and passing score on associated rubrics.
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Effective Leadership of Professional Learning Communities</li> </ul>	<b>Activity: Effective Leadership of Professional Learning Communities:</b> See 4e of description <b>Assessment:</b> Participation in discussion board, and passing score on associated rubrics.
<b>5. Learning Environment:</b> Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.		
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• ESOL for Administrators</li> <li>• PDA Module</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>ESOL for Administrators:</b> See 2d above for description</li> <li>• <b>PDA Module: “Teaching Students with Disabilities:</b> See 2d above for description</li> </ul>

Suwannee County School District

and building a foundation for a fulfilling life in a democratic society and global economy;		<b>Assessment:</b> Embedded Course Assessments and Certificates of Completion
---	--	---

Suwannee County School District

b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• ESOL for Administrators</li> <li>• PDA Module</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>ESOL for Administrators:</b> See 2d above for description</li> <li>• <b>PDA Module: “Teaching Students with Disabilities:</b> See 2d above for description</li> </ul> <b>Assessment:</b> Embedded Course Assessments and Certificates of Completion
c. Promotes school and classroom practices that validate and value similarities and differences among students;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• ESOL for Administrators</li> <li>• PDA Module</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>ESOL for Administrators:</b> See 2d above for description</li> <li>• <b>PDA Module: “Teaching Students with Disabilities:</b> See 2d above for description</li> </ul> <b>Assessment:</b> Embedded Course Assessments and Certificates of Completion
d. Provides recurring monitoring and feedback on the quality of the learning environment;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Observation/ Walk-Through Training;</li> <li>• Teacher Observation/ Evaluation Discussion</li> <li>• Effective Feedback and Communicating Expectations</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>Observation/Walk-Through Training:</b> See 3c above for description</li> <li>• <b>Effective Feedback and Communicating Expectations:</b> See 2c for description</li> </ul> <b>Assessment:</b> <ul style="list-style-type: none"> <li>• Successful completion of Observation/Walkthrough coursework as evidenced by providing teacher observation scores within the calibrated mode of the district aggregated scores</li> <li>• Participation in Discussion Boards and passing score on associated rubrics</li> </ul>
e. Initiates and supports continuous improvement processes focused on the	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Inquiry Project</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>Inquiry Project:</b> See 1a above for description</li> </ul>

Suwannee County School District

students' opportunities for success and well-being; and,	<ul style="list-style-type: none"> <li>• SWOT Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SWOT Analysis</b> See 2a above for description</li> <li>• <b>Leading the Change Process for the FL Standards:</b> See 2a for description</li> </ul> <p><b>Assessment:</b> Passing scores on rubrics for:</p> <ul style="list-style-type: none"> <li>• SWOT Analysis</li> <li>• Inquiry Project Prospectus</li> <li>• Inquiry Project Discussion Boards</li> <li>• Final Presentation of Inquiry Project</li> </ul>
--	---	--

Suwannee County School District

f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• ESOL for Administrators</li> <li>• PDA Module</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>ESOL for Administrators:</b> See 2d above for description</li> <li>• <b>PDA Module: “Teaching Students with Disabilities:</b> See 2d above for description</li> </ul> <b>Assessment:</b> Embedded Course Assessments and Certificates of Completion
<b>Domain 3: Organizational Leadership</b>		
<b>6. Decision Making:</b> Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.		
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> </ul>	<b>Inquiry Project Prospectus:</b> Candidate interacts with program facilitators, staff from their district, staff at their school (including members of their school leadership team and other lead teachers), their principal, and their mentor (if other than the principal) to determine the project content and processes. Candidates also have opportunities to interact with each other throughout the development process through facilitated discussion threads in the Moodle LMS. This plan must also include how emphasis within the project work will be placed on those standards in Domains 1 and 2 of FPLS. Candidates must also submit documentation of alignment to individual need as evidenced by inventory data, school improvement data, and individual evaluation data. In addition, documentation must be provided of alignment to district and school-specific student achievement goals. Any proposal not meeting or exceeding these standards will be declined and the candidate will have a limited window of time to re-submit. <p><b>Assessment:</b> The rubric addresses not only alignment of the project to data sources that indicate individual and school need, but also the scope and sequence of the project. The facilitator gives rubric-based feedback to each candidate individually that ensures a project plan that is not only aligned to the needs of the candidate and his/her school/students, but also ensures a scope and sequence that is of sufficient depth and breadth to be meaningful and potentially impactful. To earn approval, the candidate’s prospectus must include a plan for aligning the inquiry work with each of the ten Florida Principal Leadership Standards</p>

Suwannee County School District

<p>b. Uses critical thinking and problem solving techniques to define problems and identify solutions;</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Inquiry Project</li> <li>• Critical Incidents Forms 1-3</li> <li>• SWOT Analysis</li> <li>• SMART Goal Development</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Inquiry Project Prospectus:</b> See 6a above for description</li> <li>• <b>Inquiry Project:</b> See 1a above for description</li> <li>• <b>Critical Incidents Forms 1 - 3:</b> Candidates will formally reflect, during the project implementation process, on what they are learning throughout the inquiry process. The first Critical Incident reflection will be around the prospectus development process. The second will be related to barriers to project implementation, and the third related to mid-course adjustment required as a consequence of data analysis.</li> <li>• <b>SWOT Analysis</b> See 2a above for description</li> <li>• <b>Discussion: SMART Goal Development for Strategic Planning:</b> Participants engage relevant instructional staff in a discussion designed to develop a series of SMART goals that serve as the intended outcomes for the inquiry project.</li> </ul> <p><b>Assessment:</b> Passing scores on rubrics for:</p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Discussion Boards</li> <li>• Final Presentation of Inquiry Project</li> </ul>
<p>c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Inquiry Project</li> <li>• Critical Incidents Forms 1-3</li> <li>• SWOT Analysis</li> <li>• SMART Goal</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Inquiry Project Prospectus:</b> See 6a above for description</li> <li>• <b>Inquiry Project:</b> See 1a above for description</li> <li>• <b>Critical Incidents Forms 1 - 3:</b> See 6b above for description</li> <li>• <b>SWOT Analysis</b> See 2a above for description</li> <li>• <b>Discussion: SMART Goal Development for Strategic Planning:</b> See 6b for description</li> </ul> <p><b>Assessment:</b> Passing scores on rubrics for:</p>

Suwannee County School District

	Development	<ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Discussion Boards</li> <li>• Final Presentation of Inquiry Project</li> </ul>
d. Empowers others and distributes leadership when appropriate; and,	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Smart Goal Development</li> <li>• Effective Leadership of Professional Learning Communities</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>Discussion: SMART Goal Development for Strategic Planning:</b> See 6b for description</li> <li>• <b>Effective Leadership of Professional Learning Communities:</b> See 4e of description</li> </ul> <b>Assessment:</b> Participation in discussion boards, and passing score on all areas of associated rubrics.
e. Uses effective technology integration to enhance decision-making and efficiency throughout the school.	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• INTEL Educational Leadership for the 21st Century</li> </ul>	<b>Activity: Intel Educational Leadership for the 21<sup>st</sup> Century:</b> See 4d above for description <b>Assessment:</b> Submission of course completion documentation

<b>7. Leadership Development:</b> Effective school leaders actively cultivate, support, and develop other leaders within the organization.		
a. Identifies and cultivates potential and emerging leaders;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• WCG Principal Leadership Standards Inventory</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>WCG Principal Leadership Standards Inventory</b> Participants are required to conduct a self-assessment of their strengths and potential areas of growth using the inventory, This will be used to help determine the direction of their personal learning and field experience opportunities during the program.</li> </ul> <b>Assessment:</b>

Suwannee County School District



		<ul style="list-style-type: none"> <li>Completion of the PLS Inventory and discussion</li> </ul>
b. Provides evidence of delegation and trust in subordinate leaders;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>SWOT Analysis</li> </ul>	<b>Activity: SWOT Analysis</b> See 2a above for description <b>Assessment:</b> Completion of the SWOT Analysis, participation in the discussion and passing score in all areas of the associated rubric
c. Plans for succession management in key positions;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>Mentor/Mentee Discussion</li> </ul>	<b>Activity:</b> Documented discussion with Mentor/Principal about succession management and hiring practices in their school.. This discussion will occur after the candidate has observed/participated in the hiring process for at least one open position at his/her school, or a neighboring school, if no positions are open at the candidate's school. <b>Assessment:</b> At least one documented entry in Mentor Log regarding plans for succession management.
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	<b>NRPLA</b> <ul style="list-style-type: none"> <li>Discussion: SMART Goal Development for Strategic Planning</li> <li>Effective Leadership of Professional Learning Communities</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li><b>Discussion: SMART Goal Development for Strategic Planning:</b> See 6b for description</li> <li><b>Effective Leadership of Professional Learning Communities:</b> See 4e of description</li> </ul> <b>Assessment:</b> Participation in discussion boards, and passing score on all areas of associated rubrics.
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	<b>NRPLA</b> <ul style="list-style-type: none"> <li>Discussion Board: Communicating Results with Stakeholders</li> </ul>	<b>Activity: Discussion Board: Communicating Results with Stakeholders</b> —thread requires discussion of the inquiry project in terms of how progress, processes and results are being communicated to staff, students, parents and the community. Targets within the rubric require discussion of progress and process with multiple groups, and the result of those conversations. <b>Assessment:</b> Participation in the discussion and passing scores on all areas of the associated rubric

Suwannee County School District

**8. School Management:** Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

<p>a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Inquiry Project</li> <li>• Critical Incidents Forms 1-3</li> <li>• SWOT Analysis</li> <li>• SMART Goal Development</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Inquiry Project Prospectus:</b> See 6a above for description</li> <li>• <b>Inquiry Project:</b> See above for description</li> <li>• <b>Critical Incidents Forms 1 - 3:</b> See 6c above for description</li> <li>• <b>SWOT Analysis</b> See 2a above for description</li> <li>• <b>Discussion: SMART Goal Development for Strategic Planning:</b> See 6b for description</li> </ul> <p><b>Assessment:</b> Passing scores on rubrics for:</p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Discussion Boards</li> </ul>
<p>b. Establishes appropriate deadlines for him/herself and the entire organization;</p>	<p><b>NRPLA</b></p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Inquiry Project</li> <li>• Critical Incidents Forms 1-3</li> <li>• SWOT Analysis</li> <li>• SMART Goal Development</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• <b>Inquiry Project Prospectus:</b> See 6a above for description</li> <li>• <b>Inquiry Project:</b> See 1a above for description</li> <li>• <b>Critical Incidents Forms 1 - 3:</b> See 6c above for description</li> <li>• <b>SWOT Analysis</b> See 2a above for description</li> <li>• <b>Discussion: SMART Goal Development for Strategic Planning:</b> See 6b for description</li> </ul> <p><b>Assessment:</b> Passing scores on rubrics for:</p> <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Discussion Boards</li> </ul>

Suwannee County School District

		<ul style="list-style-type: none"> <li>• Final Presentation of Inquiry Project</li> </ul>
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Effective Leadership of Professional Learning Communities</li> <li>• Inquiry Project Prospectus</li> <li>• SWOT Analysis</li> <li>• SMART Goal Development</li> </ul>	<b>Activity:</b> <ul style="list-style-type: none"> <li>• <b>Effective Leadership of Professional Learning Communities:</b> See 4e above for description</li> <li>• <b>Inquiry Project Prospectus:</b> See 6a above for description</li> <li>• <b>SWOT Analysis</b> See 2a above for description</li> <li>• <b>Discussion: SMART Goal Development for Strategic Planning:</b> See 6b for description.</li> </ul> <b>Assessment:</b> Passing scores on rubrics for: <ul style="list-style-type: none"> <li>• Inquiry Project Prospectus</li> <li>• Discussion Boards</li> </ul>

Suwannee County School District

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	NRPLA	<p><b>Activity: Inquiry Project Prospectus:</b> See 6a above for description</p> <p><b>Assessment:</b> Passing scores on rubric Inquiry Project Prospectus</p>
<b>9. Communication:</b> Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.		
a. Actively listens to and learns from students, staff, parents, and community stakeholders;	NRPLA <ul style="list-style-type: none"> <li>FL Leadership 360 Assessment</li> </ul>	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li><b>Florida Leadership 360 Assessment:</b> <a href="http://www.myflorida360.com/">http://www.myflorida360.com/</a> This <b>self-assessment tool</b> was designed to align to the Florida Principal Leadership Standards and key indicators. Feedback is provided to the participants anonymously and within a secure online environment. Candidates invite supervisors, peers, teachers, and staff to complete survey instruments that reveal perceptions of proficiency aligned with FPLS. Candidates can view printable reports displaying graphical and numerical ratings, which incorporate the candidate's competence, and importance ratings. These data will be used to inform choices within the planning of the inquiry project, as well as for the individual professional learning opportunities in which the candidate engages.</li> </ul> <p><b>Assessment:</b> Submission of course completion certificate</p>
b. Recognizes individuals for effective performance;	NRPLA <ul style="list-style-type: none"> <li>Observation/Walk-Through Training</li> </ul>	<p><b>Activity: Observation/Walk-Through Training:</b> See 3c above for description</p> <p><b>Assessment:</b> Successful completion of the coursework as evidenced by providing teacher observation scores within the calibrated mode of the district-aggregated scores.</p>
c. Communicates student expectations and performance information to students, parents, and community;	NRPLA <ul style="list-style-type: none"> <li>Effective Leadership of Professional Learning</li> </ul>	<p><b>Activity: Effective Leadership of Professional Learning Communities:</b> See 4e above for description</p> <p><b>Assessment:</b> Participation in discussion board and passing score on associated rubric</p>

Suwannee County School District

	Communities	
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Discussion Board: Communicating Results with Stakeholders</li> </ul>	<b>Activity: Discussion Board: Communicating Results with Stakeholders:</b> See 7d for description.  <b>Assessment:</b> Participation in the discussion and passing scores on all areas of the associated rubric

Suwannee County School District

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Discussion Board: Communicating Results with Stakeholders</li> </ul>	<b>Activity: Discussion Board: Communicating Results with Stakeholders:</b> See 7d for description.  <b>Assessment:</b> Participation in the discussion and passing scores on all areas of the associated rubric
f. Utilizes appropriate technologies for communication and collaboration; and,	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Intel Educational Leadership in the 21st Century</li> </ul>	<b>Activity: Intel Educational Leadership in the 21st Century:</b> See 4d above for description  <b>Assessment:</b> Submission of course completion documentation
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	<b>NRPLA</b> <ul style="list-style-type: none"> <li>• Discussion Board: Communicating Results with Stakeholders</li> </ul>	<b>Activity: Discussion Board: Communicating Results with Stakeholders:</b> See 7d for description.  <b>Assessment:</b> Participation in the discussion and passing scores on all areas of the associated rubric

Suwannee County School District

**Domain 4: Professional and Ethical Behavior**

**10. Professional and Ethical Behaviors:** Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>The Ethical Educator</li> </ul>	<b>Activity: The Ethical Educator</b> This is a scenario-based course in the WCG suite. The focus of the course is on identifying and studying those actions and decisions that define ethical behavior. The course is also designed to cultivate leader recognition of those ethical behaviors in others. The course includes a posttest.  <b>Assessment:</b> Completion of Course and associated assessment
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	<b>NRPLA</b>  Critical Incidents Forms 1-3	<b>Activity: Critical Incidents Forms 1 - 3:</b> See 6c above for description  <b>Assessment:</b> Passing scores on rubrics for Critical Incidents:
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	<b>NRPLA</b> <ul style="list-style-type: none"> <li>ESOL for Administrators</li> </ul> PDA Module	<b>Activity:</b> <ul style="list-style-type: none"> <li><b>ESOL for Administrators:</b> See 2d above for description</li> <li><b>PDA Module: "Teaching Students with Disabilities:</b> See 2d above for description</li> </ul> <b>Assessment:</b> Embedded Course Assessments and Certificates of Completion
d. Engages in professional learning that improves professional practice in alignment with the needs	<b>NRPLA</b>	<b>Activity:</b> All activities associated with the course, including the William C. Golden courses. Based on the FPLS Inventory, participants will take two courses within WCG in addition to those already assigned.

Suwannee County School District

of the school system;		<b>Assessment:</b> Certificate of Completion of two additional WCG courses
e. Demonstrates willingness to admit error and learn from it; and,	<b>NRPLA</b> Critical Incidents Forms 1-3	<b>Activity:</b> Critical Incidents Forms 1 - 3: See 6c above for description <b>Assessment:</b> Passing scores on rubrics for Critical Incidents:
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	<b>NRPLA</b> FL Leadership 360 Assessment	<b>Activity:</b> <ul style="list-style-type: none"> <li>• Florida Leadership 360 Assessment: <a href="http://www.myflorida360.com/">http://www.myflorida360.com/</a></li> <li>• Florida Leadership 360 Survey</li> </ul> <b>Assessment:</b> Submission of course completion certificate and completion of Survey

Suwannee County School District



### **Standard 1. Program Candidate and Completer Quality**

The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.

**Indicator 1.1:** Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.

The following criteria must be met to receive a rating of Acceptable.

The school district describes:

1. **Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C., to include:**
  - a. **Hold a Florida certificate in educational leadership (Level 1);**

Only applicants for whom the district Human Resources Department certifies as holding a valid certification in Educational Leadership (Level 1) will be considered for acceptance into the program. Applicants are required to provide a copy of a valid certificate stating Level 1 certification, as proof of this requirement.
  - b. **Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and**

Each applicant is responsible for providing summative performance evaluations for the most recent two years that indicate overall performance levels of either Effective or Highly Effective. Applicants who fail to provide this documentation will not be considered for the program (pp.)
  - c. **Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;**

Applicants are required to certify successful instructional leadership responsibilities by documenting:

    1. A minimum of one year as a school administrator or its equivalent
    2. A summative rating of effective or higher as measured by the Suwannee County School District School Leader Assessment, for each of the years previously served as a school-based administrator.
1. **Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews;**

Selection Criteria:

  - Eligible applicants are those who have successfully completed all requirements as listed under 1.1
  - From the pool of eligible applicants, program candidates will be chosen on the basis of:
    - Written Letter of Intent to participate in the Level II School Leadership Program
    - Candidate Resume' including a listing of the candidate's most recent assignments as a school-based administrator and the instructional leadership responsibilities of each of those positions
    - Letter of recommendation from candidate's principal or immediate supervisor (if the candidate is a principal)
    - Results of selection interview to be conducted by district administrator(s)
    - Results of a writing assessment based upon one or more of the applicable Florida Principal Leadership Standards.
  - The Letter of Intent, Resume, interview and writing assessment will each be assessed according to an associated rubric. Applicants for a cohort will be ranked, and available cohort slots filled according to that ranking. The district will determine the number of slots available at any given time.
1. **Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.**
  - The district will compile data each year on the following:
    - g. Total number of program applicants
    - h. Total number of applicants deemed eligible, as defined by 1.1 (a-c)
    - i. Percentage of applicants who are eligible
    - j. Number and percentage of eligible applicants who are admitted to the program
    - k. Number and percentage of eligible applicants who exit the program prior to completion
    - l. Reason(s) for each candidate's exit (for those who exit prior to completion.) Interview conducted with each exiting candidate.
  - These data will be used for the purpose of making programmatic improvements, including improvements to the eligibility process, as well as to the methodologies used to select from the pool of eligible candidates.

Suwannee County School District

**Indicator 1.2:** The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.

The following criteria must be met to receive a rating of Acceptable:

The school district provides:

1. A matrix that describes the critical tasks, assignments and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C., including:
  - a. Title for each course within the competency-based curricula;
  - b. Performance measure or indicator that is being assessed; and
  - c. Title and description of critical task or assessment activitySee pp. \_\_\_\_\_ for detail of each of the elements above.

The school district describes:

2. The plan for how training provided through the program will be aligned to the personnel evaluation criteria under s. 1012.34, F.S., and the William Cecil Golden Professional Development Program for School Leaders in s. 1012.986, F.S.  
Decisions about the inquiry topic for a candidate include discussion with the candidate's mentor in regard to alignment of the project content to the FPLS and student need as well as candidate evaluation data. Mentor log reflections should indicate the elements of the discussion leading to a plan that is aligned to candidate need. In addition, the rubric attached to the inquiry prospectus development process includes at least one standard related to alignment to each of the above-mentioned elements. If alignment is not clearly articulated, or misaligned in some way, resubmission of the prospectus is required.
3. Process of how it will assess, monitor and document each program candidate's progress and mastery of competency-based training and field experiences aligned to:
  - a. **Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;**  
Each task, assignment, and assessment is assessed via use of an associated rubric. Each rubric contains a standard of mastery to include the candidates reflection on how the work in that task, assignment, or assessment aligns to FPLS
  - b. **Personnel evaluation criteria under s. 1012.34, F.S.; and**  
Mentor conversations include required elements of candidate progress . After each of three reports from the Regional Review Council, there is a required discussion with the mentor regarding the results of the report, and the candidate's progress to date.
  - c. **William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;**  
There are required elements of the William Cecil Golden program included in the program. Those elements include a "Course of Choice" that is based on a choice made by the candidate. The course is chosen only after a conversation with the mentor about the personal learning needs of the candidate, as revealed by data from the WCG FPLS Inventory, the results of a 360 assessment, and the candidate's most recent district administrator evaluation data.
4. **The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments;**  
Each candidate's plan is individualized by virtue of the fact that it is inquiry based. The topic, as has been stated, is chosen on the basis of several metrics that speak to the needs of the individual candidate, his/her students.
5. **The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and**  
This will be accomplished via rubric-driven feedback to individual candidates that is stored in a Moodle LMS. Data in this portfolio can be analyzed in real time by the candidate, the mentor, and the district, including the program facilitator. A regular

Suwannee County School District

schedule for feedback is established on a daily/weekly basis. In addition Regional Review Council analyzes candidate work and gives feedback three times during the program.

**6. The plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the curricula.**

Remediation will be provided by the program facilitator through the use of regular (daily or weekly) feedback on all tasks, assignments, and assessments. District staff and candidate mentors will also participate in regular feedback sessions with candidates. These sessions are framed by progress feedback from Regional Review Council, which will convene four times during the program. Program remediation, for candidates who are not making progress, will be a collaborative effort between the district and NEFEC. Upon gathering data revealing that a candidate is not making progress, the district will be notified, and begin the process of developing a remediation plan specific to the needs of the candidate. The district and the candidate's mentor will monitor this plan.

**Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers**

**The following criteria must be met to receive a rating of Acceptable:**

The school district describes:

1. **The process of how it will collect, monitor and analyze evidence to include:**
  - a. **Program candidates' field experience performance evaluations in demonstration of FPLS;**

All field experiences and coursework in the program are evaluated using a rubric that is specific to the task, assignment, or assessment. Each rubric contains a mastery standard that aligns to the relationship of the work to the FPLS. All artifacts amassed by candidates in the program process are housed in a Moodle LMS. Performance analysis is conducted using multiple methods, involving the candidate, mentor, district staff, program facilitator, and NEFEC staff.
  - b. **Number and percentage of program completers who are placed in school principal positions in Florida public schools;**

District will compile data on candidate placement at the end of each program cohort, and monitor "movement" of candidates into principal positions annually. Data on frequency of program completers moving into principal positions, and the success rate of those who do will be monitored by the district annually. When a completer moves to another district to take a principal position, this will be tracked through the use of exit interview data.
  - c. **Number and percentage of program completers who are placed in school principal positions in the school district;**

District will compile data on candidate placement at the end of each program cohort, and monitor "movement" of candidates into principal positions annually. Data on frequency of program completers moving into principal positions, and the success rate of those who do will be monitored by the district annually. When a completer moves to another district to take a principal position, this will be tracked through the use of exit interview data.
  - d. **Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and**

District will annually review the performance of completers placed in principal positions by analyzing data from school grade results, percentage of teachers rated Effective and Highly Effective, as well as results from their district administrator evaluation.

## Field Experiences

**The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the core expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness.**

**Indicator 2.1: Field experiences are completed in a variety of purposeful p-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skill necessary for the development of the candidate.**

**The following criteria must be met to receive a rating of Acceptable:**

**The school district describes:**

- 1. How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and in service of purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.;**

Candidates participate in a program that is inquiry-based. Inquiry subject matter is chosen by candidates in collaboration with their principal and their mentor (if other than the principal) and must earn approval, according to a scoring rubric, before work in the project can begin. The scoring rubric includes mastery standards for alignment of the project design and work to the FPLS, the goals of the school for student achievement, and the candidate's professional learning needs (as revealed by FPLS inventory and evaluation data). The inquiry project's implementation is evaluated by a trained, qualified facilitator who scrutinizes and gives regular feedback to candidate work in assignments and assessments. These evaluations and feedback are given through the lens of a performance rubric that is attached to each task, assignment, and assessment. Each rubric has a required element of standards alignment.

- 2. The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences; and**

Individuals who facilitate the online components of the program or who serve as members of the Regional Review Council (those who give feedback on candidate progress) must have been a principal for at least three years, have been a high-performing principal (served a school that received an A or B grade) and must have previous experience with conducting formal administrator inquiry. Candidate mentors must have at least three years' experience as a principal and have received ratings during that time of either Effective or Highly Effective. Facilitators will receive 12 hours of training related to use of the Moodle Learning Management System (LMS) and six hours of training related to giving feedback to the required inquiry elements using the associated rubrics. Mentors receive six hours of training on Effective Mentor/Protégé' Relationships, using a program developed by the National Association of Elementary School Principals (NAESP). This training will be facilitated by two NAESP nationally certified principal mentors.

Individuals who directly supervise and support candidates during field experiences will be selected on the basis of the following minimum requirements:

- Must be serving currently as a principal; and have at least two years of experience as a principal and have experience as a principal of a school that achieved high-performing status, OR
- Be a recently retired principal and have experience as a principal in a high-performing school, OR
- Be a current district-level administrator or employee of an educational service agency with at least three years of experience as the principal of a high-performing school.

Additional protocols for choosing those who supervise and support the field experiences of candidates include availability of suitable mentors in the district. If the district has no individuals who meet the criteria described in a - c above, then mentors will be sought from neighboring districts, whenever possible.

Training for mentors and others who supervise and support candidates during field experiences includes, but is not limited to:

- Mentor training series using the NAESP Mentoring Model. Two nationally certified NAESP Principal Mentors provided by NEFEC will conduct this training. More information about NAESP Principal Mentoring Program can be found here:

Suwannee County School District

- b. Training for all mentors and supervisors in the Fierce Conversations© model of Coaching Conversations OR
- c. Training for all mentors and supervisors in Jennifer Abrams' *Hard Conversations*© model.

Training for all mentors and supervisors in the requirements of field experiences. This training will include (but is not limited to) discussions of how to assist candidates in choosing and designing experiences that align with their leadership development needs as well as how to use the rubrics provided to assess candidate standards proficiency in field experiences as measured by FPLS. The training will be conducted in concert with our NEFEC partners.

**3. The plan for ensuring that candidates have high quality field experiences in a variety of purposeful PreK - 12 settings.**

Adherence to the rubric associated with each assessment and activity helps to ensure a high-quality experience for those who complete the work successfully. Work and thought processes (especially in the inquiry design phase) that do not meet the standard set forth by the associated rubric are resubmitted after targeted feedback from the facilitator. Variety is achieved through a program design that allows for individuality in inquiry project choice, and in the mentor experience. Candidates are required to log a minimum number of hours meeting with their mentor to discuss and reflect on pre-determined topics. They are also required to visit schools that contain grade bands other than the ones at their job assignment. The purpose of these visits is to discuss the evaluation process and, when possible according to collective bargaining agreements, conduct and reflect on parallel teacher observations with trained observers at the schools they visit.

Each candidate will be required to complete, in addition to the required inquiry project, a set of additional field experiences at locations other than his/her "home" school. The district must approve the design of each field experience before the candidate receives approval to participate in the experience. The requirements for these field experiences are as follows:

- a. A minimum of one experience in each grade band, other than that of the "home" school (e.g., if the candidate currently works in a K-5 school, then a minimum of 1 experience each at a middle AND high school would be required, in addition to the multiple field experiences embedded in the inquiry project.) If the candidate chooses to participate in a field experience at a 6-12 Middle/High school, one experience from each of those grade bands (6-8 and 9-12) would be required.)
- b. In the event that a candidates school is a PK-12 school, the candidate would be required to design and implement a field experience that occurs in a school other than the home school for two of the grade bands (PK-5, 6-8 and/or 9-12)
- c. Each field experience will be designed with the candidate's needs in mind, according to the results of surveys (Florida 360, FPLS Survey) and the candidate's Deliberate Practice targets, and/or other district measures, where appropriate.
- d. Each field experience should include a "shadowing" experience, wherein the candidate follows an experienced principal for a pre-determined period of time of at least ½ school day. This shadowing experience should include both an interview of the person being shadowed, and a reflection of the shadowing experience.
- e. Each field experience will be accompanied by a corresponding task. This task is to be designed by the candidate, in conjunction with his/her mentor. The design of the task should be such that the candidate can demonstrate mastery of the Florida Principal Leadership Standards that align to the task. The direct focus of the task should be primarily on the elements of the standards pertaining to instructional leadership. The task, at minimum, should require both a written reflection of the shadowing experience and some type of implementation of what was learned, at the candidate's home school. OR, the candidate's experience could include the candidate sharing something with the staff (teams, individuals, full faculty) of the school he/she is visiting. The design of each task will align to the appropriate Florida Principal Leadership Standard(s) for the candidate's learning needs.
- f. One of the field experiences should include work with students and/or programs within specialized populations that are outside the candidate's present experience. (ELL, ESE, Pre-K, CTE, etc....)
- g. The academy facilitator(s) will determine the mastery of skills designed within each field experience by examining artifacts and reflections presented by the candidate against a rubric designed for such a purpose.

**Indicator 2.2: Program candidates are placed in high quality field experiences in which they can effectively demonstrate the Florida Principal Leadership Standards.**

**The following criteria must be met to receive a rating of Acceptable:**

**The school district describes:**

- 1. How program candidates' demonstrate the core expectations of effective school administrators during field experiences;

Core expectations will be demonstrated through each candidate's assessment of work in the inquiry project, in associated coursework, in the quality of their reflections from their field experiences at other schools, and through reflections resulting from discussions with their mentor. Rubrics associated with tasks, assignments, or assessments require the candidate to connect learning within the experience to the FPLS, to the needs of students at the school and/or to their own personal professional development needs. Candidates receive regular feedback from the program facilitators regarding these connections to standards.

There is an associated rubric that corresponds to each set of field experiences. This rubric contains elements that measure mastery in terms of:

- a. Appropriateness of design of each field experience, in terms of its ability to be demonstrate elements of the Florida Principal Leadership Standards.
- b. The degree to which the critical elements of the field experience were implemented at the candidate's home school
- c. The degree to which this implementation demonstrates mastery of the Florida Principal Leadership Standards
- d. The degree to which the candidate considered the impact of his/her new learning implementation on the staff at his/her home school, or at the school where the experience took place (in the event that the field experience was implemented at the visited school.)

The candidate's mentor principal will score each aforementioned rubric associated with a field experience and, where appropriate, the principal of field experience site. Scoring at or above level 3 on the 4-point rubric indicates mastery. Each element must be scored at level 3 for mastery for the set of associated FPLS. In a case where both the mentor and the site principal score the rubric, both scorers must agree that each rubric element scores at 3 or above for satisfactory completion to be attained. Design elements will be scored by the candidate's mentor prior to the field experience, as a way to determine each experience's (or set of experiences') capability to demonstrate the associated FPLS. If design elements are not scored at a 3 or higher, the candidate will be asked to amend the description of the experience (with input from the mentor) until it can adequately test mastery of the associated FPLS. This process must be completed prior to the candidate embarking on the experience set.

**2. How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement;**

Feedback on progress comes in multiple forms. First, candidates receive feedback weekly (sometimes daily) from program facilitators on quality of work and experiences based on associated rubrics. This feedback is provided for EVERY assignment, assessment and task. Secondly, three times during the project, Regional Review Council, consisting of trained, qualified administrators, convenes to conduct a "blind" review of candidate work. This review results in a report of candidate progress in terms of timeliness, quality, and inquiry project progress. The report is forwarded to the candidate, to the candidate's mentor, and to the district representative who oversees the work of the candidate. There is a required conversation and reflection with the mentor upon receipt of this report. In cases where the program remediation requirements dictate, a formal plan for improvement is implemented.

**3. How program candidates' performance in high quality field experiences will be collected, evaluated and analyzed; and**

Each candidate will use the program process to build an electronic portfolio, which will be housed within the Moodle Learning Management System, which is managed by our program partners at the North East Florida Educational Consortium. The portfolio will contain the work of the inquiry process, as well as required coursework completed by the candidate. These experiences, as previously stated, will be evaluated using a series of rubrics, especially designed for each task, assignment and assessment to gauge the quality of work through the lenses of the FPLS, needs of students at the candidate's school and the personal professional learning needs of the candidate, as expressed through his/her evaluation data. In addition to weekly/daily assessments by the program facilitator, the Regional Review Council will assess the portfolio three times during the program.

Once each quarter (at the close of each segment), a Regional Review Council (facilitated by NEFEC staff) will convene. This council consists of current and former school-based administrators with experience in high-performing schools. Part of their task will be to examine the work of candidates during that quarter. They will examine and give written feedback to three areas of each candidate's work, individually:

- a. Assignments and Assessments
- b. Progress and content of the Inquiry Project
- c. Performance scores (from rubrics) of field experiences for each candidate

They will also receive a written report from each candidate's mentor. This report will include documentation of participation in the required number of mentoring hours for that quarter, as well as a synopsis of the mentor/protégé discussion topics (to include the required topics for that quarter.)

A rubric will be used that will have three parts:

- a. Performance for the quarter on assignments and assessments
- b. Progress and performance in the tasks associated with the inquiry project (this section of the rubric will include not only a score, but also written feedback from council members on project particulars)
- c. Performance score for any field experiences of the candidate during that quarter. This section of the rubric will include scores for the quality of the field experience design, the quality of the associated artifacts presented, and the outcomes of experiences, in terms of FPLS mastery.

This written report of the above elements will be submitted to the candidate, the leadership contact in the candidate's district, and the candidate's superintendent. In addition, the electronic versions of all candidate work are stored in a Learning Management System (Moodle). Each district contact has a login that can be used to access each candidate's work, feedback and "grade book" at any time.

A portion of each quarterly meeting of the Regional Review Council will be for the purposes of:

- Examining the quality of field experiences, and making recommendations to districts about field experience quality, in terms of design, implementation, and alignment to the Florida Principal Leadership Standards (particularly those directly related to instructional leadership.)
- Examining and reacting to candidate feedback on perception surveys of program components for that quarter.

**4. How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.**

At any time during the program that it is determined a candidate is not making progress in an assignment or assessment, the program facilitator gives targeted feedback and asks the candidate to resubmit. There is no limit to the number of resubmissions for a given assignment, but the number of times required to complete a task, assessment, or assignment is a matter of permanent record inside the candidate's portfolio, and can become the subject of a programmatic remediation conversation should a pattern develop. The Regional Review Council meets three times during the program to evaluate and report on each candidate's progress, using a "blind review" process. This process requires the committee to conduct a thorough examination of all artifacts of candidate work and give feedback in the form of commendations and recommendations. They are charged with looking for patterns or excellence or challenge in the leadership practice of each candidate, through careful examination of coursework and inquiry implementation processes. When patterns of challenge develop, the district can initiate a process through which the candidate receives ongoing assistance in completing a remediation plan that is developed through collaboration between the candidate and his/her mentor. Candidates who fail to meet the standard on every element of every rubric for every assignment, assessment and task cannot successfully complete the program. Candidates who do not meet the rubric criteria for each assignment, assessment, and task by the date of the culminating activity (the inquiry research showcase) are not eligible to participate in the showcase, and cannot successfully complete the academy. Candidates who exit the program prior to successful completion may be ineligible for re-entry into the program for a period of time determined by the district.



## Program Effectiveness

### **Standard 3. Program Effectiveness**

**The program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.**

**Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.**

**The following criteria must be met to receive a rating of Acceptable:**

**The school district describes:**

- 1. The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:**
  - a. Program candidates' field experience performance evaluations in demonstration of FPLS;**

Candidate field experience evaluations are housed in the electronic portfolio within the Moodle LMS. These evaluations (according to rubrics associated with each task, assignment, and assessment) are accessible by the candidate, the program facilitator, and district staff in "real time."

Once each quarter (at the close of each program segment) the Regional Review Council will convene (facilitated by NEFEC staff). A written report of candidate's proficiency ratings (as evaluated according to rubrics designed specifically for this purpose) will be submitted to each candidate's district, and to the candidate's district superintendent. The report includes proficiency ratings (as determined through the aforementioned rubric) for demonstration of the FPLS associated with the field experiences of the candidate during that quarter. Not only are individual candidate proficiencies reported to the district through this process, but aggregate ratings are reported to the district as well, for the scores of experiences. This allows the district staff to evaluate the quality of the field experiences, and thereby, to evaluate the process of pre-approval for these experiences. The quarterly reports submitted by the Regional Review Council will be sent to the candidate, the candidate's mentor, his/her district contact and the candidate's superintendent no later than one week after the conclusion of the Regional Review convening. For candidates who are making adequate progress, the results of the council feedback will be discussed, at a minimum, with the candidate's mentor. A report will be sent to the academy facilitator, documenting the particulars of this discussion. Copies of this report will be sent to the district representative and the mentor, and used by the district to monitor candidate progress. For candidates who are found to not be making adequate progress in a given quarter, a written plan of action will be designed with input from the candidate, his/her mentor and the district. If adequate progress is not met in two successive quarters, the superintendent will be notified, and a decision made concerning the candidate's fitness to continue the program.

- b. Number and percentage of program completers who are placed in school principal positions in Florida public schools;**

The district will conduct exit interviews when a person leaves the district. On the basis of this interview, data will be collected and analyzed that reflects instances when program completers accept principal positions in other districts (in and out of state)

The district will annually compute the percentage of completers of the program who are placed in school principal positions in Florida by conducting exit interviews when completers leave the district to take principal positions in other schools in Florida. Data will be collected and analysis will be conducted as to the stated reasons for candidate departure. The results of the analysis will be discussed in a program review at least annually, and used to make adjustments where deemed appropriate.

- c. Number and percentage of program completers who are placed in school principal positions in the school district;**

In partnership with NEFEC, the district will compile a report that details this information at the close of each program cohort. Adjustments to entry criteria, for example, may be made on the basis of number/percentage of program completers being placed falls below a certain threshold determined by the district. The district will annually compute the percentage of completers of the program who are placed in school principal positions in the district. A comparison of data from those leaving the district to pursue principal positions (both in state in other districts and out of state) will be conducted annually, to determine trends, if any.



**d. Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and**

The district will compile assessment results data on all program completers annually, and use these results to make programmatic adjustments when appropriate.

The district will annually compute the percentage of past successful program completers' administrative performance evaluation scores by category, for the purpose of determining trends. These data will be used to ensure that our highest performing principals are placed in areas of greatest need.

**e. Other data results under consideration by the district.**

**Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.**

**The following criteria must be met to receive a rating of Acceptable:**

**The program describes:**

- a. The process it will use for examining aggregated data analyses of program candidate and program completer performance and impact to identify areas of strength and areas for growth for program improvement and drive decisions for programmatic enhancements and improvement.**

In partnership with NEFEC, the district will compile data on candidates who exited the program before completion to determine trends in exit causes. The district will also compile data on program completers in terms of number and percentage with Effective and Highly Effective ratings and school grade performance ratings (school grade). Perception data will also be collected from candidates who exit and those that complete. This perception data will be collected from both exited candidates and completers. The district with the help of NEFEC, will collect and analyze data on program applicants who were not accepted, for the purpose of refining the application procedures and requirements. All of these data will be compiled annually.

- b. Strategies for involving program completers, other school personnel, employers, community agencies, business representatives, and other stakeholders in the program evaluation process.**

At the close of each 15-month cohort, a meeting of a regional program advisory council will convene for the purpose of examining programmatic survey and all other data, from candidates who exit and those who complete. In addition, information will be gathered from the program facilitator and members of the Regional Review Council. The result of this meeting will be a report that lists recommendations for program adjustments/improvements. This committee will consist of district staff, program completers from current and former cohorts, and a faculty member from the University of North Florida's Educational Leadership program. Annual input on program improvements will also be sought from Dr. Nancy Dana, upon whose research the inquiry portion of the program is designed.

- c. Roles and responsibilities of stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning, including how stakeholder input will be used.**

**District Representatives**—primarily responsible for recommending, determining, and implementing procedures for enhancing/improving candidate application, acceptance, screening, and mentor selection processes. Also gives input to need for new/different components that align with standards and current content relevant to school-based administrators.

**Program Facilitators**—primarily responsible for providing data on candidate performance, satisfaction, and completion. Assists in decision-making process by making recommendations on content and process enhancements. Provides guidance related to timing and sequence of tasks, assignments, and assessments.

**University Partner (UNF)**—primarily responsible as an outside expert in program alignments to FPLS and relationship to state-approved Level 1 programs.

**University Partner (UF)**—informal expert consultant on inquiry content and processes

**Program Completers**—primarily responsible for giving input to the timing and sequence of program curriculum, as well as content enhancements, in terms of the need for content relevancy to current job responsibilities of the principal.

Appendix A – Checklist for Approval

**Checklist for Evaluation of School Principal Preparation Programs  
Based upon Approval Standards Adopted Pursuant to Rule 6A-5.081, F.A.C.**

**Standard 1. Program Candidate and Completer Quality**

The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.

**Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.**

Standard/ Indicator	Criteria for Transitional Program Approval	Location / Page Number	Standard Met (DOE use)
1.1.1	Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C., to include:	6	<input type="checkbox"/>
	a. Hold a Florida certificate in educational leadership (Level 1);	6	<input type="checkbox"/>
	b. Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and	6	<input type="checkbox"/>
	c. Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;	6	<input type="checkbox"/>
1.1.2	Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and	6, 7	<input type="checkbox"/>
1.1.3	Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.	6, 7, 67	<input type="checkbox"/>

**Indicator 1.2:** The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.

Standard	Criteria for Transitional Program Approval	Location / Page Number	Standard Met (DOE use)
1.2.1	A matrix that describes the critical tasks, assignments and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C., including:	52 - 66	<input type="checkbox"/>
	a. Title for each course within the competency-based curricula;	52 - 66	<input type="checkbox"/>
	b. Performance measure or indicator that is being assessed; and	52 - 66	<input type="checkbox"/>
	c. Title and description of critical task or assessment activity	52 - 66	<input type="checkbox"/>
1.2.2	The plan for how training provided through the program will be aligned to the personnel evaluation criteria under s. 1012.34 and the William Cecil Golden Professional Development Program for School Leaders in s. 1012.986;	8 – 11, 67	<input type="checkbox"/>
1.2.3	Process of how it will assess, monitor and document each program candidate's progress and mastery of competency-based training and field experiences aligned to:		
	a. Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;	8 – 11, 67,	<input type="checkbox"/>
	b. Personnel evaluation criteria under s. 1012.34, F.S.; and	8 – 11, 67, 69	<input type="checkbox"/>
	c. William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;	9, 13, 53, 56, 66, 68	<input type="checkbox"/>
1.2.4	The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments;	9, 62 , 64, 68	<input type="checkbox"/>

1.2.5	The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and	14 - 16, 68 - 72	<input type="checkbox"/>
1.2.6	The plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the curricula.	15, 16, 50,	<input type="checkbox"/>

Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.			
Standard	Criteria for Transitional Program Approval	Location / Page Number	Standard Met (DOE use)
1.3.1	The school district describes:  The process of how it will collect, monitor and analyze evidence to include:		<input type="checkbox"/>
	a. Program candidates' field experience performance evaluations in demonstration of FPLS;	22 - 44	<input type="checkbox"/>
	b. Number and percentage of program completers who are placed in school principal positions in Florida public schools;	50, 51	<input type="checkbox"/>
	c. Number and percentage of program completers who are placed in school principal positions in the school district;	50, 51	<input type="checkbox"/>
	d. Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and	50, 51, 69 - 75	<input type="checkbox"/>