SUWANNEE COUNTY SCHOOL BOARD
WORKSHOP SESSION
July 12, 2022

AGENDA

9:00 a.m. Call to Order/Welcome/Pledge ..... Jerry Taylor, Chairman

9:02 a.m. Policy Updates **(pgs. 2-68)** ..... Malcolm Hines

9:30 a.m. Food Service Update ..... Michael Braun

10:30 a.m. School Safety and Other Administrative ..... Ronnie Gray
Services Department Update
- District Equity Report for 2022-2023 **(pgs. 69-175)**

10:45 a.m. Superintendent Update ..... Ted Roush

11:15 a.m. Adjourn

School Board Policies
Summer 2022
North East Florida Educational Consortium

Policy #	Req	Proc	Status	Option	Policy Title	Comments
3.06	X	X	Revision		Safe and Secure Schools	Policy revision to reflect changes in law HB 1421
3.141	X		Revision		Suicide Prevention	Policy revision to reflect changes in law HB 1421
3.25	X		Revision		Background Screening for Contractors	Policy revised to reflect changes in law SB 2524
4.12	X	X	Revision (replace current)		Instructional Materials Selection	Policy rewritten to reflect changes in law and incorporate challenge to material HB 1467
4.13	X	X	Revision (replace current)		Education Media Materials Selection	Policy rewritten to reflect changes in law and incorporate challenge to material HB 1467
4.17			Delete/Remove		Challenged Materials	Challenge protocols incorporated into instructional and media selection policies
5.03	X	X	Revision		Student Assignment	Revises policy to reflect changes in law on school choice SB 2524
5.031	X	X	Revision		Student Out of Zone Transfers/Choice	Revises policy to reflect changes in law on school choice SB 2524
5.033	X	X	Revision		Controlled Open Enrollment	Revises policy to reflect changes in law on school choice SB 2524
5.241	X		Revision		Parental Access To Information	Policy to reflect changes in parental rights law HB 1557
5.28	X	X	Revision		School Health Services	Policy to reflect changes in parental rights law HB 1557
5.121	X	X	Revision		Use of Time Out, Seclusion and Physical Restraint for Students with Disabilities	Revises policy to reflect changes in law re: mechanical restraints HB 235
6.39	X		Revision		Report of Misconduct	Revises policy to reflect changes in law from SB 2524
6.42	X		Revision		Records and Reports	Revises policy to reflect changes in law from SB 2524
6.103			Revision	2	Appointment or Employment Requirements	Revises policy to reflect changes in law from SB 2524

SAFE AND SECURE SCHOOLS **3.06**

POLICY:

I. Introduction

The Suwannee County School Board has as its first obligation to provide a safe, secure and orderly learning environment in all schools and at all sponsored activities for students, school personnel, and other persons. **Maintaining a safe environment is the responsibility for all personnel. All exterior and interior doors shall remain locked when students are present. Personnel discovered to have propped-open, defeated door locking mechanisms, unlocked door, or unsecure doors may receive adverse disciplinary action through progressive discipline to include and up to termination.**

II. Orderly Environment

An orderly environment can only be achieved by developing procedures to control students, personnel, and other persons on school property and attending School Board or school sponsored events or activities. All procedures shall reflect the following policy provisions:

A. No person other than a student and employee of a school site shall be on a school campus during school hours unless they are in compliance with Policy 9.07 (Visitors).

B. A student who is suspended or expelled is not in good standing and is not permitted on the school campus, school grounds, or at a school sponsored activity.

C. Any person on a school campus or school grounds not in accordance with this policy is hereby declared to be a trespasser and shall be asked to leave immediately by any staff member. Each principal shall keep a log of such incidents, which shall provide the name of the person asked to leave and other pertinent information. If said person shall again be seen upon the school campus or school grounds, any staff member shall immediately notify the principal or appropriate local law enforcement officials without further warning.

D. Individuals who enter School Board property, activity, or School Board meeting without a legitimate reason and create a disturbance or refuse to leave the property or activity when asked by the board chairperson, Superintendent/designee, principal or person in charge are subject to criminal penalty as provided in Florida Statutes. The person in charge shall contact appropriate law enforcement officials in cases of disruptive activity or refusal to leave the school property or activity and take appropriate actions to have the offender punished as prescribed by law. The Superintendent shall be notified of any such action at schools or school activities.

E. No person except law enforcement, security officers, and other legally identified individuals may have in his/her possession any weapon, illegal substance, or dangerous substance while on school property or at school events. However, District employees may possess a securely encased concealed firearm in their vehicle in accordance with F.S. 790.25 (5).

III. The following emergency response agency(ies) will notify the District in the event of an emergency:

Emergency Response Agency	Type of Emergency
Live Oak Police Department	All Emergencies
Suwannee County Sheriff's Department	All Emergencies
Suwannee County Fire and Rescue	All Emergencies

IV. Safety and Security – Emergency Plans

A. The Superintendent shall develop a School Safety and Security Plan with input from representatives of the local law enforcement agencies, the local Fire Marshall(s), representative(s) from emergency medical services; building administrators, representative(s) from the local emergency management agency, School Resource Officer(s) and/or representative(s) of the Suwannee County Health Department. **The District's Emergency Response Plan is a comprehensive guide that covers all aspects of school safety such as locked doors, the best practice for securing classroom doors is by keeping the door LOCKED at all times.**

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B. As required by state law, the Superintendent shall require the use of the Safe School Assessment Survey based on the School Safety and Security

Best Practices Indicators created by FL DOE Safe School Assessment Tool (FSSAT) to conduct a self-assessment of the District's current safety and security practices.

C. Upon completion of these self-assessments, the Superintendent shall convene a safety and security review meeting for the purpose of: (a) reviewing the current School Safety and Security Plan and the results of the self-assessment; (b) identifying necessary modifications to the plan; (c) identifying additional necessary training for staff and students; and (d) discussing any other related matters deemed necessary by the meeting participants.

D. The Superintendent shall present the findings of the safety and security review meeting to the Board for review and approval of appropriate school safety, emergency management and preparedness plans. The Superintendent shall make any necessary recommendations to the Board that identify strategies and activities that the Board should incorporate into the School Safety and Security Plan and/or implement in order to improve school safety and security. The School Safety and Security Plan is, however, confidential and is not subject to review or release as a public record.

E. The Superintendent shall report the self-assessment results and any action taken by the Board to review the School Safety and Security Plan to the Commissioner of Education within thirty (30) days after the Board meeting.

F. Emergency management and preparedness plans shall include notification procedures for weapon use and active assailant/hostage situations, hazardous materials and toxic chemical spills, weather emergencies, and exposure resulting from a manmade emergency.

G. Emergency management and preparedness procedures for active shooter situations shall engage the participation of the District's Director of School Safety, threat assessment team members, faculty, staff, and students for each school and be conducted by the law enforcement agency or agencies designated as first responders to the school's campus.

1. Accommodations for drills conducted at exceptional student education centers may be provided.

H. Each school shall develop and maintain an up-to-date plan based upon the uniform guidelines and including the provisions of Florida law, State Board of Education rules, and other applicable regulations.

I. Copies of school plans shall be provided to county and city law enforcement agencies, fire departments, and emergency preparedness officials.

V. Threat Assessment

A. The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. The Board's threat assessment process is designed to be consistent with the process set forth in the joint U.S. Secret Service and U.S. Department of Education publication. Threat Assessment in Schools: a Guide to Managing Threatening Situations and to creating Safe School Climates for identifying, assessing, and managing students who may pose a threat. The goal of the threat assessment process is to take appropriate preventative or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed. The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.

B. The Board authorizes the Superintendent to create building-level, trained threat assessment teams. Each team shall be headed by the principal and shall include a person with expertise in counseling (school/psychological), instructional personnel, and law enforcement (school resource officer) and

provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self. All members of the threat assessment team must be involved in the threat assessment process and final decision making.

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1. The threat assessment team will be responsible for the assessment of individuals whose behavior may pose a threat to the safety of school staff and/or students and coordinating resources and interventions for the individual.

2. If a student with a disability is reported to have made a threat to harm others, and the student's intent is not clear, a referral will be made to the threat assessment team for evaluation.

3. Upon a preliminary determination that a student poses a threat of violence or physical harm to him/herself or others, the threat assessment team may obtain criminal history record information. The team must immediately report its determination to the Superintendent who must immediately attempt to notify the student's parent or legal guardian. A parent or guardian has the right to inspect and review the threat assessment. The team will coordinate resources and interventions to engage behavioral and or mental health crisis resources when mental health or substance abuse crisis is suspected.

4. The threat assessment team must plan for the implementation and monitoring of appropriate interventions to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes.

5. Upon the student's transfer to a different school, the threat assessment team must verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services. Threat assessment teams must meet as often as needed to fulfill their duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly. The teams must maintain documentation of all meetings, including meeting dates and times, team members in attendance, cases discussed and actions taken.

VI. Safety – Procedures

A. School alarms shall be monitored on a weekly basis and malfunctions shall be reported for immediate repair.

B. A safety program shall be established consistent with the provisions of Policy 8.01. The emergency preparedness procedures will identify the individuals responsible for contacting the primary emergency response agency and the emergency response agency that is responsible for notifying the school district for each type of emergency.

C. Emergency evacuation drills (fire, hurricane, tornado, active assailant/hostage situation, other natural disaster, and school bus) shall be held in compliance with state requirements and formulated in consultation with the appropriate public safety agencies. Each principal, site administrator, or transportation official is responsible for:

1. Developing and posting emergency evacuation routes and procedures;

2. Assigning and training all staff members in specified responsibilities to ensure prompt, safe and orderly evacuation;

3. Identifying and reporting hazardous areas requiring corrective measures; and

4. Preparing and submitting a written report of each emergency evacuation drill to the District Office.

D. In the event of an emergency, the Superintendent is authorized to dismiss early or close any or all schools. Except that the principal may dismiss the school when the Superintendent or designee cannot be contacted and an extreme emergency exists endangering the health, safety, or welfare of students. Any such actions shall be reported immediately to the Superintendent or designee along with a statement describing the reasons for the action. Such report shall be submitted to the School Board at the next regular meeting unless a special meeting is held relating to the emergency.

E. Parents, as defined by law, have a right to timely notification of threats, unlawful acts, and significant emergencies that occur on school grounds,

during school transportation or during school-sponsored activities pursuant to sections 1006.07(4) and (7), F.S.

1. Parents have a right to access school safety and discipline incidents as reported pursuant to section 1006.07(9), F.S.

F. **All exterior and interior doors shall remain locked when students are present.**

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VII. Safety – Violence Prevention

A. The Superintendent shall develop a violence prevention plan for use by each school.

B. Training in identification of potentially violent behaviors and the procedures to be implemented shall be provided to personnel of the schools.

VIII. Security

A. The Superintendent shall establish and implement a Domestic Security Plan consistent with the requirements of the National Incident Management System (NIMS).

B. The Superintendent shall develop and implement guidelines and procedures for reviewing each school's security provisions.

C. The Superintendent shall designate an administrator or law enforcement officer employed by the Suwannee County Sheriff's Office as the school safety specialist for the District. The School Safety Specialist is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the District. The School Safety Specialist's responsibilities include, but are not limited to the following:

1. On an annual basis the school safety specialist will review district and charter school policies and procedures for compliance with state law and rules and ensure the timely and accurate submission

of the school environmental safety incident report (FSSAT) to the Department.

2. The School Safety Specialist must provide recommendations to the superintendent and school board at a publicly noticed board meeting identifying strategies and activities that the Board should implement in order to address the findings to improve school safety and security.

3. No later than November 1, the School Safety Specialist shall submit a district best-practice assessment in the FSSAT that includes the school board's action(s) to the school security risk assessment findings and recommendations provided to them.

4. Provide training and resources to students and staff in matters relating to mental health awareness and assistance; emergency procedures (including active assailant training), and school safety and security.

5. The School Safety Specialist will develop a process related to safety used to identify and correct instances of noncompliance at the school.

    a. Deficiencies relating to safe-school officer coverage must be resolved by the next school day.

    b. Within 24 hours, the School Safety Specialist must notify the Office of Safe Schools of the deficiencies related to safe-school officer coverage and any instance of noncompliance that is determined to be an imminent threat to the health, safety and welfare of students or staff. The Office of Safe Schools shall be notified within three (3) days of any instance of noncompliance that is not corrected within 60 days.

6. The School Safety Specialist shall notify the district's superintendent if there is a suspected deficiency of the district's and/or a school's noncompliance.

D. A review of each school's security provisions shall be conducted annually by the principal with a written report submitted to the Superintendent or designee for submission to the Board for review.

E. Each school's emergency plan shall include security provisions including emergency lockdown procedures.

F. Establishing policies and procedures for the prevention of violence on school grounds; including assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community.

G. Adhering to background screening procedures for all staff, volunteers and mentors.

H. Security trailers may be located on school property.

IX. Mental Health

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A. The School Board shall identify a mental health coordinator for the District. The mental health coordinator shall serve as the primary contact for the district's coordination, communication, and implementation of student mental health policies, procedures, responsibilities, and reporting.

B. The mental health coordinator shall be responsible for:

1. working with the Office of Safe Schools;

2. maintaining records and reports regarding student mental health as it relates to school safety and the mental health assistance allocation;

3. facilitating the implementation of school district mental health policies relating to the respective duties and responsibilities of the school district, the superintendent, and school principals;

4. coordinating the staffing and training of threat assessment teams with the school safety specialist, and facilitating referrals, to mental health services, as appropriate for

students and their families;

5. coordinating with the school safety specialist, the training and resources for students and school district staff relating to youth mental health awareness and assistance; and

6. annually review of the district's policies and procedures related to student mental health for compliance with state law and alignment with current best practices and making recommendations, as needed, for amending said policies and procedures to the superintendent and the district school board.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 316.614, 790.115, 790.25, 1001.43, 1001.51, 1006.062, 1006.07, 1006.145, 1006.1493, 1006.21, 1013.13, F.S.
STATE BOARD OF EDUCATION RULE(S): 6A-1.0403, 6A-3.0171

History:	Adopted: Revision Date(s): 12/17/02, 4/27/10, 5/22/2018, 9/25/2018, 11/19/2019, 12/15/2020, 4/27/2021, 10/26/2021, 1/25/2022 Formerly: Campus Disorders and Trespassing 3.06

BACKGROUND SCREENING FOR CONTRACTORS 3.25+

I. Contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet the background screening requirements and process as set forth in section 1012.32 ~~level two (2) screening requirements as described in~~ Florida Statutes. Contractual personnel shall include any vendor, individual or entity under contract with a school or the School Board. Each vendor, individual contractor or employee of a contractor as described in this section must provide verification that he/she has met the level two (2) screening requirements prior to accessing a school campus and provide evidence of compliance with Florida Statute Section 448.095 (evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number).

II. The District shall issue a state identification badge that is valid for five (5) years to a contractor who meets level 2 screening requirements. The recipient of the badge shall be responsible for paying a fee established by the Department of Education. The badge shall bear the picture of the contractor and must be visible at all times the contractor is on school grounds.

III. The District shall recognize the uniform statewide identification badge that has been issued by another school district.

IV. A noninstructional contractor who has been convicted of any disqualifying offense, as defined in Florida Statutes, shall not have access to school grounds when students are present~~.~~, shall be immediately suspended from having access to school grounds and shall remain suspended unless and until the conviction is set aside in any post-conviction proceeding. A non-instructional contractor shall not have access to school grounds unless the contractor has received a full pardon or has had his or her civil rights restored. A non-instructional contractor who is present on school grounds in violation of this subsection commits a felony of the third degree, punishable as provided in s. 775.082 or s. 775.083.

V. Contractual personnel must also meet the level two (2) screening requirements every five (5) years following entry into a contract. If the fingerprints of an individual under contract with the School Board have not been retained by the Florida Department of Law Enforcement, the individual must submit a complete set of fingerprints to the District.

VI. Each person under contract as described in sections I. and II. must agree to inform the party with whom he/she is under contract within forty-eight (48) hours if convicted of any disqualifying offense while under contract. The

individual shall also be responsible for returning the badge within forty-eight (48) hours to the district that issued the badge. If it is found that a person under contract does not meet the level two (2) requirements, the individual shall be immediately suspended from working in a contractual position and shall remain suspended until final resolution of any appeals. A person who is working with an intern will not be allowed to continue in an unsupervised situation.

VII. The following noninstructional contractors shall be exempt from level 2 screening:

A. A contractor who is under direct, line of sight supervision of a District employee or contractor who has met level 2 screening requirements;

B. A contractor who is required by law to undergo level 2 screening for licensure, certification, employment, or other purpose and provides appropriate documentation;

C. A law enforcement officer who is assigned or dispatched to school grounds;

D. An employee or medical director of a licensed ambulance provider who is providing services;

E. A contractor at a site where students are not permitted and a six (6) foot chain link fence separates the work site from the remainder of the school grounds; or

F. A contractor who provides pickup or delivery services that involve brief visits to school grounds when students are present.

VIII. A noninstructional contractor, as described in section VIII., who is exempt from level 2 screening shall be subject to a search of the registry of sexual offenders and sexual predators maintained by the Florida Department of Law Enforcement and the National Sex Offender Public Registry maintained by the U.S. Department of Justice. The District shall conduct the registry search without charge to the contractor. If a contractor is identified as a sexual predator or offender and not allowed on school grounds, the District shall notify the vendor, individual or entity under contract within three (3) business days.

IX. The Superintendent shall develop procedures to implement this policy.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **288.061, 448.095, 1001.43, 1003.496, 1012.32, 1012.465, 1012.467, 1012.468, F.S.**

HISTORY: **ADOPTED: 1/28/2014**
REVISION DATE(S): 9/22/2020
FORMERLY: NEW

SUICIDE PREVENTION 3.141

I. This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles or at bus stops, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community.

The School Board is committed to protecting the health, safety and welfare of its students and school community. The Board recognizes that suicide is one of the leading causes of death for Florida's youth. It is critical for families and community members to communicate with and provide information to school staff to identify students at risk of suicide.

II. The Board directs all school district staff members to be alert to a student who exhibits warning signs of self-harm or who threatens or attempts suicide. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the Principal or designee.

III. The Superintendent shall develop procedures to ensure that this policy is carried out in each of the District schools. The Superintendent will prepare and disseminate guidelines to assist school district staff members in recognizing the warning signs of a student who may be contemplating suicide, to respond to a threat or attempted suicide. The Superintendent will develop an intervention plan for in-school suicide attempts, out of school suicide attempts and an appropriate re-entry process, including a re-entry meeting to discuss the development of a safety plan and additional interventions or supports.

IV. Professional development training in youth suicide prevention opportunities shall be provided to student personnel services staff, administration and instructional staff. A two (2) hour continuing education program of youth suicide awareness and prevention training, utilizing training materials from the list approved by the Florida Department of Education (FLDOE) is also available for all district staff in all job categories as well as other adults on

campus who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide. Instruction about how to identify appropriate mental health services and how to refer youth and their

families to those services should be included in the program. If all instructional personnel at a District school participate in the two (2) hour training, the school will be considered a "Suicide Prevention Certified School".

V. Florida Statute 1003.42 required instruction of 5 hours of mental health instruction for grades 6-12 will be implemented annually through developmentally appropriate instruction and skill building and will address, at a minimum, the following topics: (1) Recognition of signs and symptoms of mental health disorders; (2) Prevention of mental health disorders; (3) Mental health awareness and assistance; (4) How to reduce the stigma around mental health disorders; (5) Awareness of resources, including local school and community resources; (6) The process for accessing treatment; (7) Strategies to develop health coping techniques; (8) Strategies to support a peer, friend, or family member with a mental health disorder; (9) Prevention of suicide; and (10) Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

VI. The Principal, or designee, shall immediately contact the parent(s) of the student exhibiting warning signs of suicide to inform the parent(s) the student will be referred to a school-based mental health services provider to perform either the CSSRS or SAFE-T suicide risk assessment prior to determining whether the student requires an involuntary examination (Baker Act).

A. Annually the District and local mobile response teams coordinate with each other on the suicide screening assessment tool to be used to ensure they are using the same screening instrument.

STATUTORY AUTHORITY: **1001.41, 1001.42, F.S.**

LAW(S) IMPLEMENTED: **1003.42, 1012.583, F.S.**

STATE BOARD OF EDUCATION RULE(S):

History:	Adopted: 4/27/2021 Revision Date(s): Formerly: New

INSTRUCTIONAL MATERIALS SELECTION **4.12**

POLICY:

~~The School Board shall be legally responsible for all materials relating to the operation of District schools.~~ All classroom instructional materials, used in the Suwannee County Schools including State-adopted single source textbooks, instructional aids, and other supplementary materials, for the first time shall undergo an evaluation. This evaluation shall determine the suitability of the materials for information being taught in the classroom in relationship to State standards, curriculum frameworks, and district programs, as well as with state and district performance standards.

~~I. Selection of State adopted Textbooks and Instructional Materials A District council shall be appointed to review textbooks and instructional materials which are being considered for state adoption.~~

~~C. Council members shall complete a training program developed by the Florida Department of Education prior to involvement with the review and selection process. The training shall develop skills to assist council members in making valid and objective decisions regarding the content and rigor of instructional materials.~~

~~E.~~A. ~~The District council may not be composed of fewer than three (3) persons. One (1) member shall be a lay person and two (2) members shall be appropriately certificated instructional staff members when the council is composed of three (3) members. A council with more than three (3) members shall include at least one (1) lay person and appropriately certificated instructional staff members to constitute at least fifty percent (50%) of the composition.~~

I. Evaluation of Instructional Materials. The Superintendent shall establish a District Review Committee and develop procedures for the review and evaluation of instructional materials. The District Review Committee will include content area teachers, one or more parents of children at content grade level and district personnel. Meetings of the District review committee convened for the purpose of ranking, eliminating, or selecting instructional materials for recommendation to the School Board must be noticed and open to the public in accordance with s. 286.011 F.S. The staff involved in this

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process shall recommend to the Superintendent the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board Rule as well as the state and district performance standards for submission to the Board for adoption. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption.

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~~I. Selection of District-adopted Textbooks and Instructional Materials - The primary objective for District-wide adoption of textbooks and instructional materials, which may include state-adopted and nonstate-adopted textbooks and instructional materials, is to unify the curriculum of the total District educational program and to place a new and current instructional materials in schools within the first two (2) years of the state adoption cycle. The selection process shall be in accordance with these provisions.~~

~~H. Selected instructional staff members shall evaluate textbooks and instructional materials for potential use in District Schools and shall~~

~~provide recommendations and concerns to the Superintendent regarding the evaluation results. The Superintendent may appoint lay citizens to assist instructional staff members in evaluating textbooks and instructional materials.~~

~~L. The evaluation results of instructional staff members shall be reviewed by District curriculum staff members who shall determine the acceptability of the recommendations. District curriculum staff members shall advise the Superintendent after concluding their review. Unacceptable recommendations of instructional staff members shall be returned for further deliberation and consideration of textbooks and instructional materials.~~

~~N. Recommendations on textbooks and instructional materials which are accepted by District curriculum staff members shall be presented to the Superintendent.~~

P.B. ~~The School Board shall consider and approve or disapprove the Superintendent's recommendations.~~

II. Adoption of Instructional Materials. The following procedures for the adoption of instructional materials apply only to those instructional materials that serve as the major content tool and basis for instruction for each student in the core subject areas of mathematics, language arts, social studies, science, reading, and literature:

A. Prior to final adoption, student editions of the recommended instructional materials will be made accessible for review online for at least twenty (20) calendar days before consideration by the School Board.

B. Public notice of the materials being considered for adoption shall specifically list the materials and how they can be accessed.

C. The School Board shall conduct an open noticed public hearing to receive comment on recommended materials prior to adoption.

D. The School Board shall conduct an open, noticed public meeting to approve an annual instructional materials plan to identify any instructional materials that will be purchased. The public meeting will take place on a different date after the public hearing.

E. The School Board shall receive comment at the public hearing and meeting as prescribed by policy.

F. The School Board must select, approve, adopt, or purchase all materials as a separate line item on the action agenda.

G. The following procedures shall apply to all objections to instructional materials adopted by the School Board.

1. The parent or a resident of the County, as defined by Florida Statutes, may contest the district school board's adoption of a specific instructional material by filing a written objection using the form that is available in each school office, the Superintendent's office, or on the District website.

2. The form must be signed by the parent or resident of the county, include the required contact information, and state the

objection to the instructional material based on the criteria stated in Florida Statutes s. 1006.31(2) or 1006.40(3)(d).

3. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not complete and return the form within the required time shall receive no consideration. The statement shall include the following information:
   a. Author, compiler, or editor;
   b. Publisher;
   c. Title;
   d. Reason for objection;
   e. Page number of each item challenged; and
   f. Signature, address and telephone number of person making the complaint.

4. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing before an unbiased and qualified hearing officer on all petitions timely received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing. The hearing must provide sufficient procedural protections to allow each petitioner an adequate and fair opportunity to be heard and present evidence to the hearing officer.

5. The contested material shall be made available to the public online at least seven (7) days before the hearing.

6. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.

H. The Superintendent shall annually submit to the Commissioner of Education a report identifying each material the District received an objection to pursuant to s. 1006.40(3)(d) and the specific objections raised; the material that was removed or discontinued as a result of an objection; and the grade level and course for which the removed or discontinued material was used.

~~II. Selection of Nonstate Adopted Textbooks and Instructional Materials. The Superintendent shall establish the same procedures for evaluating and placing non state adopted textbooks and instructional materials on the District adopted list as described in section II. herein.~~

III. Evaluation and Adoption of Other Classroom Instructional Aids and Materials. The following procedures will be followed in the evaluation, selection, and use of additional instructional aids for classroom use that have not been adopted by the State Board of Education, and approved for use:

A. When teachers, groups of teachers, or academic departments determine that the need exists for new or additional classroom instructional aids, they shall review available items and seek input and assistance, when appropriate, from parents, students, and other lay members of the community, and determine which instructional aid or aids best meet instructional needs.

B. After making this determination, they shall prepare a written rationale for each instructional aid, which includes, but is not limited to, the following:

1. The class(es) or age group(s) that the instructional aid is appropriate.
2. How the use of the instructional aid will meet the curriculum objective(s).
3. The way(s) in which the instructional aid will be used to meet the curriculum objective(s).
4. Problems, if any, of style, tone, content or theme inherent in the instructional aid, and the way(s) in which these problems will be addressed during the instructional process.
5. Other appropriate instructional aids available for individual students to use in place of the one selected.
6. Where applicable, supporting professional materials which were used in selecting the instructional aid.

C. The rationale shall be submitted to the principal. The principal shall review the rationale to determine whether it demonstrates that the instructional aid is consistent with the district goals and with the

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school and course objectives. Within ten (10) working days, the principal shall recommend, in writing, the approval or the rejection of the instructional aid, or shall return the rationale to the teacher for revision. If the instructional aid is recommended for rejection or returned for revision, the principal shall state the reasons in writing. Upon resubmission of a revised rationale by the teacher, the principal shall make a decision for recommendation or rejection within ten working days. The principal shall submit the recommendation to the Director of Curriculum and the Superintendent. If the instructional aid is rejected by the Director of Curriculum and the Superintendent, the teacher shall have ten (10) working days from the date of rejection to file a written request for review by the School Board.

D. The Superintendent shall submit a written list of any instructional aids that have been submitted by teachers and rejected by a principal, the Director of Curriculum or by the Superintendent, and not appealed by the teacher. The list shall state the reasons for the rejection of each instructional aid.

E. The rejection at any level, of the use of an instructional aid shall be for that academic year only. Any instructional aid previously rejected, at any level may be resubmitted in any subsequent year.

F. Materials approved shall be deemed appropriate for use at the grade level requested and may be used at higher levels throughout the district providing that the curriculum sequence is maintained.

G. A parent, as defined by Florida Statutes, may object to his/her child's use of a specific instructional material or an adult student may object to the use of a specific material in his/her instructional program. The parent or adult student may request a conference with the principal or principal's designee to discuss the use of the material.

H. The complainant will be provided with the District's policies and procedures for the selection of instructional materials. The

principal or designee will explain the use of the material in the instructional program and answer questions from the individual.

I. If the issue is not resolved at the conference, the complainant will be provided with the form to file a written objection and an explanation of the process that will be followed.

J. Within ten (10) working days of such filing, parents of other students in the class(es) involved or potentially affected in that school shall be notified in writing by the principal that a challenge has been initiated.

K. School-level Instructional Appeals Committee. The Appeals Committee shall consist of two teachers selected by the Superintendent from that particular school, two teachers selected by the principal from that particular school and three (3) citizens selected by the School Board who reside in the particular school zone to evaluate the challenged materials and to make recommendations of any changes. The principal shall notify the Superintendent and the instructional materials coordinator when a committee is convened.

L. Challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days. The committee recommendations shall address whether the challenged material is consistent with the selection criteria outlined herein. The Committee shall have no authority to determine curriculum. Within ten (10) working days of receiving the recommendations of the Committee, the principal shall make a decision whether to retain the material or remove the material. The principal shall take into account the Committee's recommendations when making his/her decision.

M. The complainant shall be informed in writing concerning the principal's decision.

1. If the principal determines the challenged material be retained, the complainant shall be notified in writing within five (5) working days. The Complainant shall be given a copy of the decision of the Committee's decision and a copy of the procedures for filing an appeal.
2. If the principal determines that the challenged material be removed, then the complainant, the teacher(s), the students in the class, and the parents of the students in the class where the complaint was initiated, shall be notified in writing within five (5) working days of the decision at the same time the decision will be referred to the District's Instructional Material Review Committee.

N. District-Level Appeals. An appeal of a principal's determination to retain challenged materials must be filed with the principal within five (5) working days of notification of that determination and shall include a specific statement of the complainant's grounds for disagreement with the principal's determination. Copies of the appeal shall be furnished to the teacher(s) and the parents of the students in the class where the complaint was initiated within five working days of the filing of the appeal.

O. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the Curriculum Director as being responsible for the organization of this review committee according to School Board policies. The committee's recommendations shall be submitted to the Superintendent within fifteen (15) working days. A committee member shall not be selected from the school where the challenged materials originated. The district level committee will include:

1. District Level Staff Member. One staff member from the level or special area where the material has been challenged.
2. Three Principals. One principal shall be appointed from each level (elementary, middle, and high school). However, only the principal from the same level as the school at which the challenge originates shall serve on the review panel for the particular material.

3. Grade Level Instructional Staff Member. One instructional staff member who is a department head, grade level chair or team leader from the same level (elementary, middle, or high school) at which the challenge originates.
4. Three Teachers. Three teachers from the same level at which the challenge originates shall be appointed by name.
5. Four Parents. One shall be a parent of an elementary school student, one shall be a parent of a middle school student and two shall be the parents of high school students.

P. The committee's review shall be treated objectively, unemotionally, and in a businesslike manner and shall be conducted in the best interest of the students, the school, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.

Q. The complainant shall be informed, in writing, in fifteen (15) working days after the committee's recommendation is received by the Superintendent.

R. A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and district-level committees and shall render the final decision on the complainant's concern.

S. The decision to remove challenged material from use shall, unless otherwise determined by the School Board, be effective at the grade level at which the material is in use and all lower grades.

T. Classroom Libraries. Materials in this category presently in the classroom which have been approved for classroom use shall remain available for continuing use by students. Materials acquired to replace or duplicate books or other materials which have already been approved may be made available for student use without resubmission of their titles to the school's media center. When new materials are added to the classroom library, a list of said new materials shall be submitted to the school's media center. Teachers

shall apply the selection criteria set forth in Policy #____ - Education Media Materials Selection.

~~III. District-adopted Textbooks and Instructional Materials - A District-adopted list identifying all School Board approved textbooks and instructional materials shall be prepared and distributed to schools. Schools may have access to one (1) textbook for each student for each subject area or course and other instructional materials deemed necessary to supplement the basic textbook.~~

~~IV. Selection of Textbooks and Supplementary Materials for Vocational-Technical Education - The coordinator for vocational-technical education shall review new textbooks and supplementary materials for technical content and accuracy. The coordinator for curriculum may consult with the~~

~~appropriate occupational advisory committee to review and make recommendations on new textbooks or supplementary materials. Recommendations for new textbooks and supplementary materials shall be submitted by the coordinator to the Superintendent who shall bring before the School Board for approval.~~

~~VI. Term of District Adopted Textbooks and Instructional Materials - The following provisions shall apply to adoption terms:~~

~~A. Textbooks and instructional materials on the State adopted and District adopted lists shall remain for the period of the State adoption cycle plus two (2) additional years.~~

~~B. Non-consumable textbooks and instructional materials only on the District adopted list shall remain for a maximum of three (3) years or until the next adoption cycle for that particular subject area begins.~~

~~C. Consumable textbooks and instructional materials only on the District adopted list shall remain for a maximum of three (3) years.~~

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 1001.43; 1006.28, 1006.29 (5); 1006.31, 1006.32, 1006.42 F.S.

History:	Adopted: Revision Date(s): 4/27/10 Formerly: New

EDUCATIONAL MEDIA MATERIALS SELECTION 4.13

POLICY:

~~I. Objectives of Selection – The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. The School Board asserts that the responsibility of the media center is to provide:~~

~~A. Materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students served.~~

~~B. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.~~

~~C. A background of information enabling students to make intelligent judgments in their daily life.~~

~~D. Materials representative of the many religious, ethnic, and cultural groups and their contributions to the American heritage.~~

~~E. A comprehensive collection appropriate for the users of the media center which places principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.~~

I. Objectives of Selection - The primary objective of the school's educational media center is to implement, enrich, and support the educational program of the school. The center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. The School Board asserts that the responsibility of the media center is to provide:

A. Instructional and supplemental materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the students being served.

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B. Materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

C. A background of information enabling students to make intelligent judgments in their daily life.

D. Materials on opposing sides of controversial issues in order that students may develop, under guidance, the practice of critical analysis of all media.

E. Materials representative of the many religious, ethnic, and cultural groups and their contributions to the heritage and culture of America and the world.

F. A comprehensive collection appropriate for the users of the media center placing principle above personal opinion and reason above prejudice in the selection of materials of the highest quality.

~~II. Criteria for Selection of Educational Materials~~

~~A. The standards to determine the propriety of the educational materials shall be pursuant to Section 1006.34, Florida Statutes.~~

~~B. First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection (i.e., administrators, faculty, parents, and students) shall be given high priority.~~

~~C. Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing / production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher / producer, reputation and significance of the author / artist / composer / producer, etc.; and, format and price.~~

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~~D. Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.~~

II. Legal Responsibility for Selection. The School Board is legally responsible for all matters relating to the operation of the _____ County Schools. The responsibility for the selection of educational materials, regardless of whether the book is purchased, donated, or otherwise made available to students is delegated to a school district employee who holds a valid educational media specialist certificate. School principals are responsible for overseeing compliance with school district procedures for selecting school library media center materials.

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~~III. Procedures for Selection~~

~~A. In selecting materials for purchase, the school media specialist shall evaluate the existing collection and shall consult with:~~

~~1. Reputable, unbiased, professionally prepared selection aids such as those as those published by companies generally accepted by the educational media profession.~~

~~2. Media staff, curriculum consultants, faculty, students, and community representative.~~

~~3. Media committee appointed by the principal to serve in an advisory capacity in the selection of materials.~~

~~B. In specific areas, the media specialist shall follow these procedures:~~

~~1. Purchase materials which are outstanding and frequently used;~~

~~2. Replace periodically worn or missing basic items;~~

~~3. Withdraw out of date or unnecessary items from the collection; and,~~

~~4. Examine sets of materials and materials acquired by subscription and purchase only material to fill a definite need.~~

III. Parental Responsibility. Parents shall have the right to review materials in the media center and request that it be noted in the Student's library record that the student not be allowed to check out certain material.

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IV. Criteria for Selection of Media Materials

A. The standards to determine the propriety of the educational materials shall be pursuant to Florida Statutes.

B. First consideration shall be given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of children and youth. Requests from users of the collection, (*i.e.*, administrators, faculty, parents, and students) shall be given high priority.

C. Materials shall be considered on the basis of accuracy of content, overall purpose, timeliness, importance of the subject matter, quality of the writing/production, readability and popular appeal, authoritativeness, comprehensiveness of material, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, format and price.

D. In determining the suitability and value of the material included in the collection, consideration of the following elements must be given:

1. Religion. Factual, unbiased material which represents all major religions

2. Ideologies. Factual information on any ideology or philosophy that exerts a strong force in society

3. Sex Education. Factual information, appropriate for the age group or related to the school curriculum

4. Sex. Pornographic, sensational, or titillating materials shall not be included

5. Profanity. The fact that limited profanity appears in material shall not automatically disqualify a selection. However, care shall be taken to exclude materials using profanity in a lewd or detrimental manner and not in context with the material

6. Science. Factual information about medical and scientific knowledge, without any biased selection of facts.

E. Gifts of media or money shall be accepted with the understanding that their use or disposition shall be determined by those persons having the responsibility for acquisitions, according to the same selection criteria and procedures as purchased materials.

V. Procedures for Selection

A. In selecting materials made available to students through the district library media center, the school media specialist shall:

1. Consult with reputable, unbiased, professionally recognized reviewing periodicals and school community stakeholders (including, media staff, curriculum consultants, faculty, parents and community members).

2. Require that book selections meet the criteria set forth in s. 1006.40(3)(d). F.S.

3. Library media center collections will:

a. be based on reader interest,
b. support state academic standards and aligned curriculum
c. support the academic needs of students and faculty

4. When considering materials to be purchased, the media specialist shall follow these procedures:

a. Purchase materials which are outstanding and frequently used;
b. Periodically replace periodically worn or missing basic items;
c. Withdraw out-of-date or unnecessary items from the collection or items required to be removed pursuant to subparagraph 2; and replaced by new and age appropriate materials,
d. Purchase materials in many types of format: digital, e-books, electronically, soft or hard bound.
e. Examine sets of materials and materials acquired by subscription and purchase only material to fill a definite need.

B. District elementary schools must publish on their school website, a list of all materials maintained in the school library media center or required as a part of a school or grade-level reading list.

VI. Challenged Materials. Library materials deemed by some persons to be objectionable may be considered by others to have sound educational value. Any concerned parent, Suwannee County resident or employee of the district may request reconsideration of school library media; however, the challenged material shall not be removed from circulation during the reconsideration process. When a complaint is made, the following procedure shall be followed:

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A. The library media specialist shall discuss the matter informally with the complainant explaining the selection procedures for library media materials. If the complainant accepts the explanation given by the media specialist, the reconsideration process concludes.

B. If the explanation fails to resolve the objection, the principal will ask the complainant initiating the challenge to file, within two weeks, a formal written objection by completing a "Request for Reconsideration of Library Media" form which must reflect that the complainant has

read the material in full. Failure to do so results in the conclusion of the reconsideration process.

C. Upon receipt of the completed form "Request for Reconsideration of Library Media," the principal shall forward copies to the appropriate personnel on the School-level Review Committee (a committee of teachers, educational media specialists and parents of the school).

D. The challenged material shall remain available for circulation during the reconsideration process OR the challenged materials shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.

E. The challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days.

F. The Complainant shall be informed in writing concerning the school-level committee's decision.

G. District Review Committee. If the Complainant disagrees with the decision rendered by the school-level committee, an Appeal may be filed with the District.

H. The Superintendent shall appoint a District Review Committee with the following composition:

1. One representative of the Public Library Board;
2. One representative of the general public at large; and
3. One representative of a school parent organization.
4. One principal from the level at which the complaint originated (K-5, 6-8, or 9-12).
5. Three school-level instructional staff members including the following:
   a. One media specialist from the level at which the complaint originated;
   b. One media specialist from another level; and

c. One classroom teacher from the level at which the complaint originated.

6. Two district-level instructional staff members including the following:

a. One district-level instructional staff member from the level where the material is in question; and
b. The Supervisor of Technology and Instructional Media Services.

I. The Review Committee, in carrying out its assigned function, shall:

1. Read, view or listen to the material in its entirety;
2. Check general acceptance of the material by reading reviews and consulting recommended lists;
3. Determine the extent to which the material supports the curriculum;
4. Complete the "Checklist for Reconsideration of Library Media," judging the material for its strength and value as a whole and not in part; and
5. Forward, within fifteen (15) working days, a written recommendation to the Superintendent.

J. The Superintendent's designee will inform the complainant and the school's media specialist of the committee's decision to retain or withdraw the challenged material as recommended by the District Review Committee.

K. If the complainant or the media specialist is dissatisfied with the District Review Committee's decision, a written appeal may be filed with the Superintendent. Failure of the complainant to file a written appeal within 30 days of the District Review Committee's decision will result in a conclusion of the reconsideration process and the decision of the District Review Committee shall be final.

L. The Superintendent shall, within 30 days of receipt of the appeal, send the complainant and the school media specialist a written decision. An

appeal to the School Board of the Superintendent's decision must be filed within 10 days after the Superintendent's decision.

M. The School Board shall consider the decision of the District Review Committee and the Superintendent and any other appropriate documentation (i.e. meeting summaries, material reviews, etc.). The decision of the School Board regarding appropriateness of a particular Library Media material item will be considered final.

N. Library Media materials in question, can only be removed from circulation and/or used in the school district through the procedures of this policy.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 1000.21, 1001.43; 1006.28; 1006.34(2)(b);1006.40 F.S.

History:	Adopted: Revision Date(s): 4/27/10 Formerly: IIAC

POLICY:

A. The following procedures shall be followed when the appropriateness of District-adopted books or materials is questioned:

A. School-community citizens may register their concerns with the Superintendent or principal of the school where material is being challenged.

B. All concerns shall be presented in writing on a printed form that is available in each school office or the Superintendent's office or on the District website. The written objection must be filed within thirty (30) calendar days of the adoption of the material. A complainant who does not complete and return the form within the required time shall receive no consideration. The statement shall include the following information:

1. Author, compiler, or editor;
2. Publisher;
3. Title;
4. Reason for objection;
5. Page number of each item challenged; and,
6. Signature, address and telephone number of person making the complaint.

C. Within thirty (30) days after the initial thirty-day period has expired, the School Board shall conduct at least one public hearing on all petitions received during the thirty-day time period. The petitioner(s) shall be notified in writing of the date and time of the hearing at least seven (7) days prior to the hearing.

D. The contested material shall be made available to the public online at least seven (7) days before the hearing.

E. The decision of the School Board, after convening a hearing, shall be final and not subject to further review or petition.

I. The following procedures shall be followed for other objections to instructional materials:

A. A parent, as defined by Florida Statutes, may object to his/her child's use of a specific instructional material or an adult student may object to the use of a specific material in his/her instructional program. The parent or adult student may request a conference with the principal or principal's designee to discuss the use of the material.

B. The complainant will be provided with the District's policies and procedures for the selection of instructional materials. The principal or designee will explain the use of the material in the instructional program and answer questions from the individual.

C. If the issue is not resolved at the conference, the complainant will be provided with the form to file a written objection and an explanation of the process that will be followed.

D. School-level Appeals

1. A committee of teachers, educational media specialists, and other qualified personnel shall be appointed by the principal to

evaluate the challenged materials and to make recommendations of any changes. The principal shall notify

the Superintendent and the instructional materials coordinator when a committee is convened.

2. Challenged materials shall not be removed immediately; however, such materials shall not be available for student use pending a final decision.

3. Challenged materials shall be read and re-evaluated by the committee, considering the specific objections raised. The committee shall report its decision within fifteen (15) working days.

4. The complainant shall be informed in writing concerning the committee's recommendations.

E. District level Appeals

These procedures shall be appropriate for District level appeals and shall be followed when the complainant disagrees with the decision rendered from the school-level appeal.

1. A committee shall be appointed by the Superintendent to review the appeal. The Superintendent shall designate the instructional materials coordinator as being responsible for the organization of this review committee according to School Board policies. The committee's recommendations shall be submitted to the Superintendent within fifteen (15) working days. A committee member shall not be selected from the school where the challenged materials originated.

a. The following shall serve as a review committee for elementary schools:
   1. The Chairperson of the School Advisory Council or designee;
   2. Elementary media specialist;
   3. Elementary principal;
   4. A curriculum supervisor;
   5. Three (3) instructional staff members at the elementary level; and,

6. Two (2) parents of elementary age students.

b. The following shall serve as a review committee for secondary schools:
   1. The Chairperson of the School Advisory Council or designee;
   2. Secondary media specialist;
   3. Secondary principal;
   4. A curriculum supervisor;
   5. Three (3) instructional staff members at the secondary level; and,
   6. Two (2) parents of secondary age students.

2. The committee's review shall be treated objectively, unemotionally, and in a business-like manner and shall be conducted in the best interests of the student, the school, and the community. Efforts shall be made to meet with citizens who register concerns to consider their objections.

   The complainant shall be informed, in writing, in fifteen (15) working days after the committee's recommendation is received by the Superintendent.

F. A School Board appeal may be requested by the complainant when the school and district-level appeals do not satisfactorily resolve the concerns. The School Board shall review recommendations from the school and district-level committees and shall render the final decision on the complainant's concern.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 1000.21, 1001.41; 1001.43, 1006.28, F.S.

History:	Adopted: Revision Date(s): 4/27/10, 1/27/2015 Formerly: KLB

STUDENT ASSIGNMENT 5.03

POLICY:

The School Board shall establish residential attendance zones for each school based upon the Superintendent's recommendation. All students, unless otherwise provided by School Board rule or authorized by the School Board's order, shall attend the school serving the student's residential attendance zone Each residential attendance zone shall be established to achieve maximum utilization of all School Board facilities and to consider the time and distance of travel for students. The instructional capacity for each school will be set yearly by the School Board after the recommendation by the Superintendent or his/her designee ("Instructional Capacity"). For the purposes of this policy, Enrollment Capacity is defined as ten percent less than the Instructional Capacity. A student's residence is defined as the residence of his / her parent(s), legal guardian, legal custodian, or other such person as defined by any order issued by a court of competent jurisdiction of the State of Florida. Any student residing in the School District shall be assigned to a school for attendance by the Superintendent or designee based upon the Controlled School Choice Program.

I. No student shall be permitted to transfer, enroll, or be admitted to a school when he / she has been expelled or suspended from another school district. This prohibition shall be effective for the period of time in which the student was expelled or suspended from another district. Such students shall be accorded the same appeals procedure which is available to District students. However, under §1006.07, F.S., the Superintendent may recommend to the School Board that the other school district's final order of expulsion be waived and the student be admitted. The School Board shall make the final decision.

II. A student may be permitted to attend a school in another residential attendance zone pursuant to the following procedures of the *Controlled Open Enrollment Plan* adopted by the School Board listed below.

A. Parents/legal guardians must request reassignment following published timelines if they desire reassignment to any school other than their assigned school.

B. An Appeals committee will be appointed by the Superintendent. It will hear protests and requests for reassignment.

C. Once a child attends an out-of-zone school, preference for continued attendance will be given to that student and their younger brothers and sisters.

D. Parents/legal guardians participating in the controlled school choice program ~~must~~ will provide their own transportation. The District will provide parents with Information on transportation options available within the community. Parents will be provided information on transportation options available for students attending their school of choice pursuant to 1002.38, 1002.39 or 1002.394 and including within the community, as well as the funds available for transportation pursuant to ss. 1002.394, 1002.395 and 1011.68. ~~to the school of their choice if the school is outside of their zone,~~

E. Out of county transfers may apply for their school of choice and will be placed in their school of choice in accordance with the procedures set forth in Policy 5.031 Student Out of Zone Transfers/CHOICE following the placement of the Suwannee County Residents who have priority.

F. In implementing the school choice initiative, no school will be out of compliance with federal desegregation orders.

I. Any student whose legal residence is outside the boundaries of Suwannee County may be enrolled in a District school under the provisions of Florida Statutes and the *Controlled Open Enrollment Plan*. The assigned school for an out-of-district student shall be designated on the basis of space available. Such transfers shall be on a nondiscriminatory basis and shall not result in reducing desegregation in either school district or in reinforcing the dual school system.

II. A student who has been attending, in the year prior to the designation a public school that has been classified as performance category "F", or has earned three (3) consecutive grades of "D or a student who is assigned to a public school that has been designated as performance grade category "F" or has earned three (3) consecutive grades of "D" may choose to attend a higher performing school in the District or an adjoining district as allowed by law.

V. Students enrolled in a Home School Program must annually apply for admission consideration to the Superintendent. Granting of admission will be based on space and program availability.

STATUTORY AUTHORITY: 1001.41; 1001.42 F.S.

LAWS IMPLEMENTED: 1000.21; 1001.41; 1001.42; 1001.43; 1001.51; 1002.20, 1002.31; 1002.38;1002.39; 1002.394; 1002.395; 1006.07; 1011.68 F.S.

History:	Adopted: 09/25/07 Revision Date(s): 08/28/07, 5/25/10, 1/27/2015, 10/24/2017, 2/25/2020 Formerly: JC, JECC, JECB

SCHOOL HEALTH SERVICES **5.28+**

I. The School Board shall collaborate with the County Health Department and the District school health advisory committee to develop and implement a health services plan. This plan shall be contained in the *Health Services Manual.*

II. The plan shall include, but not be limited to, provisions for all aspects required by law.

III. At the beginning of each school year, the principal shall inform the parent(s) as defined by Florida Statutes, in writing, of each healthcare service offered at their student's school and that the parent has the option to withhold consent or decline any specific service ~~that students will receive specified health services~~ as provided in the health services plan. ~~A student shall be exempt from any of these services when his/her parent(s) requests an exemption in writing.~~ A health care practitioner may not solicit or arrange to provide health care services or prescribe medicinal drugs to a minor child without first obtaining written parental consent. When invasive screening is one (1) of the specified services, written consent of the student's parent(s) shall be obtained prior to any such screening.

IV. Prior to the District administering a student well-being questionnaire or health screening form to a student in grades K-3 the District will provide the questionnaire or health screening form to the parent and obtain the parent(s) permission.

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STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:381.0056, 394.463, 1001.21, 1002.20, 1006.062, 1014.06 F.S.

History: ADOPTED: 12/15/2015
REVISION DATE(S): 05/24/2022
FORMERLY: NEW

CONTROLLED OPEN ENROLLMENT **5.033**

I. The School District shall develop a *Controlled Open Enrollment Plan* that will be approved by the School Board and considered part of this policy. This plan will enable the District to consider student assignment based on parental preference when requested by the parent as defined by Florida Statutes. Schools must accept students throughout the school year as capacity becomes available by grade level. ~~The plan shall be in effect beginning with the 2017-2018 school year.~~

II. The plan shall include but not be limited to the following:

A. Eligibility requirements;

B. Application process;

C. Twenty-eight (28) day time period for accepting applications;

D. Method of determining capacity of schools;

E. Capacity determination for each District school by grade level, updated every 12 weeks;

F. Identification of schools that have not reached capacity;

G. Class size standards;

H. Lottery procedure for determining student assignment if transfer requests exceed available space;

I. Provision for a parent to request placement of siblings within the same school;

J. Appeals process for hardship cases;

K. Availability of transportation options required by law or available through the District or in the community; ~~and~~

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L. ~~Method and timeline for notifying a parent of his/her child's placement for the next school year.~~ The availability of funds for transportation under ss. 1002.394, 1002.395, and 1011.68; and

M. Maintain a wait list of students who are denied access due to capacity and notify parents when space becomes available throughout the year.

III. The plan and process for implementing the plan must

A. Adhere to federal desegregation requirements;

B. Maintain socioeconomic, demographic, and racial balance;

C. Allow a student to remain at the chosen school until he/she completes the highest grade level at the school; and

D. Maintain existing academic eligibility criteria for public school choice programs.

IV. Students residing in the District shall not be displaced by a student from another district who is seeking enrollment through the open enrollment provisions.

V. Preferential treatment shall be provided for

A. Dependent children of active duty military personnel whose move resulted from military orders;

B. Children who have moved due to foster care placement in a different school zone;

C. Children who have moved due to a court-ordered change in custody as a result of separation or divorce;

D. Children who have moved due to the serious illness or death of a custodial parent;

E. Students at multiple session schools; and

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F. Students residing in the District.

VI. The *Controlled Open Enrollment Plan* shall be available on the District website.

VII. The process for participating in controlled open enrollment shall be posted on the District website with a list of schools that have not reached capacity, the application for participation, and the deadline for submitting the request to participate in controlled open enrollment.

VIII. The District shall report the number of students participating in public school choice by type as required by the Department of Education.

IX. The *Controlled Open Enrollment Plan* and the process for implementing the plan shall be reviewed annually. The Superintendent shall present the plan and any recommended changes to the School Board for consideration.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1000.21, 1001.41, 1001.42, 1001.43, 1001.51, 1002.20, 1002.31, 1002.38, 1002.39, 1002.394, 1002.395, 1011.68, 1013.35, F.S.

History:	Adopted: 3/28/2017 Revision Date(S): Formerly: New

USE OF TIME OUT, SECLUSION AND PHYSICAL RESTRAINT FOR STUDENTS WITH DISABILITIES 5.121*+

I. The District shall implement behavioral management interventions for disruptive students to prevent and reduce significant disruptive behavior and to provide for the physical safety and security of students and staff when students pose a threat to themselves and/or others. The focus shall be on the use of the least restrictive but effective intervention(s) for each student.

II. Time Out

Time out is a procedure in which access to reinforcement is removed or reduced for a designated time.

A. *Non-exclusion time out* is the least restrictive form of time out. The student is allowed to observe the classroom activity but not participate.

B. *Exclusion time out* excludes the student from participation in and observation of classroom activities. The student remains in the classroom but cannot observe or participate in ongoing activities.

III. Seclusion

Seclusion or isolation means the involuntary confinement of a student in a room or area alone while preventing the student from leaving the room or area for a predetermined period of time. *Seclusion is strictly prohibited.*

IV. Physical Restraint

A. *School personnel may not use mechanical restraint. School resource officers, school safety officers, school guardians or school security guards may use mechanical restraints in the exercise of their powers and duties to restrict students in grades 6 through 12.*

~~A.~~B. *Manual physical restraint* is the use of physical restraint techniques that involve physical force to restrict free movement of all or part of a student's body. It is a method to prevent a student from harming himself/herself or others.

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~~B.~~C. Physical restraint should only be used in an emergency situation when an immediate and significant threat to the student or others exists and must be discontinued as soon as the threat posed by the dangerous behavior has dissipated.~~.~~

~~C.~~D. ~~Physical restraint may only be implemented by t~~Trained, qualified school personnel~~.~~ may use physical restraint only when all positive behavior interventions and supports have been exhausted.

~~D.~~E. ~~Techniques or devices such as straightjackets, zip ties, handcuffs, or tie downs may not be used in ways that may obstruct or restrict breathing or blood flow or that place a student in a facedown position with the student's hands restrained behind the student's back.~~ Physical ~~R~~restraint techniques may not be used to inflict pain to induce compliance.

V. Documentation and Reporting

All instances of time out, seclusion and restraint shall be documented and reported as required.

VI. Notice, Monitoring and Analysis

A. At the beginning of each school year, the district shall post its policies and procedures on positive behavior interventions and supports as adopted by the school district.

B. The use of manual physical restraint or seclusion shall be monitored at the classroom, school and District levels.

C. The use of the behavior interventions, the appropriateness of use and the effectiveness of the interventions shall be analyzed.

VII. Prohibitions

School personnel shall not

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A. Use a mechanical restraint or a manual physical restraint that restricts a student's breathing or

B. Close, lock or physically block a student in a room that is unlit or that does not meet the rules of the State Fire Marshall.

C. *Seclusion is strictly prohibited.*

VIII. Training

A. The District shall provide initial training for designated personnel in the use of time out and physical restraint.

B. Refresher training shall be conducted annually.

C. Personnel who have been trained in manual restraint techniques in positions outside of the School District shall receive training in District methods.

IX. Procedures

The Superintendent shall develop procedures to implement this policy and related statutes. Procedures shall include but not be limited to the following:

A. Incident reporting;

B. Data collection;

C. Monitoring and analysis;

D. Plan for reducing the use of restraint and seclusion;

E. Identification of staff to be trained; and

F. Training components.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1003.32, 1003.573, 1006.07, 1006.11, 1012.75, FS

STATE BOARD OF EDUCATION RULE(S): 6A-6.03312

History:	Adopted: 5/24/2022 Revision Date(s): Formerly: New

PARENTAL ACCESS TO INFORMATION 5.241

POLICY:

I. The Board shall incorporate into the Board approved Student Services Plan, rules and procedures required by the Every Student Succeeds Act relating to the student privacy, parental access to information and administration of physical examinations to minors.

II. The Superintendent shall develop procedures to ensure that this policy is carried out in each of the District schools.

III. The parents, as defined by Florida Statutes, of each student shall be notified at a minimum, at least annually at the beginning of the year, regarding the rules and procedures relating to this policy. Parents shall be notified within a reasonable period of time of any substantive change made to this policy.

IV. The District understands a student's physical, behavioral, and emotional well-being are integral components of student achievement. Pursuant to Florida Statute 1014.01 et seq., parents have the right to access and review all school records, including medical records, pertaining to their minor child. Parents shall be notified of any change in student's services or monitoring related to the student's mental, emotional, or physical health or well-being, unless

A. prohibited by law; or
B. if the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement agency or official requests that the information not be release; or
C. a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.

STATUTORY AUTHORITY: 1001.41; 1001.42, F.S.

LAWS IMPLEMENTED: 20 USC 1232g; 1000.21; 1001.43; 1002.22, 1014.01et seq.F.S.
Every Student Succeeds Act, Title I, Part A, Subpart 1, Section 1116
Title IV of Public Law 90-247, [Section 445(20 USC 1232(h)(b)]

History:	Adopted: 5/25/10 Revision Date(s): 10/27/2020 Formerly: New

REPORT OF MISCONDUCT 6.39*

The School District of Suwannee County shall adhere to all requirements related to employee misconduct that affects the health, safety or welfare of a student.

I. Mandatory Reporting of Misconduct

A. It is the duty of all employees to report to the Superintendent alleged misconduct by any School Board employee that affects the health, safety or welfare of a student that would be violation of s. 800.101, or that would be a disqualifying offense under s. 1012.315, or any allegation of sexual misconduct with a student. Failure of an employee to report such misconduct shall result in disciplinary action. Further, an employee who knowingly or willfully fails to do so, or who knowingly or willfully prevents another person from doing so, commits a misdemeanor of the first degree. An employee who knowingly or willfully coerces or threatens another person with the intent to alter his or her testimony or written report regarding a violation of s. 800.101 commits a misdemeanor of the first degree.

B. Educational support employees, instructional personnel and school administrators shall report alleged misconduct of other educational support, instructional personnel or school administrators who engage in or solicit sexual, romantic, or lewd conduct with a student.

C. If the prohibited conduct occurs while the employed by the district, the School Board and Superintendent must report the employees or personnel and the disqualifying circumstances to the department of education for inclusion on the disqualification list maintained by the department pursuant to section 1001.10(4)(b), F.S.

II. Investigation

The Superintendent shall immediately investigate any allegation of misconduct by an employee that affects the health, safety or welfare of a student regardless of whether the person resigned or was terminated before the conclusion of the investigation. The Superintendent shall notify the department of the result of the investigation and whether the misconduct warranted termination, regardless of whether the person resigned or was terminated before the conclusion of the investigation.

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A. An employee who is alleged to have committed such misconduct shall be reassigned to a position not requiring direct contact with students pending the outcome of the investigation.

B. Information related to the alleged misconduct shall be considered confidential during the investigation until the investigation is concluded with a finding to proceed or not to proceed with disciplinary action or charges and the subject of the complaint has been notified of the finding.

C. The Superintendent shall report alleged misconduct to the Department of Education as required by Florida Statutes. The Superintendent shall report alleged misconduct of educational support employees, instructional personnel or school administrator who engage in conduct that would be considered disqualifying pursuant to Section 1012.315, Florida Statutes or any allegation of sexual misconduct with a student. Failure to report such conduct to the department or law enforcement forfeits the Superintendent's salary for up to one year.

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D. The School District shall notify the parents of a student affected by an educator's violation of the district's Standards of Ethical Conduct. This notice must be provided to the parent within thirty (30) days of knowledge of the incident and inform the parent of:

1. The nature of the misconduct,

2. If the District reported the misconduct to the department in accordance with Section 1012.796, Florida Statutes,

3. The sanctions imposed against the employee, if any, and

4. The support the school district will make available to the student in response to the employee's misconduct.

III. Legally Sufficient Complaint

The Superintendent shall file any legally sufficient complaint with the Department of Education within thirty (30) days after the date the District became aware of the subject matter of the complaint. A complaint is considered to be legally sufficient if it contains ultimate facts that show that an instructional or administrative employee has committed a violation as provided in 1012.795, F.S., and defined by State Board of Education rule.

IV. Resignation or Retirement in Lieu of Termination

If the Superintendent determines that misconduct by an educational support employee, instructional staff member or an administrator who holds a certificate issued by the Florida Department of Education affects the health, safety, or welfare of a student and the misconduct warrants termination, the staff member may resign or be terminated and the Superintendent shall report the misconduct to the Department of Education as required.

V. Employment Reference

The Board, Superintendent, or any other representative of the School District shall not enter into a confidentiality agreement regarding terminated or dismissed educational support employees, instructional personnel or school administrators, or educational support, instructional personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide an employment reference or discuss the performance of an employee with a prospective employer in an educational setting without disclosing the person's misconduct that affected the health, safety or welfare of a student. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by educational support, instructional personnel or school administrators which affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced.

VI. Notification

The policies and procedures for reporting alleged misconduct by employees that affects the health, safety or welfare of a student shall be posted in a prominent place at each school and on each school's website. The notice shall include the name of the person to whom the report is made and the consequences for misconduct.

VII. Protection from Liability

A. Any individual who reports in good faith any act of child abuse, abandonment or neglect to the Department of Children and Family Services or any law enforcement agency shall be immune from any civil or criminal liability that might result from such action.

B. An employer who discloses information about a current or former employee to a prospective employer, at the employee's request or at the prospective employer's request, shall be immune from civil liability for such disclosure as provided by Florida Statute.

VIII. False or Incorrect Report

The Superintendent, a Board member or any District official shall not sign and/or transmit any report regarding employee misconduct to a state official that he/she knows to be false or incorrect. An individual who knowingly makes a false or incorrect report shall be subject to disciplinary action as prescribed by Florida Statute.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 39.203, 112.313, 119.071, 768.095, 800.101, 1001.10, 1001.42, 1006.061, 1012.01, 1012.22, 1012.27, 1012.315, 1012.795, 1012.796, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-10.081

History: Adopted: 11/18/08

Revision Date(s): 1/28/2014, 6/28/2016, 9/25/2018, 10/26/2021, 10/26/2021

Formerly: New

RECORDS AND REPORTS **6.42***

POLICY:

All School Board employees shall faithfully and accurately maintain records and file reports as may be required by Florida Statutes, State Board of Education Rules, and School Board Rules, or as the Superintendent may deem necessary for the effective administration of the District school system. Such records and reports shall include:

A. any determination to withhold from a parent information regarding the provision of any services to support mental, physical, or emotional well-being of the parent's minor child. Any such determination must be based solely on child-specific information personally known to the school personnel and documented and approved by the school principal or designee. The determination must be annually reviewed and re-determined.

B. student attendance, property inventory, personnel, school funds and other types of information.

Reports shall be submitted on forms prescribed for such purposes at designated intervals or on specified dates. All such reports shall be filed by the designated time. The Superintendent may withhold any salary warrants until the required report is submitted in acceptable form. School Board employees who resign shall receive the final salary warrant when all reports are current and officially checked.

STATUTORY AUTHORITY: 1001.41; 1012.22; 1012.23, F.S.

LAWS IMPLEMENTED: 1001.43; 1012.22; 1012.53, F.S.

History: Adopted:
Revision Date(s):
Formerly: GB

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APPOINTMENT OR EMPLOYMENT REQUIREMENTS 6.103*

Any person desiring employment shall file a completed application on the form provided by the Superintendent.

I. Qualifications

A. Must be of good moral character.

B. Must have attained the age of eighteen (18) years with the exception of students employed by the Board.

C. Must not be ineligible for employment under 1012.315, F.S., if applying for an instructional, administrative or any other position requiring direct contact with students.

II. Certificate Requirements

Each applicant for an instructional or a certificated administrative position shall hold a certificate, have a receipt from the Florida Department of Education acknowledging that an application has been filed and that issuance of the certificate is pending, or have the proper license to perform services.

A. To be considered for a position, an applicant shall be duly qualified for that position in accordance with state law, regulations of the Florida Department of Education and the approved job description. If it appears that the applicant is eligible for proper certification, appointment may be made subject to the conditions set forth in the annual contract of employment as approved by the School Board.

B. Any person not holding a valid Florida certificate at the time of employment shall be required, upon initial employment, to make application to the Florida Department of Education for such a certificate, through the Human Resources office of the District. When such certificate is received, it must be filed with the office of the Superintendent. If the Department of Education declines to issue a certificate, the person's employment shall be terminated immediately. Failure to file such certificate, except for good cause as determined by the Superintendent, shall result in the termination of employment.

III. Interviews and Appointments

A. Interview teams shall reasonably reflect the District's diverse racial, ethnic, and gender composition. Administrative, instructional and non-instructional employees, including community representatives, may be assigned to serve on interview teams.

B. The Superintendent or designee shall monitor and ensure that appointments and assignments are consistent with the District's intent of maintaining a diverse work force.

C. The Superintendent's designee, other than a school principal, may be given the authority to make a "conditional offer" for a teaching position; consistent with requirements found in current School Board Policy.

IV. Driving Record

A. The driving record of each applicant for the position of school bus operator or for any position that would require the person to drive a School Board vehicle shall be reviewed to determine if the record contains any infractions of the driving code that would make the applicant unqualified for the position in accordance with the District safe driver plan.

B. The driving record of each current school bus operator shall be reviewed prior to the first day of the fall semester and periodically during the school year to determine if the record contains any infractions of the driving code that would make the operator unqualified for the position in accordance with the District safe driver plan. The driving record of any employee who is required to drive a School Board vehicle shall also be reviewed periodically during the year to determine whether the employee may continue in the position.

V. Criminal Background Check

A. Initial Employment

1. Any offer of employment with the School District is conditioned on submission of fingerprints as required by Florida Statute and a background investigation by the Superintendent or designee and District Criminal Background Check (CBC) committee. After a job offer, but prior to beginning employment with the District, all candidates for all positions must undergo a criminal and employment background check (including verification of work authorization status through the E-Verify system) to determine suitability for employment. The application for employment shall inform applicants they are subject to criminal background checks, and advise applicants that failure to be truthful on the application about prior criminal history will be grounds for ineligibility or dismissal from employment.

2. As a condition of employment and prior to beginning work, an applicant who has received a conditional job offer must undergo background screening as required by Florida Statutes by ~~file~~ filing a complete set of fingerprints taken by an authorized law enforcement officer or an employee of the District trained to take fingerprints. The fingerprints shall be processed by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). The applicant shall be required to pay for full costs of processing at the time of fingerprinting.

3. A Criminal Background Check (CBC) committee shall be established to review the criminal history of all persons nominated for initial employment. The CBC committee shall obtain criminal background information for applicants through requests to the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). The CBC committee shall include, but not be limited to, the Director of Human Resources, the District EEO Officer, and a representative of the County Sheriff's Department.

4. When the fingerprint or background check reports are returned, the committee shall review both the application and the report(s) concerning the individual. The CBC committee will compare the information provided by the new employee with the information received from the FDLE and/or the FBI pursuant to Florida Statute.

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5. The Superintendent or designee shall conduct employment history checks of applicants for instructional, administrative or any other positions requiring direct contact with students. The employment history check shall include, but not be limited to, screening through the use of educator screening tools described in law and contact with each previous employer. All findings shall be documented. If the Superintendent is unable to contact a previous employer, he/she shall document all efforts to contact the previous employer. For all other applicants, the CBC committee or its designee shall contact or attempt to contact all prior employers for a minimum of the past ten (10) years and all private or public educational institutions by which the applicant was previously employed while age eighteen (18) or older. The committee shall document all attempts to contact previous employers.

6. No applicant who has received a conditional job offer shall begin work before his/her fingerprints are processed, the criminal and pre-employment investigation is completed, and a determination is rendered as to suitability for employment.

7. Based upon the facts of an application, criminal background check or other valid or reliable data sources, applicants who are, or have been convicted of certain serious offenses may be denied employment by the School District. As used in this section the term conviction is defined as a finding of guilt, a plea of guilty, or a plea of *nolo contendere*, or a verdict of guilty. The withholding of adjudication or the entry of an order sealing or expunging the record requiring a pre-trial intervention or pre-trial diversion shall not be considered an exception to this section. Other information derived from the pre-employment investigation, which indicates the applicant may not be suitable for employment by the School District, may be grounds for denying employment to an applicant.

8. An applicant shall be disqualified from employment in any position requiring direct contact with students if he/she is ineligible for employment under 1012.315, F.S.

9. Any instructional or noninstructional persons under contract to the School District to operate student programs, student teacher, persons participating in short-term teacher assistance experiences or field experiences who have district contact with students must meet the requirements of V.A.1., 2., 5. and 6. Such persons may not be in direct contact with students if ineligible under 1012.315, F.S.

B. Current Employees

1. Whenever a personnel investigation of a complaint against an employee is required, a criminal background check may be conducted as part of the investigation.

2. If it is discovered during the period of employment that a regular employee has a prior criminal record and that the employee was requested to provide this information at the time of hire, but did not do so, the employee may be subject to disciplinary action, including dismissal for submitting false information on the employment application, or otherwise having misled the District.

3. If it is discovered during the period of employment that an employee has a prior criminal record and no falsification of an application nor attempt to mislead occurred, the record shall be reviewed by the CBC committee. The committee shall consider all information, including any mitigating conditions, and report findings of fact, possible mitigating circumstances and recommendations for action to the Superintendent. The employee shall have the opportunity to respond in writing to the findings and recommendation. The Superintendent shall review the record, recommendation and response before taking appropriate action. Appeal of the Superintendent's action shall follow collective bargaining agreements or School Board policy, as appropriate.

4. Instructional personnel and noninstructional or contractual personnel who have direct contact with students or have access to or control of school funds must meet the screening

requirements described in law every five (5) years. Personnel whose fingerprints have not been maintained by the Department of Law Enforcement are required to be refingerprinted.

5. An employee whose criminal record after employment would disqualify him/her from employment shall be subject to disciplinary action up to and including termination.

VI. Drug Testing

A. Initial Employment

1. A negative drug screen will be a requirement of initial employment. An applicant who has been offered a position will be referred to a Board approved, independent, certified laboratory. The drug screen must be conducted within thirty (30) days prior to employment. The cost of the drug screening will be the responsibility of the applicant.

2. Applicants testing positive will not be eligible for employment by the School Board for one (1) year from the date of the test. Refusal to participate in the drug screening will prohibit an applicant from employment with the Board.

B. Current Employees

1. An employee may be subject to drug testing based on a reasonable belief that he/she is using or has used drugs in violation of the Drug-free Workplace policy.

2. An employee may be subject to follow up testing at the recommendation of a substance abuse professional or medical review officer.

3. An employee shall be subject to a drug screen immediately following a work-related accident or injury.

4. An employee who is subject to the requirements of the Omnibus Transportation Employees Testing Act (OTETA) shall be subject to random drug testing, post-accident drug testing and return to duty testing as required by federal law.

VII. Acceptance of Appointment

Failure to signify acceptance of appointment within ten (10) days after receipt of the official notice of appointment shall be considered a rejection of the offer and the position shall be declared vacant.

VIII. Reconsideration and Appeal

A. Applicants who bave been denied employment, and probationary employees who have been denied permanent employment, on the basis of their criminal record, drug screening and/or background check, may request reconsideration by the CBC committee only if they present new information not previously available to the committee.

B. Applicants who have been denied employment, and probationary employees who have denied permanent employment, because of their criminal record, drug screening and/or background check, may appeal to the Superintendent. Applicants and probationary employees shall receive written notice of the right to appeal the decision by the CBC committee to the Superintendent. Their appeal must be in writing, and may respond to the findings and decision of the CBC committee. If new information is to be submitted, the applicant must first request reconsideration by the CBC Committee. The Superintendent's decision shall be final.

IX. The District shall ensure that all aspects of the recruitment and selection process are job-related and are consistent with business necessity so as to ensure equal employment opportunity. Neither the District nor its agents shall engage in any discrimination with respect to employment in violation of any state or federal laws. Applicants shall be informed of the complaint procedure that may be used should they allege discrimination.

STATUTORY AUTHORITY: 1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED: 288.061, 381.0056, 440.102, 448.095, 1001.42, 1001.43, 1012.01, 1012.22, 1012.27, 1012.315, 1012.32, 1012.39, 1012.465, 1012.55, 1012.56, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-3.0141

HISTORY: ADOPTED:
REVISION DATE(S): 12/14/99, 11/21/2000, 7/28/09, 3/25/2014, 9/22/2020

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The Suwannee County School Board 2021-2022 Annual Update to the Florida Educational Equity Act (FEEA) Plan.

Suwannee County School District

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
2021-2022 Annual Update to the
Florida Educational Equity Act Plan

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APPENDICES

A. Sample Annual and Continuous Notices of Nondiscrimination

B. Sample Notice of Availability of Reasonable Accommodations

C. The Range of Job Duties for the Equity Coordinator

D. Florida Educational Equity Act, Section 1000.05, Florida Statutes

E. State Board Rules 6A-19.001 – 6A-19.010

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INTRODUCTION AND BACKGROUND

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

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

The Florida Educational Equity Act became law in June 1984, and the Implementing Rules 6A-19.001 – 19.010 were adopted by the State Board of Education in February 1985. The Equity Act was amended in 1993 to mandate stronger monitoring and enforcement for gender equity in athletics, and again in 2002 to clarify the K-20 responsibilities. Rule 6A-19.004, Interscholastic, Intercollegiate, Club and Intramural Athletics, was amended in September 1994 to reflect the new monitoring and enforcement requirements.

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

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

The Suwannee County Schools 2021-2022 Annual Update was prepared by the Equity Coordinator, with the assistance of school principals, district administrators, and athletics personnel.

2021-22 Annual Equity Update

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. If there are no changes, please respond with N/A. **N/A**

B. **Annual Notification of Nondiscrimination for Vocational Education Programs and Continuous Notice**

1. Annual Notification of Nondiscrimination for Vocational Education Programs
This requirement is once a year, prior to the beginning of each school year. Submit the requested evidence below to show that you have met this requirement:

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. Located in the appendices are samples of the annual notices of nondiscrimination. These 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
This requirement is continuously published and posted throughout the year in district's and schools' publications. Website only is insufficient. Submit the requested evidence below to show that you have met this requirement:

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. Ronnie Gray
Suwannee County School Board
1740 Ohio Avenue, South
Live Oak, FL 32064
386-647-4644
ronald.gray@suwannee.k12.fl.us

3. **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.

Notice for Availability of Reasonable Accommodations to Applicants for Employment can be found in the Appendices.

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

A. Any Items identified during equity on-site review which are on the Voluntary Compliance Plan (VCP). **None**

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

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

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

Grades 9-12 Total Enrollment 2021-22 (143 & 9%)

White	*Black*	*Hispanic*	*ELL Students*
104 & 10%	6 & 3%	29 & 9%	1 & 2%

Whites In AP/IB/AICE 2017-18 10% (110)	Whites In AP/IB/AICE 2018-19 9.14% (98)	Whites In AP/IB/AICE 2019-20 16.5% (170)	Whites In AP/IB/AICE 2020-21 13.7% (139)	Whites In AP/IB/AICE 2021-22 10% (104)
White Males In AP/IB/AICE 2017-18 9% (53)	White Males In AP/IB/AICE 2018-19 6.64% (38)	White Males In AP/IB/AICE 2019-20 11.7% (65)	White Males In AP/IB/AICE 2020-21 12.2% (66)	White Males In AP/IB/AICE 2021-22 7% (37)
Blacks In AP/IB/AICE 2017-18 4% (9)	Blacks In AP/IB/AICE 2018-19 2.18% (7)	Blacks In AP/IB/AICE 2019-20 4.4% (10)	Blacks In AP/IB/AICE 2020-21 2.2% (5)	Blacks In AP/IB/AICE 2021-22 3% (6)
Black Males In AP/IB/AICE 2017-18 3% (3)	Black Males In AP/IB/AICE 2018-19 1.54% (2)	Black Males In AP/IB/AICE 2019-20 3.4% (4)	Black Males In AP/IB/AICE 2020-21 3.3% (4)	Black Males In AP/IB/AICE 2021-22 3% (3)
Hispanics In AP/IB/AICE 2017-18 9% (25)	Hispanics In AP/IB/AICE 2018-19 9.96% (27)	Hispanics In AP/IB/AICE 2019-20 15.3% (44)	Hispanics In AP/IB/AICE 2020-21 11.8% (35)	Hispanics In AP/IB/AICE 2021-22 9% (29)
Hisp. Males In AP/IB/AICE 2017-18 6% (9)	Hisp. Males In AP/IB/AICE 2018-19 4.14% (6)	Hisp. Males In AP/IB/AICE 2019-20 15.1% (22)	Hisp. Males In AP/IB/AICE 2020-21 11.7% (19)	Hisp. Males In AP/IB/AICE 2021-22 7% (13)
	ELL Students In AP/IB/AICE 2018-19 1.41% (217)	ELL Students In AP/IB/AICE 2019-20 2.1% (1)	ELL Students In AP/IB/AICE 2020-21 2.1% (1)	ELL Students In AP/IB/AICE 2021-22 2% (1)

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 2017-18 to 2021-22.***

The following percentages reflect within race/ethnicity calculations for students enrolled in AP/IB/AICE courses. In 2017-18, 10% of Whites (a decrease of 1.52 percentage points), 4% of Blacks (a decrease of.18 percentage points), 9% of Hispanics (an increase of 1.22 percentage points), 9% of White Males (an increase of 2.34 percentage points), 2% of Black Males (a decrease of .2 percentage points), and 7% of Hispanic Males (an increase of .18 percentage point) were enrolled. In 2018-19, 9.14% of Whites (a decrease of .86 percentage points), 2.18% of Blacks (a decrease of 1.82 percentage points), 9.96% of Hispanics (an increase of .96 percentage points), 6.64% of White Males (a decrease of 2.36 percentage points), 2% of Black Males (no change 0 percentage points), and 4.14% of Hispanic Males (a decrease of 2.86 percentage point) were enrolled. In 2019-20, 16.5% of Whites (an increase of 7.36 percentage points), 4.4% of Blacks (an increase of 2.2 percentage points), 15.3% of Hispanics (an increase of 5.34 percentage points), 11.7% of White Males (an increase of 5.1 percentage points), 3.4% of Black Males (an increase of 1.4 percentage points), and 15.1% of Hispanic Males (an increase of 10.96%) were enrolled. In 2020-2021, 13.7% of Whites (a decrease of 2.8 percentage points), 2.2% Blacks (a decrease of 2.2 percentage points), 11.8% of Hispanics (a decrease of 3.5 percentage points), 12.2% White Males (an increase of .5 percentage points), 3.3% Black Males (a decrease of .1 percentage point), and 11.7% of Hispanic Males (a decrease of 3.4 percentage point) were enrolled. In 2021-2022 10% of Whites (a decrease of 3.7 percentage points), 3% of Blacks (an increase of .8 percentage points), 9% of Hispanics (a decrease of 2.8 percentage points), 7% White Males (a decrease of 5.2 percentage points), 3% Black Males (a decrease of .3 percentage points), and 7% Hispanic Males (a decrease of 4.7 percentage points) were enrolled.

Participation in AP/IB/AICE courses in most groups stayed the same or only decreased 1% during the evaluation period (2017-2018 to 2021-2022). Whites stayed at 10%, Blacks decreased (1%), and Hispanics stayed at 9%. A 1% gap exists between Whites (10%) and Hispanics (9%). The gap between Whites and Blacks decreased 7%, and the gap between Whites and Hispanics decreased 1%.

Similar gaps exist among male students. A 4% gap exists between White Males and Black Males and no gap exists between Hispanic Males (7%) and White Males (7%). The gaps between White Males and Black Males decreased 4%, and no gap exists between White Males and Hispanic Males 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 2022-2023 school year:

1. ***The District will continue to use data provided by the OEEO to drive targeted school-based interventions for all district schools that will aid in closing gaps between all student groups.***
2. ***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.***
3. ***The District will provide online training through NEFEC and Canvas for teaching ESOL students.***
4. ***The District will screen children early for medical and social services.***
5. ***The District will work with community members to provide mentors, tutors and role models to support students.***
6. ***The District will maximize the opportunity provided through school choice configuration placement.***
7. ***The District will extend learning opportunities by offering Early Learning, Pre-K, and the 21st Century afterschool program.***
8. ***The District will develop school-based leadership teams to identify strategies to support student***

achievement.

9. ***The District will utilize online registration and meetings with Guidance Counselors for course selections.***
10. ***Students will be allowed to self-select courses of interest during the registration process.***
11. ***The District will continue working to host Parent Meetings and District Advisory Council to encourage participation in advanced coursework.***
12. ***The District will continue to work with faith-based organizations to deliver English classes and assistance with parents of ELL students.***
13. ***Academic support classes will be provided for students that are below grade level.***
14. ***A Parent Liaison will provide parental support, eliminate barriers and teach parents how to have a positive impact on their child's academic achievement.***
15. ***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.***
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. ***The district will continue to offer Pre-AP Professional Development for Teachers and Administrators.***
18. ***The district will continue to offer advanced middle school courses.***
19. ***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, but specify increase for each year.

Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by 5 percentage points by the 2022-2023 School Year.
Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 3 percentage point by the 2022-2023 School Year.
Increase the number of Black Male students in grades 9-12 enrolling in AP/IB/AICE courses by 5 percentage points by the 2022-2023 School Year.
Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB/AICE courses by 3 percentage points by the 2022-2023 School Year.

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

Grades 9-12 Total Enrollment 2021-22 (191 & 12%)

White	*Black*	*Hispanic*	*ELL Students*
147 & 15%	11 & 5%	29 & 9%	1 & 2%

Whites In DE 2017-18 11% (119)	Whites In DE 2018-19 11.66% (125)	Whites In DE 2019-20 10.7% (110)	Whites In DE 2020-21 17.6% (179)	Whites In DE 2021-22 15% (147)
White Males In DE 2017-18 8% (51)	White Males In DE 2018-19 8.04% (46)	White Males In DE 2019-20 5.8% (31)	White Males In DE 2020-21 17.9% (97)	White Males In DE 2021-22 15% (80)
Blacks In DE 2017-18 4% (11)	Blacks In DE 2018-19 11.65% (29)	Blacks In DE 2019-20 6.2% (14)	Blacks In DE 2020-21 3.9% (9)	Blacks In DE 2021-22 5% (11)
Black Males In DE 2017-18 0% (0)	Black Males In DE 2018-19 8.46% (11)	Black Males In DE 2019-20 5.51% (6)	Black Males In DE 2020-21 3.3% (4)	Black Males In DE 2021-22 6% (7)

Hispanics In DE 2017-18 6% (16)	Hispanics In DE 2018-19 12.18% (33)	Hispanics In DE 2019-20 9.1% (26)	Hispanics In DE 2020-21 7.1% (21)	Hispanics In DE 2021-22 9% (29)
Hisp. Males In DE 2017-18 5% (7)	Hisp. Males In DE 2018-19 5.52% (8)	Hisp. Males In DE 2019-20 4.8% (7)	Hisp. Males In DE 2020-21 9.2% (15)	Hisp. Males In DE 2021-22 9% (16)
	ELL Students In DE 2018-19 0% (0)	ELL Students In DE 2019-20 0% (0)	ELL Students In DE 2020-21 2.1% (1)	ELL Students In DE 2021-22 2% (1)

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 2017-18 to 2021-22.***

The following percentages reflect within race/ethnicity calculations for students enrolled in all dual enrollment courses. In *2017-18*, 11% of Whites, 4% of Blacks, 6% of Hispanics, 8% of White Males, 0% of Black Males, and 5% of Hispanic Males were enrolled. In 2018-19, 12% of Whites (an increase of 1 percentage points), 12% of Blacks (an increase of 8 percentage points), 12% of Hispanics (an increase of 6 percentage points), 8% of White Males (an increase of 0 percentage points), 9% of Black Males (an increase of 9 percentage points), and 6% of Hispanic Males (an increase of 1 percentage points), were enrolled. In 2019-20, 10.7% of Whites, 6.2% of Blacks, 9.1% of Hispanics, 7% of White Males, 5.51% of Black Males, and 4.8% of Hispanic Males were enrolled. In 2020-2021, 17.6% of Whites, 3.9% of Blacks, 7.1% of Hispanics, 17.9% of White Males, 3.3% of Black Males, and 9.2% of Hispanic Males were enrolled. In 2021-2022, 15% of Whites, 5% of Blacks, 9% of Hispanics, 15% of White Males, 6% of Black Males, and 9% of Hispanic Males.

In 2017-18, enrollment gaps between Whites and Blacks was 7%; and 5% for Whites and Hispanics. The enrollment gaps between White Males and Black Males was 8%; and 3% for Whites Males and Hispanic Males. The 2018-19 enrollment gaps between Whites and Blacks was 0%; and 5% for Whites and Hispanics. The enrollment gaps between White Males and Black Males was 1% (Black increase); and 2% for Whites Males and Hispanic Males during the evaluation period for students enrolled in all dual enrollment courses. The enrollment gaps in 2019-20 between Whites and Blacks was 4.5%, Whites and Hispanics was 1.6%, White Males and Black Males was 1.5%, and White Males and Hispanic Males was 2.2%. The enrollment gaps in 2020-2021 between Whites and Blacks was 13.7%, Whites and Hispanics was 10.5%, White Males and Black Males was 14.6%, and White Males and Hispanic Males was 8.7%. The enrollment gaps in 2021-2022 between Whites and Blacks was 10%, Whites and Hispanics was 6%, White Males and Black Males was 9%, and White Males and Hispanic Males was 6%.

Participation in DE courses increased during the evaluation period (2017-2018 to 2021-2022), Whites increased (4%) and Blacks increased (1%), and Hispanics increased (3%). White Males increased participation 7%, Black Males increased 6%, and Hispanic Males increased 4%. A 6% gap exists between Whites (15%) and Hispanics (9%), and a 10% gap exists between Whites and Blacks.

Similar gaps exist among male students. A 9% gap exists between White Males and Black Males and a 6% gap exists between Hispanic Males (9%) and White Males (15%). The gaps between White Males and Black Males decreased 9%, and the gap between White Males and Hispanic Males decreased 6% during the evaluation period.

Methods and Strategies

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

In an effort to close the participation gaps in Dual Enrollment, the District has identified the following strategies for the 2021-2022 school year:

1. *The District will continue to use data provided by the OEEO to drive targeted school-based interventions for all district schools that will aid in closing gaps between all student groups.*
2. *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.*
3. *The District will provide online training and resources for teaching ESOL students.*
4. *The District will screen children early for medical and social services.*
5. *The District will work with community members to provide mentors, tutors and role models to support students.*
6. *The District will conduct adult education courses.*
7. *The District will extend learning opportunities by offering Early Learning, Pre-K, and 21st Century afterschool programs.*
8. *The District will develop school-based leadership teams to identify strategies to support student achievement.*
9. *The District will utilize online registration for course selection.*
10. *Students will be allowed to self-select courses of interest during the registration process.*
11. *The District will continue to host Parent Meetings and district Advisory Council to encourage participation in advanced coursework.*
12. *The District will continue to work with faith-based organizations to deliver English classes and with assistance for parents of ELL students.*
13. *Academic support classes will be provided for students that are below grade level.*
14. *A Parent Liaison will provide parental support, eliminate barriers and teach parents how to have a positive impact on their child's academic achievement.*
15. *Diagnostic Assessments in iReady will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort.*
16. *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, but specify increase for each year.

Increase the number of Black students in grades 9-12 enrolling in Dual Enrollment courses by 5 percentage points by the 2022-2023 School Year.
Increase the number of Hispanic students in grades 9-12 enrolling in Dual Enrollment courses by 3 percentage point by the 2022-2023 School Year.
Increase the number of Black Male students in grades 9-12 enrolling in Dual Enrollment courses by 5 percentage points by the 2022-2023 School Year.
Increase the number of Hispanic Male students in grades 9-12 enrolling in Dual Enrollment courses by 3 percentage points by the 2022-2023 School Year.

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

Grades 9-12 Total Enrollment 2021-22 (928 & 57%)

White	*Black*	*Hispanic*	*ELL Students*
642 & 63%	88 & 39%	166 & 49%	19 & 37%

Whites All Level 3 2017-18	Whites All Level 3 2018-19	Whites All Level 3 2019-20	Whites All Level 3 2020-21	Whites All Level 3 2021-22
60% (667)	65.21% (699)	67.6% (696)	64.1% (653)	63% (642)
White Males All Level 3 2017-18	White Males All Level 3 2018-19	White Males All Level 3 2019-20	White Males All Level 3 2020-21	White Males All Level 3 2021-22

55% (332)	61.89% (354)	64.3% (357)	59.7% (324)	61% (319)
Blacks All Level 3 2017-18 42% (107)	Blacks All Level 3 2018-19 54.62% (138)	Blacks All Level 3 2019-20 44% (99)	Blacks All Level 3 2020-21 34.6% (79)	Blacks All Level 3 2021-22 39% (88)
Black Males All Level 3 2017-18 36% (43)	Black Males All Level 3 2018-19 50% (65)	Black Males All Level 3 2019-20 34.7% (41)	Black Males All Level 3 2020-21 34.7% (42)	Black Males All Level 3 2021-22 31% (37)
Hispanics All Level 3 2017-18 45% (125)	Hispanics All Level 3 2018-19 66.42% (180)	Hispanics All Level 3 2019-20 64.8% (186)	Hispanics All Level 3 2020-21 59.3% (#176)	Hispanics All Level 3 2021-22 49% (166)
Hisp. Males All Level 3 2017-18 41% (59)	Hisp. Males All Level 3 2018-19 60.69% (68)	Hisp. Males All Level 3 2019-20 59.6% (87)	Hisp. Males All Level 3 2020-21 54.0% (88)	Hisp. Males All Level 3 2021-22 47% (86)
	ELL Students All Level 3 2018-19 60.78% (31)	ELL Students All Level 3 2019-20 41.7% (20)	ELL Students All Level 3 2020-21 36.2% (17)	ELL Students All Level 3 2021-22 37% (19)

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 2017-18 to 2021-22.***

The following percentages reflect within race/ethnicity calculations for students enrolled in Level 3 courses. In 2017-18, 60% of Whites, 42% of Blacks, 45% of Hispanics, 55% of White Males, 36% of Black Males, and 41% of Hispanic Males were enrolled in Level 3 courses. In 2018-19, 65% of Whites, 55% of Blacks, 66% of Hispanics, 62% of White Males, 50% of Black Males and 61% of Hispanic Males were enrolled in Level 3 courses. In 2019-20, 67.6% of Whites, 44% of Blacks, 64.8% of Hispanics, 64.3% of White Males, 34.7% of Black Males, and 59.6% of Hispanic Males were enrolled. In 2020-2021, 64.1% of Whites, 34.6% of Blacks, 59.3% of Hispanics, 59.7% of White Males, 34.7% of Black Males, and 54.0% of Hispanic Males were enrolled in Level 3 courses. In 2021-2022, 63% of Whites, 39% of Blacks, 49% of Hispanics, 61% of White Males, 31% Black Males, 47% of Hispanic Males were enrolled in Level 3 courses.

Participation in Level 3 courses mostly increased during the evaluation period (2017-2018 to 2021-2022). Whites increased (3%), Blacks decreased (3%), and Hispanics increased (4%). White Males increased (6%), Blacks Males decreased (5%) Hispanic Males increased (6%).

Methods and Strategies

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

1. ***The District will utilize online registration for course selection.***
2. ***Students will be allowed to self-select courses of interest during the registration process.***
3. ***The District will continue to host Parent Meetings and District Advisory Council to encourage participation in advanced coursework.***
4. ***The District will provide six in-service training days for all employees. Professional development will include strategies for multicultural teaching strategies and techniques, such as ESOL.***
5. ***The District will provide online training and resources for teaching ESOL students.***
6. ***The District will screen children early for medical and social services.***

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

Increase the number of Black students in grades 9-12 enrolling in Level 3 courses by 4 percentage points by the 2022-2023 School Year.
Increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses by 4 percentage points by the 2022-2023 School Year.
Increase the number of Black Male students in grades 9-12 enrolling in Level 3 courses by 4 percentage points by the 2022-2023 School Year.
Increase the number of Hispanic Male students in grades 9-12 enrolling in Level 3 courses by 4 percentage points by the 2022-2023 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 page 11 in the 2021-22 Guidelines.)**

B. Attach an **Athletic 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 12 in the 2021-22 Guidelines.)**

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 13 in the 2021-22 Guidelines.)**

D. If the district submitted Corrective Action Plans as part of the 2020-21 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

PART IV: GENDER EQUITY IN ATHLETICS
Athletic Compliance Verification Form

District: 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

16 May 2022
Date

Branford High School
2021-22 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	12	0	12	Baseball	2	30	0	0	30
Basketball	10	10	20	Basketball	2	24	2	25	49
Cross Country	5	9	14	Cross Country	0	0	0	0	0
Flag Football/ Football	43	0	43	Flag Football/ Football	1	26	0	0	26
Golf	12	7	19	Golf	0	0	0	0	0
Soccer	0	0	0	Soccer	0	0	0	0	0
Softball	0	10	10	Softball	0	0	2	26	26
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	39	31	70	Track and Field	0	0	0	0	0
Volleyball	0	12	12	Volleyball	0	0	2	31	31
Wrestling	0	0	0	Wrestling	0	0	0	0	0
Weightlifting	28	32	0	Weightlifting	0	0	0	0	0
Total Varsity Participants	149	111	260	*Total JV Participants*	80		82		162
% of Varsity Participants	57.3	42.7	100%	*% of JV Participants*	49.4		50.6		100%
Total Student Enrollment by Gender 2021-22	366	341	707	**Total Student Enrollment by Gender 2021-22**	366		341		707
% Student Enrollment by Gender 2021-22	51.8	48.2	100%	**% Student Enrollment by Gender 2021-22**	51.8		48.2		100%

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

PART IV
GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Suwannee

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
Varsity 42.7% female participation vs 48.2% female student enrollment	After reviewing the data for the 2021-2022 school year we realize that we have an opportunity to add a female varsity sport. Our female participant numbers vs our female enrollment numbers give us confidence that we can add another female varsity sport. We plan to start/add a Soccer team next year if we have enough student willing to participate.	Fred O'Quinn- Athletic Director Fred.O'Qunn@suwannee.k12.fl.us	2022-2023
MS/JV 49.4% male participation vs 51.8% male enrollment	We will also encourage more of our middle-school-age male students to participate in our middle school and JV teams in hopes to increase our number of male participants for the upcoming year. We plan host a middle school basketball summer camp to promote and encourage more students to participate in middle school athletics.		Summer of 2022

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

Signature, Principal — Date: 5/13/22

Signature, Superintendent — Date: 5/13/22

Suwannee High School
2021-22 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	12		12	Baseball	11		11	
Basketball	9	10	19	Basketball	8	8	16	
Cross Country	18	18	36	Cross Country				
Flag Football/ Football	41	12	53	Flag Football/ Football	26	12	40	
Golf	9	5	14	Golf				
Soccer	21	25	46	Soccer	16	21	37	
Softball		13	13	Softball		10	10	
Swimming/Diving	8	4	12	Swimming/Diving				
Tennis	6	6	12	Tennis				
Track and Field	22	18	40	Track and Field				
Volleyball		8	8	Volleyball		8	8	
Wrestling	18		18	Wrestling				
Weightlifting	20	28	28	Weightlifting				
Total Varsity Participants	178	119	283	*Total JV Participants*	61	51	122	
% of Varsity Participants	58%	42%	100%	*% of JV Participants*	60%	40%	100%	
Total Student Enrollment by Gender 2021-22	548	482	1030	**Total Student Enrollment by Gender 2021-22**	548	482	1030	
% Student Enrollment by Gender 2021-22	32%	24%	100%	**% Student Enrollment by Gender 2021-22**	9%	9%	100%	

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

PART IV
GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Suwannee

School Name: Suwannee 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
Varsity 58% males 42% female	**After reviewing the data from 2021-2022 school year, we realize we have an opportunity to expand our female sports. We will implement summer camps for girls' softball, girls' basketball. Also, participate in summer swim team that is held here locally.**	Frank Allen AD	2022-2023

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

Signature, Principal — Date: 5/13/22

Signature, Superintendent — Date: 5/13/2022

SUWANNEE MIDDLE SCHOOL
2021-22 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				Baseball		11			11
Basketball				Basketball		4		13	17
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football		47			47
Golf				Golf					
Soccer				Soccer		20		24	44
Softball				Softball				15	15
Swimming/Diving				Swimming/Diving					
Tennis				Tennis					
Track and Field				Track and Field		6		8	14
Volleyball				Volleyball				20	20
Wrestling				Wrestling		11		1	12
Weightlifting				Weightlifting					
Total Varsity Participants				*Total MS Participants*		99		81	180
% of Varsity Participants			100%	*% of MS Participants*		55%		45%	100%
Total Student Enrollment by Gender 2021-22				**Total Student Enrollment by Gender 2021-22**		502		464	966
% Student Enrollment by Gender 2021-22			100%	**% Student Enrollment by Gender 2021-22**		52%		48%	100%

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

PART IV
GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: 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
19% of males participated in sports this year at SMS. 20% of females participated in sports. 39% of the student body of 966 students played sports.	We do not have many deficiencies at SMS, but will continue to encourage all children to participate in sports. We also would like to add flag football for girls next season.	Andrew Chapman andrew.chapman@suwannee.k12.fl.us	2022-2023 School Year

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

Laura Williams — Signature, Principal — 5/12/22 — Date

Signature, Superintendent — 16 MAY 2022 — 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: Suwannee		2021-22 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	6298	846 (13%)	1308 (21%)	3837 (61%)	307 (5%)	3081 (49%)	3217 (51%)
District-Level Administrators	27	3 (11%)	0 (0%)	24 (89%)	0 (0%)	17 (63%)	10 (37%)
Principals	7	0 (0%)	0 (0%)	7 (100%)	0 (0%)	5 (71%)	2 (29%)
Asst. Principals	11	3 (27%)	1 (9%)	7 (64%)	0 (0%)	7 (64%)	4 (36%)
Teachers	341	19 (6%)	9 (3%)	313 (91%)	0 (0%)	281 (92%)	60 (18%)
Guidance Counselors	15	0 (0%)	0 (0%)	15 (100%)	0 (0%)	15 (100%)	0 (0%)

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions. **The greatest racial/ethnic disparity is between Hispanic students and district personnel. Hispanic students comprise 21% of the district's student population. However, Hispanic personnel are the most underrepresented racial group as compared to Whites or Blacks in all categories at only 3% of all district personnel. Guidance counselor positions have the most underrepresentation of racial and gender diversity.**

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

PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? __ **Yes** _X_ **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:	2021-22 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment

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

School Name:	2021-22 Single-Sex Classes		
	Male Students Only	Female Students Only	Co-Ed Students

Grade/Course	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students

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

- Does the district offer single-sex education? **N/A**
- How is single-sex education being justified? **N/A**
- How does the district keep track of single-sex public education? **N/A**
- What does the district do to insure there is no illegal sex segregation in education? **N/A**
- Is single-sex education intended to decrease sex discrimination in the outcomes? **N/A**
- Do the schools provide comparable co-educational options? **N/A**
- How are single-sex educational options reviewed, monitored, and evaluated to insure they are legal? **N/A**
- Who is involved in the evaluations and guidance on the implementation of single-sex education? **N/A**
- What assurances are provided to ensure that single-sex options are completely voluntary? **N/A**
- Are there pre-implementation reviews of proposed single-sex education? **N/A**
- What entities review and approve single-sex options, and what standards do they use? **N/A**
- Is there assistance from external groups for training or consultation? **N/A**
- How does the district monitor to ensure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls? **N/A**
- Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures? **N/A**
- Please share information on why the district or school decided to eliminate single-sex education? ***This is only for those district(s) or school(s) that discontinued single-sex education.**

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

E. If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form. (See page 12.)**

PART VI:

SINGLE-SEX SCHOOLS AND CLASSES

Single-Sex Evaluation Verification Form

District: Suwannee

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

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

Signature, Superintendent

16 May 2022
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 childcare, 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 in the Appendices.

(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.

A. Sample Annual and Continuous Notices of Nondiscrimination



Phone: 386.647.4200
Fax: 386.364.4698

RIVEROAK
TECHNICAL COLLEGE

Student Catalog

2021 - 2022

415 SW Pinewood Drive SW, Live Oak, FL 32064



earn a Career in 1 YEAR

PROGRAMS

+ Applied Cybersecurity
+ Automotive Collision Technology Technician
+ Automotive Service Technology I
+ Automotive Service Technology II
+ Brick and Block Masonry
+ Cosmetology
+ Early Childhood Education
+ Electricity
+ Facials Specialty
+ Medical Administrative Specialist
+ Nails Specialty
+ Nursing Assistant*
+ Patient Care Technician
+ Pharmacy Technician
+ Phlebotomy*
+ Practical Nursing
+ Professional Culinary Arts & Hospitality
+ Surgical Technology
+ Welding Technology &
+ Welding Technology-Advanced

*Workforce Education Program

RIVEROAK
TECHNICAL COLLEGE

ACCREDITED BY
COUNCIL ON OCCUPATIONAL EDUCATION, INC.
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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
Norman Crawford, District 2
Tim Alcorn, District 3
Ed da Silva, District 4
Ronald White, District 5

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DIRECTORY
Important Numbers

Office Hours (Day School)
Monday – Friday 8:00 a.m. – 4:30 p.m.
Office Hours (Night School)
Monday & Tuesday 5:00 p.m. – 9:00 p.m.

Main Office	(386) 647-4200
Principal/Director CTE	(386) 647-4230
Student Services	(386) 647-4210
Coordinator of Career and Technical Education	(386) 647-4231
Bookkeeper	(386) 647-4201
Financial Aid and Veteran's Benefits Office	(386) 647-4211
Registrar	(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 & Auto Service Technology II	(386) 647-4222
Brick and Block Masonry	(386) 647-4236
Cosmetology	(386) 647-4205
DCT Program	(386) 647-4208
Digital Design I	(386) 647-4218
Early Childhood Education	(386) 647-4225
Electricity	(386) 647-4217
ESL Classroom	(386) 647-4229
Facials Specialty	(386) 647-4228
Medical Administrative Specialist	(386) 647-4224
Nails Specialty	(386) 647-4228
Practical Nursing	(386) 647-4238
Patient Care Technician	(386) 647-4216
Pharmacy Technician	(386) 647-4209
Surgical Technology	(386) 647-4221
Welding Technology & Welding Technology-Advanced	(386) 647-4215

Superintendent of Schools	(386) 647-4600
Director of Career and Technical Education	(386) 647-4200
Director of Curriculum and Instruction	(386) 647-4635
Personnel Department	(386) 647-4641
Director of Exceptional Education/Student Services	(386) 647-4630
Director of Finance	(386) 647-4608

Welcome to RIVEROAK!

Welcome to RIVEROAK Technical College!

Congratulations on taking the next step in continuing your education! RIVEROAK offers 20 career and technical education programs and two workforce education courses to select from that lead to industry credentials. RTC offers high quality instruction, academic and financial advisement, mentoring and coaching to ensure your success in its programs.

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

Thank you for choosing RIVEROAK Technical College in pursuing your educational goals! If there is anything 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 M. Keen

Mary Keen, Principal

#GrowYourFutureWithUs

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.

RIVEROAK
TECHNICAL COLLEGE

Mission

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

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.

Title IX

RIVEROAK Technical College will not tolerate any harassment, discrimination, or sexual misconduct, and will take steps and measures to address such behavior. Victims are encouraged to report or file a complaint of sex/gender discrimination or sexual misconduct immediately in order to maximize the School District's ability to obtain information, and conduct an adequate, thorough, prompt, and impartial investigation into the report or complaint. Failure to promptly report alleged sex/gender discrimination or sexual misconduct may result in the loss of relevant information, evidence, and reliable witness testimony, and may impair the School District's ability to carry out these procedures. The School District and Title IX Coordinator have jurisdiction to receive, investigate, hear and resolve reports and/or formal complaints brought by RTC faculty, staff, students and other members of the RTC Community that involve or invoke Title IX. RIVEROAK Technical College's Title IX Representative can be contacted as follows: Julie Ulmer Title IX Contact, Student Services Coordinator, RIVEROAK Technical College, 415 Pinewood Drive SW, Live Oak, Florida 32064, 386-647-4231, julia.ulmer@suwannee.k12.fl.us.

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:

Ronald Gray
Equity Coordinator
Suwannee District Schools
1740 Ohio Ave., S
Live Oak, FL 32064
(386) 647-4644

CALENDAR

Registration Dates

Professional Development Days

*No school for students

September 20, 2021
November 12, 2021
January 14, 2022
February 18, 2022
March 25, 2022
April 25, 2022
May 16, 2022

Graduation & Awards Program



May 27, 2021

2021 - 2022 9-weeks

1st 9-weeks: Aug. 10 - Oct. 8, 2021

2nd 9-weeks: Oct. 12 - Dec. 17, 2021

3rd 9-weeks: Jan. 4 - Mar. 11, 2022

4th 9-weeks: Mar. 15 - May 27, 2022

SUWANNEE COUNTY SCHOOL DISTRICT
SCHOOL CALENDAR
2021-2022

MY CHOICE for High Quality Education!

July 2021

July 1-30: Summer Work Schedule
July 5: Holiday

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2021

Aug 3-6: Pre-Planning Days
Aug 9: First Day for Students

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September 2021

Sept 6: Labor Day Holiday
Sept 20: County PD Day

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021

Oct 8: End of Quarter 1 (45 days)
Oct 11: Teacher Work Day

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021

Nov 11: Veterans Day Holiday
Nov 12: PD Day
Nov 22-26: Thanksgiving Break

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2021

Dec 10: Early Release
Dec 17: End of Quarter 2 (45 days)
Dec 20-31: Christmas Break

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 2022

Jan 3: Teacher Work Day
Jan 4: Students Return
Jan 14: PD Day
Jan 17: MLK Holiday

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
30				

February 2022

Feb 18: PD Day
Feb 21: Presidents Day

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022

Mar 11: End of Quarter 3 (45 days)
Mar 14: Teacher Work Day
Mar 25: PD Day

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022

April 15: Good Friday Holiday
April 18-22: Spring Break
April 29: PD Day

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022

May 12: PD Day
May 25-27: Early Release
May 27: End of Quarter 4 (45 days)
May 27: Last Day for Students
May 30: Memorial Day Holiday
May 31: Post-Planning Day

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022

June 1-31: Summer Work Schedule

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

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.
* PD Days may be converted to student days if needed for storm make-up days.

SCSB Approved: 07/14/2020;
Revised: 02/22/2021

Retrieved from http://www.suwannee.k12.fl.us on April 8, 2022

NONDISCRIMINATION STATEMENT

LEGAL NOTICE

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:

Ronald Gray, Equity Coordinator

1740 Ohio Ave. South, Live Oak, FL 32064

(386) 647-4644
Nondiscrimination Notice

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

SUWANNEE COUNTY SCHOOL DISTRICT

Student Conduct and Discipline Code
2021-2022

Branford Elementary School
Branford High School
Suwannee Riverside Elementary
Suwannee Pineview Elementary
Suwannee Springcrest Elementary
Suwannee Middle School
Suwannee High School
Suwannee Opportunity School
Suwannee Virtual School

Ted L. Roush
Superintendent of Schools

Suwannee County School Board

Jerry Taylor – District 1

Norman Crawford – District 2

Tim Alcorn – District 3

Ed daSilva – District 4

Ronald White – District 5

School Principals

Branford Elementary School – Deidre McManaway

Branford High School – Terry Huddleston

Suwannee Riverside Elementary – Marsha Tedder

Suwannee Pineview Elementary –Amy Boggus

Suwannee Springcrest Elementary – Jennifer Beach

Suwannee Middle School – Laura Williams

Suwannee High School – Carl Manna

Suwannee Opportunity School – Angie Stuckey

Suwannee Virtual School – Angie Stuckey

RIVEROAK Technical College – Mary Keen

Student Conduct and Discipline Code
adopted by the School Board July 2021

DISTRICT WEBSITE
www.suwannee.k12.fl.us
(Link to FOCUS to check student grades and attendance online.)

Please complete and return this form to the school within 10 days.

Student's Full Name (Please Print) _____ School _____ Grade Level____

2021-2022 PARENT AND STUDENT NOTIFICATION

The Suwannee County School District's Student Conduct and Discipline Code guide for Pre-K through grade 12 has been developed to help your son/daughter gain the greatest possible benefit from his/her school experience. Parents/guardians have the responsibility for the actions of their children and should be involved in their children's education. Parents/guardians should take special notice of the attendance and tardy sections of this Code as well as the suspension and expulsion provisions. Please note the attendance policies and their effect on other policies, such as sports eligibility, compulsory school age, and driving privileges. Parents/guardians should also take special note of information in Section II, entitled "Public Notice," which includes, but is not limited to, your child's educational records, the release of directory information (i.e., Armed Forces) and possible participation in student surveys (i.e., Florida Youth Substance Abuse Survey).

The school is in need of your help and cooperation. When you have read and discussed the Student Conduct and Discipline Code with your son/daughter, sign this sheet, **remove it from the booklet,** and **return it to the school.** This form will be kept in your son's/daughter's curriculum folder for the current school year.

The Suwannee County School District (SCSD) is not responsible for the supervision of students on school grounds until 30 minutes prior to the start of the regular school day or a scheduled event, or beyond 30 minutes after the regular school day or scheduled event. Please refer to your school's beginning and ending hours and arrange for supervision of your child accordingly. [1003.31, Florida Statutes]

Failure to return this acknowledgement will not relieve a student, or the parent/guardian of the student, from responsibility for knowledge of the contents of the Student Conduct and Discipline Code and will not excuse non-compliance by the student of the Student Conduct and Discipline Code.

A copy of the Student Conduct and Discipline Code guide has been received. Please mark your decisions in the two permission areas below and return a copy of the form to your child's school.

Permission 1: Parent Release

☐ **Option 1:** I, as parent/guardian of a student enrolled in a SCSD school, hereby give SCSD my consent and permission to: 1) Record said student's participation and appearance on video tape, audio tape, film, photograph, or any other medium; 2) Use said student's name, likeness, voice, and biographical material in connection with these records; and 3) To exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose which the SCSD, and those acting pursuant to its authority, deem appropriate. It is specifically understood that the recording may be submitted for use by a school or district newsletter, the local press, the school, or district cable television programming, and the school or district website. I expressly agree and give permission to allow the use of said media in all forms without any royalties, commissions, or other remuneration due to me or any other party, or parties associated with this production.

I expressly release and discharge the SCSD from any and all liability that may arise from the use of said media in this manner. Furthermore, I expressly waive any and all privacy rights that would otherwise have been accorded to these recordings or other media in accordance with §1002.20 and §1002.22 (2004), Florida Statutes.

☐ **Option 2:** I do not give permission for any of the Parent Release information noted in Option 1 of this area.

* Photos will be taken of each student for internal use only.

Permission 2: Corporal Punishment Consent

Suwannee County School District's Student Conduct and Discipline Code defines corporal punishment as the moderate use of paddling in front of a witness by a principal/administrator that may be necessary to maintain discipline or to enforce school rules. Parents may opt to not permit corporal punishment as a disciplinary intervention by checking below. Please indicate your decision regarding corporal punishment for your child by signing and returning this form. [§§1002.20, 1003.01, and 1003.32, Florida Statutes]

The school may use corporal punishment with my child.

☐Yes ☐No

Signatures below indicate permission for areas checked above.

_____ _____

Parent/Guardian Date Student Date

_____

Witness OR School Administrator Date

Witnesses required; must be at least 18 years of age, cannot be a current student.

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SECTION I: RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

Students attending Suwannee County Public Schools have the right to a free and appropriate education, which includes the right to equal educational opportunities without regard to race, national origin, sex, disability, or marital status. Students are also vested with other fundamental expectations.

1. Students should be informed of the Suwannee County School District (SCSD) policies and rules of the Student Conduct and Discipline Code.
2. Students should expect a safe and orderly environment in which to learn, have property respected, and to protect self and property against injury attempted by another.
3. Students should know about and use school guidance services.
4. Students should be treated with dignity and respect by other students, school personnel, and campus visitors.
5. Students should expect reasonable and fair treatment and have rules enforced without discrimination.
6. Students should be protected by laws prohibiting the release of personally identifiable information, other than directory information, to any unauthorized party without the consent of parents/guardians, or students 18 years of age or older.
7. Students should have free bus transportation as allowable by law.
8. Students should be notified of failure or the potential for failure as outlined in the progress reporting schedule.
9. Students should receive an academic program that promotes high student performance and is delivered by competent teachers in an atmosphere from bias and prejudice.
10. Students should be able to express viewpoints responsibly in writing or orally without jeopardizing relations with teachers or school, conduct meetings on school grounds or in school buildings in accordance with school rules and scheduled use of facilities, and organize clubs and groups.
11. Students should have privacy of personal possessions unless appropriate school personnel have reasonable cause to believe a student has any object or material which is prohibited by law or School Board.
12. Students should expect student records will be kept safe and private.
13. Students should expect that other students and school personnel respect feelings, rights, their property, and privacy.
14. Students should expect opportunity for hearing upon suspension from school.
15. Upon written request hy his or her parent, a student may be excused from standing for or reciting the Pledge of Allegiance.

DAILY CONDUCT CODE [§1003.31(4)(a-g), Florida Statutes]

By enrolling in a public school in Suwannee County, Florida, each student agrees to conduct himself/herself according to the Statute's Daily Conduct Code.

1. Be respectful and obedient at all times.
2. Not hurt another person with my words or my acts.
3. Tell the truth, because it is wrong to tell a lie.
4. Not steal, because it is wrong to take someone else's property.
5. Not cheat or plagiarize the work of others.
6. Respect my body and not take drugs.
7. Show strength and courage, and not do something wrong just because others are doing it.
8. Pledge to be nonviolent and to respect my teachers and fellow classmates.

SCOPE OF AUTHORITY

The **Student Conduct and Discipline Code** applies to all students enrolled in Suwannee County Public Schools. The code is in effect on School Board owned or controlled property and whenever students are under the official supervision of School Board employees, including but not limited to: field trips, extracurricular activities, or while being transported to and from such places either by school bus, approved drivers, or other official means of conveyance.

FAMILY RESPONSIBILITIES

By enrolling a child in a public school in Suwannee County, Florida, each parent/guardian agrees to comply with the essential parental responsibilities including but not limited to this list.

1. A parent should review the contents of the Student Conduct and Discipline Code guide with his/her child.
2. A parent must ensure his/her child lives in the assigned school zone.
3. A parent must ensure the daily attendance of his/her child and promptly report and explain any absences or tardiness from school.

4. A parent should provide his/her child with the resources needed to complete class work.
5. A parent should assist his/her child in being healthy, neat, and clean.
6. A parent must bring to the attention of the school authorities any problem or condition which affects his/her child or other children of the school.
7. A parent must ensure his/her child does not bring inappropriate or contraband items to school.
8. A parent should discuss report card and work assignments with his/her child and monitor student academic progress in the FOCUS system (www.suwannee.k12.fl.us).
9. A parent must ensure that the school has up-to-date home, work, and emergency telephone numbers.
10. A parent must ensure that current emergency health care information regarding his/her child is on file with the school.
11. A parent should communicate with the school (i.e., talk to child's teacher, return requested forms, etc.).
12. A parent should ensure all school issued materials are taken care of and used properly.

STUDENT RESPONSIBILITIES

Becoming a responsible adult begins with becoming a responsible student! The following information outlines student responsibilities:

1. Students must adhere to the guidelines set forth in the school handbook and this Student Conduct and Discipline Code.
2. Students should attend all classes daily and be punctual for all school days during the school year and to provide the school with adequate written explanation and appropriate documentation to explain an absence, and request make-up work assignments from teachers upon return to school and complete them within an appropriate length of time.
3. Students should come to class with all necessary materials and be prepared to learn.
4. Students should take advantage of learning opportunities.
5. Students should use guidance services for educational and personal improvement.
6. Students must show respect for and consideration to all individuals and property.
7. Students must report hazardous or dangerous situations to an adult in authority.
8. Students must immediately report illegal activities to appropriate authorities.
9. Students must refrain from bringing inappropriate or contraband items to school.
10. Students must abide by all rules and regulations established by school, teacher, and bus driver.
11. Students should complete all classroom assignments, homework, and projects/reports as outlined by their current classroom teacher(s).
12. Students must refrain from profane or inflammatory statements.
13. Students must conduct themselves in a safe and responsible manner.
14. Students should dress in a neat, clean, and well-groomed manner.
15. Students must take responsibility for his/her own work and actions, and share with their parents/guardians grades and progress reports received relative to their progress in each class.
16. Students should ensure all school issued materials are taken care of and used properly.

Note: Students who report any of the above listed activities/information to the appropriate authorities may have their names held in confidence and the District agrees not to release the student's name to any other student.

SECTION II: PUBLIC NOTICE

ACCESS TO STUDENTS AND STUDENT RECORDS BY PARENTS

The parent who registers the student and provides information on the student data registration form will be considered that parent who controls and makes final decisions regarding the student. It is the parent's responsibility to supply the school with any documents that delineate custody issues. When parents are divorced or separated, both parents have full rights to participate in the child's school activities and know what is happening at school unless there is a court document limiting that access. A non-residential parent may have access to student records and information unless a court order prohibits such access. If a court has issued such an order, then the student's parent is responsible for providing the principal with a certified copy of the order. Additionally, the school will not resolve parental disputes regarding a student and/or student record access. Normal school procedures for parent pick-up, eating with a student at school, and attendance at other school activities is permitted by both parents unless there is a court document that prohibits contact or severs parental rights. Schools do not have facilities nor is it appropriate to accommodate parent domestic visitations. If parents approach schools for these visitations, they will be requested to make arrangements for out-of-school visitation after school hours. [§61.13(2)(b)3, Florida Statutes]

CIVILITY POLICY

Employees of SCSD will treat parents and other members of the public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering

school/district grounds. Accordingly, this policy promotes civility, mutual respect, and orderly conduct among District employees.

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is a top priority of the SCSD. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, and lockdowns are practiced at each site to ensure that routines and safety procedures are well established and familiar to all.

Parents – The SCSD requires your cooperation with school and district authorities during a lockdown crisis.

1. Please follow school and/or district directives.
2. Please consult local media for regular updates about the incident. Listen for information updates on local radio and television stations.
3. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
4. Please DO NOT call the school because phone lines will be needed for emergency communication.
5. Please DO NOT call your child's cell phone in order for cell towers to be clear for emergency use.
6. Please DO NOT go to the school if a lockdown situation should occur. Roads will be closed, doors will be locked, and campuses will be off-limits to anyone other than authorized personnel.

Pursuant to Florida Statute 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Student Conduct and Discipline Code.

DIRECTORY INFORMATION

The SCSD reserves the right to release "directory information" to the general public without obtaining prior permission from students or parents/guardians. Directory information includes the student's name, gender, parent/guardian names, residential address, telephone number (if listed), date and place of birth, name of most recent previous school or program attended, participation in school sponsored activities and sports, height and weight of athletic team members, dates of school attendance, anticipated graduation date, honors and awards received, and diploma conferred. However, a student or his/her parents may notify the principal of the desire NOT to have directory information released. This notification must be submitted in writing to the principal within 30 days of distribution of the Student Conduct and Discipline Code or 30 days after initial enrollment. Upon notification, this information will not be disclosed except with the consent of a parent/guardian or eligible student, or as otherwise allowed by the Family Educational Rights and Privacy Act. In the absence of written notification to restrict the release of directory information, the school and the SCSD will assume that neither a parent/guardian of a student, nor a student, objects to the release of the designated directory information. The SCSD will routinely publish directory information in conjunction with press releases regarding school activities, honor roll announcements, athletic events, and other such activities. Under provisions of the National Defense Authorization Act and the Elementary and Secondary Education Act (No Child Left Behind), directory information may also be released to law enforcement agencies, other governmental agencies (U.S. Department of Justice, branches of Armed Forces, etc.) and to post-secondary programs to inform students of educational programs available to them. However, directory information shall not be released for commercial use, including among others, mailing lists for solicitation purposes.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records.

1. The right to inspect and review the student's education records within 30 days of the day the District receives a request for access. Parents/guardians or eligible students should submit to the principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected. If copies of these records are requested, the first five pages will be provided at no cost. Additional pages will be copied for a charge of 15 cents per page.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes is inaccurate or misleading. Parents/guardians or eligible students may ask the SCSD to amend a record that they believe is inaccurate, misleading, or in violation of the student's privacy rights. When making such a request, a written statement to the principal should clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise them of their right to a

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

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

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

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

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

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

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

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

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

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

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

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

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) 647-4644.

Section 504 of the Rehabilitation Act of 1973 – The SCSD prohibits discrimination against the disabled. It is the intent of the District to identify, evaluate, and provide appropriate educational accommodations to these students. Students may be disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Students and parents/guardians have a right to due process under Section 504. A copy of parent/guardian rights afforded by Section 504 of the Rehabilitation Act of 1973 is available at all district schools and on the Student Services website. The Director of Student Services is the coordinator of Section 504 activities and may be contacted at (386) 647-4638.

Title IX of Education Amendments of 1972 – This legislation states: No person in the United States shall, on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. The SCSD affirmed in 1975 that it is in compliance with the requirements of Title IX and does not discriminate on the basis of sex in the educational programs or activities which it operates. This statement of non-discrimination extends to SCSD employment practices and to admission to school programs. A Title IX complaint is a claim by a person that he or she has been discriminated against on the basis of sex in the programs or activities operated by the SCSD. A person having a Title IX complaint should direct his/her concern to the Equity Coordinator who will either investigate the complaint or refer it to appropriate personnel. Title IX complaints should be addressed to:

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

NOTIFICATION OF RISK

Be aware that playing or practicing to play/participate in any sport can be dangerous in nature and involve MANY RISKS OF INJURY. It is understood that the dangers and risks of playing or practicing to play/participate in interscholastic sports may result in complete or partial paralysis; brain damage; serious injury to virtually all bones, joints, ligaments, muscles, tendons, and other aspects of the muscular-skeletal system; serious injury to virtually all internal organs; serious injury or impairment to other aspects of the body; and could affect other possible impairments to one's general health and well-being. Understand that the dangers and risks of playing or practicing to play/participate in interscholastic sports may result not only in serious injury, but in a serious impairment of future ability to earn a living; to engage in other business; social and recreational activities; and generally to enjoy life. Because of the dangers of participating in interscholastic sports, it is important to follow and obey coaches' instructions regarding playing techniques, training, and team rules. The best investment that any parent can make is to invest in purchasing school accident insurance.

In consideration of the SCSD permitting tryouts for high/middle school team sports and engaging in all activities related to the team including, but not limited to, trying out, practicing or playing/participatiug in that sport; all employees, agents, representatives, coaches, and volunteers will be held harmless from any and all liability, actions, causes of actions, debts, claims, or demands of any kind and nature whatsoever which may arise out of or in connection with participation in any activities related to the high/middle school interscholastic sports team. The terms hereof shall serve as a release and assumption of risk for heirs, estates, executors, administrators, assignees, and all family members.

PROTECTION OF PUPIL RIGHTS AMENDMENTS

Local educational agencies receiving funds from the U.S. Department of Education are required by federal law to comply with requirements for the collection and reporting of certain information by means of student surveys, as well as requirements to protect student privacy. The information that must be reported relates to student attitudes and behaviors on topics such as school safety, substance use and the prevalence of risky attitudes or behaviors, particularly with respect to alcohol and drug abuse. In addition, these surveys also collect information on general health practices and human sexuality. Such information is collected by survey anonymously on a sampling basis, and no personally identifiable information is obtained from or reported on any individual student. The District cooperates with other agencies such as the Florida Department of Health in conducting these surveys.

It is the policy of the SCSD to notify parents/guardians of upcoming surveys that reveal information concerning one or more of the following items:

The *Riverbend News*, published every Wednesday in the City of Live Oak, County of Suwannee and State of Florida

AFFIDAVIT OF PUBLICATION

Before me, the undersigned authority personally appeared, **DANIELLE FEDERICO** who on oath says that she is a REPORTER for the ***Riverbend News***, a weekly newspaper, published in Live Oak, Suwannee County, Florida; that the attached copy of the advertisement being a notice of:

NON-DISCRIMINATION POLICY
RIVEROAK TECHNICAL COLLEGE:
ENGLISH

was published in said newspaper in the issue of **JULY 07, 2021.**

Affiant further says that the said ***Riverbend News*** a newspaper published at Live Oak, in Suwannee County, Florida, and that the said newspaper has heretofore been continuously published in said Suwannee County, Florida, each week and has been entered as second class mail matter at the post office in Live Oak, in said Suwannee County, Florida, and affiant further says that Riverbend News has neither paid nor promised any person, firm or corporation any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in the said newspaper.

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; Architecture and Construction; Arts, AV Technology and Communication; Business Management and Administration; Community Education; Education and Training; Engineering and Technology; Health Science; Hospitality and Tourism; Human Services; Manufacturing; and Transportation, Distribution and Logistics.
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 or postsecondary credit program.
Equity Coordinator contact information:
Ronald Gray
Suwannee District Schools
1740 Ohio Ave. S
Live Oak, FL 32064
(386) 647-4644
07/07

Signed by: Danielle Federico

Sworn to and subscribed before me this 14TH day of JULY 2021.

Leah M. Hodges
Notary Public

LEAH M. HODGES
Commission # HH 094936
Expires February 18, 2025
Bonded Thru Budget Notary Services

The *Riverbend News*, published every Wednesday in the City of Live Oak, County of Suwannee and State of Florida

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SPANISH

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Signed by: Danielle Federico

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; Agricultura y Construcción; Artes, Tecnología y Comunicación Audiovisual; Administración de Empresa y administración comercial; Educación comunitaria; Educación y Entrenamiento; Ingeniería y Tecnología; Ciencias de la Salud; Hospitalidad y Turismo; Servicios Humanos; Fabricación; y Transporte, distribución y logística.
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 o programa de crédito postsecundario.
Información de contacto de Equity Coordinator:
Ronald Gray
Escuelas del distrito de Suwannee
1740 Ohio Ave, S
Live Oak, FL 32064
(386) 647-4644

07/07

Sworn to and subscribed before me this 14TH day of JULY 2021.

Leah M Hodges
Notary Public

B. Sample Notice of Availability of Reasonable Accommodations

*(31) Represent the School Board in a positive manner.
*(32) Perform other tasks consistent with the goals and objectives of this position.
*(33) Shall assume additional responsibilities as assigned by the Superintendent.

Applicant must hold appropriate certification or show evidence of appropriate certification eligibility for this position.
Application Deadline: 4:00 p.m. on the date listed above.

The district reserves the right at any time to extend the deadline without consideration of any pending application.

Applicant will be held responsible for obtaining proper certification as required by Florida law and NCLB guidelines.
Recommendation is contingent upon copies being on file.

Interested individuals may obtain information and assistance from:
Department of Human Resources
Suwannee County School Board
1740 Ohio Avenue, South
Live Oak, FL 32064
*(386) 647-4634 * (386) 364-2635 (FAX)*
sarah.chauncey@suwannee.k12.fl.us

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 and complies with Federal and State Laws regarding the Americans with Disabilities Act (ADA). If you anticipate that you may need special assistance or accommodation in any aspect of School life, please contact the Human Resources Dept. at 386-647-4634. Suwannee County School Board is a drug-free educational institution/drug-free workplace. Preference in appointment will be given to eligible veterans and spouses.

FMLA regulations require all employers to post the updated FMLA notice.

Powered by applicant tracking, a product of Frontline Education.

Updated Quarantine Protocols

HUMAN RESOURCES

Job Opportunities

About Suwannee County

Thank you for your interest in the Suwannee County School District. Suwannee County is located in north central Florida with country living offering residents a nice place to call home. We are located in the diamond of Florida, with easy access to interstates 10 and 75 for travel to nearby cities. Suwannee County has multiple local events, festivities, and recreational offerings that make our community a great place to raise a family. Our county has a rich history dating back to 1878 when the town was incorporated. Suwannee is home to one of Florida's most diverse Agri-business communities with available and affordable land.

The Suwannee County School District maintains accreditation through Advanced Ed for quality School Systems, which requires us to meet a set of national standards for continuous improvement and quality at all schools. Our school district has been rated a "B" by the Florida Department of Education. The Suwannee County School District is comprised of nine schools serving approximately 6,200 students.

Please check out what more our area has to offer by visiting www.suwanneechamber.com

The Suwannee County School District only accepts applications online. All applicants must establish a complete pre-employment file, please complete the online application.

Click here for

JOB POSTINGS and ONLINE APPLICATION

Please contact Human Resources at 386-647-4641 if you have problems trying to apply.

Substitute Information

The Suwannee County School District has partnered with ESS, K-12 Education Staffing to manage our substitute program for teachers, food service, and custodial positions. If you are interested in working as a substitute for our district, please contact Kim Carter, Applicant Specialist at (386) 515-2397.

ESS

Every day counts.

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.

C. The Range of Job Duties of 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.

D. Florida Educational Equity Act, Section 1000.05, Florida Statutes

unshine

Select Year: 2021 Go

The 2021 Florida Statutes

1000.05 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, religion, 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, religion, 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, religion, 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, religion, or marital status; however, this is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English, gifted students, or students with disabilities or programs tailored to students with specialized talents or skills.

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

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

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

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

(c) This subsection does not prohibit the grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to gender. However, when use of a single standard of measuring skill or progress in a physical education class has an

adverse effect on members of one gender, the educational institution shall use appropriate standards which do not have such effect.

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

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

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

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

b. The provision of equipment and supplies.

c. Scheduling of games and practice times.

d. Travel and per diem allowances.

e. Opportunities to receive coaching and academic tutoring.

f. Assignment and compensation of coaches and tutors.

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

h. Provision of medical and training facilities and services.

i. Provision of housing and dining facilities and services.

j. Publicity.

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

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

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

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

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

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

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

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

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

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

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

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

1. Declare the school district or Florida College System institution ineligible for competitive state grants.

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

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

(7) A public K-20 educational institution must treat discrimination by students or employees or resulting from institutional policies motivated by anti-Semitic intent in an identical manner to discrimination motivated by race. For purposes of this section, the term "anti-Semitism" includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of anti-Semitism directed toward a person, his or her property, or toward Jewish community institutions or religious facilities.

(a) Examples of anti-Semitism include:

1. Calling for, aiding, or justifying the killing or harming of Jews, often in the name of a radical ideology or an extremist view of religion.

2. Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as a collective, especially, but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.

3. Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, the State of Israel, or even for acts committed by non-Jews.

4. Accusing Jews as a people or the State of Israel of inventing or exaggerating the Holocaust.

5. Accusing Jewish citizens of being more loyal to Israel, or the alleged priorities of Jews worldwide, than to the interest of their own nations.

(b) Examples of anti-Semitism related to Israel include:

1. Demonizing Israel by using the symbols and images associated with classic anti-Semitism to characterize Israel or Israelis, drawing comparisons of contemporary Israeli policy to that of the Nazis, or blaming Israel for all inter-religious or political tensions.

2. Applying a double standard to Israel by requiring behavior of Israel that is not expected or demanded of any other democratic nation or focusing peace or human rights investigations only on Israel.

3. Delegitimizing Israel by denying the Jewish people their right to self-determination and denying Israel the right to exist.

However, criticism of Israel that is similar to criticism toward any other country may not be regarded as anti-Semitic.

(c) Nothing in this subsection shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution, or the State Constitution. Nothing in this subsection shall be construed to conflict with federal or state discrimination laws.

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

History.—s. 7, ch. 2002-387; s. 1942, ch. 2003-261; s. 70, ch. 2004-357; s. 66, ch. 2007-217; s. 1, ch. 2008-26; s. 9, ch. 2010-78; s. 4, ch. 2011-5; s. 1, ch. 2019-59.

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E. State Board Rules
6A-19.001 - 6A-19.010

CHAPTER 6A-19
EDUCATIONAL EQUITY

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

6A-19.001 Scope, Coverage and Definitions.

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

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

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

(3) Department. Florida Department of Education.

(4) Discrimination.

(a) Discrimination shall include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) Physical or mental impairment.

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

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

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

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

(d) Is regarded as having an impairment.

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

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

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

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

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

(10) Qualified Handicapped Person.

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

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

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

nonacademic admissions criteria requisite to participation.

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

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

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

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

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

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

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

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

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

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

6A-19.002 Treatment of Students – General.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6A-19.003 Health Services.

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

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

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

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

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

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

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

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

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

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

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

(c) Where the members of one sex are not, and have not been, substantially proportionate among intercollegiate or interscholastic athletes, the institution may defend the participation rates by showing a history and continuing practice of athletic program expansion which can be demonstrated to be responsive to the developing interests and abilities of that sex. Any defense on this basis shall be included in a 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. Education institutions shall ensure equality in the provision of and funding for the recruitment of student athletes for intercollegiate sports to include: whether coaches and other professional athletic personnel in the programs serving male and female athletes are provided with substantially equal opportunities to recruit; whether the financial and other resources made available for recruitment in male and female athletic programs are equivalently adequate to meet the needs of each program; and whether the differences in benefits, opportunities, and treatment afforded prospective student athletes of each sex have a limiting effect upon the recruitment of students of either sex. If there are disparities favoring teams of one sex that are not balanced by disparities favoring teams of the other sex, the institution shall develop a corrective action plan in compliance with subsection (17) of this rule.

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

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

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

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

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

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

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

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

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

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

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

6A-19.005 Student Financial Assistance.

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

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

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

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

6A-19.006 Housing.

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

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

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

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

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

6A-19.007 Student Employment.

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

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

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

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

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

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

6A-19.008 Educational and Work Environment.

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

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

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

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

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

6A-19.009 Personnel.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6A-19.010 Strategies to Overcome Underrepresentation.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The *Code of Federal Regulations* (CFR) is the official legal print publication containing the codification of the general and permanent rules published in the *Federal Register* by the departments and agencies of the Federal Government. You are viewing a representation of the Electronic Code of Federal Regulations (eCFR), a continuously updated version of the CFR. It is not an official legal edition of the CFR.

Displaying title 34, up to date as of 4/06/2022. Title 34 was last amended 3/01/2022.

Title 34 - Education
Subtitle B - Regulations of the Offices of the Department of Education
Chapter I - Office for Civil Rights, Department of Education

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

ENHANCED CONTENT - TABLE OF CONTENTS

Part 108 Equal Access to Public School Facilities for the Boy Scouts of America and Other Designated Youth Groups 108.1 – 108.9

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

Authority: 20 U.S.C. 7905, unless otherwise noted.

Source: 71 FR 15002, Mar. 24, 2006, unless otherwise noted.

§ 108.1 Purpose.

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

(Authority: 20 U.S.C. 7905)

§ 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.

(Authority: 20 U.S.C. 7905)

§ 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.

(Authority: 20 U.S.C. 7905)

§ 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.

(Authority: 20 U.S.C. 7905)

§ 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 § 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.

(Authority: 20 U.S.C. 7905)

§ 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.

(Authority: 20 U.S.C. 7905)

§ 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.

(Authority: 20 U.S.C. 7905)

§ 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)

(Authority: 20 U.S.C. 7905)

§ 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)

G. Teenage Parent Programs, Section 1003.54, Florida Statues



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

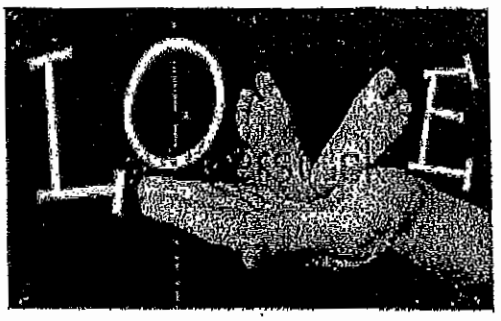
Student Responsibilities

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.

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

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





Central Healthy Start Coalition

Every baby deserves a healthy start

Suwannee County School District
Teen Age Parent Program
Childcare Providers
2021-2022

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

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

Suwannee Valley Community Coordinated Child Care, Inc.
Michele Ward, Executive Director
617 Ontario Avenue SW
Live Oak, FL 32064
Phone - 386-754-2233
mward@sv4cs.org

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

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

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.

SCSB Form #5100-049D Approved: 04/23/18; Revised 07/22/14

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 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

SCSB Form #5100-049A Approved: 04/28/13; Revised 04/10/14

SUWANNEE COUNTY SCHOOL DISTRICT STUDENT ENROLLMENT INFORMATION PACKET
Suwannee High School

TAPP BABY REGISTRATION

(REGISTRAR USE ONLY)

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

First Name _____ Middle _____ Last Name _____ Appen _____

Mailing Address _____ City _____ State _____ Zip _____

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

Home Phone _____ Social Security #: _____

Mother/Guardian _____ Cell Phone _____ Work Phone _____

Email _____

Father/Guardian _____ Cell Phone _____ Work Phone _____

Email _____

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

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

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

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

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

TRANSFER STUDENT:

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

School Use Only:
Guidance Notified _____ Date _____

NAME AND ADDRESS OF PREVIOUS SCHOOL:

_____

_____

Phone: _____ Fax _____

District # _____ School # _____

Records Request Date: _____

_____ _____
Signature of Parent or Guardian Date of Registration

A Resource Manual



Teenage Parent Programs

In Florida School Districts

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

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H. Dear Colleague Letter: Athletic Activities Counted for Title IX Compliance

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS

THE ASSISTANT SECRETARY

APR 20 2010

Dear Colleague:

Title IX of the Education Amendments of 1972[1] (Title IX) prohibits discrimination on the basis of sex in education programs and activities by recipients of Federal financial assistance, which include schools, colleges and universities. Since its passage, Title IX has dramatically increased academic, athletic and employment opportunities for women and girls. Title IX stands for the proposition that equality of opportunity in America is not rhetoric, but rather a guiding principle.

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

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

OCR enforces Title IX and its implementing regulation.[2] The regulation contains specific provisions governing athletic programs[3] and the awarding of athletic scholarships.[4] Specifically, the Title IX regulation provides that if an institution operates or sponsors an athletic program, it must provide equal athletic opportunities for members of both sexes.[5] In determining whether equal athletic opportunities are available, the regulation requires OCR to consider whether an institution is effectively accommodating the athletic interests and abilities of students of both sexes.[6]

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[1] 20 U.S.C. § 1681 et seq.

[2] 34 C.F.R. Part 106.

[3] 34 C.F.R. § 106.41.

[4] 34 C.F.R. § 106.37(c).

[5] 34 C.F.R. § 106.41(c).

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

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Our mission is to ensure equal access to education and to promote educational excellence throughout the nation.

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

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

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

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

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

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

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

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

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

The Three-Part Test

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

1. Whether intercollegiate level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments; or

2. Where the members of one sex have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of the members of that sex; or

3. Where the members of one sex are underrepresented among intercollegiate athletes, and the institution cannot show a history and continuing practice of program expansion, as described above, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.[11]

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

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

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

[11] 44 Fed. Reg. at 71418.

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

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

1. Is there unmet interest in a particular sport?

2. Is there sufficient ability to sustain a team in the sport?

3. Is there a reasonable expectation of competition for the team?

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

A. Unmet Interest and Ability — OCR Evaluation Criteria

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

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

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

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

1. Nondiscriminatory Methods of Assessment

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

a. The processes take into account the nationally increasing levels of women's interests and abilities;

b. The methods of determining interest and ability do not disadvantage the members of an underrepresented sex;

c. The methods of determining ability take into account team performance records; and

d. The methods are responsive to the expressed interests of students capable of intercollegiate competition who are members of an underrepresented sex.[19]

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

2. Assessments Not Used To Eliminate Viable Teams

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

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

3. Multiple Indicators Evaluated to Assess Interest

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

[19] 44 Fed. Reg. at 71417.

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

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

In accordance with the 1996 Clarification, OCR also will consider the likely interest[16] of the underrepresented sex by looking at participation in intercollegiate sports in the institution's normal competitive regions.

4. Multiple Indicators Evaluated to Assess Ability

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

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

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

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

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

[16] See Footnote 15 above.

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

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

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

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

5. Frequency of Assessments

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

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

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

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

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

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

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

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

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

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

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[18] 34 C.F.R. § 106.8(a).

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

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

OCR also considers whether a survey is implemented in such a way as to maximize the possibility of obtaining accurate information and facilitating responses. A properly designed survey should effectively capture information on interest and ability[19] across multiple sports, without complicating responses with superfluous or confusing questions.

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

a. Content of the Survey

i. *Purpose*

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

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

ii. *Collect information regarding all sports*

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

[19] Experience in sports generally is one indicator of ability.

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

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

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

iii. *Contact Information*

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

b. Target Population Surveyed

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

[21] An open-ended inquiry for other sports should be prominent or otherwise readily visible and contain a line or other mechanism for students to write in the sport for which they wish to express interest and ability.
[22] If the survey is provided in paper form, an institution should provide a surplus of rows to ensure that a respondent can provide information for all the sports for which there is interest.

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

c. Responses: Rates and Treatment of Non-Responses

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

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

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

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

If institutions administer the survey through a web-based distribution system, students who indicate that they have no current interest[25] in athletic participation should be asked to confirm their lack of interest before they exit the system. If response rates using the methods described

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

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

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

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

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

d. Confidentiality Protections

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

e. Frequency of Conducting the Survey

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

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

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

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

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

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

B. Reasonable Expectation of Competition — OCR Evaluation Criteria

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

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

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

Conclusion

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

Sincerely,

Russlynn Ali
Assistant Secretary for Civil Rights

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

Summary of Major Provisions of the Department of Education's Title IX Final Rule

Issue	THE TITLE IX FINAL RULE
1. Notice to the School, College, University ("Schools"): Actual Knowledge	**Addressing Sexual Harassment in Schools** The Final Rule requires a K-12 school to respond whenever *any* employee has notice of sexual harassment, including allegations of sexual harassment. Many State laws also require all K-12 employees to be mandatory reporters of child abuse. For postsecondary institutions, the Final Rule allows the institution to choose whether to have mandatory reporting for all employees, or to designate some employees to be confidential resources for college students to discuss sexual harassment without automatically triggering a report to the Title IX office. For all schools, notice to a Title IX Coordinator, or to an official with authority to institute corrective measures on the recipient's behalf, charges a school with actual knowledge and triggers the school's response obligations.
2. Definition of Sexual Harassment for Title IX Purposes	The Final Rule defines sexual harassment broadly to include any of three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect: Any instance of *quid pro quo* harassment by a school's employee; any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). The Final Rule prohibits sex-based misconduct in a manner consistent with the First Amendment. *Quid pro quo* harassment and Clery Act/VAWA offenses are not evaluated for severity, pervasiveness, offensiveness, or denial of equal educational access, because such misconduct is sufficiently serious to deprive a person of equal access. The Final Rule uses the Supreme Court's *Davis* definition (severe *and* pervasive *and* objectively offensive conduct, effectively denying a person equal educational access) as one of the three categories of sexual harassment, so that where unwelcome sex-based conduct consists of speech or expressive conduct, schools balance Title IX enforcement with respect for free speech and academic freedom. The Final Rule uses the Supreme Court Title IX-specific definition rather than the Supreme Court's Title VII workplace standard (severe *or* pervasive conduct creating a hostile work environment). First Amendment concerns differ in educational environments and workplace environments, and the Title IX definition provides First Amendment protections appropriate for educational institutions where students are learning, and employees are teaching. Students, teachers, faculty, and others should enjoy free speech and academic freedom protections, even when speech or expression is offensive.

Summary of Major Provisions of the Department of Education's Title IX Final Rule

3. Sexual Harassment Occurring in a School's "Education Program or Activity" and "in the United States"	The Title IX statute applies to persons in the United States with respect to education programs or activities that receive Federal financial assistance. Under the Final Rule, schools must respond when sexual harassment occurs in the school's education program or activity, against a person in the United States. - The Title IX statute and existing regulations contain broad definitions of a school's "program or activity" and the Department will continue to look to these definitions for the scope of a school's education program or activity. Education program or activity includes locations, events, or circumstances over which the school exercised substantial control over both the respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution (such as a fraternity or sorority house). - Title IX applies to all of a school's education programs or activities, whether such programs or activities occur on-campus or off-campus. A school may address sexual harassment affecting its students or employees that falls outside Title IX's jurisdiction in any manner the school chooses, including providing supportive measures or pursuing discipline.
4. Accessible Reporting to Title IX Coordinator	The Final Rule expands a school's obligations to ensure its educational community knows how to report to the Title IX Coordinator. - The employee designated by a recipient to coordinate its efforts to comply with Title IX responsibilities must be referred to as the "Title IX Coordinator." - Instead of notifying only students and employees of the Title IX Coordinator's contact information, the school must also notify applicants for admission and employment, parents or legal guardians of elementary and secondary school students, and all unions, of the name or title, office address, e-mail address, and telephone number of the Title IX Coordinator. - Schools must prominently display on their websites the required contact information for the Title IX Coordinator. - Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. - Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.
5. School's Mandatory Response Obligations: The Deliberate Indifference Standard	Schools must respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. Schools have the following mandatory response obligations: - Schools must offer supportive measures to the person alleged to be the victim (referred to as the "complainant").

	- The Title IX Coordinator must promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. - Schools must follow a grievance process that complies with the Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. - Schools must not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX. - The Final Rule requires a school to investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator. - The Final Rule affirms that a complainant's wishes with respect to whether the school investigates should be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances. - If the allegations in a formal complaint do not meet the definition of sexual harassment in the Final Rule, or did not occur in the school's education program or activity against a person in the United States, the Final Rule clarifies that the school must dismiss such allegations *for purposes of Title IX* but may still address the allegations in any manner the school deems appropriate under the school's own code of conduct.
6. School's Mandatory Response Obligations: Defining "Complainant," "Respondent," "Formal Complaint," "Supportive Measures"	When responding to sexual harassment (e.g., by offering supportive measures to a complainant and refraining from disciplining a respondent without following a Title IX grievance process, which includes investigating formal complaints of sexual harassment), the Final Rule provides clear definitions of complainant, respondent, formal complaint, and supportive measures so that recipients, students, and employees clearly understand how a school must respond to sexual harassment incidents in a way that supports the alleged victim and treats both parties fairly. The Final Rule defines "complainant" as an individual *who is alleged to be the victim* of conduct that could constitute sexual harassment. - This clarifies that any third party as well as the complainant may report sexual harassment. - While parents and guardians do not become complainants (or respondents), the Final Rule expressly recognizes the legal rights of parents and guardians to act on behalf of parties (including by filing formal complaints) in Title IX matters. The Final Rule defines "respondent" as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Summary of Major Provisions of the Department of Education's Title IX Final Rule

(a) Live Hearings & Cross-Examination (for Postsecondary Institutions)	(a) For postsecondary institutions, the school's grievance process must provide for a live hearing: - At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including that challenging credibility. - Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally. - At the request of either party, the recipient must provide for the entire live hearing (including cross-examination) to occur with the parties located in separate rooms with technology enabling the parties to see and hear each other. - Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker must first determine whether the question is relevant and explain to the party's advisor asking cross-examination questions any decision to exclude a question as not relevant. - If a party does not have an advisor present at the live hearing, the school must provide, without fee or charge to that party, an advisor of the school's choice who may be, but is not required to be, an attorney to conduct cross- examination on behalf of that party. - If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions. - Live hearings may be conducted with all parties physically present in the same geographic location or, at the school's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually. - Schools must create an audio or audiovisual recording, or transcript, of any live hearing.
(b) Hearings are Optional, Written Questions Required (for K-12 Schools)	(b) For recipients that are K-12 schools, and other recipients that are not postsecondary institutions, the recipient's grievance process may, *but need not*, provide for a hearing: - With or without a hearing, after the school has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
(c) *Rape Shield Protections for Complainants*	(c) The Final Rule provides rape shield protections for complainants (as to all recipients whether postsecondary institutions, K-12 schools, or others), deeming irrelevant questions and evidence about a complainant's prior sexual behavior unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.

Summary of Major Provisions of the Department of Education's Title IX Final Rule

10. Standard of Evidence & Written Determination	The Final Rule requires the school's grievance process to state whether the standard of evidence to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard. The Final Rule makes each school's grievance process consistent by requiring each school to apply the same standard of evidence for all formal complaints of sexual harassment whether the respondent is a student or an employee (including faculty member). - The decision-maker (who cannot be the same person as the Title IX Coordinator or the investigator) must issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant. - The written determination must be sent simultaneously to the parties along with information about how to file an appeal.
11. Appeals	The Final Rule states that a school must offer both parties an appeal from a determination regarding responsibility, and from a school's dismissal of a formal complaint or any allegations therein, on the following bases: procedural irregularity that affected the outcome of the matter, newly discovered evidence that could affect the outcome of the matter, and/or Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter. - A school may offer an appeal equally to both parties on additional bases.
12. Informal Resolution	The Final Rule allows a school, in its discretion, to choose to offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. Any person who facilitates an informal resolution must be well trained. The Final Rule adds: - A school may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Similarly, a school may not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. - At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. - Schools must not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Summary of Major Provisions of the Department of Education's Title IX Final Rule

13. Retaliation Prohibited	The Final Rule expressly prohibits retaliation. - Charging an individual with code of conduct violations that do not involve sexual harassment, but arise out of the same facts or circumstances as a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX constitutes retaliation. - The school must keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, as required by law, or as necessary to carry out a Title IX proceeding. - Complaints alleging retaliation may be filed according to a school's prompt and equitable grievance procedures. - The exercise of rights protected under the First Amendment does not constitute retaliation. - Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding does not constitute retaliation; however, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

Resources for the new Title IX regulations and COVID-19 related technical assistance

OCR Webinar: Title IX Regulations Addressing Sexual Harassment. - Bing video

https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/index.html

Policy Guidance (ed.gov)

J. Minority Recruitment Plan

MINORITY TEACHER RECRUITMENT PLAN 2021-2022

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 faith based organizations, 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.