

School Board of Brevard County

2700 Judge Fran Jamieson Way • Viera, FL 32940-6601

Mark W. Mullins, Ed.D., Superintendent



July 12, 2022

TO: Lydia Southwell, Educational Policy Development Director
Office of Equal Educational Opportunity
Florida Department of Education

FROM: Danielle McKinnon, Ph.D
Director – Equity & Diversity

RE: 2021 - 2022 Annual Florida Educational Equity Act Update

Please find the attached 2021 - 2022 Annual Florida Educational Equity Act Update on behalf of Brevard Public Schools in Brevard County, Florida. The Brevard Public School Board reviewed and approved the report on July 12, 2022, for submission.

If you have any questions regarding this submission, kindly contact me directly.

Respectfully,

A handwritten signature in blue ink, appearing to read "DMcKinnon", enclosed within a blue oval shape.

Danielle McKinnon, Ph.D

Danielle McKinnon, Ph.D
Director – Equity & Diversity
Phone: (321) 633-1000, ext. 11300





Florida Educational Equity Act



Mark W. Mullins, Ed.D
Superintendent

2021-22 Annual Update

The Florida Educational Equity Act Implementation Plan 2021-2022 has been developed in compliance with the Florida Educational Equity Act, Section 1000.05, F.S. (formerly Section 228.2001, F. S.), Florida Statutes, and Chapter 6A-19, Rules 1-10, Florida Administrative Code.



BOARD APPROVAL ACKNOWLEDGEMENT

The 2021 – 2022 Annual Florida Educational Equity Act Update on behalf of Brevard Public Schools in Brevard County, Florida was approved by the School Board of Brevard County, Florida on Tuesday, July 12, 2022.

Misty Belford Digitally signed by Misty Belford
Date: 2022.07.12 11:59:11
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Misty Belford, Chairperson



SCHOOL BOARD OF BREVARD COUNTY

2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699

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COORDINATOR, FLORIDA EDUCATIONAL EQUITY ACT

Table of Contents

Part I: Procedural Requirements	1
Part II: Incomplete or Pending Actions	39
Part III: Student Participation	40
Evaluation of Methods and Strategies	40
1. Grades 9-12, AP, IB and AICE	40
2. Grades 9-12, Dual Enrollment	43
3. Grades 9-12, All level 3 Courses (Including AP, IB, AICE, DE, and Honors)	46
Part IV: Gender Equity in Athletics	49
Athletic Compliance Verification Form	50
Monitoring Forms	52
Astronaut High School	53
Bayside High School.....	54
Central Middle School	55
Cocoa Beach Jr./Sr. High School (Middle).....	56
Cocoa Beach Jr./Sr. High School (High)	57
Cocoa High School (Middle).....	58
Cocoa High School (High)	59
DeLaura Middle School.....	60
Eau Gallie High School.....	61
Edgewood Jr./Sr. High School (Middle)	62
Edgewood Jr./Sr. High School (High).....	63
Heritage High School.....	64
Hoover Middle School.....	65
Jackson Middle School.....	66
Jefferson Middle School.....	67
Johnson Middle School.....	68
Kennedy Middle School.....	69
Madison Middle School.....	70
McNair Middle School	71

Melbourne High School.....	72
Merritt Island	73
Palm Bay High School	74
Rockledge High School	75
Satellite High School	76
Southwest Middle School.....	77
Space Coast Jr./Sr. High School (Middle).....	78
Space Coast Jr./Sr. High School (High).....	79
Stone Middle School	80
Titusville High School	81
Viera High School.....	82
West Shore Jr./Sr. High School (Middle).....	83
West Shore Jr./Sr. High School (High)	84
Corrective Action Plans	85
Astronaut High School	86
Bayside High School.....	87
Central Middle School.....	88
Cocoa Beach Jr./Sr. High School (Combined)	89
Cocoa High School (Combined).....	90
DeLaura Middle School.....	91
Eau Gallie High School	92
Edgewood Jr./Sr. High School.....	93
Heritage High School	94
Hoover Middle School.....	95
Jackson Middle School.....	96
Jefferson Middle School	97
Johnson Middle School	98
Kennedy Middle School	99
Madison Middle School	100
McNair Middle School	101
Melbourne High School	102
Merritt Island High School	104

Palm Bay High School	105
Rockledge High School	106
Satellite High School	107
Southwest Middle School.....	108
Space Coast Jr./Sr. High School (Combined).....	109
Stone Middle School	111
Titusville High School.....	112
Viera High School.....	114
West Shore Jr./Sr. High School (Combined)	116
Correction and/or Progress Made on Corrective Action Plans 2020-21	117
Part V: Employment Equity	125
Part VI: Single-Sex Schools and Classes	130
Part VII: Pregnant and Parenting Students	131

PART I: PROCEDURAL REQUIREMENTS

<p>A. Changes to Non-discrimination and Anti-Harassment Policies or Grievance Procedures</p>	<p>No new policies.</p> <p>Accompanied administrative procedures and employee Title IX trainings conducted:</p> <ul style="list-style-type: none"> • June 16, 2021 – Elementary AP’s – Investigation • July 14, 2021 – Elementary and Directors – Investigation • July 21, 2021 – BPS and Charter Principals – Overview • August 5, 2021 – Secondary AP’s/Deans – Investigation <p>Accompanied administrative procedures and employee Title IX trainings will be conducted the week of June 27 - July 1, 2022, by role and responsibilities for administrators and district leaders; New Employee Orientations are provided weekly, to include Title IX training.</p> <p>Changes to Policies of Nondiscrimination and Anti-Harassment (p02260, p03122, p03122.02 p03362, p05517.01):</p> <ul style="list-style-type: none"> • p02260 – CHANGES • p03122 – No changes from September 10, 2019 • p03362 – No changes from August 27, 2019 <p>Grievance or Complaint Procedures (p02260.01, ap3362, p05517):</p> <ul style="list-style-type: none"> • p02260.01 – CHANGES • ap3362 – No changes from August 27, 2019 • p05517.01 – CHANGES
<p>B, 1. Annual Notification of Nondiscrimination for Vocational Education Programs</p>	<p>The new CTE brochure includes the nondiscrimination notice with a publication date of July 2021. The brochure is printed and distributed annually and distributed to all middle school students in the 8th grade for their middle school careers module in history class. It is also posted on the CTE website in this location: https://www.brevardschools.org/Domain/1173</p> <p>For the 2023 school year, CTE has also created a parent and student infographic to be printed and shared with all high school CTE program students at the start of the year with a shortened version of the non-discrimination statement.</p> <p>CTE will also publish an article in the local newspapers with the CTE offerings offered at our schools with the nondiscrimination statement visible for all families, to include the local newspaper that is printed in dual languages.</p> <p>There is no technical center in Brevard Public Schools.</p>

<p>B, 2. Continuous Notification of Nondiscrimination</p>	<p>Attached copy of the notification of nondiscrimination, which is continuous on our website as a fixed footer for all schools and sites. The notification of nondiscrimination is also published in all printed district official brochures, district directory, Student Code of Conduct, Student Progression Plan, Education Location Options Choices and Programs, Parent Resource Guide, etc.</p>
<p>B, 3. Notice for Availability of Reasonable Accommodations to Applicants for Employment</p>	<p>The notice for availability of reasonable accommodations to applicants for employment is located on our Careers webpage, the Brevard Employment application Center Online portal for current job openings and the application, and the full non-discrimination notice published in all printed district official brochures, district directory,</p>

Book	Policy Manual
Section	2000 Program
Title	NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260
Status	Active
Adopted	May 1, 2002
Last Revised	February 8, 2022

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

I. General Statement

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationships, and/or personal sense of self-worth. As such, the Board will not discriminate nor tolerate harassment in its educational programs or activities on the basis of race (including anti-Semitism [as defined in Bylaw 0100]), ethnicity, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, which are classes protected by State and/or Federal law (collectively, "protected classes").

The Board also does not discriminate on the basis of protected classes in its employment policies and practices as they relate to students.

Equal educational opportunities shall be available to all students, without regard to the protected classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

Further, nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

In order to achieve the aforesaid goal, the Superintendent or designee(s) shall:

A. Curriculum Content

Review current and proposed courses of study and textbooks to detect any bias based upon the protected classes; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc., toward the development of human society;

B. Staff Training

Develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon the protected classes in all aspects of the program;

C. Student Access

1. Review current and proposed programs, activities, facilities, and practices to verify that all students have equal access thereto and are not segregated on the basis of the protected classes in any duty, work, play, classroom, or school practice, except as may be permitted under State and Federal laws and regulations;
2. Verify that facilities are made available for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group that is officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society, pursuant to Board Policy 7510 - Use of District Facilities;

D. District Support

Verify that like aspects of the District's program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters; and

E. Student Assessment

Verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the protected classes.

II. **Definitions**

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

- A. Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.
- B. Respondent is the individual who has been alleged to have engaged in unlawful discrimination/retaliation, regardless of whether the reporting party files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.
- C. School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.
- D. Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).
- E. Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

III. District Compliance Officers

A. Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators"; hereinafter referred to individually as the "CO" or collectively as the "COs").

1. For Employees: The CO for Employees shall also serve as the District's Section 504 Compliance Officer/ADA Coordinator:

Director of Professional Standards & Labor Relations
District Compliance Officer – Employees
2700 Judge Fran Jamieson Way
Melbourne, Florida 32940
(321) 633-1000 Ext. 11265
pslr@brevardschools.org

2. For Students: The CO for Students shall also serve as the District's Section 504 Compliance Officer/ADA Coordinator and as the District Title IX Coordinator:

District Title IX Coordinator
District Compliance Officer – Students
2700 Judge Fran Jamieson Way
Melbourne, Florida 32940
(321) 633-1000, Ext. 11438
titleix@brevardschools.org

B. Publication

The names, titles, and contact information of these individuals will be published annually in the staff handbooks, in the Student Code of Conduct, on the School District's website, and on each individual school's website.

C. Duties and Responsibilities

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination Act of 1975, the Florida Civil Rights Act of 1992, the Florida Educational Equity Act, and/or their implementing regulations is provided to students, their parents, staff members, and the general public. A copy of each of the acts and regulations on which this notice is based may be found in the CO's office.

D. Students with Disabilities, Limited English Proficiency, or Other Needing Additional Services

1. The Superintendent or designee(s) shall annually attempt to identify children with disabilities, ages 3-22, who reside in the District but do not receive a public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit procedures and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will

evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading, and writing, on an annual basis. The Superintendent or designee(s) is responsible for verifying that a concentration of students who are Limited English Proficient (LEP) in one or more programs is not the result of discrimination.

2. The Board is committed to educating (or providing for the education of) each qualified person with a disability with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment, even with the use of supplementary aids and services cannot be achieved satisfactorily. If the Board operates a separate class or facility that is identifiable as being for persons with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without a disability.

IV. Reports and Complaints of Unlawful Discrimination and Retaliation

- A. Board employees are required to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct.
- B. All other members of the School District community, including students and Third Parties, are encouraged to promptly report incidents of unlawful discrimination and/or retaliation to a teacher, administrator, supervisor, or other District official so that the Board may address the conduct.
- C. Any teacher, administrator, supervisor, or other District employee or official who receives such a report or complaint shall file it with the CO within two (2) days.
- D. Members of the School District community, including students or Third Parties, who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.
- E. If, during an investigation of reported act of bullying and/or harassment in accordance with Policy 5517.01 – Bullying and Harassment, the Principal or designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion, or disability, the Principal or designee will report the act of bullying and/or harassment to one of the COs who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the CO investigates the allegation, or while the matter is being addressed pursuant to Policy 2266, the Principal or designee shall suspend the Policy 5517.01 investigation to await the CO's written report or the determination or responsibility pursuant to Policy 2266. The CO shall keep the Principal or designee informed of the status of the Policy 5517 investigation and provide the Principal or designee with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal or designee with the determination of responsibility that results from the Policy 2266 grievance process.

- F. The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept reports of unlawful discrimination/retaliation directly from any member of the School District community or a Third Party, or receive reports that are initially filed with another Board employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation), or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.
- G. Any Board employee who directly observes unlawful discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO or designee must contact the Complainant, if age eighteen (18) or older, or the Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise s/he/them of the Board's intent to investigate the alleged wrongdoing.
- H. Nothing contained in this policy is intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or retaliation with the U.S. Department of Education's Office for Civil Rights ("OCR"), the Florida Commission on Human Relations ("FCHR"), or the Equal Employment Opportunity Commission ("EEOC").

V. Investigation and Complaint Procedure

Except for sex discrimination and/or Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any student who alleges to have been subjected to unlawful discrimination or retaliation may seek resolution of the complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged to file a complaint within thirty (30) days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

A. Informal Complaint Procedure

1. The goal of the informal complaint procedure is to promptly stop inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who alleges unlawful discrimination/retaliation. This informal procedure is not required as a precursor to the filing of a formal complaint.
2. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

3. Students who believe that they have been unlawfully discriminated/retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.
4. All complaints involving a District employee or any other adult member of the School District community and a student will be formally investigated.
5. As an initial course of action, if a Complainant feels comfortable and safe doing so, the individual should tell or otherwise inform the Respondent that the allegedly discriminatory/retaliatory conduct is inappropriate and must stop. The Complainant should address the alleged misconduct as soon after it occurs as possible. The COs are available to support and counsel the Complainant when taking this initial step or to intervene on behalf of the individual if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the inappropriate conduct may file an informal or a formal complaint. In addition, with regard to certain types of unlawful discrimination (e.g., sex discrimination), the CO may advise against the use of the informal complaint process.
6. A Complainant who alleges unlawful discrimination/retaliation may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the COs.
7. All informal complaints must be reported to one of the COs who will either facilitate an informal resolution as described below or appoint another individual to facilitate an informal resolution.
8. The School District's informal complaint procedure is designed to provide the Complainant with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the Complainant's wishes informal resolution may involve, but not be limited to, one (1) or more of the following:
 - a. Advising the Complainant about how to communicate concerns to the Respondent.
 - b. Distributing a copy of Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity to the individuals in the school building or office where the Respondent works or attends.
 - c. If both parties agree, the CO may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.
9. While there are no set time limits within which an informal complaint must be resolved, the CO or designee is directed to attempt to resolve all informal complaints within fifteen (15) days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint. And, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

B. Formal Complaint Procedure

1. If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the Complainant, from the outset, elects to file a formal complaint,

or the Compliance Officer(s) determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

2. The Complainant may file a formal complaint, either orally or in writing, with a teacher, Principal, or other District official at the student's school, the CO, Superintendent, or another District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful discrimination, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a formal complaint within thirty (30) days after the conduct occurs. If a Complainant informs a teacher, Principal, or other District official at the student's school, Superintendent, or other District employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO within two (2) days.
3. Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.
4. All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when where, and what occurred); a list of potential witnesses; and the resolution sought by the complainant.
5. If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.
6. Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed appropriate in consultation with the Superintendent or designee.
7. Within two (2) days of receiving the complaint, the CO or designee will initiate a formal investigation to determine whether the complainant has been subjected to unlawful discrimination/retaliation.
8. Simultaneously, the CO will inform the Respondent that a formal complaint has been received. The respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.
9. Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:
 - a. interviews with the complainant;

- b. interviews with the respondent;
 - c. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations; and
 - d. consideration of any documentation or other information presented by the complainant, respondent, or any other witness that is reasonably believed to be relevant to the allegations.
10. At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the Superintendent or designee that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in unlawful discrimination/retaliation of the Complainant. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if unlawful discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the Superintendent or designee.
 11. Absent extenuating circumstances, within five (5) business days of receiving the report of the CO or designee, the Superintendent or designee must either issue a written decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent or designee's final decision will be delivered to both the complainant and the respondent.
 12. If the Superintendent or designee requests additional investigation, the Superintendent or designee must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the Superintendent or designee shall issue a final written decision as described above.
 13. If the Superintendent or designee determines the Respondent engaged in unlawful discrimination/retaliation toward the Complainant, the Superintendent or designee must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.
 14. The decision of the Superintendent or designee shall be final.
 15. The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the student alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.
 16. The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

17. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

VI. Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the complainant, the respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

All records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained by the CO or designee in accordance with the Board's records retention policy. Any records that are considered student education records in accordance with the Family Educational Rights and Privacy Act or under Florida's student records law will be maintained in a manner consistent with the provisions of the Federal and State law.

VII. Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination/retaliation by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent or designee shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent or designee shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

VIII. Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

IX. Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent or designee shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

X. Retention of Investigatory Records and Materials

The COs are responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

1. all written reports/allegations/complaints/statements;
2. narratives of all verbal reports/allegations/complaints/statements;
3. a narrative of all actions taken by District personnel;
4. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
5. written witness statements;
6. narratives of, notes from, or audio, video, or digital recordings of witness statements;
7. all documentary evidence;
8. e-mails, texts, or social media posts pertaining to the investigation;
9. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
10. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;

11. dated written determinations to the parties;
 12. dated written descriptions of verbal notifications to the parties;
 13. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt;
 14. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
 15. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
 16. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
 17. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 18. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.
- A. The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).
 - B. The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule or by law.

Revised 7/20/04
 Revised 4/22/08
 Revised 4/28/09
 Revised 11/16/10
 Revised 7/22/14
 Revised 2/8/22

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Legal
 F.S. 553.501 et seq., Florida Americans with Disabilities Accessibility Implementation Act
 F.S. 760.021
 F.S. 760.08
 F.S. 1000.05, Florida Educational Equity Act

F.S. 1002.311

F.A.C. 6A-19.001

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

34 C.F.R. Part 110 (7/27/93)

29 C.F.R. Part 1635

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education,
Office of Civil Rights, March 1979

Title III of the No Child Left Behind Act of 2001

Book Policy Manual

Book	Policy Manual
Section	2000 Program
Title	ANTI-HARASSMENT AND NONDISCRIMINATION APPEAL PROCEDURES
Code	p02260.01
Status	Active
Adopted	May 1, 2002
Last Revised	February 8, 2022

2260.01 – ANTI-HARASSMENT AND NON-DISCRIMINATION APPEAL PROCEDURES

A. Generally

1. The Board provides that no qualified individual shall, solely by reason of his/her race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status (except authorized by law), religion, military status, age, ancestry, or genetic information be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity in the District, except as otherwise provided by State law.
2. Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act of 1990, as amended (“ADA”), and the implementing regulations (collectively "Section 504/ADA"), prohibit discrimination against students with a disability. Mitigating measures as provided in ADA may not be taken into consideration when determining whether a student is disabled. An impairment that is episodic or in remission may qualify as a disability if it would substantially limit a major life activity when active. No discrimination against any student with a disability will knowingly be permitted in any of the programs, policies, procedures, or activities of the District. To ensure the District's compliance, the following appeal procedures have been adopted.

3. Appeal Defined

An “appeal,” as defined under this policy, stems from a complaint concerning alleged violation(s) of:

- a. The Florida Educational Equity Act (“FEEA”), F.S. 1000.05, which prohibits discrimination in public education which is investigated by a Compliance Officer in accordance with Policy 5517 – Anti-Harassment; Compliance Officers; Complaint and Investigation Procedures;
- b. The Jeffrey Johnston Stand Up for All Students Act (“Jeffrey Johnston Act”), F.S. 1006.147, as addressed in accordance with policy 5517.01 – Bullying and Harassment; and
- c. Section 504/ADA, which prohibit discrimination against students with a disability.
- d. Appeal for the purpose of this policy does not cover alleged violation(s) of Title IX Education Amendments of 1972, the appeal procedure for which is addressed through Policy 2266 – Nondiscrimination on The Basis of Sex in Education Programs and Activities.

4. School Compliance Officers

The School Compliance Officer for each school is the school principal. The school principal may designate other persons to act in this capacity on his/her behalf as the demands of the institution dictate. Nevertheless, all written grievances may be properly directed to the principal of the institution alleged to be in violation of FEEA, the Jeffrey Johnston Act, or Section 504/ADA.

5. District Compliance Officers

The District Compliance Officers are identified annually and the contact information for these individuals is published in the Code of Student Conduct, on the District website, and in the District’s Anti-Harassment and Non-Discrimination Notice in accordance with Policy 5517 – Anti-Harassment; Compliance Officers; Complaint and Investigation Procedures.

6. Maintenance of Written Complaints

All written complaints received at schools in the District alleging violations of FEEA, the Jeffrey Johnston Act, or Section 504/ADA, regardless of resolution at the individual school level, shall be forwarded to the District’s Compliance Officer. The District’s Compliance Officer or designee shall maintain all such written complaints as well as the written response/resolution to such complaints. These documents may be public records and shall be available for inspection and copying through a proper

public records request, subject to reasonable fee. Any records which are considered student records in accordance with the Family Educational Rights and Privacy Act (FERPA) will be maintained in a manner consistent with the provisions of Federal Law and any applicable state law, including redaction where necessary of any confidential information.

7. Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).
8. Notwithstanding any process provided by this policy, at any time, a Complainant who has been subjected to discrimination based upon a disability or protected class in violation of Section 504/ADA, may file a complaint or pursue an appeal with the U.S. Department of Education's Office for Civil Rights ("OCR"), the Florida Commission on Human Relations, or the Equal Employment Opportunity Commission ("EEOC").

B. Student Appeal Procedures– Steps

1. Step 1 – Informal resolution

If not satisfied with the result of an investigation of allegation(s) under FEEA, the Jeffrey Johnston Act, or Section 504/ADA, the student and/or parent/guardian may appeal in writing to the Dean, Asst. Principal or designee who completed the investigation. That school representative will have a conference with the student and parent/guardian to discuss concerns related to the investigation.

2. Step 2 – Written appeal to Principal or designee

If the informal discussion does not satisfactorily resolve the issue, within thirty (30) days after the date of the informal discussion, the student and/or parent/legal guardian may submit to the Principal a written statement to request a formal appeal. The Principal must respond in writing within seven (7) days to uphold, modify, or deny the resolution.

3. Step – Written appeal to District Compliance Officer

- a. If the student and/or parent/legal guardian is not satisfied with the response issued in Step 2, the student and/or parent/legal guardian may, within seven (7) school days of the date of the response, resubmit the appeal in writing to the District's Compliance Officer.
- b. Within seven (7) school days, the District's Compliance Officer shall issue a written response to the student and/or parent/legal guardian.

- c. The decision of the District's Compliance Officer shall be final except as otherwise provided by law or Board policy, which includes the right of the student and/or parent/legal guardian to request an impartial due process hearing in regard to the student's identification, evaluation, or placement under Section 504/ADA.
1. If it is determined on appeal that the Complainant was subjected to unlawful discrimination, harassment, or retaliation, the School and District Compliance Officers must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination, harassment, or retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.
2. The Superintendent shall develop and update administrative procedures as necessary to implement this policy.

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Revised 7/22/14
Revised 7/19/16
Revised 9/24/19
Revised 2/8/22

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Legal

F.S. 1000.05

F.S. 1001.41

Florida Educational Equity Act

Titles VI, VII, and IX of the Civil Rights Act 1964

Section 504 of the Education Amendments of 1972

Americans with Disabilities Act, Public Law 101-336

Section 504 of the Rehabilitation Act of 1973

Americans with Disabilities Act Amendments Act of 2008 (ADA)

Book	Policy Manual
Section	5000 Students
Title	BULLYING AND HARASSMENT
Code	p05517.01
Status	Active
Adopted	February 28, 2006
Last Revised	February 8, 2022

5517.01 - BULLYING AND HARASSMENT

A. Generally

1. The School Board is committed to providing an educational setting and workplace that is safe, secure, and free from bullying and harassment for all students and employees.
2. The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:
 - a. during any education program or activity conducted by the District;
 - b. during any school-related or school-sponsored program or activity or on a school bus of the District, or at a District school bus stop;
 - c. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the District; or at a District school bus stop;
 - d. through the use of data or computer software that is accessed at a non-school related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the District or school or substantially disrupts the education process or orderly operation of a school.
3. This policy has been developed and reviewed in consultation with District students, parent/legal guardians, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE) Revised Model Policy (July 2016).
4. Pursuant to State law, District students, parent/legal guardians, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies shall be involved in the review of this policy. This review process shall be conducted not less than every three (3) years thereafter.
5. The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at

school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, the bullying and prevention program, District disciplinary policies, and violence prevention efforts.

B. Definitions

For purposes of this policy, the following definitions shall apply:

1. “Bullying” includes “cyberbullying” and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve:
 - a. teasing;
 - b. threats;
 - c. intimidation;
 - d. stalking;
 - e. cyberstalking;
 - f. physical violence;
 - g. theft;
 - h. sexual, religious, or racial harassment;
 - i. public or private humiliation; or
 - j. destruction of property; and
 - k. social exclusion.

2. “Cyberbullying” means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one (1) person or the posting of material on an electronic medium that may be accessed by one (1) or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.

3. “Cyberstalking” means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
4. “Harassment” means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:
 - a. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
 - b. has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits; or
 - c. has the effect of substantially disrupting the orderly operation of a school.
2. “Bullying” and “harassment” also encompass:
 - a. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
 - b. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - i. incitement or coercion;
 - ii. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or
 - iii. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.
3. “Harassment” also means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).
4. “Sexual Cyberharassment”. Pursuant to Florida law, “sexual cyberharassment” means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person’s consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.
5. “Within the scope of the District” means regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

C. Expected Behavior

1. The District expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.
2. Such behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high quality education in a uniform, safe, secure, efficient, and high quality system of education.
3. The standards for student behavior shall be set cooperatively through interaction among students, parents/legal guardians, staff, and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of such an atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. School administrators, faculty, staff, and volunteers serve as role models for students and are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying.
4. Students are expected to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority.
5. The District shall provide for appropriate recognition and positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.

D. Consequences

1. Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.
2. Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall include discipline in accordance with District policies, administrative procedures, and the collective bargaining agreement. Egregious acts of harassment by certified educators may result in a sanction against an educator's State-issued certificate. (See the Principles of Professional Conduct of the Education Profession in Florida F.A.C. 6A-10.081)
3. Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

E. Procedures for Reporting

1. The Board designates the principal as the person responsible for receiving all alleged acts of bullying. Any student or student's parent/legal guardian who believes s/he has been or is the victim of bullying or harassment should immediately report the situation to the school principal. Complaints against the principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board Chair.

2. All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the principal within twenty-four (24) hours.
3. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above.
4. Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
5. Any reports received that indicate sexual or gender-based harassment should immediately be forwarded to a trained Title IX Coordinator (either a school-based Title IX Coordinator or the District Title IX Coordinator) for evaluation of whether such harassment falls under the scope of Title IX according to the definitions and procedures in Policy 2266 - Nondiscrimination on The Basis of Sex in Education Programs and Activities.
6. The principal shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

F. Procedures for Investigation

1. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All reports of sexual or gender-based harassment shall first be screened by a trained Title IX Coordinator (either a school-based or district-level Title IX Coordinator) for Title IX violations. Any sexual or gender-based harassment claims that could meet the federal Title IX definitions must be processed through the Title IX grievance procedures in Policy 2266. All other complaints about bullying and/or harassment that may violate this policy shall be promptly investigated under this policy by an individual, designated by the principal, who is trained in investigative procedures. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately and shall be confidential. The investigator may not be the accused perpetrator or victim. At no time shall the accused perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to, the following:
 - a. a description of the incident, the nature of the behavior, and the context in which the incident occurred, etc.;
 - b. how often the conduct occurred;
 - c. whether there were past incidents or past continuing patterns of behavior;
 - d. the relationship between the parties involved;
 - e. the characteristics of the parties involved;
 - f. the identity of the alleged perpetrator, including whether the individual was in a position of power over the individual allegedly subjected to bullying or harassment;
 - g. the number of alleged bullies/harassers;

- h. the age of the alleged bully/harasser;
 - i. where the bullying and/or harassment occurred;
 - j. whether there have been other incidents in the school involving the same or other students;
 - k. whether the conduct adversely affected the student's education or educational environment;
 - l. the date, time, and method in which the parents/legal guardians of all parties involved were contacted.
2. In accordance with State law, District staff may monitor as part of any bullying or harassment investigation any nonschool-related activity, function, or program.
 3. If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.
 4. Upon the completion of the investigation to determine whether or not a particular action or incident constitutes a violation of the policy, the designated individual who has conducted the investigation shall make a determination based on all the facts and surrounding circumstances and shall include:
 - a. a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior; and
 - b. a written final report to the principal.
 5. A maximum of fifteen (15) school days should be the limit for the completion of the investigative procedural steps and submission of the incident report. While fifteen (15) schools days is the expectation for completion of the investigative procedural steps, more time may be needed based on the nature of the investigation and the circumstances affecting that investigation. The investigator shall document in his/her report the reasons for needing additional time beyond fifteen (15) school days. The highest level of confidentiality possible shall be provided regarding the submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.
 6. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

G. Appeals

The appeals process for bullying and/or harassment cases investigated under this policy are outlined in Policy 2260.01 - Anti-Harassment and Non-Discrimination Appeal Procedures, under Student Appeal Procedures, Steps 1-3.

H. Scope

The investigator will provide a report on the results of the investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of District authority. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated. If the action is within the scope of the District, District procedures for investigating bullying and/or harassment shall be followed. If the action is outside the scope of the District, and believed to be a criminal act, the action shall be referred to the appropriate law enforcement agency. If the action is outside the scope of the District and believed not a criminal act, the principal shall inform parent/legal guardians of all minor parties.

I. Parent/Legal Guardian Notification

1. The principal shall report the occurrence of an incident of bullying as defined by District policy to the parents/legal guardians of all students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone or by personal conference and in writing by first class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.
2. If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform by first-class mail or by telephone the parent/legal guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option (No Child Left Behind (NCLB), Title IX, Part E, Subpart 2, Section 9532) that states in pertinent part, as follows:

“...a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
3. Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

J. Counseling Referral

1. The District shall provide a referral procedure for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure will include:
 - a. a process by which the teacher or parent/legal guardian may request informal consultation with school staff (e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern;
 - b. a referral process to provide professional assistance or services that may include a process by which school personnel or parents/legal guardians may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services (parent/legal guardians involvement is required at this point); or

- c. if a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school intervention team for determination of counseling support and interventions (parents/legal guardians are required at this point).
 - i. a school-based action to address intervention and assistance as determined appropriate by the intervention team that includes:
 - ii. counseling and support to address the needs of the victim(s) of bullying or harassment;
 - iii. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);
 - iv. interventions which include assistance and support for parents/legal guardians, as may be deemed necessary or appropriate.

K. Data Report

1. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data as prescribed. If a bullying (including cyberbullying) and/or harassment incident occurs it will be reported in SESIR, coded appropriately using the relevant incident code and the related element code. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System. In a separate section, the District shall include each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding such incidents.
2. The District will provide bullying incident, discipline, and referral data to the Florida Department of Education (FLDOE) in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

L. Training and Instruction

1. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be provided training and instruction, at least annually, on the District's policy and administrative procedures regarding bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as information about how to effectively identify and respond to bullying in schools. Instruction regarding bullying, harassment, and the District's violence prevention and school safety efforts shall be integrated into District curriculum at the appropriate grade levels. The training and instruction shall include recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations. The programs of training and instruction authorized by the District shall include, but not be limited to:

- a. Creating a Safe and Respectful Environment in the Nation’s Classrooms;
- b. Creating a Safe and Respectful Environment on the Nation’s School Buses;
- c. www.stopbullying.gov
- d. School-Based Bullying Prevention – OJJDP Model Programs Guide - OJJDP Model Programs Guide;
- e. National Center on Safe Supportive Learning Environment;
- f. The ABCs of Bullying: Addressing, Blocking, and Curbing School Aggression;
- g. National Registry of Evidence-based Programs and Practices: Anti-bullying curriculum for K-12 students;
- h. Monique Burr Foundation: Prevention Education Programs

M. Victim’s Parent/Legal Guardians Reporting

The principal shall report the occurrence of an incident of bullying as defined herein to the parent/legal guardian of students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). According to the level of infraction, the victim’s parent/legal guardian will be notified by telephone and/or in writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident.

N. Policy Publication

1. The District shall provide notice to students and staff of this policy in the Code of Student Conduct, employee handbooks, and via the District’s official website. The Superintendent will also provide such notification to all District contractors.
2. Each principal shall implement a process for discussing, at least annually, the District policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages will be displayed, as appropriate, at each school and at District facilities.

O. Immunity

1. A school employee, school volunteer, students, parent/legal guardian, or other person who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
2. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter’s future employment, grades, learning or working environment, or work assignments. Such immunity from liability shall not apply to any school employee, school volunteer, student, parent/legal guardian, or other person determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

P. Privacy/Confidentiality

1. The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board’s legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. **All records generated under this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.**
2. Nothing in this policy shall be construed to abridge the rights of students or school employees that are protected by the First Amendment to the Constitution of the United States.

Q. Retaliation /False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry under this policy is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

Revised 4/28/09
Revised 11/16/10
Revised 11/19/13
Technical Change 6/8/15
Revised 10/24/17
Technical Changes 9/10/19
Revised 2/8/22

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Legal
F.S. 110.1221
F.S. 784.048
F.S. 1002.20
F.S. 1006.13
F.S. 1006.147
Florida Department of Education Revised Model Policy (July 2016)
No Child Left Behind (NCLB), Title IX, Part E, Subpart 2, Section 9532

2021-2022 High School

CTE Program Offerings by Location



	Astronaut	Bayside	Cocoa	Cocoa Beach	Eau Gallie	Edgewood	Heritage	Melbourne	Merritt Island	Palm Bay	Rockledge	Satellite	Space Coast	Titusville	Viera
A/C Refrigeration and Heating Technology															
Accounting Applications	•														
Administrative Office Specialist	•		•	•	•	•	•	•	•				•		
Advanced Manufacturing Technology							•								
Applied Cybersecurity								•						•	
Applied Engineering Technology		•						•	•	•			•		
Applied Robotics										•					
Architectural Drafting											•				
Automotive Collision Technology			•												
Automotive Maintenance and Light Repair					•	•	•	•	•	•	•	•		•	
Aviation Assembly & Fabrication					•										
Building Construction Technologies	•		•					•		•					
Criminal Justice Operations										•	•				
Culinary Arts		•	•					•		•				•	
Dental Aide															•
Digital Design		•	•	•	•	•	•	•	•	•			•	•	•
Digital Media/Multi Media Design	•				•	•	•	•	•	•	•	•	•	•	•
Digital Video Technology						•									
Drafting													•		
Early Childhood Education					•				•	•		•			•
Emergency Medical Responder								•							
Environmental Water & Reclamation Tech							•								
Exercise Science		•	•		•	•	•			•					•
Fashion Technology Design Services				•											•
Finance															•
Game/Simulation/Animation/Programming							•			•					
Hospitality and Tourism Management									•						
Interior Design Services															•
International Business								•			•				
Journalism & Multimedia		•													
Machining Technology		•													
Maritime Technology											•				
Marketing, Mgmt, and Entrepreneurial				•							•				
Medical Administrative Specialist							•				•				
Nursing Assistant	•	•						•			•			•	
Outboard Marine Service Technology					•										
Principles of Teaching		•											•		
Public Safety Telecommunication														•	
Technical Design		•	•	•	•	•	•			•		•			
Television Production Technology		•											•	•	•
Web Application Development & Programming											•	•			•
Web Development								•	•						
Welding Technology Fundamentals	•														
POSTSECONDARY/VOC DUAL ENROLLMENT															
Early Childhood Education (CCC)					•			•	•	•		•			•
Patient Care Assisting (PSAV)	•	•						•	•		•			•	•

What is Career and Technical Education (CTE)?



It is applied technical learning paired with academics and employability skills. Many CTE programs in Brevard Public Schools are available as choice programs. Learn more about the offerings at our schools here <https://www.brevardschools.org/Page/3541>.

SCHOLARSHIPS

CTE offers two options for scholarships through the Florida Bright Futures program: Gold Seal CAPE and Gold Seal Vocational. Learn more about these scholarships here <https://www.brevardschools.org/Page/3575>.

CTE programs prepare students for college and career opportunities. ALL students can find a niche in Career & Technical Education!



Career exploration is offered in every middle and high school in Brevard Public Schools.

CAREER EXPLORATION



BPS has pre-apprenticeships in the building construction trades. Students have the opportunity to build their skills in construction and have high quality career pathways in a Registered Apprenticeship upon graduation. <https://www.brevardschools.org/Page/18569>

PRE-APPRENTICESHIP

Every middle school in Brevard Public Schools has CTE classes available to its students. Talk to your school counselor about placing your child in a CTE class next year. They are great for hands-on learners!



Participation in many CTE programs and earned industry certifications can count for college credit. They could also count for math and science credit in high school. Contact the CTE office to learn more! 321-633-1000 x 11380

INDUSTRY CERTIFICATIONS

The graduation rate for CTE concentrators in Brevard Public Schools in 2019-20 was 97.1%. CTE students that took three classes in a single CTE program of study are graduating in record numbers!



Rising seniors that are on track to graduate and have completed at least two of their CTE program classes are eligible to participate in a CTE internship in their program of study! Local businesses are ready to work with our students to provide real-world experiences. <https://www.brevardschools.org/page/18104>

INTERNSHIPS

NON-DISCRIMINATION NOTICE

The School Board of Brevard County, Florida does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information or any other factor protected under applicable federal, state, or local law. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scout of America Equal Access Act.

For concerns involving the public or students, including IDEA and 504 matters contact:

Title IX Coordinator
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
321-631-1911 Ext. 11395

Brevard Public Schools
Career & Technical Education
321-633-1000 x 11380



CAREER AND TECHNICAL EDUCATION IS EDUCATION FOR EMPLOYMENT.

And that's important—whether you plan to go to work after high school, after one or more years of college, after an associate's or bachelor's degree or even after an M.B.A., M.D. or Ph.D.! You should think over the benefits of adding one or more CTE courses to your high school educational program. And concentrating in a technical field will do wonders for your future career.

ACT NOW!

Choose your CTE program and begin Gold Seal Scholarship eligibility—the right mix of high academic standing and technical experience. Gold Seal, a component of the Florida Bright Futures Scholarship program, rewards students for academic and technical achievements during high school by providing funding to pursue postsecondary education and career goals in Florida.

Florida Gold Seal CAPE (GSC) scholarship rewards students who earn a minimum of five (5) postsecondary credit hours through Industry Certifications which articulate college credit.



Every student will graduate from high school prepared to enter and be successful in the workplace, in further career education, and/or in postsecondary degree opportunities.



**HIGH SCHOOL CTE PROGRAM OFFERINGS
CAREER & TECHNICAL
EDUCATION
2021-2022**



**NON-DISCRIMINATION NOTICE
July 2021**

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the Public or Students including IDEA and 504 matters contact:
Title IX Coordinator
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911 Ext. 11395

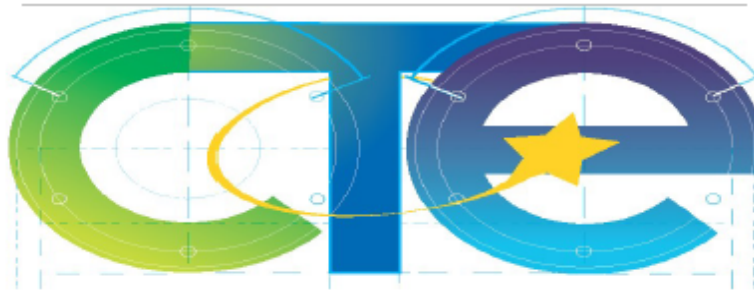
Employees or Job Applicants contact:
Director of Professional Standards and Labor Relations
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 11265

Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants and/or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the Director of Professional Standards and Labor Relations for assistance. Educators are required to follow the Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC). To report alleged educator misconduct, contact Dr. Beth Thedy, Deputy Superintendent and Chief Human Resources Officer, at (321) 631-1911, ext. 11200 or Thedy.Beth@BrevardSchools.org.

MISSION STATEMENT

Our Mission is to serve every student with excellence as the standard

Brevard Public Schools



CAREER & TECHNICAL EDUCATION

Program Offerings 2021- 2022

The Department of Career & Technical Education provides leadership, service and connections to prepare learners for life, work and careers.

To contact the Office of Career & Technical Education call:

321-633-1000 extension 11380

or

Visit BrevardSchools.org

Departments ~ Career and Technical Education

Superintendent

Mark W. Mullins, Ed.D.

Brevard County School Board Members

Misty Belford, Chairman

Matt Susin, Vice-Chairman

Katye Campbell

Jennifer Jenkins

Cheryl McDougall

August 2021

NON-DISCRIMINATION NOTICE
SCHOOL BOARD OF BREVARD COUNTY
Educational Services Facility
2700 Judge Fran Jamieson Way
Melbourne, FL 32940-6601

SUPERINTENDENT
Dr. Mark Mullins, Ed.D.

SCHOOL BOARD MEMBERS
Misty Belford, Chairman
Matt Susin, Vice Chairman
Cheryl McDougall
Jennifer Jenkins
Katy Campbell



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For concerns involving the public or students, including IDEA and 504 matters contact:

Title IX Coordinator
Aimee Rodriguez
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000, Ext. 11317
titleIX@brevardschools.org

For concerns involving employees or job applicants contact:

Director of Professional Standards and Labor Relations
Karyle Green
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911 Ext. 11265
Green.karyle@brevardschools.org

Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants/Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the Director of Professional Standards and Labor Relations for assistance. In the event that the district is not able to resolve your concerns, consider contacting the Office of Civil Rights for assistance. This Publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print or audiotape. Student requests for this information should be made to the Office of Exceptional Student Education Program Support, (321) 633-1000, ext. 11520, at least two (2) weeks prior to the time you need the publication.

MISSION STATEMENT

Our Mission is to serve every student with excellence as the standard

Non-Discrimination Notice on Employment Pages

Can be found on Brevard Public Schools website using the links below:

<https://www.brevardschools.org/site/Default.aspx?PageID=15469>

<https://iss.brevard.k12.fl.us/JOBLST.pgm>

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Dr. Beth Thedy
Deputy Superintendent/Chief Human Resources Officer
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 11200
Thedy.Beth@brevardschools.org

Brevard Public Schools is an Equal Opportunity Employer and a Drug-Free Workplace. If you require an accommodation to participate in the application/selection process, please notify Human Resources in advance. Applicants who are veterans and seeking initial employment by a covered employer will be given preference if they qualify under Florida Statute, Chapter 295. All applicants hired are subject to drug testing.

Reasonable accommodations are available for qualified applicants with disabilities who qualify under the Americans with Disabilities Act (ADA) during the application, selection, and/or interview process. If you require an accommodation, please notify Human Resources at (321) 633-1000 ext. 11225 or 11227, or email benne.katherine@brevardschools.org. Applicants who are veterans and seeking initial employment by a covered employer will be given preference if they qualify under Florida Statute, Chapter 295.

Please email sadowitz.merion@brevardschools.org after Beacon application is completed.				
HEARING ITIN Certification in Hearing Impaired PK-12 required Email sadowitz.merion@brevardschools.org	Instructional/ESE Prog Supp ***	10 Month	06/24/2022	All Applicants
CUSTODIAN RE-ADVERTISEMENT BEGINNING SALARY Based on classification and pay plan for Classified employees: Grade 15 \$12.39 per hour	CARES ACT ***	12 Month	06/13/2022	All Applicants

Application for posted positions will close on last posting day at close of business or 5pm.

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LAUNCHPAD



MENUS



TRANSPORTATION



CONTACT



CALENDAR

Careers

- Home
- + Instructional
- + Support Personnel
- + Substitutes
- Benefits
- Compensation
- Fingerprinting
- Interested in teaching in Brevard?
- Department of Defense SkillBridge Program

HOME > DEPARTMENTS & PROGRAMS > CAREERS



Teacher Career Fair
June 14th | 2-5PM | Viera High School



PRE-REGISTER TODAY!

Interview 1:1 with principals | In-person or virtual option

www.brevardschools.org

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

ATTENTION: Effective June 1, 2022, all pre-employment drug screening and fingerprinting fees will be waived for new and returning instructional and support staff, substitute teachers, temporary employees, and community coaches. This does not include charter school employees or contractors. Funding is being made available through ARP ESSER until August 30, 2024.

Non-Discrimination Notice on the District's Webpage

Is published as a standing footer listed on pages within Brevard Public Schools Website

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For concerns involving:

The Public or Students including IDEA and 504Matters contact:
Director, Open Enrollment, Charter & District Title IX Coordinator
Aimee Rodriguez
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 11317

Employees or Job Applications Contact:
Director of Professional Standards and Labor Relations
Dr. Karyle Green
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 11265

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Master's in Educational Leadership at GCU

Summer Start Dates Available

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 VIERA, FL 32940

[Contact Us](#)
 321-633-1000 ext. 11500

[Ethics Hotline](#)
 321-633-1000 ext. 11170
[Ethics Complaint Form](#)

POP-JET FOUNTAIN

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Brilliant Smiles
orthodontics

www.BrilliantSmilesOrthodontics.com • 321-779-0000

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Contact the District's Compliance Officers for concerns involving:

The Public or Students Including IDEA and 504 matters Contact:

[Click here for Title IX contact information](#)

Employees or Job Applicants Contact:

[Click here for Professional Standards and Labor Relations contact information](#)

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Under Florida law, e-mail addresses are public records. If you do not want your e-mail 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. For public records questions, please contact the Custodian of Public Records, at 2700 Judge Fran Jamieson Way, Melbourne, FL 32940, via e-mail at RecordsRequest@BrevardSchools.org, via phone at 321-633-1000 ext. 11453, or via fax at 321-633-3620.



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Educators are required to follow the Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC). To report alleged educator misconduct, contact the Deputy Superintendent/Chief Human Resources Officer, Human Resources Services, at 321-633-1000, ext. 11500. CSC@brevardschools.org

PART II: INCOMPLETE OR PENDING ACTIONS

A. Any Items identified during equity on-site review which are on the Voluntary Compliance Plan (VCP).

N/A

B. Any other items identified on the current or past monitoring work plans as incomplete.

N/A

PART III
STUDENT PARTICIPATION
EVALUATION OF METHODS AND STRATEGIES

(1) GRADES 9-12, ADVANCED PLACEMENT (AP), IB AND AICE

Grades 9-12 Total Enrollment 2021-2022 (22,619)

White	Black	Hispanic	ELL
60% (13,546)	14% (3,239)	16% (3,536)	3% (587)

White In AP/IB/AICE	White In AP/IB/AICE	White In AP/IB/AICE	White In AP/IB/AICE	White In AP/IB/AICE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
26% (3,627)	28% (3,853)	29% (3,890)	17% (2,310)	29% (3,858)

White Male In AP/IB/AICE	White Male In AP/IB/AICE	White Male In AP/IB/AICE	White Male In AP/IB/AICE	White Male In AP/IB/AICE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
22% (1,579)	24% (1,713)	25% (1,675)	15% (989)	24% (1,634)

Black In AP/IB/AICE	Black In AP/IB/AICE	Black In AP/IB/AICE	Black In AP/IB/AICE	Black In AP/IB/AICE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
13% (427)	14% (443)	15% (485)	11% (342)	18% (566)

Black Male In AP/IB/AICE	Black Male In AP/IB/AICE	Black Male In AP/IB/AICE	Black Male In AP/IB/AICE	Black Male In AP/IB/AICE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
10% (159)	10% (158)	10% (162)	6% (99)	12% (200)

Hispanic In AP/IB/AICE	Hispanic In AP/IB/AICE	Hispanic In AP/IB/AICE	Hispanic In AP/IB/AICE	Hispanic In AP/IB/AICE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
21% (782)	24% (833)	25% (864)	15% (504)	24% (853)

Hispanic Male In AP/IB/AICE	Hispanic Male In AP/IB/AICE	Hispanic Male In AP/IB/AICE	Hispanic Male In AP/IB/AICE	Hispanic Male In AP/IB/AICE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>

18% (332)	20% (352)	22% (372)	12% (204)	21% (369)
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ELL In AP/IB/AICE	ELL In AP/IB/AICE	ELL In AP/IB/AICE	ELL In AP/IB/AICE	ELL In AP/IB/AICE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
9% (36)	11% (47)	10% (45)	2% (9)	11% (62)

EVIDENCE OF SUCCESS

The evaluation reveals increased enrollment in AP/IB/AICE courses for all student groups. Black students increased from **13%** in 2017-2018 to **18%** in 2021-2022 with Black Male students increasing from **10%** in 2017-2018 to **12%** in 2021-2022. Hispanic students increased from **21%** in 2017-2018 to **24%** in 2021-2022 with Hispanic Male students increasing from **18%** in 2017-2018 to **21%** in 2021-2022. ELL students increased from **9%** in 2017-2018 to **11%** in 2021-2022. Enrollments in our subgroups still fall below that of white students and thus continue to be an area of growth.

METHODS AND STRATEGIES

1. The Secondary Leading and Learning Director in charge of AVID and the AVID District Coordinator will conduct data chats with school administrators and will look at enrollment in accelerated courses for AVID students. AVID students not in accelerated courses, will be placed in AP, IB, and/or AICE courses.
2. Schools will use AP Potential to identify minority students for potential success in rigorous coursework (AP, IB and AICE). Schools will use that information to send personal letters to students inviting them to enroll in rigorous coursework (AP, IB and AICE).
3. Schools will offer AP Computer Science Principles, which can be considered a gateway course to other rigorous courses.
4. The SLL Director of AP/IB/AICE will target AP training for specific teachers at specific schools in order to increase under-represented participation and success in AP classes.
5. All AP teachers have access to the College Board AP classroom which allows them to formatively assess students who are struggling and modify the instruction to remediate, especially for under-represented students. The District Resource Teacher for Accelerated Programs will provide training and support to teachers in their use of this resource.
6. The district will provide each high school with a College and Career Specialist who will work with counselors to monitor and promote enrollment in AP, IB, and/or AICE courses.
7. The district will host its second annual HBCU information session and fair to promote minority participation in AP, IB, and/or AICE courses and college attendance.

ACCOUNTABILITY MEASURE AND TIMELINES

1. Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by 3 percentage point by the 2022-2023 school year.
2. 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.
3. Increase the number of Black male students in grades 9-12 enrolling in AP/IB/AICE courses by 3 percentage point by the 2022-2023 school year.

4. Increase the number of Hispanic male students in grades 9-12 enrolling in AP/IB/AICE courses by 3 percentage point by the 2022-2023 school year.
5. Increase the number of ELL students in grades 9-12 enrolling in AP/IB/AICE courses by 3 percentage point by the 2022-2023 school year.

(2) GRADES 9-12, DUAL ENROLLMENT (DE)***Grades 9-12 Total Enrollment 2021-2022 (22,619)***

White	Black	Hispanic	ELL
60% (13,546)	14% (3,239)	16% (3,536)	3% (587)

White In DE	White In DE	White In DE	White In DE	White In DE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
11% (1,521)	11% (1,553)	12% (1,657)	12% (1,605)	12% (1,571)

White Males In DE	White Males In DE	White Males In DE	White Males In DE	White Males In DE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
7% (512)	8% (577)	9% (625)	9% (569)	9% (592)

Black In DE	Black In DE	Black In DE	Black In DE	Black In DE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
7% (241)	7% (224)	7% (223)	8% (239)	7% (237)

Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
3% (51)	3% (50)	3% (48)	3% (53)	4% (71)

Hispanic In DE	Hispanic In DE	Hispanic In DE	Hispanic In DE	Hispanic In DE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
8% (301)	9% (315)	10% (358)	10% (327)	11% (392)

Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
5% (87)	6% (106)	7% (112)	6% (105)	8% (135)

ELL In DE	ELL In DE	ELL In DE	ELL In DE	ELL In DE
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
1% (5)	2% (7)	2% (7)	1% (5)	3% (20)

EVIDENCE OF SUCCESS

The evaluation of state provided data reveals progress in all categories except Black students which maintained an enrollment in Dual Enrollment courses of 7% from the 2017-2018 to the 2021-2022 school year. Black Male student enrollment increased from 3% in 2017-2018 to 4% in 2021-2022. Hispanic student enrollment increased from 8% in 2017-2018 to 11% in 2021-2022 and Hispanic Male student enrollment increased from 5% in 2017-2018 to 8% in 2021-2022. ELL enrollment increased from 1% in 2017-2018 to 3% in 2021-2022. Enrollments in our subgroups still fall below that of white students and thus continue to be an area of growth.

According to the district data in Performance Matters, the enrollment in Dual Enrollment increased from the 2020-2021 to the 2021-2022 SY for Black students by 11%, Black Male students by 2%, Hispanic students by 1%, Hispanic Male students by 1%, and ELL students by 4%.

- **2020-2021 Dual Enrollment (DE): 2714 students/949 males based on Performance Matters**
- **2021-2022 Dual Enrollment (DE): 2852 students/1091 male based on Performance Matters**

Ethnicity	White	White Male	Black	Black Male	Hispanic	Hispanic Male	ELL
<i>2020-2021</i>	14% (1822)	11% (674)	10% (305)	5% (73)	11% (285)	8% (95)	1% (4)
<i>2021-2022</i>	14% (1849)	11% (731)	21% (321)	7% (106)	12% (332)	9% (122)	5% (27)
<i>%Difference</i>	0	0	+11%	+2%	+1%	+1%	+4%

METHODS AND STRATEGIES

1. High Schools will hold informational nights for the parents of DE/Early College programs students and will intentionally reach out to Hispanic and Black populations.
2. Dual Enrollment Contacts, with the support of the District Resource Teacher for College and Career Readiness, will continue to identify Black and Hispanic males with a GPA of 2.5 or better and invite the students to participate in the Dual Enrollment course *Success Strategies for College and Life*, which is offered on-campus at all High Schools. This partnership with Eastern Florida State College began in the 2021-22 school year.
 - a. As part of the Success Strategies course, students will be encouraged to take future academic and/or CTE Dual Enrollment courses.
3. The district resource teacher for College and Career Readiness and the resource teacher for Accelerated Programs will facilitate a training for the College and Career Specialist to increase knowledge of CTE DE to increase enrollment.
4. The district will provide each high school with a College and Career Specialist who will work with counselors to monitor and promote enrollment in Dual Enrollment courses.

5. The district will host its second annual HBCU information session and fair, an event that also that observes Black History Month, to promote minority participation in Dual Enrollment courses, college-readiness, and college exploration.

ACCOUNTABILITY MEASURE AND TIMELINES

1. Increase the number of Black students in grades 9-12 enrolling in DE courses by 3 percentage point by the 2022-2023 school year.
2. Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 3 percentage point by the 2022-2023 school year.
3. Increase the number of Black male students in grades 9-12 enrolling in DE courses by 3 percentage point by the 2022-2023 school year.
4. Increase the number of Hispanic male students in grades 9-12 enrolling in DE courses by 3 percentage point by the 2022-2023 school year.
5. Increase the number of ELL students in grades 9-12 enrolling in DE courses by 3 percentage point 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 2021-2022 (22,619)

White	Black	Hispanic	ELL
60% (13,546)	14% (3,239)	16% (3,536)	3% (587)

White All Level 3	White All Level 3	White All Level 3	White All Level 3	White All Level 3
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
76% (10,670)	78% (10,709)	80% (10,837)	71% (9,523)	81% (11,018)

White Male All Level 3	White Male All Level 3	White Male All Level 3	White Male All Level 3	White Male All Level 3
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
74% (5,285)	75% (5,303)	78% (5,312)	68% (4,595)	79% (5,379)

Black All Level 3	Black All Level 3	Black All Level 3	Black All Level 3	Black All Level 3
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
60% (1,935)	60% (1,917)	61% (1,95.)	52% (1,640)	60% (1,931)

Black Male All Level 3	Black Male All Level 3	Black Male All Level 3	Black Male All Level 3	Black Male All Level 3
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
51% (821)	52% (826)	52% (830)	43% (669)	53% (865)

Hispanic All Level 3	Hispanic All Level 3	Hispanic All Level 3	Hispanic All Level 3	Hispanic All Level 3
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
66% (2,433)	70% (2,427)	72% (2,464)	63% (2,134)	72% (2,557)

Hispanic Male All Level 3	Hispanic Male All Level 3	Hispanic Male All Level 3	Hispanic Male All Level 3	Hispanic Male All Level 3
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
63% (1,128)	65% (1,125)	68% (1,171)	59% (1,012)	69% (1,218)

ELL All Level 3	ELL All Level 3	ELL All Level 3	ELL All Level 3	ELL All Level 3
<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
46% (193)	41% (175)	43% (199)	35% (174)	48% (283)

EVIDENCE OF SUCCESS

The evaluation reveals progress in all categories except Black students which maintained an enrollment in All Level 3 courses of **60%** from the 2017-2018 to the 2021-2022 school year. Black Male student enrollment increased from **51%** in 2017-2018 to **53%** in 2021-2022. Hispanic student enrollment increased from **66%** in 2017-2018 to **72%** in 2021-2022 and Hispanic Male student enrollment increased from **63%** in 2017-2018 to **69%** in 2021-2022. ELL enrollment increased from **46%** in 2017-2018 to **48%** in 2021-2022. Enrollments in our subgroups still fall below that of white students and thus continue to be an area of growth.

METHODS AND STRATEGIES

1. The Secondary Leading and Learning Director in charge of AVID and the AVID District Coordinator will conduct data chats with school administrators and will look at enrollment in accelerated courses for AVID students. AVID students not in accelerated courses, will be placed in AP, AICE, IB, DE and/or Level 3 courses.
2. Schools will use AP Potential to identify minority students for potential success in rigorous coursework (AP, IB and AICE). Schools will use that information to send personal letters to students inviting them to enroll in rigorous coursework (AP, IB and AICE).
3. Schools will offer AP Computer Science Principles, which can be considered a gateway course to other rigorous courses.
4. The SLL Director of AP/IB/AICE will target AP training for specific teachers at specific schools in order to increase under-represented participation and success in AP classes.
5. All AP teachers have access to the College Board AP classroom which allows them to formatively assess students who are struggling and modify the instruction to remediate, especially for under-represented students. The District Resource Teacher for Accelerated Programs will provide training and support to teachers in their use of this resource.
6. The district will provide each high school with a College and Career Specialist who will work with counselors to monitor and promote enrollment in AP, IB, and/or AICE courses.
7. The district will host its second annual HBCU information session and fair to promote minority participation in AP, IB, and/or AICE courses and college attendance.
8. High Schools will hold informational nights for the parents of DE/Early College programs students and will intentionally reach out to Hispanic and Black populations.
9. Dual Enrollment Contacts, with the support of the District Resource Teacher for College and Career Readiness, will identify Black and Hispanic males with a GPA of 2.5 or better and intentionally invite the students to participate in the Dual Enrollment course Success Strategies, which will be offered at District High Schools in the 2022-2023 school year.
10. As part of the Success Strategies course, students will be encouraged to take future academic and/or CTE Dual Enrollment courses.
11. The district resource teacher for College and Career Readiness and the resource teacher for Accelerated Programs will facilitate a training for the College and Career Specialist to increase knowledge of CTE DE to increase enrollment.
12. The District Resource Teacher for Early College Programs and the Content Specialist for School Counseling 7-12 will collaborate with admissions officials from Eastern Florida State College (EFSC) and Florida Institute of Technology (FIT) to increase minority enrollment via sharing information to middle and high school counselors. This includes professional development for counselors on the college campus, increasing their knowledge of programs available to students.

ACCOUNTABILITY MEASURE AND TIMELINES

1. Increase the number of Black students in grades 9-12 enrolling in all Level 3 courses by 3 percentage point by the 2022-2023 School Year.
2. Increase the number of Hispanic students in grades 9-12 enrolling in all Level 3 courses by 3 percentage point by the 2022-2023 School Year.
3. Increase the number of Black Male students in grades 9-12 enrolling in all Level 3 courses by 3 percentage point by the 2022-2023 School Year.
4. Increase the number of Hispanic Male students in grades 9-12 enrolling in all Level 3 courses by 3 percentage point by the 2022-2023 School Year.
5. Increase the number of ELL students in grades 9-12 enrolling in all Level 3 courses by 3 percentage point by the 2022-2023 School Year.

PART IV: GENDER EQUITY IN ATHLETICS

PART IV: GENDER EQUITY IN ATHLETICS
Athletic Compliance Verification Form

District: **Brevard**

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

IN COMPLIANCE NOT IN COMPLIANCE

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

IN COMPLIANCE NOT IN COMPLIANCE

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

IN COMPLIANCE NOT IN COMPLIANCE

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

IN COMPLIANCE NOT IN COMPLIANCE

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

IN COMPLIANCE NOT IN COMPLIANCE

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

IN COMPLIANCE NOT IN COMPLIANCE

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

IN COMPLIANCE NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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



Signature, Superintendent



Date

MONITORING FORMS

Astronaut 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: Astronaut	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	16	0	16	Baseball	9	0	9
Basketball	13	11	24	Basketball	11	0	11
Cross Country	14	9	23	Cross Country	0	0	0
Flag Football/ Football	34	0	34	Flag Football/ Football	32	0	32
Golf	17	8	25	Golf	0	0	0
Soccer	21	20	41	Soccer	11	10	21
Softball	0	12	12	Softball	0	12	12
Swimming/Diving	7	12	19	Swimming/Diving	0	0	0
Tennis	10	9	19	Tennis	0	0	0
Track and Field	41	18	59	Track and Field	0	0	0
Volleyball	0	14	14	Volleyball	0	23	23
Wrestling	7	0	7	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
Bowling	7	7	14	Bowling	0	0	0
<i>Total Varsity Participants</i>	187	120	307	<i>Total JV Participants</i>	63	45	108
<i>% of Varsity Participants</i>	61%	39%	100%	<i>% of JV Participants</i>	59%	41%	100%
Total Student Enrollment by Gender 2021-22	527	500	1027	Total Student Enrollment by Gender 2021-22	527	500	1027
% Student Enrollment by Gender 2021-22	51%	49%	100%	% Student Enrollment by Gender 2021-22	51%	49%	100%

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

Bayside 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: Bayside	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	13	0	13	Baseball	14	0	14
Basketball	8	15	23	Basketball	11	0	11
Cross Country	13	4	17	Cross Country	0	0	0
Flag Football/ Football	53	0	53	Flag Football/ Football	45	0	45
Golf	8	1	9	Golf	0	0	0
Soccer	25	16	41	Soccer	14	15	29
Softball	0	14	14	Softball	0	0	0
Swimming/Diving	15	15	30	Swimming/Diving	0	0	0
Tennis	5	10	15	Tennis	0	0	0
Track and Field	39	20	59	Track and Field	0	0	0
Volleyball	10	0	10	Volleyball	0	12	12
Wrestling	17	3	20	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	216	98	314	<i>Total JV Participants</i>	84	27	111
<i>% of Varsity Participants</i>	69%	31%	100%	<i>% of JV Participants</i>	76%	24%	100%
Total Student Enrollment by Gender 2021-22	829	787	1616	Total Student Enrollment by Gender 2021-22	829	787	1616
% Student Enrollment by Gender 2021-22	51%	49%	100%	% Student Enrollment by Gender 2021-22	51%	49%	100%

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

Central (Middle School Athletics)
2021-2022 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: Central	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	10	9	19	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	15	16	31	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	25	25	50	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	50%	50%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	597	541	1138	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	52%	48%	100%	% Student Enrollment by Gender 2021-2022			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%.

Cocoa Beach Jr./Sr. High School (Middle School Athletics)
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: Cocoa Beach	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	0	0	0	Baseball	0	0	0
Basketball	0	0	0	Basketball	15	12	27
Cross Country	0	0	0	Cross Country	0	0	0
Football	0	0	0	Football	0	0	0
Golf	0	0	0	Golf	0	0	0
Soccer	0	0	0	Soccer	0	0	0
Softball	0	0	0	Softball	0	0	0
Swimming/Diving	0	0	0	Swimming/Diving	8	0	8
Tennis	0	0	0	Tennis	0	0	0
Track and Field	0	0	0	Track and Field	15	7	22
Volleyball	0	0	0	Volleyball	0	3	3
Wrestling	0	0	0	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
Bowling	0	0	0	Bowling	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
<i>Total Varsity Participants</i>	0	0	0	<i>Total JV Participants</i>	38	19	57
<i>% of Varsity Participants</i>	%	%	100%	<i>% of JV Participants</i>	67%	33%	100%
Total Student Enrollment by Gender 2021-22	0	0	0	Total Student Enrollment by Gender 2021-22	157	143	300
% Student Enrollment by Gender 2021-22	%	%	100%	% Student Enrollment by Gender 2021-22	52.3%	47.7%	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%.

Cocoa Beach Jr./Sr. 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: Cocoa Beach	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	11	0	11	Baseball	5	0	5
Basketball	14	13	27	Basketball	15	4	19
Cross Country	11	11	22	Cross Country	0	0	0
Football	32	2	34	Football	2	0	2
Golf	8	11	19	Golf	0	0	0
Soccer	21	17	38	Soccer	7	8	15
Softball	0	12	12	Softball	0	4	4
Swimming/Diving	14	13	27	Swimming/Diving	0	0	0
Tennis	3	10	13	Tennis	0	0	0
Track and Field	27	23	50	Track and Field	0	0	0
Volleyball	0	11	11	Volleyball	0	19	19
Wrestling	5	0	5	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
Bowling	3	6	9	Bowling	0	0	0
Lacrosse	27	19	46	Lacrosse	2	8	10
Total Varsity Participants	176	148	324	Total JV Participants	31	43	74
% of Varsity Participants	54.3%	45.7%	100%	% of JV Participants	41.9%	58.1%	100%
Total Student Enrollment by Gender 2021-22	301	326	627	Total Student Enrollment by Gender 2021-22	301	326	627
% Student Enrollment by Gender 2021-22	48%	52%	100%	% Student Enrollment by Gender 2021-22	48%	52%	100%

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

Cocoa High School (Middle School Athletics)
2021-2022 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: Cocoa	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball	0	0	0
Basketball				Basketball	15	15	30
Cross Country				Cross Country	0	0	0
Flag Football/ Football				Flag Football/ Football	0	0	0
Golf				Golf	0	0	0
Soccer				Soccer	0	0	0
Softball				Softball	0	0	0
Swimming/Diving				Swimming/Diving	0	0	0
Tennis				Tennis	0	0	0
Track and Field				Track and Field	15	17	32
Volleyball				Volleyball	0	0	0
Wrestling				Wrestling	0	0	0
Weightlifting				Weightlifting	0	0	0
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>	30	32	64
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>	46%	54%	100%
Total Student Enrollment by Gender 2021-2022				Total Student Enrollment by Gender 2021-2022	355	316	671
% Student Enrollment by Gender 2021-2022			100%	% Student Enrollment by Gender 2021-2022	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%.

Cocoa 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: Cocoa	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	15	0	15	Baseball	0	0	0
Basketball	14	11	25	Basketball	10	11	21
Cross Country	4	8	12	Cross Country	0	0	0
Flag Football/ Football	50	0	50	Flag Football/ Football	29	0	29
Golf	4	6	10	Golf	0	0	0
Soccer	19	28	47	Soccer	15	21	36
Softball	0	15	15	Softball	0	14	14
Swimming/Diving	4	5	9	Swimming/Diving	0	0	0
Tennis	6	5	11	Tennis	0	0	0
Track and Field	28	22	50	Track and Field	0	0	0
Volleyball	0	11	11	Volleyball	0	19	19
Wrestling	19	2	19	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
Bowling	8	8	16	Bowling	0	0	0
<i>Total Varsity Participants</i>	167	119	286	<i>Total JV Participants</i>	54	65	109
<i>% of Varsity Participants</i>	50%	40%	100%	<i>% of JV Participants</i>	45%	55%	100%
Total Student Enrollment by Gender 2021-22	467	448	100%	Total Student Enrollment by Gender 2021-22	467	448	100%
% Student Enrollment by Gender 2021-22	51%	49%	100%	% Student Enrollment by Gender 2021-22	51%	49%	100%

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

DeLaura (Middle School Athletics)
2021-2022 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: DeLaura	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball				Basketball	13	14	27
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field				Track and Field	56	48	104
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>	69	62	131
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>	53	47	100%
Total Student Enrollment by Gender 2021-2022				Total Student Enrollment by Gender 2021-2022	428	397	825
% Student Enrollment by Gender 2021-2022			100%	% Student Enrollment by Gender 2021-2022	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%.

Eau Gallie 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: Eau Gallie	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	16	0	16	Baseball	13	0	13
Basketball	12	16	28	Basketball	12	19	31
Cross Country	8	13	21	Cross Country	0	0	0
Flag Football/ Football	30	0	30	Flag Football/ Football	20	0	20
Golf	8	11	19	Golf	0	0	0
Soccer	17	20	37	Soccer	16	0	16
Softball	0	22	22	Softball	0	0	0
Swimming/Diving	11	16	27	Swimming/Diving	0	0	0
Tennis	11	13	24	Tennis	0	0	0
Track and Field	16	20	36	Track and Field	0	0	0
Volleyball	0	16	16	Volleyball	0	40	40
Wrestling	16	2	18	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	145	155	294	<i>Total JV Participants</i>	61	59	120
<i>% of Varsity Participants</i>	49%	51%	100%	<i>% of JV Participants</i>	51%	49%	100%
Total Student Enrollment by Gender 2021-22	780	753	1533	Total Student Enrollment by Gender 2021-22	780	753	1533
% Student Enrollment by Gender 2021-22	505	50%	100%	% Student Enrollment by Gender 2021-22	50%	50%	100%

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

Edgewood Jr./Sr. High School (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: Edgewood	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball				Basketball	10	8	18
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field				Track and Field	13	10	23
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>	23	18	41
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>	56%	44%	100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22	163	192	355
% Student Enrollment by Gender 2021-22			100%	% Student Enrollment by Gender 2021-22	46%	54%	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%.

Edgewood Jr./Sr. 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: Edgewood	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	0	0	0	Baseball	0	0	0
Basketball	10	8	18	Basketball	10	4	14
Cross Country	11	11	22	Cross Country	0	0	0
Flag Football/ Football	0	0	0	Flag Football/ Football	0	0	0
Golf	11	9	20	Golf	0	0	0
Soccer	24	24	48	Soccer	21	18	39
Softball	0	0	0	Softball	0	0	0
Swimming/Diving	20	29	49	Swimming/Diving	0	0	0
Tennis	13	13	26	Tennis	0	0	0
Track and Field	24	32	56	Track and Field	0	0	0
Volleyball	11	0	11	Volleyball	0	12/13 (2 teams)	25
Wrestling	0	0	0	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	149	155	304	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	49%	51%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-22	421	492	913	Total Student Enrollment by Gender 2021-22	421	492	913
% Student Enrollment by Gender 2021-22	46%	54%	100%	% Student Enrollment by Gender 2021-22	46%	54%	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%.

Heritage 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: Heritage	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	15	0	15	Baseball	12	0	12
Basketball	11	11	22	Basketball	10	11	21
Cross Country	5	7	12	Cross Country	0	0	0
Flag Football/ Football	37	0	37	Flag Football/ Football	27	0	27
Golf	4	3	7	Golf	0	0	0
Soccer	20	19	39	Soccer	12	20	32
Softball	0	11	11	Softball	0	11	11
Swimming/Diving	9	8	17	Swimming/Diving	0	0	0
Tennis	6	16	22	Tennis	0	0	0
Track and Field	49	33	82	Track and Field	0	0	0
Volleyball	0	9	9	Volleyball	0	10	10
Wrestling	16	0	16	Wrestling	8	0	8
Weightlifting	0	0	0	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	172	117	289	<i>Total JV Participants</i>	69	52	121
<i>% of Varsity Participants</i>	59.5%	40.5%	100%	<i>% of JV Participants</i>	57%	43%	100%
Total Student Enrollment by Gender 2021-22	919	975	1894	Total Student Enrollment by Gender 2021-22	919	975	1894
% Student Enrollment by Gender 2021-22	48.5%	51.5%	100%	% Student Enrollment by Gender 2021-22	48.5%	51.5%	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%.

Hoover (Middle School Athletics)
2021-2022 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: Hoover	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	9	8	17	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	13	14	27	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	22	22	44	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	50%	50%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	277	222	499	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	55%	45%	100%	% Student Enrollment by Gender 2021-2022			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%.

Jackson (Middle School Athletics)
2021-2022 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: Andrew Jackson	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	15	11	26	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	20	17	37	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	35	28	63	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	56%	44%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	294	266	560	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	53%	47%	100%	% Student Enrollment by Gender 2021-2022			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%.

Jefferson (Middle School Athletics)
2021-2022 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: Jefferson	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	15	12	27	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	21	14	35	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	27	26	53	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	51%	49%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	302	296	598	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	51%	49%	100%	% Student Enrollment by Gender 2021-2022			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%.

Johnson (Middle School Athletics)
2021-2022 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: L.B. Johnson	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	13	14	27	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	12	22	34	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	25	36	61	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	41	59	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	345	315	660	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	52	48	100%	% Student Enrollment by Gender 2021-2022			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%.

Kennedy (Middle School Athletics)
2021-2022 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: Kennedy	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	15	13	28	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	20	21	41	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	35	34	69	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	51%	49%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	351	324	675	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	52%	48%	100%	% Student Enrollment by Gender 2021-2022			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%.

Madison Middle School (Middle School Athletics)
2021-2022 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: Madison	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	13	8	21	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	11	14	25	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	24	22	46	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	52%	48%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	259	202	461	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	56%	44%	100%	% Student Enrollment by Gender 2021-2022			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%.

McNair (Middle School Athletics)
2021-2022 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: McNair	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	10	8	18	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	11	14	25	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	20	22	42	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	48%	52%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	169	173	342	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	49%	51%	100%	% Student Enrollment by Gender 2021-2022			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%.

Melbourne 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: Melbourne	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	18	0	18	Baseball	16	0	16
Basketball	12	12	24	Basketball	14	15	29
Cross Country	19	18	37	Cross Country	0	0	0
Flag Football/ Football	33	0	33	Flag Football/ Football	25	0	25
Golf	14	5	19	Golf	0	0	0
Soccer	25	18	33	Soccer	18	20	38
Softball	0	16	16	Softball	0	14	14
Swimming/Diving	18	20	38	Swimming/Diving	0	0	0
Tennis	11	26	37	Tennis	0	0	0
Track and Field	57	42	99	Track and Field	0	0	0
Volleyball	0	15	15	Volleyball	0	24 (2)	24
Wrestling	18	1	19	Wrestling	0	0	0
Lacrosse	23	15	38	Lacrosse	0	12	12
Bowling	8	7	15	Bowling	0	0	0
<i>Total Varsity Participants</i>	256	195	451	<i>Total JV Participants</i>	73	85	158
<i>% of Varsity Participants</i>	57%	43%	100%	<i>% of JV Participants</i>	46%	54%	100%
Total Student Enrollment by Gender 2021-22	1051	1078	2129	Total Student Enrollment by Gender 2021-22	1051	1078	2129
% Student Enrollment by Gender 2021-22	49%	51%	100%	% Student Enrollment by Gender 2021-22	49%	51%	100%

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

**Merritt Island 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: Merritt Island	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	15	0	15	Baseball	14	0	14
Basketball	10	8	18	Basketball	14	8	22
Cross Country	10	10	20	Cross Country	3	10	13
Flag Football/ Football	45	0	45	Flag Football/ Football	35	0	35
Golf	10	6	16	Golf	0	0	0
Soccer	28	27	55	Soccer	25	24	49
Softball	0	22	22	Softball	0	12	12
Swimming/Diving	12	21	33	Swimming/Diving	0	0	0
Tennis	7	10	17	Tennis	2	10	12
Track and Field	20	30	50	Track and Field	0	0	0
Volleyball	0	24	24	Volleyball JV, 9th	0	21	21
Wrestling	21	2	23	Wrestling	12	0	12
Weightlifting	0	0	0	Weightlifting	0	0	0
Bowling	9	6	15	Bowling	0	0	0
Lacrosse	23	22	45	Lacrosse	0	16	16
<i>Total Varsity Participants</i>	210	188	398	<i>Total JV Participants</i>	105	101	206
<i>% of Varsity Participants</i>	53	47	100%	<i>% of JV Participants</i>	51	49	100%
Total Student Enrollment by Gender 2021-22	745	724	1469	Total Student Enrollment by Gender 2021-22	745	724	1469
% Student Enrollment by Gender 2021-22	51	49	100%	% Student Enrollment by Gender 2021-22	51	49	100%

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

Palm Bay 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: Palm Bay	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	17	0	17	Baseball	0	0	0
Basketball	11	15	26	Basketball	8	16	24
Cross Country	2	5	7	Cross Country	0	0	0
Flag Football/ Football	54	0	54	Flag Football/ Football	41	0	41
Golf	6	5	11	Golf	0	0	0
Soccer	22	26	48	Soccer	8	0	8
Softball	0	14	14	Softball	0	15	15
Swimming/Diving	9	9	18	Swimming/Diving	0	0	0
Tennis	7	11	18	Tennis	0	0	0
Track and Field	25	21	46	Track and Field	0	0	0
Volleyball	0	12	12	Volleyball	0	14	14
Wrestling	28	1	29	Wrestling	0	0	0
Weightlifting	8	6	14	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	187	125	312	<i>Total JV Participants</i>	57	45	102
<i>% of Varsity Participants</i>	60%	40%	100%	<i>% of JV Participants</i>	56%	44%	100%
Total Student Enrollment by Gender 2021-22	641	608	1249	Total Student Enrollment by Gender 2021-22	641	608	1249
% Student Enrollment by Gender 2021-22	51%	49%	100%	% Student Enrollment by Gender 2021-22	51%	49%	100%

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

Rockledge 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: Rockledge	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	20	0	20	Baseball	12	0	12
Basketball	14	11	25	Basketball	7	10	17
Cross Country	15	11	26	Cross Country	0	0	0
Flag Football/ Football	42	0	42	Flag Football/ Football	19	0	19
Golf	9	8	17	Golf	0	0	0
Soccer	16	20	36	Soccer	14	15	29
Softball	0	14	14	Softball	0	16	16
Swimming/Diving	18	22	40	Swimming/Diving	0	0	0
Tennis	7	9	16	Tennis	0	0	0
Track and Field	54	50	104	Track and Field	0	0	0
Volleyball	0	14	14	Volleyball (2)	0	23	23
Wrestling	19	2	21	Wrestling	0	0	0
Bowling	8	6	14	Bowling	0	0	0
Lacrosse	22	19	41	Lacrosse	0	0	0
<i>Total Varsity Participants</i>	244	186	430	<i>Total JV Participants</i>	52	64	116
<i>% of Varsity Participants</i>	56.7%	43.3%	100%	<i>% of JV Participants</i>	44.8%	55.2%	100%
Total Student Enrollment by Gender 2021-22	726	779	1505	Total Student Enrollment by Gender 2021-22	726	779	1505
% Student Enrollment by Gender 2021-22	48%	52%	100%	% Student Enrollment by Gender 2021-22	48%	52%	100%

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

Satellite 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: Satellite	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	16	0	16	Baseball	16	0	16
Basketball	12	12	24	Basketball	12	0	12
Cross Country	16	12	28	Cross Country	0	0	0
Flag Football/ Football	56	0	56	Flag Football/ Football	44	1	45
Golf	7	11	18	Golf	0	0	0
Soccer	21	30	51	Soccer	16	23	39
Softball	0	16	16	Softball	0	13	13
Swimming/Diving	18	24	42	Swimming/Diving	0	0	0
Tennis	15	11	26	Tennis	0	13	13
Track and Field	28	38	66	Track and Field	0	0	0
Volleyball	0	14	14	Volleyball	0	31 (2 TEAMS)	31
Wrestling	11	1	12	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	200	169	369	<i>Total JV Participants</i>	88	81	169
<i>% of Varsity Participants</i>	54%	46%	100%	<i>% of JV Participants</i>	52%	48%	100%
Total Student Enrollment by Gender 2021-22	711	741	1452	Total Student Enrollment by Gender 2021-22	711	741	1452
% Student Enrollment by Gender 2021-22	48%	52%	100%	% Student Enrollment by Gender 2021-22	48%	52%	100%

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

Southwest (Middle School Athletics)
2021-2022 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: Southwest	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	15	13	28	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	30	30	60	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	45	43	88	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	51	49	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	487	442	929	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	9	10	100%	% Student Enrollment by Gender 2021-2022			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%.

Space Coast Jr./Sr. High School (Middle School Athletics)
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: Space Coast	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	0	0	0	Baseball	0	0	0
Basketball	0	0	0	Basketball	15	0	15
Cross Country	0	0	0	Cross Country	0	0	0
Flag Football/ Football	0	0	0	Flag Football/ Football	0	0	0
Golf	0	0	0	Golf	0	0	0
Soccer	0	0	0	Soccer	0	0	0
Softball	0	0	0	Softball	0	0	0
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track and Field	0	0	0	Track and Field	0	0	0
Volleyball	0	0	0	Volleyball	0	0	0
Wrestling	0	0	0	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	0	0	0	<i>Total JV Participants</i>	15	0	15
<i>% of Varsity Participants</i>				<i>% of JV Participants</i>	100%	0	100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22	312	246	558
% Student Enrollment by Gender 2021-22			100%	% Student Enrollment by Gender 2021-22	55.9%	44.1%	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%.

Space Coast Jr/Sr 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: Space Coast	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	14	0	14	Baseball	2	0	2
Basketball	12	9	21	Basketball	12	7	19
Cross Country	7	3	10	Cross Country	0	0	0
Flag Football/ Football	0	0	0	Flag Football/ Football	0	0	0
Golf	6	6	12	Golf	0	0	0
Soccer	19	18	37	Soccer	14	8	22
Softball	0	14	14	Softball	0	5	5
Swimming/Diving	15	14	29	Swimming/Diving	1	2	3
Tennis	2	10	12	Tennis	0	4	4
Track and Field	30	21	51	Track and Field	0	0	0
Volleyball	0	11	11	Volleyball	0	13	13
Wrestling	15	4	19	Wrestling	3	0	3
Weightlifting	0	0	0	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	120	110	230	<i>Total JV Participants</i>	32	39	71
<i>% of Varsity Participants</i>	52.2%	47.8%	100%	<i>% of JV Participants</i>	45%	55%	100%
Total Student Enrollment by Gender 2021-22	493	426	919	Total Student Enrollment by Gender 2021-22	493	426	919
% Student Enrollment by Gender 2021-22	53.6%	46.4%	100%	% Student Enrollment by Gender 2021-22	53.6%	46.4%	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%.

Stone (Middle School Athletics)
2021-2022 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: Stone	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball	15	15	30	Basketball			
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field	19	20	39	Track and Field			
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>	34	35	69	<i>Total JV Participants</i>			
<i>% of Varsity Participants</i>	49%	51%	100%	<i>% of JV Participants</i>			100%
Total Student Enrollment by Gender 2021-2022	395	338	733	Total Student Enrollment by Gender 2021-2022			
% Student Enrollment by Gender 2021-2022	54%	46%	100%	% Student Enrollment by Gender 2021-2022			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%.

Titusville 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: Titusville	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	11	0	11	Baseball	14	0	14
Basketball	13	10	23	Basketball	15	0	15
Cross Country	6	2	8	Cross Country	0	0	0
Flag Football/ Football	30	0	30	Flag Football/ Football	21	0	21
Golf	9	4	13	Golf	0	0	0
Soccer	20	20	40	Soccer	15	12	27
Softball	0	11	11	Softball	0	14	14
Swimming/Diving	28	19	47	Swimming/Diving	0	0	0
Tennis	11	17	28	Tennis	0	0	0
Track and Field	20	15	35	Track and Field	0	0	0
Volleyball	0	13	13	Volleyball	0	20	20
Wrestling	16	0	16	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
Bowling	8	6	14	Bowling	0	0	0
<i>Total Varsity Participants</i>	172	117	289	<i>Total JV Participants</i>	65	46	111
<i>% of Varsity Participants</i>	60%	40%	100%	<i>% of JV Participants</i>	59%	41%	100%
Total Student Enrollment by Gender 2021-22	593	573	1166	Total Student Enrollment by Gender 2021-22	593	573	1166
% Student Enrollment by Gender 2021-22	51%	49%	100%	% Student Enrollment by Gender 2021-22	51%	49%	100%

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

Viera 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: Viera	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	20	0	20	Baseball	17	0	17
Basketball	14	14	28	Basketball	13	20	33
Cross Country	22	15	37	Cross Country	0	0	0
Flag Football/ Football	54	0	54	Flag Football/ Football	49	0	49
Golf	12	8	20	Golf	0	0	0
Soccer	22	24	46	Soccer	0	0	0
Softball	0	16	16	Softball	0	0	0
Swimming/Diving	17	28	45	Swimming/Diving	0	0	0
Tennis	8	12	20	Tennis	0	0	0
Track and Field	30	35	65	Track and Field	0	0	0
Volleyball	0	14	14	Volleyball	0	25	25
Wrestling	27	2	29	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
<i>Total Varsity Participants</i>	226	168	394	<i>Total JV Participants</i>	101	67	168
<i>% of Varsity Participants</i>	57.3%	42.7%	100%	<i>% of JV Participants</i>	60.1%	39.9%	100%
Total Student Enrollment by Gender 2021-22	1088	1062	2150	Total Student Enrollment by Gender 2021-22	1088	1062	2150
% Student Enrollment by Gender 2021-22	50.6%	49.4%	100%	% Student Enrollment by Gender 2021-22	50.6%	49.4%	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%.

West Shore Jr./Sr. High School (Middle School Athletics)
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: West Shore	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball				Baseball			
Basketball				Basketball	13	12	25
Cross Country				Cross Country			
Flag Football/ Football				Flag Football/ Football			
Golf				Golf			
Soccer				Soccer			
Softball				Softball			
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field				Track and Field	43	20	63
Volleyball				Volleyball			
Wrestling				Wrestling			
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>	56	32	88
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>	63.6	36.4	100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22	171	169	340
% Student Enrollment by Gender 2021-22			100%	% Student Enrollment by Gender 2021-22	50.3	49.7	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%.

West Shore Jr/Sr 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: West Shore	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	Males	Females	Total
Baseball	0	0	0	Baseball	0	0	0
Basketball	14	9	23	Basketball	13	7	20
Cross Country	21	11	32	Cross Country	0	0	0
Flag Football/ Football	0	0	0	Flag Football/ Football	0	0	0
Golf	9	11	20	Golf	0	0	0
Soccer	20	20	40	Soccer	14	8	22
Softball	0	0	0	Softball	0	0	0
Swimming/Diving	11	17	28	Swimming/Diving	0	0	0
Tennis	9	9	18	Tennis	0	0	0
Track and Field	24	29	53	Track and Field	0	0	0
Volleyball	0	15	15	Volleyball	0	15	15
Wrestling	0	0	0	Wrestling	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0
Lacrosse	20	20	40	Lacrosse	0	0	0
<i>Total Varsity Participants</i>	128	141	269	<i>Total JV Participants</i>	27	30	57
<i>% of Varsity Participants</i>	47.6	52.4	100%	<i>% of JV Participants</i>	47.4	52.6	100%
Total Student Enrollment by Gender 2021-22	277	309	586	Total Student Enrollment by Gender 2021-22	277	309	586
% Student Enrollment by Gender 2021-22	47.3	52.7	100%	% Student Enrollment by Gender 2021-22	47.3	52.7	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%.

Corrective Action Plans

**PART IV
GENDER EQUITY IN ATHLETICS**

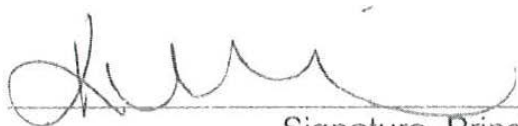
Corrective Action Plan

District: **Brevard**

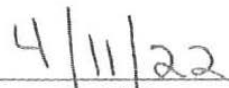
School Name: **Astronaut High School**

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
#1	<p>With the addition of Competitive Cheer in the Winter of 2022 to Brevard County, AHS will form a competitive cheer team.</p> <p>Encourage 9th grade female students to participate at the JV level and continue to participate at the varsity level.</p> <p>Athletic Director will talk to parents of incoming 9th graders at the Freshman Expo and encourage them to participate in athletics.</p>	<p>Athletic Director and Competitive Cheer Coach</p> <p>Coaches and Athletic Director</p> <p>Athletic Director</p>	<p>October 2022</p> <p>Year Round 2022-2023</p> <p>February 2023</p>

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




Signature, Principal



Date



Signature, Superintendent



Date

**PART IV
GENDER EQUITY IN ATHLETICS**

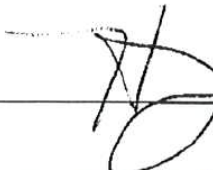
Corrective Action Plan

District: **Brevard**


School Name: **Bayside 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
1	Encourage more girls to participate in sports, especially in Golf, Basketball and Softball. Starting a Competitive Cheer Team	AD & Coaches Cheer Coaches and AD	All Year 2022-2023 September 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



 Signature, Superintendent

4/19/2022

 Date

5/9/22

 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

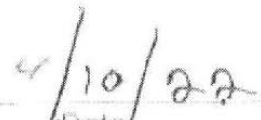
School Name: **Central Middle School**

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	Central Middle School is in compliance for 21-22 school year	Teresa Boyle Athletic Director	

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



Signature, Principal



Date



Signature, Superintendent





Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Cocoa Beach Jr./Sr. High School**

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Increase Female Participation	The addition of Competitive Cheer in Brevard County and at Cocoa Beach will give a boost to our female participation numbers. Cheer has always been a high participation activity at CBHS.	Athletic Director & Cheer Coach	November 2022
	We will also place an emphasis on new female participation in sports through the Minuteman Muster orientation at the beginning of the school year and at our Sports Expos during lunch at the beginning of each sports season to drive interest and sign ups.	All Coaches and Athletic Director	August, October, January & April 2022- 2023
	Form good relationships with the Guidance Department and Registrar to collaborate and gain access to information on incoming students to encourage female participation in sports.	Athletic Director, Guidance Dept. Chair, Coaches, Registrar	Ongoing 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

4/18/22

Date



Signature, Superintendent 

5/9/22

Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Cocoa 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
Cocoa Middle School is in compliance for 2020-2021	Cocoa High School will allow for maximum participation for all female student-athletes by not cutting any person who tries out.	Principal, Athletic Director and all female sport coaches	2022-2023
	Cocoa High School will meet with all cohorts at the beginning of the school year to encourage/maximize female participation in all sports.	Athletic Director	2022-2023
	During Registration and, Cocoa High School will hold a meeting for all female students to encourage participation in athletics.	Athletic Director/Female Sport Coaches	2022-2023
	Coaches of female sports will be required to submit a plan to the Athletic Director on how they are going to increase participation by 10% in their individual sport.	Coaches/Female Sports and Athletic Director	2022-2023
	Cocoa High will attempt to field a Competitive Cheer team. Coach Mark Carstens Athletic Director Carstens.mark@brevardschools.org	Athletic Director/Cheer Coach	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

4/13/22
Date



Signature, Superintendent

5/9/22
Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **DeLaura 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
<ul style="list-style-type: none"> Increase female participation 	<ul style="list-style-type: none"> No cut policy Increase marketing of sport during school registration, PE classes, and other opportunities throughout the school day. 	Christine Rower Rower.christine@brevardschools.org	2021-2022 School Year

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



 Signature, Principal

5/20/22

 Date




 Signature, Superintendent

5/20/22

 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Brevard

School Name: Eau Gallie 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
EGHS is in compliance for the 2021-22 school year			


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



 Signature, Principal



 Date



 Signature, Superintendent



 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Edgewood Jr./Sr. 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
We are in compliance for high school.	<p>Notes: While our middle school numbers look upside down compared to our enrollment, this does not account for the fact that many more of our female middle school students have found places on high-school level teams, particularly volleyball. If those numbers are added in, we are balanced again.</p> <p>One aspect we would like to improve upon is our number of female coaches, but coaching recruitment is pretty difficult at the moment.</p>	Jeff Worcester, AD, 321-454-1030, ext. 24111	N/A

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

Signature, Principal

Date

Signature, Superintendent

Date

**PART IV
GENDER EQUITY IN ATHLETICS**

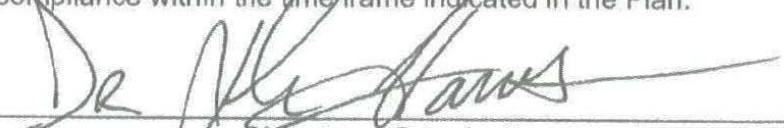
Corrective Action Plan

District: **Brevard**

School Name: **Heritage 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
	<p>Continue to emphasize the recruitment of female students within our school through Open House nights, media outlets and encouraging existing female athletes to participate in multiple sports.</p> <p>Heritage will add Competitive Cheer to the offerings for the 2022-2023 school year.</p> <p>Coaches will be encouraged to carry more roster spots on the female offerings to increase numbers and ensure that JV programs give more students the opportunity to participate.</p>	<p>Ajay Ulmer, AD, 321-722-4178, ext. 29007</p> <p>Coaches</p>	<p>2022-2023 school year</p>

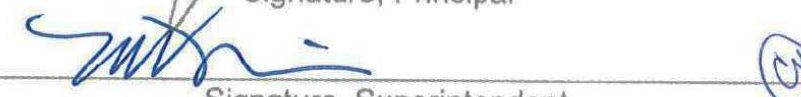
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal



Date



Signature, Superintendent



Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Hoover 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
Hoover is in compliance for 21-22 school year		Brenda Sadowski 321-701-4443	

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



Signature, Principal

5/2/22

Date



Signature, Superintendent



5/20/22

Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Jackson 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
<ul style="list-style-type: none"> Increase female participation. 	<ul style="list-style-type: none"> No cut policy for both sports. Increase marketing of programs during school registration, PE classes, and other opportunities throughout the school day. Continue offering physicals on campus prior to start of each sports session. 	Matthew Woodside Athletic Director Woodside.Matthew@brevardschools.org	Ongoing

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



 Signature, Principal

5/3/22

 Date



 Signature, Superintendent



5/20/22

 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Jefferson 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
In compliance 2021 -2022	N/A	Thomas Butler Butler.thomas@brevardschools.org	

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



Signature, Principal



Date



Signature, Superintendent



Date

**PART IV
GENDER EQUITY IN ATHLETICS**

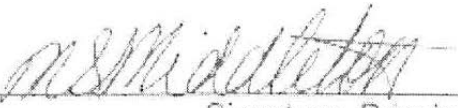
Corrective Action Plan

District: **Brevard**

School Name: **Johnson 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
In compliance 2021 - 2022	N/A	Ryan Langlie Athletic Director	

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


Signature, Principal

5.7.2022
Date

 
Signature, Superintendent

5/20/22
Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Kennedy 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
In compliance 2021 - 2022	N/A	Derrick Reed Athletic Director	

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



 Signature, Principal

5.7.2022

 Date



 Signature, Superintendent

(CW)

5/20/22

 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

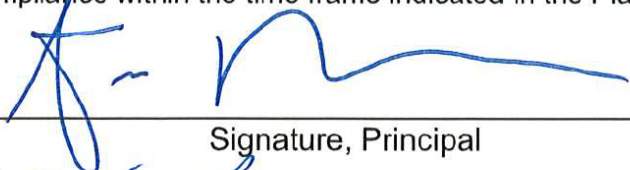
Corrective Action Plan

District: **Brevard**

School Name: **Madison 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
<ul style="list-style-type: none"> Increase female participation in basketball 	<ul style="list-style-type: none"> No cut policy Increase marketing of sport during school registration, PE classes, and other opportunities throughout the school day. Work with the district and school to consider additional strategies to increase overall participation. 	<ul style="list-style-type: none"> Miller.Kyle@brevardschools.org 	<ul style="list-style-type: none"> Ongoing

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



Signature, Principal

5/5/22

Date



Signature, Superintendent

5/20/22

Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **McNair 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
In compliance 2021 - 2022	No action needed		

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



 Signature, Principal



 Signature, Superintendent



 Date

(CW)



 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan


District: **Brevard**

School Name: **Melbourne 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
106.41-c-1	<p>For the 2021-2022 school year Melbourne High continued to work towards increasing female participation in athletics. We increased total athletes by 59 and increased female participants by 40 from the previous school year. For the 2022-2023 school year we will continue and implement the following:</p> <ol style="list-style-type: none"> 1. No-cut policy for female athletic teams (continuing) 2. Active recruitment of female athletes through the following: <ol style="list-style-type: none"> a. Informational booths at 9th grade orientation and registration (continuing) b. All physical education classes (continuing) c. Flyers posted on information boards throughout campus (continuing) d. Verbal announcements during all lunches (continuing) e. Athletic Director speaking to 9th graders during monthly assemblies (when possible) 3. Athletic Director will meet with each female team to encourage them to recruit friends to play sports (continuing) 4. Coaches of female sports will encourage their athletes to 	<p>Darrell Buchanan Athletic Director 321-952-5880</p> <p>Buchanan.darrell@brevardschools.org</p>	2022-2023

	<p>participate in other sports (continuing)</p> <p>5. Add competitive cheerleading for the 2022-2023 school year</p> <p>Melbourne High recognizes the importance of gender equity in athletics and will strive to bring female participation into compliance during the 2022-2023 school year. We will also continue to lobby for the addition of female sports in our district.</p>		
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We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.




 Signature, Principal

4/11/22

 Date



 Signature, Superintendent



5/9/22

 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

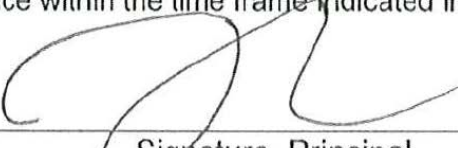
Corrective Action Plan

District: **Brevard**



School Name: **Merritt Island 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
	<p>Addition of Beach Volleyball and Girls Wrestling teams via FHSAA</p> <p>Less turnover in coaches of girls sports of basketball, softball with coaches who will do off season training</p> <p>Next season Comp Cheer should add to female participation</p>	<p>James Rehmer Principal</p> <p>Jeff McLean Athletic Director</p>	<p>Ongoing</p>

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



 Signature, Principal

 Signature, Superintendent



 Date



 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

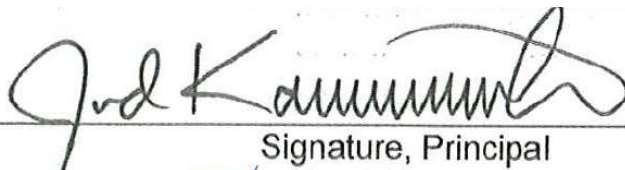
Corrective Action Plan

District: **Brevard**


School Name: **Palm Bay Magnet High School**

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Increase Female Participation	Add Competitive Cheer and promote it through informational meetings and social media	Athletic Director	May – October
	Gather information from our incoming 8 th graders sports survey to follow up with female students who have expressed interest	Coaches and Athletic Director	June – August
	Have our magnet coordinator and our business partner contact promote athletics with an emphasis on female participation	Magnet coordinator and Business Partner Contact	August – January
	Have our AVID coordinator promote athletics to their approximately 200 students with an emphasis on female participation	AVID coordinator	August – January

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



Signature, Principal



Signature, Superintendent



Date



Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: **Brevard**

School Name: **Rockledge 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
<p>Rockledge High School is not in compliance with Component 1 as is shown by the percentage of females (43%) participating on varsity level athletic teams. We are however in compliance with our JV programs as (55%) of our athletes are female which is actually greater than our 52% female enrollment.</p>	<p>We will strive to improve participation opportunities for female athletes at Rockledge High School in the following ways:</p> <ol style="list-style-type: none"> 1. RHS will have a competitive cheer program beginning with the 2022-2023 school year which will improve our female participation rates. 2. Advertise during the summer, via our homepage and FaceBook, athletic opportunities for female athletes to include all sports, with an emphasis on the Fall sports that will begin in early August. 3. We will have a no cut policy for all female sports. 4. There will be no roster limits or deadlines on roster additions for female sports. 5. Our female sports coaches will encourage our female athletes to participate in as many sports activities as they can. 6. We will encourage our female student body to participate on our various athletic teams when we have class meetings and pep rallies, and also by advertising these opportunities on our marquee as well as by posting the information in high traffic areas around campus. 	<p>Athletic Director Greg Clayborne</p> <p>Email: Clayborne.kenneth@brevardschools.org</p> <p>Work Phone: 321-636-3711, ext. 26053</p> <p>Cell Phone: 321-544-8275</p>	<p><u>2021-2022</u> June 2022 – Advertise on home page and FaceBook</p> <p>August 2022 – Add Competitive Cheer and solicit female participants for all sports at class meetings and pep rallies.</p> <p>Year round – No cut policy, roster limitations or roster addition deadlines for female sports.</p>

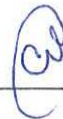
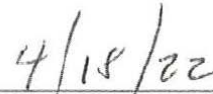
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.




Signature, Principal



Signature, Superintendent

Date



Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: **Brevard**

School Name: **Satellite High School**

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Increase Female Sports Participation	<p>Satellite High School will continue to implement all areas of the 2020-2021 Corrective Action Plan as our female sports participation numbers have increased. Our varsity percentage split in 2020-2021 was 57% Male and 43% Female. Our JV percentage split was 65% Male and 35% Female. For the 2021-2022 School Year our varsity percentage split was 54% Male and 46% Female. Our JV percentage split was 52% Male and 48% Female. By implementing the 2020-2021 Corrective Action Plan we saw a 3% increase in female varsity participation numbers and a 13% increase in female JV numbers.</p> <p>I believe our increased female participation numbers can be contributed to our coaches being present at open houses, registration and various other sporting events. They have encouraged our female athletes to participate in multiple sports on campus. The success of our female athletic programs has also contributed to the increased participation numbers.</p> <p>Add competitive cheerleading for the 2022-2023 school year.</p>	<p>TJ Gaudy (Athletic Director – gaudy.taylor@brevardschools.org)</p> <p>Robert Pruet – Principal (pruett.robert@brevardschools.org)</p> <p>All Female Sport Coaches</p>	2021-2022

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

4/13/22

Date



Signature, Superintendent



5/9/22

Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Southwest 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
Southwest is in compliance for 21-22 school year		James Dennis, Athletic Director Dennis.james@brevardschools.org	One year

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



Signature, Principal

5/1/22

Date



Signature, Superintendent



5/20/22

Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan


District: **Brevard**

School Name: **Space Coast Jr./Sr. 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
	<ol style="list-style-type: none"> 1. At the end of the school year, the Athletic Director and a coach on campus will visit our feeder schools' 6th graders to promote our athletic programs here at SCHS. The necessary state and school requirements will be shared with the incoming 6th graders. 2. During registration, current student-athletes will be represented at information tables promoting their sport and the importance of being involved in athletics. 3. To encourage getting involved in one of our programs, Sporting news and events will be advertised on social media posts, weekly newsletters, school announcements, school website to highlight the amazing accomplishments that are happening in our athletic programs. 4. Our varsity sports' leaders will go into classrooms and speak with the students about school pride and the importance/benefits of being involved on a team and being around that type of family atmosphere 5. Space Coast will continue its no cut policy for girls with swimming/dive, track, cross country, tennis, golf and JV soccer. 	<ol style="list-style-type: none"> 1. Steve Slentz 321-638-0750, ext. 27029 Campus Coach 2. Steve Slentz Selected student-athletes 3. Media Specialist, Digital media class, TV production class, Steve Slentz (AD) 4. Varsity sports team captains, Steve Slentz 5. Steve Slentz and Coaches 	<p>May 2022/23</p> <p>Aug 2022</p> <p>Year Round</p> <p>Year Round</p> <p>Year Round</p>

	<p>6. With the addition of girls varsity wrestling in 2021-2022 we have increased our interest in the sport. The number of females participating in this sport is only going to increase now that we have hit the ground running with this addition. The AD and wrestling coaches will continue working at increasing the number of female participating by recruiting students during registration (Wrestling table).</p>	<p>6. Steve Slentz and female wrestling coach</p>	<p>Aug 2022</p>
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We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



 Signature, Principal

 Signature, Superintendent



 Date



 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Stone 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
Stone MS is in compliance for the 21-22 school year			

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

Signature, Principal

5/5/22

Date

Signature, Superintendent

5/20/22

Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan




District: **Brevard**

School Name: **Titusville 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
#1	Brevard Public Schools will be introducing Competitive Cheerleading as an FHSAA sport. Titusville HS will offer Competitive Cheer for athletes	Jason Berley, AD 3211-264-3100, ext. 27532 Jennifer Gonzalez, Principal 321-264-3100, ext. 27502	Winter 2022-23
#2	A budget is provided equitably for male and female sports to purchase equipment, supplies and for the expenses.	Jason Berley, AD 3211-264-3100, ext. 27532 Jennifer Gonzalez, Principal 321-264-3100, ext. 27502	School Year 2022-23
#3	Scheduling events such as practices and games is equitable and is provided to the public via our website: MaxPreps, and other scheduling tools. Practice times are split equitably between genders of shared facilities and scheduled times.	Jason Berley, AD 3211-264-3100, ext. 27532	School Year 2022-23
#4	Equal opportunity is provided among sports to travel to games, practices and events.	Jason Berley, AD 3211-264-3100, ext. 27532	School Year 2022-23
#5	We currently have more female coaches on campus staff than we do male, and we actively working to grow those numbers. On-campus staff are promoting participation in athletics and clubs to the student-body.	Jason Berley, AD 3211-264-3100, ext. 27532 Jennifer Gonzalez, Principal 321-264-3100, ext. 27502	School Year 2022-23

#6	As we are building excitement and promoting female athletics, we have a board proposal to name an on-campus facility after a legendary THS female coach. All athletic facilities are comparable among gender and sport. We are looking to enhance the quality of athletic facilities.	Jason Berley, AD 3211-264-3100, ext. 27532 Jennifer Gonzalez, Principal 321-264-3100, ext. 27502	School Year 2022-23
#7	Female THS Athletic Trainer is moving offices closer to our athletic facilities on campus to be at a central location between male and female athletics. Part of our athletic packet, all medical and insurance policies are provided to all athletes.	Jason Berley, AD 3211-264-3100, ext. 27532	School Year 2022-23
#8	Announcing all sports tryout dates, score reports and game schedules on school announcement system – Terrier TV.	Jason Berley, AD 3211-264-3100, ext. 27532 Jennifer Gonzalez, Principal 321-264-3100, ext. 27502	School Year 2022-23
#9	Actively searching to hire male and female athletic coaches for on-campus staff. Coaches, student athletes and personnel are offered training and opportunities to promote safe, healthy and growing environments.	Jason Berley, AD 3211-264-3100, ext. 27532 Jennifer Gonzalez, Principal 321-264-3100, ext. 27502	School Year 2022-23

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

 _____ Signature, Principal	_____ 4/12/22 Date
 _____ Signature, Superintendent	 _____ 5/9/22 Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: **Brevard**

School Name: **Viera 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
<p>Increase varsity participation in female athletics.</p> <p>Increases participation in sub-varsity athletics.</p> <p>Increase participation in softball program to field a sub-varsity team.</p> <p>Increase multi-sport participation from cheerleading .</p> <p>Increase participation in track, softball, sub-varsity basketball and tennis.</p>	<ol style="list-style-type: none"> 1. Continue with a “No-Cut” policy in the following female sports: Swimming & Diving, Bowling, Cross Country, Golf, Tennis, Track & Field and JV Girls Baketball. 2. Encourage all head coaches of female sports to encourage female participation in a second sport. 3. Establish the FHSAA maximum for State Entry list participation in the following sports for sub varsity 9/JV competition: Girls Basketball (15), Volleyball (15), Soccer (22) and Softball (20) 4. Require “No-Cut” sports coach/representative to participate in outreach opportunities such as: school registration. 5. Viera High School will continue using technology and our TV Production classes to promote increased participation in athletics. 6. Viera TV will air athletic advertisements of upcoming sport start dates. Female participation will be encouraged. 7. We will continue to use our female athletic sports participation sign-up at Viera High School Registration in August. 	<p>Maggie Davis Viera High School Athletics Davis.margaret@brevardschools.org</p> <p>Cheryl Draves Viera High School Asst. Athletics Draves.cheryl@brevardschools.org</p> <p>Lucian Melendez Viera High School Asst. Principal Facilities Melendez.lucian@brevardschools.org</p>	<p><u>2022-23</u></p>

	8. Adding competitive cheer.		
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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.

Sarah Robinson

 Signature, Principal

5/5/22

 Date

[Signature]

 Signature, Superintendent

①

 Date 5/9/22

**PART IV
GENDER EQUITY IN ATHLETICS**


Corrective Action Plan

District: **Brevard**

School Name: **West Shore Jr/Sr 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
	West Shore Jr/Sr High School's High School Athletic Program is in compliance for the 2021-2022 school year.	Tony Riopelle – AD 321-242-4744 Riopelle.tony@brevardschools.org	2022-2023 and ongoing

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



Signature, Principal



Signature, Superintendent





Date



Date

CORRECTION AND/OR PROGRESS MADE ON CORRECTIVE ACTION PLANS FROM 2020 - 2021

Astronaut High School - The coaches and Athletic Director continue to encourage female students to participate in athletics. The athletic director has sought out those female students that were cut from volleyball and encouraged them to participate in another fall sport. We had a small increase in girls cross country runners because of this effort. We have teamed with the War Eagle newspaper staff and War Eagle News station to have sideline photographers at female sports to photograph female athletes in action and highlight them on the news to spark an interest in increased participation in female sports. Astronaut continues its no cut policy in swimming/diving, cross country, tennis, and track and field.

Bayside High School - After review of previous data and comparing it to our current data, we have made progress in certain areas regarding female sports but have continued to struggle in most others. We have broken each sport down per female sport.

In review of our Fall Sports, ladies golf, we started the year off with an increased number of players but due to work and other commitments, all but one decided they couldn't make the time commitment. We are concerned with the potential closing of our local golf course that it may be more challenging to get girls to commit with a further drive. Volleyball has stayed even regarding girls coming out to play. Losing out on a 9th grade team has hurt our overall numbers. Volleyball is generally a sport we have plenty of girls wanting to play. In Cross Country, we noticed a decrease in girls willing to participate. We have rescheduled our practice time to before school to see if it would help entice girls to want to play so they could participate in other school activities or work and not have to make a choice in what to do. Unfortunately, this didn't work and found some girls can't make it to school in the morning. In Swimming, we did increase our participation by a little. We did notice a decline when our home facility, Palm Bay Aquatic Center, closed for repairs and we had to double our distance getting to and from practice and meets. With the facility reopened, we expect our numbers in continue to stay steady if not increase.

In review of our Winter Sports, girls' basketball has drastically decreased in total numbers. Our varsity numbers increased by a couple, but we were unable to field a Junior Varsity due to the number of seniors graduated and lack of interest. We have two coaches that are on campus frequently trying to get girls to come out and play regardless of skill level. They will have off-season conditioning to both prepare the girls physically but also to build relationships and comradery among the team. In Girls Soccer, we stayed the same regarding total numbers. We have had a competitive team in girls' soccer as of late which has made it more desirable to play which has helped our overall numbers. In addition, we have added Girls Wrestling. We weren't sure what type of interest we would have but had 4 girls join the team and they had tremendous success, so we are hopeful more are willing to participate.

In review of our Spring Sports, Softball has stayed steady but unfortunately, we haven't had enough girls to field a Junior Varsity team in consecutive years. We have since had a

coaching change which will hopefully entice more girls to get involved moving forward. Girls Tennis has increased as our coach has been successful getting girl who haven't really played before to try it. Many of them have liked it and we are hopeful they will continue to play. Track and Field has unfortunately declined as well regarding numbers. We have tried to get other athletes from sports that have concluded but many of our soccer and volleyball players play club year-round and couldn't make the commitment to participate in track and field.

In summary, we have noticed it is a continuous battle to entice ladies to participate in athletics. We do expect that adding competitive cheer will drastically increase level of female participation. We have a large and successful sideline cheer team and expect many of those to participate in competitive cheer this upcoming winter season. We will continue to think outside the box on how to make female sports more desirable and hopefully we will see our numbers increase over time.

Central Middle School – In the 2 years of tracking our male and female participation, this year was our first being at 50/50. We will continue to make sure we promote our athletic programs to our 7th and 8th grade students. Moving into the 22-23 school year, we will have a brand-new administration and athletic director. However, we anticipate being in compliance yet again.

Cocoa Beach Jr./Sr. High School – Cocoa Beach Middle athletic was compliant for 2020-2021. Physical Education Teachers have helped increase the number of girls participation numbers. Our girls are currently at a 51% participation rate compared to 49% for our boys. New softball and basketball coaches have worked hard to publicize their programs and encourage girls to participate. We are working with the City of Cocoa Beach to promote youth programs including, basketball, swimming, golf, tennis, soccer, softball, and lacrosse. Our percentage of girls' participating at the Varsity level has improved 4% compared to 2020-2021. With a high turnover in our coaching staff and student choosing to participate in e-learning, we will continue to push to have our athletic participation numbers to be equitable across the board.

Cocoa High School - This report reflects a positive change in female participation in athletics. The largest improvement was in sub-varsity sports that shows a 5% increase in female participation. There was also a 1% increase in the percentage of female student athlete participation in varsity sports. With this improvement, Cocoa High will continue the measures implemented and look to narrow the gap in varsity sport participation.

DeLaura Middle School – In compliance for 2020-2021.

Eau Gallie High School - Eau Gallie High School continues to strive daily, to advertise and market student opportunities within our athletic programs so that all students have an avenue to participate and excel, including our female population. We do this by using our morning announcements, numerous flyers around campus,

preseason conditioning meetings, athlete meetings, parent meetings, and open house events. We continued our no cut policy in all female sports, other than volleyball and softball. EGHS attempts to reach out to all our stakeholders to ensure that students understand the opportunities available to participate in athletics, off season conditioning, and tryouts.

Edgewood Jr./Sr. High School – In compliance for 2020-2021.

Heritage High School – In the 2021-2022 school year, Heritage saw an improvement in the percentage of male to female participants in Varsity sports compared to previous years. At the Junior Varsity level, the percentage remained the same from 2020-21. In 2021-22 the percentage of male athletes at the Varsity level went down to 59.5% while the female percentage rose to 40.5%. This was 1.5% increase from 2020-21. We will continue to promote our female programs through recruitment and other means that have been implemented throughout our school and have seemed to be successful. Heritage will also be adding Competitive Cheer to our offerings of sanctioned sports in hopes of increasing the percentage of female athletes.

Hoover Middle School – Our numbers have changed from last year. We were able to get more females to participate in sports. We will continue to promote, inform and encourage athletes to participate.

Jackson Middle School – We implemented a no-cut policy during track season, increased marketing of athletics during registration and in PE classes and offered physicals on campus prior to start of each season. We had a higher-than-expected turnout of participants for both of our basketball and track seasons.

Jefferson Middle School – This was the first school year where we were able to carry 12+ players on both of our male and female basketball teams. Our track numbers were lower than we expected. Moving into the 22-23 school year, we hope the addition of intramural volleyball and soccer will help to increase our student participation.

Johnson Middle School – Our basketball numbers (particularly female) were much lower than we anticipated. Our track and field numbers for both male and female are on par with previous years. Moving into the 22-23 school year, the hope is with basketball moving into the fall, we can have higher numbers as it will not interfere with AAU leagues. Also, with an added hour of sunlight, by having track and field in the spring we anticipate higher participation.

Kennedy Middle School – will be doing the following actions to address Deficiencies found in our Athletic program. Work more closely with our feeder chain schools to do joint ventures in Track and Basketball so that we could introduce both sports to female athletes at an earlier age. By introducing these sports to female students at an earlier age

they will feel more comfortable participating in one or both sports at the Middle School level.

Continue to introduce more intramural sports that are of high interest to our female students in our school. These intramural sports are as follows: Soccer, Volleyball, Kickball, Tennis, Cross Country and Four Square. This will allow more students get involved in extra-curricular sporting activities.

Offer summer open gyms for Basketball to allow new and existing 7th and 8th graders to introduce them to Basketball. By offering summer open gym students will feel more comfortable trying out because their skill level would be at a point where they would not feel uncomfortable playing in front of their peers and/or parent(s).

Madison Middle School – In compliance for 2020-2021.

McNair Middle School – In compliance for 2020-2021.

Melbourne High School – For the 2021-22 school year Melbourne High continued to work towards increasing female participation in athletics. We increased total athletes by 59 and increased female participants by 40 from the previous school year.

The following strategies were used:

1. No-cut policy for female athletic teams
2. Active recruitment of female athletes through the following
 - a. Informational booths at 9th grade orientation and registration
 - b. All physical education classes
 - c. Flyers posted on information boards throughout campus
 - d. Verbal announcements during all lunches
3. Athletic Director speaking to 9th graders during monthly assemblies Athletic Director will meet with each female team to encourage them to recruit friends to play sports
4. Coaches of female sports will encourage their athletes to participate in other sports
5. Guidance counselors will be asked to refer new students to the athletic office for information on participation in athletics

All the above strategies will be continued since we increased female participation.

Merritt Island - One thing that affected our female numbers is we have started beach volleyball, which takes females away from the spring sports of track, lacrosse, and tennis. Beach volleyball is a fast-growing sport that will continue to attract more of our female athletes. We cannot count the number of females involved in beach on our numbers. 105 Overall, our total numbers of females participating seems to be staying level. We will continue to meet with our female coaches about trying to recruit more females out of the hallways to get involved. We will also continue with our no cut policy when feasible, celebrate the success of our female athletes and teams, and when teaching spots are available try to hire more female teachers who can coach and be role models on campus.

Palm Bay High School - At Palm Bay High School, we feel that we have made progress in some areas while we continue to lag in others. We have hired a new volleyball coach that has strong ties to the club volleyball circuit and has had success winning games in that area. We feel that as the program improves so will interest in it from our students. We are also hiring a new girls cross-country coach who we believe is a great role model for the students and will increase participation. Our tennis numbers this year were very strong however I question if that will continue as many were seniors. I am hopeful that our competitive cheer numbers will be strong and have hired a very competent coach to run the program. I am, however, concerned as we had a very light turnout for our initial interest meeting.

Female coaches will be given information about incoming 9th graders that showed interest in particular sports and will be asked to follow up with them over the summer to get them involved. I hope this will increase participation in sports in which we struggle to get acceptable numbers.

I believe that our strategies are effective, as many of the girls participating are found through the implementation of these strategies. I will continue to support the coaches in hopes that if their job is easier, they can focus more on the team and winning. I believe success on the fields and courts will result in more participation.

Rockledge High School - Correction And/or Progress made: The Rockledge High School participation rate for females remained the same for varsity level sports from the previous school year (2020-21) at 43%. Our sub-varsity participation rates however improved dramatically from 43% last year to over 55% this year. Our enrollment percentages were similar but did show a slight increase in the percentage of our female population. We increased from 50% females to 52% females from the previous year. So with a 3% overall increase in female participation and only a 2% increase in the female population at Rockledge High we showed a net gain of 1% in the participation rate for females overall for the 2021-22 school year.

2021-22 Participation Rate Increase / Decrease

Varsity – 43% Varsity – 43.3% .3% Increase

Sub-varsity – 43.3% Sub-varsity – 55.2% 11.9% Increase

Total – 43.2% Total – 45.8% 2.6% Increase

We believe that our corrective action plan for 2021-22 was a good one as it helped us to stabilize our female participation rate compared to their male counterparts year over year. For this reason, we are comfortable in the fact that we were able to improve female participation rates from the prior year. Regarding the numbers; the following sports had a slight uptick in female participation rate percentage compared to their comparable male sport: Girls' swimming increased by 10% compared to the boys' swim team which only increased by 6%, Girls' golf increased by 33% while the boys remained unchanged, girls' lacrosse increased by .6% while the boys' team only increased .5%, and even though both teams saw a decrease in participation rate, girls' soccer only declined .5% while the boys' team declined by 20%. The following sports lost ground with regards to their female participation rates: Girls' Bowling remained unchanged while the boys' team increased 14%, girls' tennis also remained unchanged compared to the boys who increased by 17%, girls' basketball increased by .5% while the boys' team increased by 24%, girls' cross country remained unchanged while the boys' team increased 15%, and though the girls' track team increased by 11% the boys increased by 29%. We look to get back on track this summer by providing opportunities for conditioning and open gym during June and July where our coaches will encourage their athletes to speak with other girls to get them to come out and participate during the 2022-23 school year. Once school starts, we will continue to make that push by marketing our girls' sports offerings as much as possible through marquee announcements, social media, school announcements, and by advertising these opportunities strategically around campus. Coaches will also hold regular off-season meetings to entice more participation. We will continue this process as it has worked well in the past but for 2022-23, we will focus harder on the girls' sports that lost ground this past year. We will also continue our no-cut policy for our female sports teams. We look forward to further increasing our female participation rates in the Rockledge High School Athletic Program in the coming years.

Satellite High School - Satellite High School saw an increase in participation in our female varsity sports. Students not being on campus did reduce the number of possible of male athletes to participate in both our male varsity and male junior varsity sports. We will continue to reach out to our male coaches in assisting with recruitment of potential student-athletes on campus. We plan on adding competitive cheerleading to our slate of sports for the 2022-2023 school year.

Southwest Middle School – In compliance 2020-2021.

Space Coast Jr./Sr. High School - Space Coast Jr/Sr High School continues to work on improving equal opportunities for athletics for both boys and girls at all sports levels. Our total population comparison of boys and girls at SCHS remained the same as last school year. Compared to last year, the number of males participating in sports went down from roughly 29% to 26.5% this year. Also compared to last year, the number of females playing a sport increased from 23% to 30%. As you can see our overall numbers are ticking in the favor of gender equality here at SCHS. We will continue to promote the participation of our females in all our sports offered, especially with the recent addition of girls' varsity wrestling and the upcoming addition of competitive cheer. We will continue to have a no cut policy in place for certain female sports.

Stone Middle School – This is the second consecutive year where we had a full 15-player roster for both male and female basketball. The high turnout can be attributed to the need for basketball within our community. Our track and field numbers were also once again the highest within the county for middle schools. This can be attributed to many of our students being part of local competitive teams within Brevard County. Moving into the 22-23 school year, we anticipate our numbers staying at the same level.

Titusville High School - We will continue to promote our female sports programs and encourage all coaches and teachers to do the same. We stress the importance of involvement through a variety of sources, which includes school announcements/promotions, assemblies, classroom visits, “no cut” policies for the female programs, and attempts to expand our athletic programs to allow greater opportunities. The corrective action plan includes the following efforts:

Viera High School - Viera High School is pleased to share adjustment made this year regarding our Corrective Action Plans submitted for the 21-22 academic year. As a school, our TV production program created a 24/7 radio forum where the community can listen in on the current events taking place at our school. We specifically asked that this radio covered some of our female sports that normally do not receive the recognition that our male sports do. Overall, the feedback from our stakeholders was a huge success and we intend to continue that! Along with that, we continued with our “no cut” policy for all our listed sports and added a couple more such as girls wrestling and girls' lacrosse. We entered the first ever FHSAA Girls Wrestling State Tournament this year and hope to continue that moving forward. We were not able to field a JV softball team this year as we had hoped due to a lack of participation and numbers. We have been actively recruiting students for next year in both girls wrestling and JV softball to hopefully grow our rosters! Lastly, we did successfully have our female athletic sports participation sign up at our registration back in August! We gained 17 student athletes from that day and hope to watch that grow!

West Shore Jr./Sr. High School – West Shore varsity athletics was in compliance for 2020-2021. We continued a “No Cut” policy in Girls Basketball, Cross Country, Golf, Swimming, Lacrosse, and Track and Field. Our percentage of females in High School sports exceeds our percentage of females in our total student enrollment. 52.7% of our student population is female, with 52.4 % of our varsity athletes and 52.6% of our sub varsity athletes being female. These numbers demonstrate our compliance for the 2021-2022 school year. To further insure we remain compliant, we will continue to promote all sports through team booths at our school registration and new student orientation. We will also continue to advertise meetings and tryout dates through our school TV productions, posters, and posting the information on our school athletic website.

PART V: EMPLOYMENT EQUITY

The school districts should report disaggregated data for district-level administrators, principals, assistant principals, teachers, and guidance counselors. The district should submit methods and strategies to address areas in the employment section that reflect underrepresentation. **Provide answers to the questions in Part B below.**

- 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. Use Survey 2 (October 2021) EEO-5 data.

District: Brevard		2021-22 School District Administrative Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	72,497	10,550 (15%)	11,380 (16%)	42,889 (59%)	7,678 (11%)	34,799 (48%)	37,698 (52%)
District-Level Administrators	68	6 (9%)	5 (7%)	56 (82%)	1 (1%)	36 (53%)	32 (47%)
Principals	105	8 (8%)	7 (7%)	87 (83%)	3 (3%)	79 (75%)	26 (25%)
Asst. Principals	186	20 (11%)	21 (11%)	143 (77%)	2 (1%)	130 (70%)	56 (30%)
Teachers	4570	247 (5%)	380 (8%)	3810 (83%)	133 (3%)	3695 (81%)	875 (19%)
Guidance Counselors	179	16 (9%)	14 (8%)	144 (80%)	5 (3%)	163 (91%)	16 (9%)

- B.** Does the data reflect the district’s student and community ethnicity? Develop and submit employment/recruitment methods and strategies to address identified underrepresentation.
1. Explain how the ethnic and gender representation in administrative, instructional, and guidance positions reflects the district’s population/workforce.

Given the data above, the percent of administrators, teachers and guidance counselors are not reflective of student and community ethnicity. Our district understands the value of having a diverse teaching and leadership staff to ensure stronger connections with various cultures and races within our stakeholder groups. District leadership is committed to proactively recruit and retain minority teachers, guidance counselors, and administrators.

2. What actions will the district take to address ethnic or gender underrepresentation in administrative, instructional and guidance positions, if any exist?

Brevard Public Schools has made an intentional effort to hear from all our employee groups for the first time ever through a district wide engagement survey. Within this survey, participants are able to provide feedback on how they feel supported and valued by district leaders. They also have the opportunity to provide feedback on how their school or department can become more equitable, diverse, and inclusive. A targeted staff survey for our minority employees was conducted last year and focus groups were held Spring 2022 to delve deeper into specific actions and needs from the district, in order to support and elevate belonging, value, professional development, and other supportive measures to retain our current employees and help to inform minority recruitment efforts for our district.

Brevard Public Schools Strategic Plan has specific objectives and metrics supporting the need to close the gap in underrepresented groups as it pertains to race, ethnicity and gender within our instructional and administrative staff. This emphasizes the importance of ensuring our staff reflects the racial/ethnic makeup of our surrounding committee.

A recent partnership has been developed with TNTP to reflect and evaluate our practices, as well as develop an action plan for the recruitment and retention of our Black educators. This partnership will allow a cross functional team to review and reflect upon current practices and allow for collaboration with other districts to hear how they are addressing similar challenges in attracting black educators to their districts.

3. How does the district attract and retain minority employees?

Partnering with Brevard Alliance of Black School Educators (Brevard ABSE) to promote our career fairs utilizing their local and state wide social media platforms, as well as serve as a partner in retention and recruitment efforts.

Future plans to coordinate a focus group with members of local Black fraternities and sororities, in order to identify opportunities we could utilize their social media networks to post our positions. This partnership can also provide us feedback on our Career site and marketing materials to ensure they are meeting the needs of all applicants.

Working with representatives from Bethune Cookman University (Daytona, FL) to create an opportunity for their students to tour some of our schools in the north area of the district, to elevate their awareness of educational positions here in the district and experience our strong culture in Brevard.

Connected with career center staff at each of our Florida HBCUs as well as others across the country which have colleges of education. Also ensured we are part of the colleges' job posting boards, such as Handshake, so we are able to share our hiring events.

Utilizing new minority recruitment platform, Circa, in order to broaden our reach of our employment opportunities. The district had been utilizing Diversity in Education as our minority recruitment site for the past two years but have not seen a strong ROI therefore we are switching to Circa. Given the partnership with Circa, we are able to utilize their official seal on our Career webpage to emphasize our commitment to minority hiring.

Utilizing paid Facebook and Instagram adds to target areas/cities which have greater diversity than Brevard County.

4. Describe your role in assisting schools in diversifying their staff.

Continue to strengthen our grow your own program of supporting current IAs to become classroom teachers. This initiative will increase the number of minority instructional staff given that our IA workforce is more diverse than our current teacher workforce.

Partnering with Adult Education to market their Para Pro test prep course to reduce barriers within our support staff who are interested in becoming IAs and then possibly teachers in the future. Also leveraging Title II funds to reimburse IAs for passing their FLDOE subject area exams as well as applying for their Florida Teaching Certificate.

Advocated and researched employee engagement surveys in order to gauge employee sense of belonging and value with the district. These surveys can be viewed by race and ethnicity to determine if there are certain subgroups of our staff who state they do not have a sense of belonging and initiate specific actions within schools or departments to ensure that changes.

Recruitment and Retention falls under my department. Our two district recruiters are in charge of tracking metrics and part of those metrics focus on hiring trends of minority candidates. Our two recruiters actively seek connections with HBCUs and attend community events hosted by minority leaders within our community.

Teacher leaders at each of our schools have been assigned the role Lead Mentors at their school. The Lead Mentors work with school administrators to ensure that our new teachers receive the supports they need in order to be successful. The Lead Mentors had the opportunity to hear from the Director of Diversity and Equity on district goals of diversifying our workforce.

Provided Unconscious Bias training to content and resource teachers at the district who support classroom teachers and counselors throughout the district. This training is also provided to our assistant principals seeking their Level II principal certification.

Partnering with Department of Defense to be part of their SkillBridge program which provides their service members an opportunity to intern within our schools as a classroom teacher. Do to the various military branches being so diverse in their membership this partnership will assist in attracting a greater number of minority candidates to our district.

Attended BIPOC meeting facilitated by district Director of Equity and Diversity to share recruitment and retention strategies with community leaders. These meetings also provide an opportunity to receive feedback on our current recruitment practices as well as broaden our reach of employment opportunities with minority leaders across the district.

Office of Equity and Diversity

Serve as district representative in working with community affinity groups that ensures the voices of stakeholders are equitably represented in our district's strategy for diversifying staff and support the human resources recruitment team in implementing strategies and progress monitoring for the BPS workforce to be representative of the community.

Make recommendations for best practices in change management and organizational development to support a high functioning, diverse and inclusive environment.

Provide support to the Superintendent and Cabinet on matters related to diversity and equity, to include trainings and best practice.

Support district Title IX coordinator and Human Recourses regarding hiring investigations and due process.

5. Describe the district's employment outreach efforts. Where does the district advertise its vacancies?

Our most successful outreach efforts are our district run career fair events. This brings the highest participation and eventual hires than the other hiring events we participate in. We have hosted three district run career fairs for teachers this past year with plans to organize a fourth in June, 2022.

Participate in recruitment fairs through various universities around Florida. These include hiring fairs with HBCUs or other universities with a diverse student population.

Utilize recruitment platforms such as Indeed, Ed Week, Circa, Handshake, and LinkedIn to widen the reach of our job openings.

Utilized local billboards to advertise for local career events.

Partner with Career Source Brevard to advertise employment opportunities as well as other resources they offer to assist applicants in interviewing or resume writing.

Leverage paid Facebook and Instagram ads to inform job seekers of our employment opportunities.

6. What proactive partnership has the district established with colleges, universities, student organizations, professional organizations, etc. to promote employment opportunities?

Brevard Public Schools has been partnering with University of Central Florida as well as Eastern Florida State College to strengthen our “grow your own” program where instructional assistants are provided information on how to continue moving toward earning their AA or bachelor’s degree. Tuition reimbursement information is also shared with them during the informational meeting.

Have partnered with Eastern Florida State College to assist in their new four year science teacher program. This is a convenient and affordable path for our current high school graduates who wish to pursue a career as a science teacher to take advantage of. We are continuing to partner with them to establish a four year bachelors program for exceptional education teachers in the future.

Participated in college student workshops on topics such as professional ethics and interview techniques. These opportunities also provide an opportunity to share information on our current employment needs.

Support local FEA clubs within schools by sponsoring a local FEA conference to celebrate and encourage these high school students to pursue a career in teaching. Also assist in supporting local FEA clubs by providing funding for travel and hotel rooms to attend the state FEA conference.

District has developed and supported teacher preparatory programs within two of our high schools. During the planning stages of implementing these programs, colleges were part of the committee to determine what incentives students participating in these programs could earn. For example, students who participate in three years of the teacher preparation program at the high school can bypass required classes at the state college due to them acquiring knowledge and experience during their participation in high school.

Facilitate conversations with district level directors and principals on effective retention strategies for their staff. Also share with them teacher and staff survey results that show the percentage of staff who state they are leaving or staying with the district. This information can be broken down by race/ethnicity to determine any positive or negative trends within the district.

PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district offer single-sex schools or classes?

Yes No

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?

As outlined on the Student-Parent webpage, students who are pregnant or are parenting can enroll in the Teenage Parent Program (TAP) offered by the district. Students who are pregnant or existing student parents can enroll in the Teenage Parent (TAP) Program. There are currently two program locations in the district – Cocoa HS and Palm Bay Magnet HS. The Titusville High School location services were removed due to low enrollment and resources; however, access for students is continuously under review. Students are provided with a program flyer and information about the 5 ancillary services provided to all students in the program: childcare, health services, social services, transportation, and family literacy (these services are not available to students who do not participate in the program. Once enrolled, students receive instruction in two required classes (Health for Expectant Parents and Parenting I). There are also several related supplemental parenting classes that students can take in addition to their regular school coursework. If a student is on maternity or medical leave, the teachers will organize assignments for the students to complete during their absence. Some students may qualify for Homebound services if they meet the homebound criteria. The TAP teacher coordinates a team at the site to assist students, consisting of the teacher, social worker, school guidance counselor, program nurse, and or a school administrator. This team will meet with the student to develop a plan that addresses: the student's and child's health status and needs, educational/career plans, need for pregnancy/parent support, and need for counseling or community resources. The student's academic and behavioral progress is monitored, and regular meetings are held with the student to discuss progress. TAP students' attendance is monitored and assignments are given to the student in advance to fulfill the requirements for absences related to pregnancy or parenting. They are required to make up any missed work. Regular classroom teachers are periodically given a checklist to complete on TAP students to monitor their progress. Information on ancillary services is provided at the time of enrollment into the TAP Program. Childcare is available on site at each school. An application form is completed by the student parent. The program nurse and/or teacher assist with health care, social service referrals, and parent education. They also coordinate a Request for Transportation if needed.

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.)

Once a school counselor or TAP teacher becomes aware that a student is either pregnant or parenting, they are provided ten (10) school days to advise the student of their educational options, including the TAP and provide the student with a flyer. The TAP

teacher should be contacted to arrange a visit to the nearest center. Students are also informed of the ancillary services that are available. A referral form to the program is completed and all required documentation should be completed and/or obtained. If a student is enrolled in a school that does not offer TAP, they must withdraw from that school prior to enrolling in TAP. Attached you will find the brochure used to inform pregnant and parenting students of their educational options, which is available at each school site through administration and counselors, the flyer is also posted on the district [Student-Parent webpage](#). The flyer will be reviewed Summer 2022 for necessary updates and added to the district manual in the upcoming academic year when FDOE disseminates the new manual. The [Student-Parent webpage](#) will also be updated Summer 2022 to ensure accuracy of services and available locations.

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?

Schools that offer the TAP program receive professional development to ensure services are compliant and accommodations are provided as outlined. The instructional leads for the TAP program are available to counselors and administrators to provide training to ensure staff are aware of the educational options available to pregnant and parenting students. District personnel provides competency-based program training to TAP instructors as one of the criteria is specific to teen parents. Our district is working to improve professional development and programmatic efforts for counselors and administrators on communication of services, accommodations, and opportunities to enhance the TAP programs.

Student-Parent Program

Going to school with your child

The Student-Parent Program is an education program which makes it possible for pregnant and parenting students to remain in school and continue working towards a high school diploma or its equivalent. The Student-Parent Program is operated by the Brevard Public Schools system and provides a licensed day care center, on-campus at two Brevard High Schools, free to participating student-parents.



Program Goals

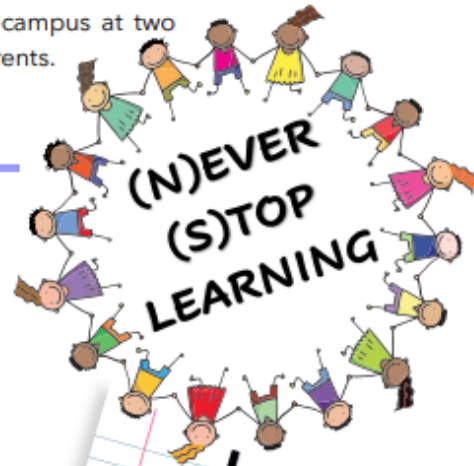
- Graduation
- Parenting, School, and Personal Life Management
- Quality Parenting
- Career Planning

Support Services

- Quality Childcare
- Health Services
- Social Services
- Transportation

How to Enroll

- Get your parent's permission.
- Get a doctor's statement confirming pregnancy and/or birth certificate for child.
- See your counselor
- Call for an appointment at the nearest Student-Parent program location.



Locations

Cocoa High School
321-632-5300
ext. 22212

Kibler.Theresa@brevardschools.org

Palm Bay Magnet High
321-952-5900
ext. 25513

Dixon.Ada@brevardschools.org



PART VII: PREGNANT AND PARENTING STUDENTS