

Florida Educational Equity Act



Brevard Public Schools Implementation Plan 2019~2020 Annual Update

Mark W. Mullins, Ed.D. Superintendent

The Florida Educational Equity Act Implementation Plan 2018-2019 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.



Approved by the School Board of Brevard County
November 17, 2020 (Projected)



SCHOOL BOARD OF BREVARD COUNTY

2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699

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Student Services and Exceptional Student Education
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ASSISTANT DIRECTOR

Student Activities
Dr. Andrew Ramjit

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BOARD AGENDA ITEM



Item Author : [View Agenda Item](#)

Agenda

Hold Agenda for All Departments

Category

Student Support Services

Sub-Category

None Selected

Title

Florida Educational Equity Act Annual Update -- 2019-2020

Meeting

Action

Date

11/17/2020

Consent Type

(None selected)

Discussion

The District is required to submit a Florida Educational Equity Act Update for 2019-2020 in compliance with the Florida Educational Equity Act Implementing Rules 6A-19.001 - 19.010.

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

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

Recommendation

Approve the 2019-2020 Florida Educational Equity Act Update.

Authority for Action

General Powers and Duties of the Board

Involves Expenditure of Funds Directly in the Classroom

No

Source of Funding

- Operating - Categorical
- Operating - Other
- Special Revenue - Federal
- Sales Surtax
- Agenda Item will not Require the Expenditure of Funds
- Operating - Grant
- Capital Projects
- Special Revenue - Food Services
- Other Sources

FY	Amount	Budgeted	Fund	Cost Center	Project	Function	Object	Program
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Legal Review

No

Contact

Dr. Andrew Ramjit, Asst. Director, Student Activities
Misty Bland, Director, Alternative Sites

SECONDARY SCHOOL EQUITY CONTACTS

Astronaut High	Elizabeth Lindsley
Bayside High	Christopher Moreau
Cocoa High	Rachad Wilson
Cocoa Beach Jr./Sr.	Helen Rowland
Eau Gallie High	Todd Oas
Edgewood Jr./Sr.	Julia Diakakis
Heritage High	Greg McGrew
Melbourne High	Keith Barton
Merritt Island High	Robert Farrell
Palm Bay Magnet High	Holly Zander
Rockledge High	Terri Kulaga
Satellite High	Courtney Lundy
Space Coast Jr./Sr.	Melissa Hall
Titusville High	Todd Rassman
Viera High	Chris Gallagher
West Shore Jr./Sr.	Catherine Halbuer
Central Middle	Todd Scheuerer
DeLaura Middle	Kimberly Swinehart
Hoover Middle	Erik Linde
Jackson Middle	Jennifer Shockley
Jefferson Middle	Lena Koch
Johnson Middle	Tanza Conneely
Kennedy Middle	Tami Davis
Madison Middle	Matthew Mertz
McNair Middle School	Jennifer Williams
Southwest Middle School	Laura Glover
Stone Middle School	Gerald Heid

PART I
PROCEDURAL REQUIREMENTS

BREVARD COUNTY (FLORIDA) BYLAWS & POLICIES

5517.03 - DATING VIOLENCE AND ABUSE

The Board strictly prohibits any act of dating violence and abuse committed by one student against another on school property, during a school-sponsored activity, or during school-sponsored transportation.

Dating Violence and Abuse Defined

For purposes of this policy, dating violence and abuse shall be defined as emotional, verbal, sexual, or physical abuse of a student who is in a current or was in a past dating relationship by the other person in that dating relationship. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of mental, physical or sexual abuse. It may also be a pattern of demeaning, coercive, abusive actions that amount to emotional or psychological abuse. Dating violence and abuse may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, as well as harassment through a third party.

Reporting Acts of Dating Violence and Abuse

Any student who is the victim of an act of dating violence and abuse, or has cause to believe that s/he is in immediate danger of becoming the victim of an act of dating violence and abuse, should report the matter to the Principal or to any member of the school staff.

Any Board employee who receives a report of an act of dating violence and abuse, who directly observes an act of dating violence and abuse perpetrated by one student against another, or who has reason to believe that a student is a victim of dating violence and abuse shall report such report, observations, or suspicions to the Principal.

Any resident of the community or other member of the school community, including students, parents/legal guardians, volunteers, and visitors, who observes an act of dating violence and abuse perpetrated by one student against another, or who has reason to believe that a student is a victim of dating violence and abuse is encouraged to report the matter to the Principal. These reports can be made either in person or anonymously.

Investigating Reports of Dating Violence and Abuse

Upon receiving a report of alleged dating violence and abuse, the Principal shall conduct an investigation of the allegation promptly. As part of the investigation, the Principal shall contact the parent/legal guardian(s) of the alleged victim and/or the parent/legal guardian(s) of the alleged perpetrator, if they are under the age of eighteen (18), to inform them of the report.

The investigation of the report should include interviews of the alleged victim, the individual accused of perpetrating the dating violence and abusive behavior, and any other person who may have witnessed the alleged act or who may reasonably be expected to have information relevant to the situation. All interviewed parties and witnesses will be provided an opportunity to present any evidence that they reasonably believe to be relevant to the situation.

The Board reserves the right to investigate a report of dating violence and abuse regardless of whether the student who is allegedly the victim of the dating violence and abuse wants to pursue the matter.

Consequences

At the conclusion of the investigation, the Principal will determine whether or not the allegation of dating violence and abuse was substantiated. If the Principal determines that a student has committed an act of dating violence and abuse, that violation of this policy shall result in disciplinary action in accordance with the Student Code of Conduct, which may include suspension, assignment to another school or program, or recommendation for expulsion. All disciplinary action shall be taken in accordance with State law and applicable Board policy. (See Policy [5500](#) and Policy [5600](#)) When imposing discipline, the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved, shall be considered.

Suspensions for acts of teen violence and abuse may be appealed in accordance with the procedures set forth in the Student Code of Conduct. (See Policy [5500](#))

Further, the Department of Children and Families shall be notified if the student who is found to have perpetrated the act of dating violence and abuse is eighteen (18) years of age or older and the student who was the victim of the act of dating violence and abuse is a minor.

In those cases where teen dating violence and abuse is not substantiated, the Principal may consider whether the alleged conduct nevertheless warrants disciplinary action in accordance with the Student Code of Conduct or other Board policies.

Support and Reasonable Accommodations

If requested during or after the investigation, the Principal shall make reasonable accommodations for the student who is allegedly experiencing dating violence and abuse including, but not limited to the following:

- A. Stay Away Contract, that is, a contract with the alleged perpetrator to stay away from the victim while on school grounds, on school transportation, and during school-sponsored programs and events;
- B. Class schedule changes;
- C. Protection that will enable safe egress/regress from school, as well as movement within the school; and
- D. Referrals for outside support or counseling.

Students should provide the Principal with a copy of an order of protection that has been issued by the court. The Principal shall then contact the student whose behavior is to be regulated by that order of protection and initiate a Stay Away Contract that is consistent with the terms of that order and provides penalties for known violations of the contract. Further, the Principal shall notify law enforcement

immediately if s/he knows or has reason to believe that a criminal or civil restraining order has been violated.

The School Resource Officer shall respond immediately to a report of a violation of a criminal or civil restraining order.

Other Violations of the Dating Violence and Abuse Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging dating violence and abuse, or who has participated as a witness in an investigation of such an allegation.
- B. Filing a malicious or knowingly false report or complaint of dating violence and abuse.
- C. Disregarding, failing to investigate adequately, or delaying the investigation of allegations of dating violence and abuse, when responsibility for reporting and investigating allegations of dating violence and abuse comprises part of one's supervisory duties.

Privacy/Confidentiality

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 to any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

Retention of Public Records, Student Records, and Investigatory Records and Materials

All individuals charged with conducting investigations under this policy must retain all information, documents, electronically stored information, and electronic media (as defined in Board Policy [8320](#)) created and received as part of an investigation, including, but not limited to, complaints, responses, witness statements, documentary evidence, audio and/or video recordings, handwritten and contemporaneous notes, e-mails related to the investigation and allegations, printouts, letters, determinations, and summaries.

These investigative records and materials shall be retained in accordance with Board Policy [8310](#) and Board Policy [8320](#), including the District's records retention schedule.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of dating violence and abuse. The Superintendent shall require that the District's

comprehensive health curriculum in grades 7-12 include a component about dating violence and abuse that is age appropriate and includes the content required by State law.

Further, the Superintendent shall provide appropriate training to all members of the School District staff related to dating violence and abuse, and the implementation of this policy.

F.S. 1003.42

F.S. 1006.148

Adopted 7/22/14

Revised 12/10/18

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ANNUAL AND CONTINUAL NON-DISCRIMINATION NOTICES

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
Tina Descovich
Katy Campbell
Cheryl McDougall



The School Board of Brevard County, Florida does not discriminate on the basis of 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 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 Boys Scout of America Equal Access Act. The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAA), the Florida Education Equity Act of 1984, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, Civil Rights Act of 1964 including: Title II, Title VI, and Title VII, United States Education Amendments of 1972 - Title IX, Age Discrimination in Employment Act (ADEA), and Individuals with Disabilities Act (IDEA). If you have questions, concerns, or wish to report possible violations involving any of the above or below items, please contact either individual below for assistance:

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

Title IX Coordinator
Stephanie Archer
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911, Ext. 11395
Archer.stephanie@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

The School Board of Brevard County, Florida does not discriminate on the basis of 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 or any other factor protected under applicable federal, state, or local law. The district also provides equal access to its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAA), the Florida Education Equity Act of 1984, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, Civil Rights Act of 1964 including: Title II, Title VI, and Title VII, United States Education Amendments of 1972 - Title IX, Age Discrimination in Employment Act (ADEA), and Individuals with Disabilities Act (IDEA). Questions, complaints, or concerns with any of the above should be reported to either of the Anti-Harassment Compliance Officers listed below for proper assistance and handling. 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 Human Resources & Labor Relations for assistance. Inquiries concerning Title IX may be referred to the Director of Open Enrollment, Charter, and District Title IX listed above for assistance or the Office of Civil Rights.

For concerns involving:

Student, Exception Education/504, Title IX, or the Public Contact:
Director, Open Enrollment, Charter & District Title IX Coordinator
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633 – 1000 Ext. 11500

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

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 Director of Professional Standards and Labor Relations at (321) 633 – 1000, Ext. 11265

Non-Discrimination Notice on the District's Webpage

The School Board of Brevard County, Florida does not discriminate on the basis of 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 or any other factor protected under applicable federal, state, or local law. The district also provides equal access to its facilities to youth groups, as required by the Boy Scouts of America Equal Access Act. The School Board of Brevard County is in compliance with the Americans with Disabilities Act of 1990 (ADA) and the Amendment Act of 2008 (ADAA), the Florida Education Equity Act of 1984, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, Civil Rights Act of 1964 including: Title II, Title VI, and Title VII, United States Education Amendments of 1972 - Title IX, Age Discrimination in Employment Act (ADEA), and Individuals with Disabilities Act (IDEA). Questions, complaints, or concerns with any of the above should be reported to either of the Anti-Harassment Compliance Officers listed below for proper assistance and handling. 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 Human Resources & Labor Relations for assistance. Inquiries concerning Title IX may be referred to the Director of Open Enrollment, Charter, and District Title IX listed above for assistance or the Office of Civil Rights.

For concerns involving:

Student, Exception Education/504, Title IX, or the Public Contact:
Director, Open Enrollment, Charter & District Title IX Coordinator
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633 – 1000 Ext. 11500

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PART II
INCOMPLETE OR PENDING ACTIONS

No incomplete items.

PART III
STUDENT PARTICIPATION
EVALUATION OF METHODS AND STRATEGIES

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

Grades 9-12 Total Enrollment 2019-2020 (22,294)

White	Black	Hispanic	ELL
61% (13,488)	14% (3,207)	15% (3,430)	2% (468)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
26% (3,690)	26% (3,680)	26% (3,627)	28% (3,853)	29% (3,890)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
23% (1,673)	23% (1,673)	22% (1,579)	24% (1,713)	25% (1,675)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
12% (362)	12% (375)	13% (427)	14% (443)	15% (485)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
8% (113)	8% (129)	10% (159)	10% (158)	10% (162)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
20% (677)	20% (724)	21% (782)	24% (833)	25% (864)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
17% (291)	18% (311)	18% (332)	20% (352)	22% (372)

	ELL In AP/IB/AICE	ELL In AP/IB/AICE	ELL In AP/IB/AICE	ELL In AP/IB/AICE
	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
	8% (31)	9% (36)	11% (47)	10% (45)

EVIDENCE OF SUCCESS

The evaluation reveals progress in increasing enrollment in AP/IB/AICE courses for Black and Hispanic students in grades 9-12. Black students increased by **3** percentage points, from **12%** in 2015-2016 to **15%** in 2019-2020; and Hispanic students increased by **5** percentage points, from **20%** to **25%** for the same time period.

The evaluation also reveals progress in increasing enrollment in AP/IB/AICE courses for Black and Hispanic males in grades 9-12. Black males increased **2** percentage points, from **8%** in 2015-2016 to **10%** in 2019-2020, and Hispanic males increased **5** percentage points, from **17%** to **22%** for the same time period.

The evaluation reveals progress in increasing enrollment in AP/IB/AICE courses for ELL students in grades 9-12. ELL students increased by **2** percentage points from **8%** in 2016-2017 to **10%** in 2019-2020.

METHODS AND STRATEGIES

1. The District Resource Teacher for College and Career Readiness will assist the school counselors with the required Program of Study classroom meetings for all students grades 7-12, ensuring AP, IB, and AICE program information is made available to all students.
2. The District AVID Resource Teachers and the District Resource Teacher for Accelerated Programs will work with school AVID coordinators and teachers to target, enlist, and support minority students in an effort to increase the number of students enrolled in accelerated programs (AP, IB, and AICE).
3. The District Resource Teacher for Accelerated Programs will share with schools a brochure detailing the advantages of accelerated courses.
4. The Brevard Public School District through Secondary Leading and Learning will inform all students of the availability of accelerated programs (AP, IB, AICE, courses) through the Student Instructional Handbook.
5. High Schools will hold informational nights for the parents of potential accelerated programs students and are encouraged to reach out to Hispanic and Black populations.
6. Schools should 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).
7. Secondary Leading and Learning representatives will support and encourage under-represented students to take AP Computer Science Principles, which can be considered a gateway course to other rigorous courses (IB and AICE).
8. The District Resource Teacher for College and Career Readiness and the Resource Teacher for Accelerated Programs will support middle schools by offering accelerated program presentations to students and parents to encourage middle school students (especially minorities) to start taking rigorous courses that will lead to AP, IB and AICE courses
9. School Counselors and school ESOL contacts, with support from the District Resource Teacher of World Languages will encourage ELL and Heritage students to participate in higher level World Language courses.
10. Make translated materials available to school staff, parents and students in order to assist ELL students and parents with information regarding accelerated coursework.

11. The District Resource Teacher for Accelerated Programs will provide Mini Grants to schools in order to increase under-represented participation and success in AP classes.
12. All AP teachers have access to College Board's AP classroom which allows them to formatively assess our 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.

ACCOUNTABILITY MEASURE AND TIMELINES

1. Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2020-2021 school year.
2. Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2020-2021 school year.
3. Increase the number of Black male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2020-2021 school year.
4. Increase the number of Hispanic male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2020-2021 school year.
5. Increase the number of ELL students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2020-2021 school year.

(2) GRADES 9-12, DUAL ENROLLMENT (DE)**Grades 9-12 Total Enrollment 2019-2020 (22,294)**

White	Black	Hispanic	ELL
61% (13,488)	14% (3,207)	15% (3,430)	2% (468)

Whites In DE	Whites In DE	Whites In DE	Whites In DE	Whites In DE
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
10% (1,477)	11% (1,566)	11% (1,521)	11% (1,553)	12% (1,657)

White Males In DE	White Males In DE	White Males In DE	White Males In DE	White Males In DE
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
7% (525)	8% (558)	7% (512)	8% (577)	9% (625)

Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
6% (181)	7% (211)	7% (241)	7% (224)	7% (223)

Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
3% (38)	2% (40)	3% (51)	3% (50)	3% (48)

Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
8% (286)	8% (291)	8% (301)	9% (315)	10% (358)

Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
5% (91)	5% (89)	5% (87)	6% (106)	7% (112)

	ELL In DE	ELL In DE	ELL In DE	ELL In DE
	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
	1% (5)	1% (5)	2% (7)	2% (7)

Evidence of Success

The evaluation reveals progress in increasing enrollment in Dual Enrollment courses for Black students in grades 9-12. Black students increased by **1** percentage point from **6%** participating in Dual Enrollment in 2015-2016 and **7%** participating in 2019-2020. Hispanic students increased by **2** percentage points from **8%** to **10%** for the same time period.

The evaluation does not reveal progress in increasing enrollment in Dual Enrollment courses for Black males in grades 9-12. Black males stayed level with **3%** participating in DE in 2015-2016 and **3%** participating in 2019-2020. Hispanic males increased by **2** percentage points from **5%** in 2015-2016 and **7%** participating in 2019-2020.

The evaluation reveals progress of increasing enrollment in Dual Enrollment courses for ELL students in grades 9-12. ELL increased by **1** percentage point from **1%** participating in 2016-2017 and **2%** participating in 2019-2020.

Methods and Strategies

1. The District Resource Teacher for Early College Programs and District Resource Teacher for School Counseling 7-12, will provide professional development for all secondary school counselors and hold meetings with school Dual Enrollment contacts and school counseling chairs stressing the importance of increasing the number of Black and Hispanic students participating in the Dual Enrollment program, especially as it relates to the BPS School Improvement Plan.
2. Dual Enrollment Contacts, with the support and monitoring of the District Resource Teacher for College and Career Readiness, will identify Hispanic males with GPA's of 3.0 or better and will encourage all qualified students (and especially minority students) to enroll in Dual Enrollment and other accelerated programs.
3. The District Resource Teacher for Early College Programs will support high schools by attending accelerated programs recruitment nights offered in the spring of each school year.
4. The Brevard Public School District through Secondary Leading and Learning will inform all students of the availability of Dual Enrollment opportunities through the Student Instructional Handbook.
5. The District Resource Teacher for College and Career Readiness and the District Resource Teacher for Early College Programs will offer Dual Enrollment Professional Development to middle school counselors who can encourage middle school students (especially minorities) to take rigorous courses that will lead to Dual Enrollment courses.
6. The District Resource Teacher for Early College Programs and District Resource Teacher for School Counseling 7-12 will collaborate with admissions officials from Eastern Florida State College (EFSC) and from Florida Institute of Technology (FIT) to provide professional development for counselors on the college campus, increasing their knowledge of programs available to all students.
7. Make translated materials available to school staff, parents and students in order to assist ELL students and parents with information regarding accelerated coursework.
8. The District Resource Teacher for Early College Programs and the District Resource Teacher for ESOL will develop a letter written in Spanish that can be given to Hispanic students and/or parents regarding Dual Enrollment programs.
9. The District Resource Teacher for Early College Programs will support the Pirates to Panthers Program which is a Dual Enrollment program. This program offers students free tuition at a private

university for students at one of our struggling high schools. The students in this program take specific courses to scaffold their skills in order to succeed in these rigorous courses.

10. The Brevard Public School District will partner with Eastern Florida State College to provide an annual “Bridge to Success” conference that will introduce minority students to Eastern Florida State college and create a pathway to dual enrollment.

Accountability Measure and Timelines

1. Increase the number of Black students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2020-2021 school year.
2. Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2020-2021 school year.
3. Increase the number of Black male students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2020-2021 school year.
4. Increase the number of Hispanic male students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2020-2021 school year.
5. Increase the number of ELL students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2020-2021 school year.

(3) GRADES 9-12, ALL LEVEL 3 COURSES (INCLUDING AP, IB, AICE, DE AND HONORS)

Grades 9-12 Total Enrollment 2019-2020 (22,294)

White	Black	Hispanic	ELL
61% (13,488)	14% (3,207)	15% (3,430)	2% (468)

White All Level 3	White All Level 3	White All Level 3	White All Level 3	White All Level 3
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
74% (10,612)	76% (10,880)	76% (10,670)	78% (10,709)	80% (10,837)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
70% (5,153)	73% (5,352)	74% (5,285)	75% (5,303)	78% (5,312)

Black All Level 3	Black All Level 3	Black All Level 3	Black All Level 3	Black All Level 3
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
55% (1,719)	57% (1,859)	60% (1,935)	60% (1,917)	61% (1,95.)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
49% (731)	50% (805)	51% (821)	52% (826)	52% (830)

Hispanic All Level 3	Hispanic All Level 3	Hispanic All Level 3	Hispanic All Level 3	Hispanic All Level 3
<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
66% (2,232)	66% (2,334)	66% (2,433)	70% (2,427)	72% (2,464)

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
61% (1,016)	63% (1,085)	63% (1,128)	65% (1,125)	68% (1,171)

	ELL All Level 3	ELL All Level 3	ELL All Level 3	ELL All Level 3
	<i>2016-17</i>	<i>2017-18</i>	<i>2018-2019</i>	<i>2019-2020</i>
	46% (187)	46% (193)	41% (175)	43% (199)

Evidence of Success

The evaluation does reveal progress in increasing enrollment in Level 3 courses for Black and Hispanic students in grades 9-12. Black students increased by 4 percentage points from 57% in 2015-2016 to 61% in 2019-2020. Hispanic students increased by 6 percentage points from 66% to 72% for the same time period.

The evaluation does reveal progress of increasing enrollment in Level 3 courses for Black and Hispanic males in grades 9-12. Black males increased by 2 percentage points from 50% in 2015-2016 to 52% in 2019-2020. Hispanic males increased by 5 percentage points from 63% to 68% in the same time period.

The evaluation reveals no progress of increasing enrollment in Level 3 courses for ELL students in grades 9-12. ELL decreased participation by 3% with 46% participating in 2016-2017 and 43% participating in 2019-2020.

Methods and Strategies

1. The District Resource Teacher for College and Career Readiness will assist the school counselors with the required Program of Study classroom meetings for all students grades 7-12 ensuring AP, IB, AICE, DE, Honors and Level 3 program information is made available to all students especially Hispanic and Black populations.
2. The District AVID Resource Teachers and the District Resource Teacher for Accelerated Programs will work with school AVID coordinators and teachers to target, enlist, and support minority students (especially males) in an effort to increase the number of students enrolled in Honors and other accelerated programs (AP, IB, AICE, DE and Level 3 courses).
3. The District Resource Teacher for Accelerated Programs will share with schools a brochure detailing the advantages of accelerated classes.
4. The Brevard Public School District through Secondary Leading and Learning will inform all students of the availability of accelerated programs (AP, IB, AICE, DE and Level 3 courses) through the Student Instructional Handbook.
5. High Schools will hold informational nights for the parents of potential accelerated programs students and are encouraged to reach out to Hispanic and Black populations.
6. Schools should use AP Potential to identify minority students for potential success in rigorous coursework (AP, IB and AICE). Schools may use that information to send personal letters to students inviting them to enroll in rigorous coursework (AP, IB and AICE).
7. Secondary Leading and Learning representatives will support and encourage underrepresented students to take AP Computer Science Principles which can be considered a gateway course to other rigorous courses (IB and AICE)
8. The District Resource Teacher for College and Career Readiness and the Resource Teacher for Accelerated Programs will support middle schools by offering accelerated program presentations to students and parents to encourage middle school students (especially minorities) to start taking rigorous courses that will lead to AP, IB and AICE courses.
9. The District Resource Teacher for Early College Programs and the Resource Teacher 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.
10. School Counselors and school ESOL contacts, with support from the District Resource Teacher for World Languages will encourage ELL and Heritage students to participate in higher level World Language courses.
11. Make translated materials available to school staff, parents and students in order to assist ELL students and parents with information regarding accelerated coursework.
12. All AP teachers have access to College Board's AP classroom which allows them to formatively assess our 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.

Accountability Measure and Timelines

1. Increase the number of Black students in grades 9-12 enrolling in all Level 3 courses by 1 percentage point by the 2020-2021 School Year.
2. Increase the number of Hispanic students in grades 9-12 enrolling in all Level 3 courses by 1 percentage point by the 2020-2021 School Year.
3. Increase the number of Black Male students in grades 9-12 enrolling in all Level 3 courses by 1 percentage point by the 2020-2021 School Year.
4. Increase the number of Hispanic Male students in grades 9-12 enrolling in all Level 3 courses by 1 percentage point by the 2020-2021 School Year.
5. Increase the number of ELL students in grades 9-12 enrolling in all Level 3 courses by 1 percentage point by the 2020-2021 school year.

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

2019-2020 MONITORING FORMS

**Astronaut High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants					
	Varsity Teams	Males	Females		Total	Non-Varsity Teams	#	Males	#	Females
Baseball	12	0	12	Baseball		15		0		15
Basketball	14	14	28	Basketball		24		0		24
Bowling	7	5	12	Bowling		0		0		0
Cross Country	8	6	14	Cross Country		0		0		0
Flag Football/ Football	38	0	38	Flag Football/ Football		30		0		30
Golf	19	5	24	Golf		0		0		0
Lacrosse	0	0	0	Lacrosse		0		0		0
Soccer	16	19	35	Soccer		0		16		16
Softball	0	11	11	Softball		0		11		11
Swimming/Diving	13	23	36	Swimming/Diving		0		0		0
Tennis	10	7	17	Tennis		0		0		0
Track and Field	74	29	103	Track and Field		0		0		0
Volleyball	0	13	13	Volleyball		0		24		24
Wrestling	20	3	23	Wrestling		0		0		0
Weightlifting	0	0	0	Weightlifting		0		0		0
<i>Total Varsity Participants</i>	231	135	366	<i>Total JV Participants</i>	77		51			128
<i>% of Varsity Participants</i>	63%	37%	100%	<i>% of JV Participants</i>	60%		40%			100%
Total Student Enrollment by Gender 2019-2020	530	501	1031	Total Student Enrollment by Gender 2019-2020	530		501			1031
% Student Enrollment by Gender 2019-2020	51%	49%	100%	% Student Enrollment by Gender 2019-2020	51%		49%			100%

**Bayside High School
2019-2020 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	14	0	14	Baseball	11		0		11
Basketball	14	12	26	Basketball	24		10		34
Bowling	6	7	13	Bowling	0		0		0
Cross Country	14	7	21	Cross Country	0		0		0
Flag Football/ Football	41	0	41	Flag Football/ Football	29		0		29
Golf	8	8	16	Golf	0		0		0
Lacrosse	0	0	0	Lacrosse	0		0		0
Soccer	22	18	40	Soccer	22		15		37
Softball	0	12	12	Softball	0		0		0
Swimming/Diving	15	20	35	Swimming/Diving	0		0		0
Tennis	8	8	16	Tennis	0		0		0
Track and Field	49	46	95	Track and Field	0		0		0
Volleyball	0	11	11	Volleyball	0		22		22
Wrestling	17	0	17	Wrestling	0		0		0
Total Varsity Participants	208	149	357	Total JV Participants	86		47		133
% of Varsity Participants	58.3%	41.7%	100%	% of JV Participants	64.6%		35.4%		100%
Total Student Enrollment by Gender 2019-2020	807	819	1626	Total Student Enrollment by Gender 2019-2020	807		819		1626
% Student Enrollment by Gender 2019-2020	49.6%	50.4%	100%	% Student Enrollment by Gender 2019-2020	49.8%		50.4%		100%

**Cocoa Beach Jr./Sr. High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	14	0	14	Baseball		12		0	12
Basketball	12	10	22	Basketball	2	19		8	27
Bowling	4	7	11	Bowling		0		0	0
Cross Country	12	5	17	Cross Country		0		0	0
Flag Football/ Football	31	0	31	Flag Football/ Football		0		0	0
Golf	8	13	21	Golf		0		0	0
Lacrosse	32	17	49	Lacrosse		0		0	0
Soccer	15	17	32	Soccer		14		0	14
Softball	0	16	16	Softball		0		0	0
Swimming/Diving	30	28	58	Swimming/Diving		0		0	0
Tennis	8	11	19	Tennis		0		0	0
Track and Field	15	11	26	Track and Field		0		0	0
Volleyball	0	10	10	Volleyball		0	2	23	23
Wrestling	19	0	19	Wrestling		0		0	0
<i>Total Varsity Participants</i>	200	145	345	Total JV Participants	45		31		76
<i>% of Varsity Participants</i>	58%	42%	100%	% of JV Participants	59%		41%		100%
Total Student Enrollment by Gender 2019-2020	309	330	639	Total Student Enrollment by Gender 2019-2020	309		330		639
% Student Enrollment by Gender 2019-2020	48%	52%	100%	% Student Enrollment by Gender 2019-2020	48%		52%		100%

**Cocoa High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	11	0	11	Baseball	11			0	11
Basketball	15	11	25	Basketball	38			17	34
Cross Country	8	6	14	Cross Country	0			0	0
Flag Football/ Football	40	0	40	Flag Football/ Football	30			0	30
Golf	8	6	14	Golf	0			0	0
Soccer	20	19	39	Soccer	21			18	39
Softball	0	13	13	Softball	0			16	16
Swimming/Diving	16	18	34	Swimming/Diving	0			0	0
Tennis	8	4	12	Tennis	0			0	0
Track and Field	47	36	83	Track and Field	0			0	0
Volleyball	0	10	10	Volleyball	0			22	22
Wrestling	16	1	17	Wrestling	0			0	0
Weightlifting	0	0	0	Weightlifting	0			0	0
Bowling	8	7	15	Bowling	0			0	0
Total Varsity Participants	197	131	323	Total JV Participants	101			74	178
% of Varsity Participants	59.5%	40.5%	100%	% of JV Participants	58.5%			41.5%	100%
Total Student Enrollment by Gender 2019-2020	831	734	1565	Total Student Enrollment by Gender 2019-2020	831			734	1565
% Student Enrollment by Gender 2019-2020	53%	47%	100%	% Student Enrollment by Gender 2019-2020	54%			46%	100%

**Eau Gallie High School
2019-20 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants					
	Varsity Teams	Males	Females		Total	Non-Varsity Teams	#	Males	#	Females
Baseball	15	0	15	Baseball	1	15	0	0	0	15
Basketball	12	12	24	Basketball	3	22	1	13	35	
Bowling	8	8	16	Bowling	0	0	0	0	0	
Cross Country	6	9	15	Cross Country	0	0	0	0	0	
Football	38	0	38	Football	1	19	0	0	19	
Lacrosse	0	17	17	Lacrosse	0	0	0	0	0	
Golf	8	10	18	Golf	0	0	0	0	0	
Soccer	15	19	34	Soccer	1	16	1	19	35	
Softball	0	14	14	Softball	0	0	1	15	15	
Swimming/Diving	11	15	26	Swimming/Diving	0	0	0	0	0	
Tennis	10	11	21	Tennis	0	0	0	0	0	
Track and Field	28	33	61	Track and Field	0	0	0	0	0	
Volleyball	0	15	15	Volleyball	0	0	2	28	28	
Wrestling	14	0	14	Wrestling	1	7	0	0	7	
Total Varsity Participants	165	163	328	Total JV Participants	79		75		154	
% of Varsity Participants	50%	50%	100%	% of JV Participants	51%		49%		100%	
Total Student Enrollment by Gender 2019-20	806	809	1615	Total Student Enrollment by Gender 2019-20	806		809		1615	
% Student Enrollment by Gender 2019-20	50%	50%	100%	% Student Enrollment by Gender 2019-20	50%		50%		100%	

**Edgewood Jr./Sr. High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	0	0	0	Baseball		0		0	0
Basketball	11	11	22	Basketball	1	11	1	10	21
Bowling	10	7	17	Bowling		0		0	0
Cross Country	8	8	16	Cross Country		0		0	0
Flag Football/ Football	0	0	0	Flag Football/ Football		0		0	0
Golf	10	7	17	Golf		0		0	0
Lacrosse	23	33	56	Lacrosse	1	22	1	20	42
Soccer	23	23	49	Soccer	1	23	1	18	41
Softball	0	0	0	Softball		0		0	0
Swimming/Diving	24	19	43	Swimming/Diving		0		0	0
Tennis	12	12	24	Tennis		0		0	0
Track and Field	22	26	48	Track and Field		0		0	0
Volleyball	0	11	11	Volleyball		0	2	23	23
Wrestling	0	0	0	Wrestling		0		0	0
<i>Total Varsity Participants</i>	143	160	3030	<i>Total JV Participants</i>	56		71		127
<i>% of Varsity Participants</i>	47%	53%	100%	<i>% of JV Participants</i>	44%		56%		100%
Total Student Enrollment by Gender 2019-2020	439	503	942	Total Student Enrollment by Gender 2019-2020	439		503		942
% Student Enrollment by Gender 2019-2020	47%	53%	100%	% Student Enrollment by Gender 2019-2020	47%		53%		100%

**Heritage High School
2019-2020 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	16	0	16	Baseball		12		0	12
Basketball	14	11	25	Basketball	2	27		11	38
Bowling	10	11	21	Bowling		0		0	0
Cross Country	15	6	21	Cross Country		0		0	0
Flag Football/ Football	40	0	40	Flag Football/ Football		29		0	29
Golf	5	1	6	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	19	15	34	Soccer		24		22	46
Softball	0	12	12	Softball		0		16	16
Swimming/Diving	10	13	23	Swimming/Diving		0		0	0
Tennis	10	13	23	Tennis		0		0	0
Track and Field	65	45	110	Track and Field		0		0	0
Volleyball	0	10	10	Volleyball		0	2	15	15
Wrestling	17	0	17	Wrestling		9		0	9
Total Varsity Participants	221	137	358	Total JV Participants		101		64	165
% of Varsity Participants	61.7	38.3	100%	% of JV Participants		61.2		38.8	100%
Total Student Enrollment by Gender 2019-2020	865	927	1792	Total Student Enrollment by Gender 2019-2020		865		927	1792
% Student Enrollment by Gender 2019-2020	48.3%	51.7%	100%	% Student Enrollment by Gender 2019-2020		48.3%		51.7%	100%

**Melbourne High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	16	0	16	Baseball		12		0	12
Basketball	14	11	25	Basketball	2	27	1	11	38
Bowling	10	11	21	Bowling		0		0	0
Cross Country	15	6	21	Cross Country		0		0	0
Flag Football/ Football	40	0	40	Flag Football/ Football		29		0	29
Golf	5	1	6	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	19	15	34	Soccer		24		22	46
Softball	0	12	12	Softball		0		16	16
Swimming/Diving	10	13	23	Swimming/Diving		0		0	0
Tennis	10	13	23	Tennis		0		0	0
Track and Field	65	45	110	Track and Field		0		0	0
Volleyball	0	10	10	Volleyball		0	2	15	15
Wrestling	17	0	17	Wrestling		0		0	0
Total Varsity Participants	221	137	358	Total JV Participants	101		64		165
% of Varsity Participants	61.7%	38.3%	100%	% of JV Participants	61.2%		38.8%		100%
Total Student Enrollment by Gender 2019-2020	865	927	1792	Total Student Enrollment by Gender 2019-2020	101		64		165
% Student Enrollment by Gender 2019-2020	48.3%	51.7%	100%	% Student Enrollment by Gender 2019-2020	48.3%		51.7%		100%

**Merritt Island High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	16	0	16	Baseball	1	15		0	15
Basketball	15	13	28	Basketball	2	28		0	28
Bowling	11	9	20	Bowling		0		0	0
Cross Country	16	13	29	Cross Country		0		0	0
Flag Football/ Football	36	0	36	Flag Football/ Football	1	35		0	35
Golf	12	5	17	Golf		0		0	0
Lacrosse	24	23	47	Lacrosse	1	23	1	20	43
Soccer	26	27	53	Soccer	1	24	1	17	41
Softball	0	14	14	Softball		0	1	18	18
Swimming/Diving	13	26	39	Swimming/Diving		0		0	0
Tennis	8	10	18	Tennis		0	1	4	4
Track and Field	42	30	72	Track and Field		0		0	0
Volleyball	0	22	22	Volleyball		0	2	24	24
Wrestling	16	0	16	Wrestling		0		0	0
Total Varsity Participants	235	192	427	Total JV Participants	130		83		213
% of Varsity Participants	55%	45%	100%	% of JV Participants	61%		39%		100%
Total Student Enrollment by Gender 2019-2020	755	728	1483	Total Student Enrollment by Gender 2019-2020	755		728		1483
% Student Enrollment by Gender 2019-2020	51%	49%	100%	% Student Enrollment by Gender 2019-2020	51%		49%		100%

Palm Bay High School
2019-2020 Athletic Participation Monitoring Form

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	14	0	14	Baseball		13		0	13
Basketball	12	10	22	Basketball	2	28		12	40
Bowling	9	9	18	Bowling		0		0	0
Cross Country	10	3	13	Cross Country		0		0	0
Flag Football/ Football	36	0	36	Flag Football/ Football		20		0	20
Golf	4	4	8	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	18	21	39	Soccer		13		0	13
Softball	0	15	15	Softball		0		15	15
Swimming/Diving	10	10	20	Swimming/Diving		0		0	0
Tennis	6	12	18	Tennis		0		0	0
Track and Field	27	23	50	Track and Field		0		0	0
Volleyball	0	19	19	Volleyball		0	2	24	24
Wrestling	14	0	14	Wrestling		0		0	0
Total Varsity Participants	160	126	286	Total JV Participants	74		51		125
% of Varsity Participants	56%	44%	100%	% of JV Participants	59%		39%		100%
Total Student Enrollment by Gender 2019-2020	677	658	1335	Total Student Enrollment by Gender 2019-2020	677		658		1335
% Student Enrollment by Gender 2019-2020	51%	49%	100%	% Student Enrollment by Gender 2019-2020	51%		49%		100%

**Rockledge High School
2019-20 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	20	0	20	Baseball		11		0	11
Basketball	11	12	23	Basketball	2	19		11	30
Bowling	8	10	18	Bowling		0		0	0
Cross Country	17	14	31	Cross Country		0		0	0
Football	35	0	35	Football		27		0	27
Golf	10	11	21	Golf		0		0	0
Lacrosse	19	24	43	Lacrosse		17		0	17
Soccer	20	18	38	Soccer		17		17	34
Softball	0	13	13	Softball		0		12	12
Swimming/Diving	18	16	34	Swimming/Diving		0		0	0
Tennis	6	13	19	Tennis		0		0	0
Track and Field	41	45	86	Track and Field		0		0	0
Volleyball	0	14	14	Volleyball		0	2	30	30
Wrestling	25	0	25	Wrestling		2		1	3
<i>Total Varsity Participants</i>	230	190	420	<i>Total JV Participants</i>	93			71	164
<i>% of Varsity Participants</i>	54.8	45.2	100%	<i>% of JV Participants</i>	56.7			43.3	100%
Total Student Enrollment by Gender 2019-20	720	762	1482	Total Student Enrollment by Gender 2019-20	720			762	1482
% Student Enrollment by Gender 2019-20	49	51	100%	% Student Enrollment by Gender 2019-20	49			51	100%

**Satellite High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	17	0	17	Baseball		14		0	14
Basketball	14	42	26	Basketball	2	26		0	26
Bowling	9	5	14	Bowling		0		0	0
Cross Country	27	13	40	Cross Country		0		0	0
Flag Football/ Football	45	0	45	Flag Football/ Football		48		0	48
Golf	8	10	18	Golf		0		0	0
Lacrosse	22	28	50	Lacrosse		0		0	0
Soccer	23	22	45	Soccer		16		20	36
Softball	0	14	14	Softball		0		0	0
Swimming/Diving	15	34	49	Swimming/Diving		0		0	0
Tennis	11	7	18	Tennis		0		0	0
Track and Field	65	43	108	Track and Field		0		0	0
Volleyball	0	15	15	Volleyball		0	2	27	27
Wrestling	14	0	14	Wrestling		0		0	0
Total Varsity Participants	270	203	473	Total JV Participants		104		47	151
% of Varsity Participants	57%	43%	100%	% of JV Participants		69%		31%	100%
Total Student Enrollment by Gender 2019-2020	687	698	1385	Total Student Enrollment by Gender 2019-2020		687		698	1385
% Student Enrollment by Gender 2019-2020	49%	51%	100%	% Student Enrollment by Gender 2019-2020		49%		51%	100%

**Space Coast High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	16	0	16	Baseball		12		0	12
Basketball	12	12	24	Basketball	2	29	2	23	52
Bowling	13	7	20	Bowling		0		0	0
Cross Country	9	5	14	Cross Country		0		0	0
Flag Football/ Football	40	0	40	Flag Football/ Football		34		0	34
Golf	8	10	18	Golf		0		0	0
Soccer	21	25	46	Soccer		17		23	40
Softball	0	12	12	Softball		0		16	16
Swimming/Diving	17	29	46	Swimming/Diving		0		0	0
Tennis	6	9	15	Tennis		0		0	0
Track and Field	17	14	31	Track and Field		18		15	33
Volleyball	0	14	14	Volleyball		0	2	24	24
Wrestling	35	0	35	Wrestling		0		0	0
Total Varsity Participants	194	140	334	Total JV Participants	110			101	211
% of Varsity Participants	58%	42%	100%	% of JV Participants	52%			48%	100%
Total Student Enrollment by Gender 2019-2020	817	715	1532	Total Student Enrollment by Gender 2019-2020	817			715	1532
% Student Enrollment by Gender 2019-2020	53%	47%	100%	% Student Enrollment by Gender 2019-2020	53%			47%	100%

**Titusville High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	14	0	14	Baseball		11		0	11
Basketball	13	11	24	Basketball	2	22		8	30
Bowling	6	8	14	Bowling		0		0	0
Cross Country	13	7	20	Cross Country		0		0	0
Flag Football/ Football	22	0	22	Flag Football/ Football		15		0	15
Golf	13	5	18	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	22	23	45	Soccer		14		16	30
Softball	0	12	12	Softball		0		11	11
Swimming/Diving	20	25	45	Swimming/Diving		0		0	0
Tennis	13	7	20	Tennis		0		0	0
Track and Field	33	28	61	Track and Field		0		0	0
Volleyball	0	15	15	Volleyball			2	21	21
Wrestling	5	1	6	Wrestling		0		0	0
Total Varsity Participants	174	142	316	Total JV Participants	62		56		118
% of Varsity Participants	55%	45%	100%	% of JV Participants	53%		47%		100%
Total Student Enrollment by Gender 2019-2020	640	617	1257	Total Student Enrollment by Gender 2019-2020	640		617		1257
% Student Enrollment by Gender 2019-2020	51%	49%	100%	% Student Enrollment by Gender 2019-2020	51%		49%		100%

**Viera High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	17	0	17	Baseball		16		0	16
Basketball	10	13	23	Basketball	2	20		12	32
Bowling	0	0	0	Bowling		0		0	0
Cross Country	17	21	38	Cross Country		0		0	0
Flag Football/ Football	59	0	59	Flag Football/ Football		33		0	33
Golf	10	9	19	Golf		0		0	0
Lacrosse	22	20	42	Lacrosse		15		20	35
Soccer	21	22	43	Soccer		24		19	43
Softball	0	14	14	Softball		0		0	0
Swimming/Diving	22	26	48	Swimming/Diving		0		0	0
Tennis	7	10	17	Tennis		0		0	0
Track and Field	45	35	80	Track and Field		0		0	0
Volleyball	0	12	12	Volleyball	2	0		23	23
Wrestling	24	4	28	Wrestling		0		0	0
Total Varsity Participants	254	186	440	Total JV Participants		108		78	186
% of Varsity Participants	57.7%	42.3%	100%	% of JV Participants		58.1%		41.9%	100%
Total Student Enrollment by Gender 2019-2020	1056	1048	2104	Total Student Enrollment by Gender 2019-2020		1056		1048	2104
% Student Enrollment by Gender 2019-2020	50.2%	49.8%	100%	% Student Enrollment by Gender 2019-2020		50.2%		49.8%	100%

**West Shore Jr./Sr. High School
2019-2020 Athletic Participation Monitoring Form**

Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	0	0	0	Baseball		0		0	0
Basketball	11	15	26	Basketball	1	10	1	11	21
Bowling	14	6	20	Bowling		0		0	0
Cross Country	16	18	34	Cross Country	1	18	1	5	23
Flag Football/ Football	0	0	0	Flag Football/ Football		0		0	0
Golf	10	13	26	Golf		0		0	0
Lacrosse	10	13	23	Lacrosse		0		0	0
Soccer	18	22	40	Soccer	1	22	1	18	40
Softball	0	0	0	Softball		0		0	0
Swimming/Diving	26	24	50	Swimming/Diving		0		0	0
Tennis	10	11	21	Tennis		0		0	0
Track and Field	31	29	60	Track and Field		0		0	0
Volleyball	0	17	17	Volleyball		0	2	24	24
Wrestling	0	0	0	Wrestling		0		0	0
Total Varsity Participants	170	188	358	Total JV Participants	50		58		108
% of Varsity Participants	47.5%	52.5%	100%	% of JV Participants	46.3%		53.7%		100%
Total Student Enrollment by Gender 2019-2020	435	493	928	Total Student Enrollment by Gender 2019-2020	435		493		928
% Student Enrollment by Gender 2019-2020	46.9%	53.1%	100%	% Student Enrollment by Gender 2019-2020	46.9%		53.1%		100%

CORRECTIVE ACTION PLANS

Astronaut High School 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
Female Athletics	<ol style="list-style-type: none"> 1. Continue with “no cut” policy not exceeding the FHSAA state entry limit for the following female sports: bowling, cross country, golf, tennis, and track and field, swimming and diving. 2. Continue to have coaches of female sports attend and support AHS annual expo night to showcase their respective sport. 3. Use social media to promote and advertise female sports 4. Encourage female athletes that have tried out for a female sport and have been cut to participate in a “no cut” sport in that same season. 5. Communicate with students during Astro Hour to inform them of athletic opportunities. 	<p>Athletic Director</p> <p>Athletic Director and coaches</p> <p>Athletic Director and coaches</p> <p>Athletic Director</p> <p>Athletic Director, administration, coaches</p>	<p>2019-20</p> <p>Spring, ‘19</p> <p>2019-20</p> <p>2019-20</p> <p>2019-20</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

**BAYSIDE HIGH SCHOOL
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
Female Athletics	<p>Bayside - took measures during this 2018-2019 school year to increase the percentage of female participation in athletics. Efforts included:</p> <p>Recruitment of female athletes through physical education classes, announced tryouts over the PA system during morning and afternoon announcements and even allowed students to tryout after the FHSAA tryout dates. Also, conducted Freshman experience day at Bayside HS where coaches were available to provide information and collect names and phone numbers from incoming freshmen to invite them to tryouts. Coaches spent more time in the hallways to meet with potential athletes and the efforts were significant in the building of our numbers within many programs.</p>	AD: Brandon Sherrill	2019-2020

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

Signature, Principal

Date

Signature, Superintendent

Date

Cocoa Beach Junior Senior High School
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
Female Athletics	<p>Continue to have our PE Department teach units that increase girls' awareness of sports that are provided by our athletic department.</p> <p>Work with our City to develop feeder programs in girls' soccer, basketball, and softball.</p> <p>Continue to work with our current girls coaching staff to promote and invite our current students to participate.</p> <p>Publicize sport start dates through website and social media.</p>	<p>Ray Kimball</p> <p>Athletic and Activities Director</p> <p>321-783-1776 x2004</p>	2019-20

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

COCOA HIGH SCHOOL Corrective Action Plan

District: Brevard County
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
Female Athletics	<p>Cocoa High School will continue its “no cut” policy in female sports.</p> <p>Cocoa High School will have a meeting of all 7th and 8th grade girls to encourage participation in all sports.</p> <p>Cocoa High School will hold a meeting for all female students to encourage participation in athletics.</p> <p>Females will be recruited at our 7th and 9th grade open house meetings.</p> <p>Females will also be recruited at our 6th Olympiad for our incoming 7th grade students.</p> <p>Coaches of female sports will be required to submit a plan to Athletic Director on how they plan to increase participation by 10%.</p>	<p>Principal, Athletic Director and all female sport coaches</p> <p>Coach Mark Carstens Athletic Director</p> <p>Carstens.mark@brevardschools.org</p>	2019-2020

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

Signature, Principal

Date

Signature, Superintendent

Date

EAU GALLIE HIGH SCHOOL Corrective Action Plan

District: Brevard County
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
Female Athletics	Eau Gallie High School is in compliance for the 2018-19 school year.	Todd Oas, AD Oas.Todd@brevardschools.org	2019-2020

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

Signature, Principal

Date

Signature, Superintendent

Date

**EDGEWOOD JR/SR HIGH SCHOOL
CORRECTIVE ACTION PLAN (2018-19)**

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
Female Athletics	<i>We are Title IX compliant!</i>	Jeff Worcester Athletic Director	2019-20

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

HERITAGE HIGH SCHOOL 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
Female Participation in Athletics	<ol style="list-style-type: none"> 1. Continue to promote our female athletic programs to increase the number of participants. 2. Encourage our female athletes to participate in multiple sports. 3. Meet with coaches and administrators and create strategies for recruitment to increase the female numbers. 	Ajay Ulmer Athletic Director 321-722-4178 Ext.29007	2019-20

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

MELBOURNE HIGH SCHOOL Corrective Action Plan

District: Brevard

School Name: Melbourne High

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time lines
106.41-c-1	<p>For the 2018-2019 school year Melbourne High School continued to work towards increasing female participation in athletics. We did see a drop in female participation at the varsity level by 13 students and slight drop in overall participation at the same level. At the sub varsity level we also had a drop of participation in both female and male sports. We currently are utilizing and advertising female sports on an athletic only MHS website along with promoting female sports accomplishments thru our schools electronic newsletter and social media. We did see increases in female participation in tennis and track & field. For the 2019-2020 school year we will implement and continue the following;</p> <ol style="list-style-type: none"> 1. No-cut policy for female athletic teams 2. Email athletes thru Athletic Clearance 3. Active recruitment of female athletes through the following <ol style="list-style-type: none"> a. Informational booths at ninth grade orientation and registration b. All physical education classes c. Advertising on cafeteria TV announcements d. Flyers posted on information boards throughout campus 4. Athletic Director will meet with each female team to encourage them to recruit friends to play sports 5. Continued use of social media to promote athletic participation 6. Coaches of female sports will encourage their athletes to participate in other sports. 7. Guidance counselors will be asked to refer new students to the athletic office for information on participation in athletics. <p>Melbourne High recognizes the importance of gender equity in athletics and will strive to bring female participation into compliance during the 2019-2020 school year. We will also to continue to lobby for the addition of a female sports.</p>	<p>Darrell Buchanan Athletic Director 321-952-5880 buchanan.darrell@brevardschools.org</p>	2019-2020

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

Signature, Principal

Date

Signature, Superintendent

Date

**MERRITT ISLAND HIGH SCHOOL
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
Female Athletics	We will work to improve relationships with female students and help them see the benefit from being involved in extra-curricular activities. Will communicate on how this will help them with college admission, employment, and later in life.	Principal, Mr. Rhemer 321-454-1000X1003 AD, Mr. McLean 321-454-1000 X4012	ongoing 2019-20

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

**PALM BAY MAGNET HIGH SCHOOL
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
<p>Increase Female Participation</p>	<p>I will continue to lobby the CCC for a separate supplement for Freshman Girls Basketball with keeping the existing Freshman Volleyball supplement.</p>	<p>Dino Colona AD</p>	<p>3/19 – 3/20</p>
	<p>I will continue the “No Cut Policy” for all female sports.</p>	<p>Dino Colona AD</p>	<p>3/19 – 3/20</p>
	<p>We are hiring a new head Girls Soccer coach.</p>		
	<p>We will focus on increasing the numbers to girls’ soccer program—especially the JV.</p>	<p>Dino Colona AD</p>	<p>3/19 – 3/20</p>
	<p>I am hiring a new assistant swim coach to bring back numbers in our girls swim program.</p>	<p>Dino Colona AD</p>	<p>3/19 – 3/20</p>
	<p>I will continue to publicize our programs to all athletes in the following ways:</p> <ul style="list-style-type: none"> • Set-up a Sports information table to recruit all sports and emphasize female athletes on the PA system during all lunches. • Attend our 8th grade Open House and have coaches set-up booths to recruit incoming Freshman athletes, • Attend and present at our 8th grade Palm Bay Magnet High School Orientation. • Set-up a table during registration to recruit athletes as the students register for school. • I will make sure we get an informational flyer out to our middle school feeders about summer workout programs for our fall sports. 	<p>Dino Colona AD</p>	<p>3/19 -- 3/20</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

**ROCKLEDGE HIGH SCHOOL
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 (46.7%) participating on varsity level athletic teams. We are also not in compliance with our JV programs as only (46.5%) of our athletes are female.</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. Advertise during the summer, via our home page, athletic opportunities for female athletes to include all sports, with an emphasis on the Fall sports that will begin before school starts. 2. We will have a no cut policy for all female sports. 3. Our female sports coaches will encourage our female athletes to participate in as many sports activities as they can. 4. 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 around campus 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. 103</p> <p>Cell Phone: 321-544-8275</p>	<p>June, 2019 - Advertise on home web page.</p> <p>August, 2019 – Solicit female participants at class meetings and pep rallies.</p> <p>Year round – No cut policy for female sports.</p>

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Signature, Principal

Date

Signature, Superintendent

Date

SATELLITE HIGH SCHOOL

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 2019-2020
Female Athletics	<ol style="list-style-type: none"> 1. SHS Registration was held on 8/3/18 and 8/7/18 where Coaches and athletes attended to recruit female athletes at the JV and Varsity level 2. SHS will continue to offer teams at the 9th,JV,and Varsity level for all female sports 3. Collaborate with community organizations to identify potential female athletes and encourage participation 4. Coaches of all female athletes will continue to encourage their athletes to join sports during other seasons 5. Recognize our female athletes that play multiple sports (Example: Awards for 3 sport athletes) 6. Administrators will continue to consider coaching vacancies as they hire new teachers, in an effort to increase the number of coaches on the faculty 	<p>SHS Athletic Director TJ Gaudy 321-779-2000 ext. 4009</p>	<p>May 2019- May 2020</p>

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Signature, Principal

Date

Signature, Superintendent

Date

**SPACE COAST JR/SR HIGH SCHOOL
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
Female Athletics	<ol style="list-style-type: none"> 1. During the last school week of the year, all incoming 6th graders will receive a packet of materials which includes opportunities for participation over the summer, all FHSAA required paperwork, SCJSHS required forms, and a flyer with information regarding summer sports physicals. Getting students involved over the summer and having them ready to participate in the fall sports season should help increase the number of participants. 2. The school sports website will be updated regularly with information about teams and practices. 3. The Athletic Director will continue to work at increasing female participation the sports by speaking with incoming 6th graders at Registration and Open Houses. 4. Our gym teachers will recruit female athletes from their gym classes and try to get them interested in participating in various sports. 5. A brochure including a complete listing of clubs and sponsors as well as sports, the head coach's name and the start date for each sport will be available for all students at Registration in August. 6. Space Coast will continue it's no cut policy for girls in swimming, track, cross country, tennis, golf, and J.V. soccer. 	<ol style="list-style-type: none"> 1. Eusebio Solis (321)638-0750 Ext. 2114 2. Eusebio Solis and Coaches. (Same as above) 3. Eusebio Solis (Same as above) 4. Gym Teachers 5. Eusebio Solis 6. Appropriate Coaches and AD 	<p>May 2019</p> <p>Year Round</p> <p>March April 2019</p> <p>Year Round</p> <p>August 2019</p> <p>Year Round</p>

	<p>7. We will increase our numbers in Cross Country and Girls Track.</p> <p>8. Guidance Department is sponsoring a “Purple Pride Day” in August from 9 a.m. to 12:30 p.m. for incoming 7th graders. The goal is to familiarize the new students with the building and the programs without upperclassmen around. I will have an opportunity to speak to them and encourage all to participate, most importantly the females.</p> <p>9. We will offer open facility opportunities to get those who may be afraid of trying out, the opportunity to enjoy the sport without the fear of being cut. This may generate an interest that may not have been there if they were not given the opportunity.</p> <p>10. Space Coast will continue to use multiple forms of media to communicate opportunities for athletic participation including tryouts, intramurals, off-season participation, summer participation, TV scroll, lunch and 7th period announcements, synervoice messages, the school newsletter and the school web site.</p>	<p>7. Cross Country and Track Coach</p> <p>8. Kim LeChein and Eusebio Solis</p> <p>9. Appropriate Coaches and AD</p> <p>10. Appropriate Coaches/AD</p>	<p>Fall/Spring</p> <p>August</p> <p>Year Round</p> <p>Year Round</p>
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Signature, Principal

Date

Signature, Superintendent

Date

**TITUSVILLE HIGH SCHOOL
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
Female Athletics	“Terrier Campus Tours” for rising freshmen	Tom Dean, AD (321)264-3100, ext. 5450	2019-2020 school year
	“Fall Terrier Experience” to show case opportunities provided at THS.	Annetha Jones, Principal (321)264-3100	Fall 2019
	Club as sport sign-up days to promote participation.	Dean	
	Tryout extensions provided for female sports.	Dean	August, 2019
	“No Cut” policies for 7 of 10 female sports programs (swim, cross-country, basketball, golf, bowling, track, tennis)	Dean/Jones	2019-2020 school year
	Hire and retain teachers that coach to promote programs and recruit potential athletes	Jones	2019-2020 school year
	Start dates and tryout opportunities posted and made readily available for our student body and their families.	Dean	2019-2020 school year
	THS will support two in-school sporting events to show case and attract female athletes.	Dean	2019-2020

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Signature, Principal

Date

Signature, Superintendent

Date

**VIERA HIGH SCHOOL
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>Increase participation in sub-varsity athletics.</p> <p>Increase participation in track, cross-country, and softball.</p> <p>Increased multi-sport participation from cheerleading, softball and girls' soccer.</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 Basketball. 2. Encourage all head coaches of female sports to encourage female participation in a second sport. 3. Require "No-Cut" sports coach/representative to participate in outreach opportunities such as: school registration, open house. 4. Viera High School will continue using technology and our TV Production classes to promote increased participation in athletics. 5. Principal and AD will meet with and encourage head coaches of Cheer, Girls Soccer, Volleyball, Girls Basketball, Tennis to encourage multi-sport participation. 6. Guidance Counselors will be asked to refer new students to the athletics office for information on athletic participation with an emphasis on female participation and our "No-Cut" programs. 7. Viera TV will air athletic advertisements of upcoming sport start dates. Female participation will be encouraged. 8. We will continue to use our female athletic sports participation sign-up at Viera High School Registration in August. 9. The Athletic Administration will attend the Title IX portion of the FHSAA Compliance Seminar in 	<p>Chris Gallagher Viera High School Athletics/Activities (321) 632-1770 ext. 3 gallagher.chris@brevardschools.org</p> <p>Cheryl Draves Viera High School Asst. Athletics (321) 632-1770 draves.cheryl@brevardschools.org</p> <p>Mr. Tim Rooney Viera High School Asst. Principal Facilities (321) 632-1770 Rooney.tim@brevardschools.org</p>	<p>2019-20 school year</p>

	<p>May 2019.</p> <p>10. The Athletic Administration will attend FIAAA conference in May, 2019 in effort to improve understanding on how to increase female participation.</p>		
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Signature, Principal

Date

Signature, Superintendent

Date

**WEST SHORE JR/SR HIGH SCHOOL
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
Female Athletics	West Shore is in compliance for the 2018-19 school year.	Tony Riopelle - AD 321-242-4744 Riopelle.Tony@brevard schools.org	2019-20 And on going

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

CORRECTION AND/OR PROGRESS MADE ON CORRECTIVE ACTION PLANS

Astronaut High School - Even though Astronaut High School is under represented with regard to female participation in sports, we continue to show a history of consistency. Our population dropped 2% from last school year 2019-2020, though our percentages with regard to female participation has remained near the same. Astronaut High School continues to work on promoting athletics for female students to make strides towards gender equity. Continuing efforts include; “no cut” policy in some female sports, continued promotion to incoming freshmen at the Freshmen Expo as well as the specialized freshman day we have at the beginning of the year. Our physical education teachers continuing to recruit potential athletes from classes and we continue using technology such as social media and school TV programs to recruit female athletes. Our coaches continue to encourage females to participate in a second female sport. Astronaut female participation saw a slight increase in varsity participation

Bayside High School - To improve our present female athletic participation numbers, BHS will move into the 9th year of a re-focused effort to have our athletic programs appeal to our rising ninth grade female athletes. We have not added any new programs to the athletic department here at Bayside; rather we turned our focus to enhancing the programs we currently have. This new focus did yield some significant change over in our coaching ranks. We have been successful at attracting 9th graders in female athletics in some sports but not others. Our overall status for our athletic program is just slightly weighted towards the boys with 58% of our athletes followed by the girls’ programs with 41%. Unfortunately, we have not increased our female participation this year.

As of right now, we have all of our coaches returning from last year so are hopeful our programs will build with coaching stability. Our goal is to recruit more of our rising 8th graders into our athletic programs and then maintain their participation throughout their high school careers. We have had several opportunities to speak to incoming 8th graders through freshmen experience and orientation.

Cocoa Beach Jr/Sr. High School –

1. Physical Education Teachers have helped increase the number of girls in our Track and Field Program.
2. New softball and basketball coaches have worked hard to publicize their programs and encourage girls to participate.
3. We are working with the City of Cocoa Beach to promote youth programs including, basketball, swimming, golf, tennis, soccer, softball, and lacrosse.
4. Our percentage of girls’ participating at the Varsity level has improved 3%.
5. Our staff is doing an outstanding job encouraging girls who may be new to athletics to try out.

Cocoa High School –

Explanation: Although the percentages of participation are down from last school, there were some positive changes to participation as well an increase of male athletes. First, we had an increase in the number of football players as compared to last year and a fewer number of Volleyball players. This change accounts for the difference in percentage numbers. However, there is a better balance of males to females on the Track teams. Girls’ Soccer also increased by 3 players and the Wrestling team had two females participate for the first time ever.

Corrective Actions are as follows:

1. Cocoa High School will continue its “no cut” policy in female sports.
2. Cocoa High School will have a meeting of all 7th and 8th grade girls to encourage participation in all sports.
3. Cocoa High School will hold a meeting for all female students to encourage participation in athletics.
4. Female students will be recruited during our 7th and 9th grade open house meetings.
5. Females will also be recruited at our 6th Olympiad for our incoming 7th grade students.
6. Coaches of female sports will be required to submit a plan to Athletic Director on how they plan to increase participation by 10%.

Eau Gallie High School - Eau Gallie High School continues to strive on a daily basis, 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 of our stakeholders to ensure that students understand the opportunities available to participate in athletics, off season conditioning, and tryouts. These efforts over this current school year have enabled Eau Gallie High School to be in compliance for the 2019-2020 school year.

Edgewood Jr./Sr. High School- As we were Title IX compliant last year, we made no specific moves to increase gender equity. This year, our JV numbers have tilted in a predictable direction toward the girls, as we offer two additional teams (girls F/JV volleyball) with no boys’ sport balancing them out. However, even with that discrepancy, our population numbers versus athletic participation numbers are nearly identical, as we have a female-heavy population.

Heritage High School - In 2019-2020 we had an increase in male participation by 26 students at the varsity level and 21 at the JV level. At the same time, we had a decrease of female participation of 6 students at the varsity level with the JV level remaining the same at 64 students. Our goal moving into the 2020-2021 school year will be to continue to promote our female sports teams throughout the school. We will host a showcase night for our incoming 9th grade students, which will provide an opportunity for the incoming female students to receive information about the sports offered here at Heritage. We will also continue to run regular recruitment videos on our morning video announcements produced by our TV productions program.

Melbourne High School - For the 2019-2020 school year Melbourne High School continued to work towards increasing female participation in athletics. We did see a drop in female participation at the varsity level by and slight drop in overall participation at the same level. At the sub varsity level, we also had a drop of participation in both female and male sports. We currently are utilizing and advertising female sports on an athletic only MHS website along with promoting female sports accomplishments thru our schools electronic newsletter and social media. We did see increases in female participation in tennis and track & field.

For the 2020-2021 school year we will implement and continue the following;

1. No-cut policy for female athletic teams
2. Email athletes thru Athletic Clearance
3. Active recruitment of female athletes through the following
 - a. Informational booths at ninth grade orientation and registration
 - b. All physical education classes
 - c. Advertising on cafeteria TV announcements
 - d. Flyers posted on information boards throughout campus

4. Athletic Director will meet with each female team to encourage them to recruit friends to play sports
5. Continued use of social media to promote athletic participation
6. Coaches of female sports will encourage their athletes to participate in other sports.
7. Guidance counselors will look to refer new students to the athletic office so they can be provided with information on participation in athletics.

Melbourne High recognizes the importance of gender equity in athletics. We will continue to strive to increase female participation, bringing us into compliance during the 2019-2020 school year. We will also continue to lobby for the addition of a female sport.

Merritt Island High School- During the 2019-2020, Merritt Island High made some strides to improve our numbers. We won yet another state championship in one of our woman's sports as our volleyball team won their second state title and this gives Merritt Island High its fifth state championship in our female sports. (3 in soccer, 2 in volleyball) Our girl's golf, swimming, cross country, soccer, and track teams all qualified to compete in region play. Our percentages seem to be getting better slowly. One thing I feel that hurt 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. We increased our numbers on our girls' basketball team and they finished with the most wins we have had in the last 10 years. Our girl's lacrosse team seems to be attracting more additional athletes. We had a volleyball girl and a soccer girl who named the state players of the year in their classification for their sport. 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 Magnet High School - Analysis and Results from implementation of the Corrective Action Plan 2019-2020:

The difficulty of being compliant is that Brevard Public Schools offer one more sport for males than the females. Compliance will become a reality for all member schools once we can offer one more sport for our female students i.e. freshman basketball, competitive cheerleading, and/or flag football. Palm Bay Magnet High School has implemented a number of strategies aimed at recruiting females into our athletic programs.

All of the following Strategies were implemented for the past 2019-2020 school year:

- We will be once again hiring a new head girls' soccer coach to improve the numbers in soccer. We will be recruiting girls for the JV squad for next year.
- We still have a no cut policy for our female sports.
- We will set up an information table in the cafeteria during all lunches to promote more athletic participation on a year round basis. I have emphasized recruiting females for tennis, golf, cross-country, soccer and track/field.
- Presentation of program offerings at all 8th grade open houses and in-school class assemblies.
- The Athletic Director visits our Career Research and HOPE classes each semester to make students aware of club and sport offerings.
- I also set up a table to recruit and to make students aware of our athletic programs during registration day in August.
- Visit the feasibility and student interest level in adding varsity and JV girls' lacrosse.
- Lobby the Cape Coast Conference to add girl's freshman basketball as a separate supplement from Volleyball.

Rockledge High School - Rockledge High School is relatively unchanged with regards to gender equity, related to the gains we made just last year. Our enrollment percentages remained the same with 51% of our population being female. Our female varsity participation dropped slightly 1% while our JV participation rate dropped 3.3%. The net participation rate dropped just a bit to 45.2%, which is 1.4% lower than last year.

2018-19 Participation Rate	2019-2020 Participation Rate	Increase / Decrease
Varsity – 46.7%	Varsity – 45.2%	1.5% Decrease
Sub-varsity – 46.5%	Sub-varsity – 43.3%	3.2% Decrease
Total – 46.6%	Total – 45.2%	1.3% Decrease

We believe that our corrective action plan for 2019-2020 was a good one as it helped us to stabilize our female participation rate compared to their male counterparts. The following sports had a slight tick up in female participation rate percentage compared to their comparable male sport: Basketball, cross-country, golf, soccer, softball and swimming. The following sports lost a little ground in regards to their female participation rates: Bowling and tennis. The biggest percentage decline in female participation rate occurred in lacrosse as this year only 52.1% of the lacrosse players were female compared to 65.5% for last year. This was because we did not have enough players to field a boys’ JV lacrosse team last year whereas we did have enough to do so this year. In previous seasons, our girls’ coaches offered opportunities in the summer for conditioning and open gym while encouraging their athletes to speak with other girls in an effort to get them to come out. Once school started, we continued 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 also held regular off-season meetings to entice more participation. We will continue this process as it has worked well in the past but for 2020-21 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. In the 2018-2019 school year, only 42% of our total varsity athletes were female. In the 2019-2020 School Year, 48% of our varsity athletes were female. We had 28 more female varsity athletes resulting in a 6% increase getting us closer to our 50/50 goal of male to female varsity athletes. We saw a slight increase in female participation in junior varsity athletics. For the 2018-2019, school year there were 39 JV female athletes. In the 2019-2020 school year, there were 47 JV female athletes. This resulted in a 1% increase in female participation with our JV female participants. We would like to keep increasing this number to achieve a 50/50 ratio of JV male/female participants.

Space Coast Jr./Sr. High School- Space Coast is continuing to work to improve the opportunities for female students. We had 58% of our total population are boys, and 42% of our total population are girls. The mere fact of having more boys in the population will skew the numbers slightly. We are happy to report that out of the 817 males, we have 294 playing sports. That translates to roughly 35% of our boy’s population is playing a sport. Out of the 715 females, we have 241 playing sports. That translates to roughly 29% of our girl’s population is playing a sport. That is a 6% difference, bringing us closer to balancing our male to female ratio. Although we will never completely meet exact proportionality, we will continue to implement standards to meet all their needs. We will continue to inform our community of the many opportunities here at Space Coast. We will continue to have no cut sports for certain female sports. Our numbers in the Cross Country and Track Female sports dropped this year. We will raise the

numbers in those two sports and we should be able to make the margin smaller between the two percentages. When doing major projects we will make sure what is done for a male sport, is also done for a female sport.

Below you will find the results from the, 2019-2020 corrective action plan:

1. During the last school week of the year, all incoming 6th graders will receive a packet of materials which includes opportunities for participation over the summer, all FHSAA required paperwork, SCJSHS required forms, and a flyer with information regarding summer sports physicals. Getting students involved over the summer and having them ready to participate in the fall sports season should help increase the number of participants. ** Completed as mentioned. Results, we had several hundred students get physicals during the summer months and the incoming 6th graders were able to take advantage of the summer practices.*
2. The school sports website will be updated regularly with information about teams and practices. **Completed as mentioned. Results, parents and students were able to look online for information about tryouts, practices, game information, and current events.*
3. The Athletic Director will continue to work at increasing female participation the sports by speaking with incoming 6th graders at Registration and Open Houses. **Completed as mentioned. Results parents were able to be informed about the many opportunities offered at SCHS, and they were able to ask questions.*
4. Our gym teachers will recruit female athletes from their gym classes and try to get them interested in participating in various sports. **Completed as mentioned. Results will vary...*
5. A brochure including a complete listing of clubs and sponsors as well as sports, the head coach's name and the start date for each sport will be available for all students at Registration in August. **Completed as mentioned. Students were informed prior to leaving for summer break about the early tryout dates.*
6. Space Coast will continue our no cut policy for girls in swimming, track, cross-country, tennis, golf, and J.V. soccer. **Completed as mentioned and it helped with our numbers, with increasing our numbers, for the exception of Cross Country and Track. If we raise those numbers next year, we will shorten the margin between the two genders.*
7. Guidance Department is sponsoring a "Purple Pride Day" in August from 9 a.m. to 12:30 p.m. for incoming 7th graders. The goal is to familiarize the new students with the building and the programs without upperclassmen around. I will have an opportunity to speak to them and encourage all to participate, most importantly the females. **Completed as mentioned. Results, many new students were able to familiarize themselves with SCHS, and be reminded again about the early tryouts dates, and the many opportunities SCHS has to offer.*
8. We will offer open facility opportunities to get those who may be afraid of trying out, the opportunity to enjoy the sport without the fear of being cut. This may generate an interest that may not have been there if they were not given the opportunity. **Completed as mentioned. Results may vary, we were able to put a few new girls on our Girls Basketball Team who had not played in years past due to open gym. The same is for Girls Track and Field.*

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:

- Campus tours for rising freshmen students.
- The "Fall Terrier Experience" which show cases the opportunities available at THS.
- Club and sport sign-up days at the beginning of the schools year.

- Tryout extensions are given to recruit female athletes.
- “No Cut” policies in female athletics adopted by 7 of our 10 female sports; Swim/Dive, Cross Country, Basketball, Golf, Bowling, Track, and Tennis.
- THS coaching staff encourage multi-sport female participation.
- Tryout information is readily available using many modes of communication.
- Every effort is made to hire teachers that coach to promote programs and recruit athletes from within.
- Tryout information is included in a monthly newsletter that is sent home.
- Classroom teachers assist in our recruiting efforts from their classrooms.
- All sports posters are distributed in classrooms and at local businesses.
- THS coaching staff and faculty are encouraged to attend sporting events to support our athletes and encourage greater participation.
- THS supports two in-school sporting events (district approved). One of the events is strictly for females to encourage more female involvement.
- Tryout information is advertised on Terrier TV to encourage greater participation.
- During announcements, our Principal announced game scores, which emphasized administrative interest in athletic pursuits.

Titusville High School continues to seek improvements to our female athletic participation. Although our varsity female participation dropped from 43%-40%, our sub-varsity involvement leaped from 44%-54%. It is difficult to be totally proportionate among genders when a varsity football team can field greater than 40 players and varsity volleyball maxes out at less than 20. We continue to discuss female flag football to get us one-step closer to compliance. Titusville High School will continue to make every effort to reach compliance for the 2020-2021 school year.

Viera High School - In reflection, after completing the 2019-2020 Athletic Participation Monitoring Form, Viera High School remained static and no progress was reflected. However, with an increase in total number of students from the past year monitoring form of 59 students and a greater increase in female student population overall one can make a case that progress was made. We increased in total number of participating in male/female Non-Varsity Teams as well as number of participants on Varsity teams. We remain in compliance with our number of participants on Non-Varsity Teams and have seen no progress made with regard to our Varsity Team number of participants which remained static at 55% male and 45% female participation, slightly less than what we would need to be considered substantially proportionate. Our goal at Viera High School is to continue to encourage and manage increasing our female student-athlete participation on an annual basis. We can and will show continued progress in the following sports:

1. GIRLS BASKETBALL
2. CROSS COUNTRY
3. GIRLS GOLF
4. SOFTBALL
5. SWIMMING
6. TRACK & FIELD

The listed sports either have low participation rates currently or are healthy lifelong activities such as cross-country, swimming, and track that will allow for an increased participation rate. Viera High School encourages an education-based athletics philosophy where student participation is encouraged and promoted. With improved communication and enthusiasm from our coaching staff, administration, and teacher’s to encourage multi-sport participation as well as beginning and intermediate student-athletes to participate, we can make compliance happen.

West Shore Jr/Sr. High School - West Shore continued a “No Cut” policy in Girls Golf, Girls Lacrosse, Girls Cross Country, and Girls Track and Field. Our percentage of females in varsity sports is almost identical to our percentage of females in our total student enrollment (53.1% to 53.8%). Our percentage of females in JV sports is almost identical to our percentage of females in our total student enrollment (54.1% to 53.8%). West Shore was able to attract 3 more females to our Lacrosse program, as last year we had 23, and this year we had 20. This is in part due to our efforts to encourage participation through advertising and setting up a booth at our school’s registration day at the start of the year. Our female cross-country participation also allowed us to field a JV girl’s cross-country team for the first time. We are going to continue to advertise and promote all sports through team booths at our school registration, new student orientation, and 7th grade orientation. We will also continue to advertise meetings and tryout dates through our school TV productions, posters, and posting the information on our school 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. Does the data reflect the district's student and community ethnicity? If not, what strategies does the district plan to institute so that the employment data would be more reflective of the students and community it serves?

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, 2019) EEO-5 data.

District: BREVARD		2019-20 School District Administrative Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	73888	10868 (14.7%)	11056 (14.9%)	44323 (59.9%)	7641 (10.34%)	35836 (48.5%)	38052 (51.5%)
District-Level Administrators	61	3 (5%)	4 (7%)	54 (89%)	0 (0%)	29 (48%)	32 (52%)
Principals	102	9 (9%)	7 (7%)	83 (81%)	3 (3%)	76 (75%)	26 (25%)
Asst. Principals	176	13 (7%)	11 (6%)	148 (84%)	4 (2%)	120 (68%)	56 (32%)
Teachers	4695	247 (5%)	323 (7%)	4000 (85%)	125 (3%)	3791 (81%)	904 (19%)
Guidance Counselors	178	21 (12%)	12 (7%)	144 (81%)	1 (1%)	159 (89%)	19 (11%)

B. Does the data reflect the district's student and community ethnicity? Explain how the ethnic and gender representation in administrative, instructional, and guidance positions reflects the district's population/workforce. What actions will the district take to address ethnic or gender underrepresentation in administrative, instructional and guidance positions, if any exist?

Given the data above, the percent of administrators and teachers 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 and administrators.

The Recruitment and Retention Department is actively sourcing events and career fairs aligned with historically black universities and colleges (HBCU). Through various recruitment platforms such as Handshake and Frontline Education, our open positions are being posted targeting a greater number of minority candidates to our upcoming open positions.

Social media is being leveraged to ensure that minority candidates see themselves represented in posts, pictures and events so they can consistently see the district's commitment to hiring and

retaining a diverse staff. We have also advertised in minority publications such as Diversity in Education and Ebony magazine to increase the opportunities for minority candidates to view our open positions and hear more about our district.

Recruitment trips to universities or colleges will specifically target colleges or regions with a greater number of minority candidates. We will also ensure that district ambassadors that attend these recruitment events are of diverse cultures and races. For example, a minority principal recently attended an event in a HBCU to share her experiences working within our district and how she believed the students' talents could be showcased within our schools.

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

Throughout the data there is obvious employment identification of racial/ethnic and gender underrepresentation in both administrative and faculty positions.

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

- *Attending conferences and workshops where minority teachers are included in the membership.*
- *Principals and assistant principals representing minority subgroups are invited to attend the fairs and be recruiters at this time, especially those with a high minority student population.*
- *Encouraging our minority students to join our Future Educators Association in their middle and high schools and offering scholarships.*
- *Advertise our recruitment efforts in Ebony News Brevard's Minority newspaper as well as other minority publications.*
- *Increase the number of school visits to colleges with a high number of minority students.*

Further, ongoing contact is made with historically black colleges and universities, as well as organizations with a high minority membership, advising them of our need for minority educators. Several locations will be added to our schedule of planned visits according to the response received. We will participate in their virtual fairs and will provide constant encouragement to making Brevard home.

With regard to closing the minority gap within our leadership ranks, principals will be taking deliberate actions to encourage minority teacher leaders to take advantage of leadership courses and programs to assist these minority teachers to obtain the needed skills necessary to be viable administrative candidates when positions become available. We will be tracking minority applicants into our leadership preparatory programs and into our principal preparatory program. If we are lacking minority candidates, we will enhance our recruitment efforts for minority administrators outside of our district looking for new opportunities.

PART VI
SINGLE-SEX SCHOOLS AND CLASSES

Does the district offer single-sex education: 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 child care, health care, social services, parent education and transportation) provided?

The goal of the Student-Parent Program is to provide an educational program wherein pregnant and parenting students may continue to work toward earning a high school diploma or its equivalent. We have four high schools that provide the parent education and child care for pregnant and parenting students. Students are given the opportunity to transfer from their home school to one of these sites. The certified teacher in the program is also the licensed child care director. A nurse from Brevard County Health Department is at one of the four sites approximately one day a week. The students are transported by the school district to one of the four high schools, which is determined by their home location. The Teen Parent Program provides the parent education class. Ancillary services are provided by some school based social workers as well as Healthy Start and Healthy Families.

- (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 to students not in the program? Please attach the brochure(s) used to inform pregnant and parenting students of their educational options.

Brevard Public Schools does not operate a separate site for pregnant and parenting students, but does offer services and classes at four comprehensive high schools throughout the county. The courses and curricula available to pregnant or parenting students are similar to the home school. The school counselor contacts one of the four sites to begin the process of transferring the student. The student at that time is given information on the parent education class, as well as the Teen Parent Program. Arrangements for transportation are completed at this time. Students also have the opportunity to visit the school site on their own. Information regarding the teen parent programs is available on the district website at [Student-Parent Program](#).

- (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?

Secondary schools are provided information regarding the Teen Parent Program through the Office of Student Support Services. Updates on the Teen Parent Program are given to school counselors at Secondary Guidance Chair and school based guidance department meetings throughout the school year.

ANTI-HARASSMENT AND NON-DISCRIMINATION NOTICE

SCHOOL BOARD OF BREVARD COUNTY

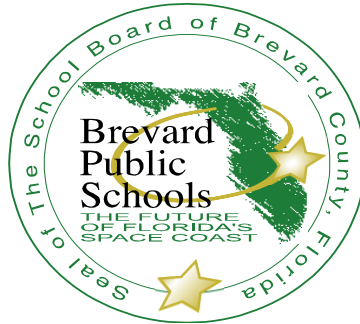
Educational Services Facility
2700 Judge Fran Jamieson Way
Melbourne, FL 32940-6601

SUPERINTENDENT

Dr. Mark Mullins, Ed.D.

SCHOOL BOARD MEMBERS

Tina Descovich, Chairman
Matt Susin, Vice Chairman
Misty Belford
Katy Campbell
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Students, Exceptional Education/504, Title IX, or the

Public contact:

Assistant Superintendent of Equity, Innovation, Choice
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 500

Employees or Job Applicants

contact:

Director of Professional Standards and Labor Relations
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 Ext. 265

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 Human Resources & Labor Relations for assistance. Inquiries concerning Title IX may be referred to the Assistant Superintendent of Equity, Innovation, Choice as listed above for assistance or the Office of Civil Rights. This publication or portions of this publication can be made available to persons with disabilities in a variety of formats, including large print, braille or audiotape. Telephone or written requests should include your name, address, and telephone number. Requests should be made to the Office of Exceptional Education Projects, (321) 633-1000, ext. 535, 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