

Florida Educational Equity Act



Brevard Public Schools Implementation Plan 2017~2018 Annual Update

Desmond K. Blackburn, Ph.D. Superintendent

The Florida Educational Equity Act Implementation Plan 2017-2018 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
June 12, 2018



SCHOOL BOARD OF BREVARD COUNTY

2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699

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Bill Macheras

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BOARD AGENDA ITEM



Item Author : [View Agenda Item](#)

Agenda

Hold Agenda for All Departments

Category

Students at Risk

Sub-Category

None Selected

Title

Florida Educational Equity Act Annual Update -- 2017-2018

Meeting

Action

Date

6/12/2018

Consent Type

(None selected)

Discussion

The District is required to submit a Florida Educational Equity Act Update for 2017-2018 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 2017-2018 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

Bill Macheras, Asst. Director, Student Activities, ext. 427
Melissa G. Catechis, Director, Office of Students at Risk, ext. 567

SECONDARY SCHOOL EQUITY CONTACTS

Astronaut High	Lori Cantaloupe
Bayside High	Brandon Sherrill
Cocoa High	John Johnson
Cocoa Beach Jr./Sr.	Ron Shaw
Eau Gallie High	Todd Oas
Edgewood Jr./Sr.	Pete Tridnivka
Heritage High	Greg McGrew
Melbourne High	Keith Barton
Merritt Island High	Jeremy Lebrun
Palm Bay Magnet High	Holly Zander
Rockledge High	Terri Kulaga
Satellite High	Linda Anderson
Space Coast Jr./Sr.	Melissa Hall
Titusville High	Jennifer Gonzalez
Viera High	Sarah Robinson
West Shore Jr./Sr.	Glenn Webb
Central Middle	Gregory Potter
DeLaura Middle	Amy Evans
Hoover Middle	Catherine McNutt
Jackson Middle	Deborah Drye
Jefferson Middle	Lena Koch
Johnson Middle	Yolonda McGriff
Kennedy Middle	Tami Davis
Madison Middle	Rebecca Tagye
McNair Middle School	Jose Echevarria
Southwest Middle School	Laura Glover
Stone Middle School	Janee Campbell

The contact at Cocoa Beach Jr./Sr. High School has changed from Julia Diakakis to Ron Shaw.
The contact at Edgewood Jr./Sr. High School has changed from Melissa Hall to Pete Tridnivka.
The contact at Melbourne High School has changed from Joseph Flora to Keith Barton.
The contact at Space Coast Jr./Sr. High School has changed from Lena Koch to Melissa Hall.
The contact at Titusville High School has changed from Tina Susin to Jennifer Gonzalez.
The contact at West Shore Jr./Sr. High School has changed from Lisa Kratz to Glenn Webb.
The contact at DeLaura Middle School has changed from Herbert Watson to Amy Evans.
The contact at Hoover Middle School has changed from Burt Clark to Catherine McNutt.
The contact at Jefferson Middle School has changed from Jasmine DeLaughter to Lena Koch.
The contact at Johnson Middle School has changed from Josh Torres to Yolonda McGriff.
The contact at Madison Middle School has changed from Jennifer Born to Rebecca Tagye.
The contact at McNair Middle School has changed from Kenneth Sackey to Jose Echevarria.
The contact at Southwest Middle School has changed from Marina Saporito-Middleton to Laura Glover.

PART I
PROCEDURAL REQUIREMENTS

BREVARD COUNTY (FLORIDA) BYLAWS & POLICIES

3122 - EQUAL EMPLOYMENT OPPORTUNITY

The Board 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 which are classes protected by State and/or Federal law (collectively, "protected classes") in its programs and activities, including employment opportunities.

It is the legal obligation and the policy of the Board to employ only those persons who are best qualified, with or without reasonable accommodations. The Superintendent shall appoint compliance officer(s) whose responsibility it will be to require that Federal and State regulations are complied with and that any inquiries or complaints are dealt with promptly in accordance with law. The Superintendent shall also require that proper notice of nondiscrimination for Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and the Age Discrimination in Employment Act will be provided to staff members and the general public. The District also provides access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scouts of America Equal Access Act. Any sections of the District's collectively-bargained, negotiated agreements dealing with hiring, promotion, and tenure will contain a statement of nondiscrimination similar to that in the Board's statement above.

Compliance Officer(s)

The following persons are designated as the Compliance Officer(s) (COs):

Student/Public Equity Ms. Stephanie Archer Assistant Superintendent Equity, Innovation, Choice 2700 Judge Fran Jamieson Way Melbourne, Florida 32940 (321) 631-1911, Ext. 500 csc@brevardschools.org	Exceptional Education/504 Equity Dr. Patricia Fontan Dir. Exceptional Student Education 2700 Judge Fran Jamieson Way Melbourne, Florida 32940 (321) 631-1911 Ext. 500 csc@brevardschools.org	Employee/Job Applicant Equity Mr. Rivers Lewis Dir. Human Resources & Labor Rel. 2700 Judge Fran Jamieson Way Melbourne, Florida 32940 (321) 631-1911 Ext. 500 csc@brevardschools.org
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The name(s), title(s), and contact information of this/these individual(s) will be published annually in the staff handbooks, in the School District Annual Report to the public, on the School District's web site, on each individual school's web site, and/or in the School District's calendar.

Complaint Procedures

If a person believes that s/he has been subjected to unlawful discrimination, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Federal and State law, employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Federal and/or State law. In addition, employees will be notified of their right to file a complaint with the U.S. Department of

Education's Office for Civil Rights, the Florida Commission on Human Relations, or the Equal Employment Opportunity Commission.

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with a compliance officer within the time limits specified below. The compliance officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. This complaint procedure is not available to unsuccessful applicants. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights, the Florida Commission on Human Relations, or the Equal Employment Opportunity Commission.

- A. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the compliance officer.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the compliance officer. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, describe the alleged discriminatory action in sufficient detail to inform the compliance officer of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event-giving rise to the complaint, unless the time for filing is extended by the compliance officer for good cause.
- C. The compliance officer will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The compliance officer will provide the complainant with a written disposition of the complaint within ten (10) workdays. If no decision is rendered within ten (10) work days, or the decision is unsatisfactory in the opinion of the complainant, the employee may file, in writing, an appeal with the Superintendent. The compliance officer shall maintain the District's files and records relating to the complaint.
- D. The Superintendent will, within ten (10) work days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.

The Superintendent will render his/her decision within ten (10) work days of the hearing.

- E. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.
- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the complainant was subjected to unlawful discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective, and tailored to the specific situation.

Filing a Complaint with OCR/Florida Commission on Human Relations/EEOC

At any time, if an employee believes that s/he has been subjected to unlawful discrimination, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"), the Florida Commission on Human Relations (FCHR), or the Equal Employment Opportunity Commission ("EEOC").

Appealing to OCR/Florida Commission on Human Relations/EEOC

If the complainant is not satisfied with the Superintendent's decision, the complainant will have an additional sixty (60) days to appeal the decision to the United States Department of Education Office of Civil Rights, Florida Commission on Human Relations, or the Equal Employment Opportunity Commission.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination, or participates as a witness in an investigation, is prohibited. Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

Training

The compliance officers will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Federal and State law, and are informed of the Board's policies and practices with respect to fully implementing and complying with the requirements of Federal and State law.

Notice

Notice of the Board's policy on nondiscrimination in employment practices and the identity of the compliance officers will be posted throughout the District, and published in the District's recruitment statements or general information publications as required by Federal and State law and this policy.

F.S. 110.1221

F.S. 250.481

F.S. 760.01

F.S. 760.10

F.S. 1000.05

20 U.S.C. 1681 et seq., Title IX

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 701 et seq., Rehabilitation Act of 1973

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

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

42 U.S.C. 12112, Americans with Disabilities Act of 1990

29 C.F.R. Part 1635

38 U.S.C. 4301 et seq., The Uniformed Services Employment and Reemployment Rights Act

Revised 7/19/16

Revised 6/22/17

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3362 - ANTI-HARASSMENT

General Policy Statement

It is the policy of the Board to maintain an educational and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Superintendent will vigorously enforce its prohibition against discriminatory harassment 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 which are classes protected by State and/or Federal law (collectively, "protected classes") (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Superintendent will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Superintendent will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

The District will offer counseling services to any staff member found to have been subjected to unlawful harassment, and, where appropriate, the person(s) who committed the unlawful harassment.

For purposes of this policy, "School District community" means students, administrators, teachers, staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Other Violations of the Anti-Harassment Policy

The Superintendent 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 unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

Definitions

Bullying

Bullying rises to the level of unlawful harassment when one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon sex, race, color, national origin, religion, or disability, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation. This unlawful harassment may include, but not be limited to, the following:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.

- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings, or literature placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment.
- J. Verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.
- K. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based and gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment, or such that it creates a hostile or abusive employment or educational environment.

NOTE: Any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of a crime.

Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person's consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Pregnancy Harassment

Prohibited pregnancy harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's pregnancy and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's pregnancy and condition of pregnancy.

Reports and Complaints of Harassing Conduct

Members of the School District community and third parties, which includes all staff, are encouraged to promptly report incidents of unlawful harassing conduct to an administrator, supervisor, or other School District official so that the Superintendent may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer within two (2) business days.

Members of the School District community or third parties who believe they have been unlawfully harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of reported act of bullying and/or harassment in accordance with Policy [5517.01](#) – Bullying and Harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion, or disability, the principal or his/her designee will report the act of bullying and/or harassment to one of the Compliance Officers who shall investigate the allegation in accordance with this policy. While the Compliance Officer investigates the allegation, the Principal shall suspend his/her Policy [5517.01](#) investigation to await the Compliance Officer's written report. The Compliance Officer shall keep the Principal informed of the status of the Policy [3362](#) investigation and provide him/her with a copy of the resulting written report.

Anti-Harassment Compliance Officers

The following individuals serve as "Anti-Harassment Compliance Officers" for the District. They are hereinafter referred to as the "Compliance Officers".

Student/Public Equity Ms. Stephanie Archer Assistant Superintendent Equity, Innovation, Choice 2700 Judge Fran Jamieson Way Melbourne, Florida 32940 (321) 631-1911, Ext. 500 csc@brevardschools.org	Exceptional Education/504 Equity Dr. Patricia Fontan Dir. Exceptional Student Education 2700 Judge Fran Jamieson Way Melbourne, Florida 32940 (321) 631-1911 Ext. 500 csc@brevardschools.org	Employee/Job Applicant Equity Mr. Rivers Lewis Dir. Human Resources & Labor Rel. 2700 Judge Fran Jamieson Way Melbourne, Florida 32940 (321) 631-1911 Ext. 500 csc@brevardschools.org
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The names, titles, and contact information of these individuals will be published annually in the parent and staff handbooks, in the School District Annual Report to the public, on the School District's web site, on each individual school's web site, and/or in the School District's calendar.

The names, titles, and/or contact information of the persons presently serving as Compliance Officers may change from time to time, and such changes shall be deemed technical corrections within the meaning of Bylaw 0131.1 and shall be made pursuant to that bylaw.

A Compliance Officer will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Anti-Harassment Compliance Officers within two (2) business days. Thereafter, the Compliance Officer or designee must contact the student, if over age eighteen (18) or the student's parents if under the age eighteen (18), within two (2) business days to advise s/he/them of the Superintendent's intent to investigate the alleged misconduct, including the obligation of the compliance officer or designee to conduct an investigation following all the procedures outlined for a formal complaint.

Compliance Officers are assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or to receive complaints which are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, the Compliance Officer will begin either an informal or formal process (depending on the request of the member of the School District community alleging harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare, after consultation with Risk Management, and/or the Board Attorney, recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of unlawful harassment which are reported to them to a Compliance Officer within five (5) calendar days of learning of the incident.

Investigation and Complaint Procedure

Any employee or other member of the School District community or visitor to the District who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of legally prohibited harassment or retaliation was substantiated are set forth below.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint.

Employees, other members of the School District community, or third parties who believe that they have been unlawfully harassed or retaliated against may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

Employees, other members of the School District community, or third parties who believe that they have been unlawfully harassed or retaliated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

However, all complaints of harassment involving a District employee, any other adult member of the School District community, or a third party against a student will be formally investigated.

As an initial course of action, if an individual feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. Such direct communication should not be utilized in circumstances involving sexual violence. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers is available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

An individual who believes s/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the Compliance Officers.

All informal complaints must be reported to the Compliance Officers who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed by another individual with a range of options designed to bring about a resolution of their concerns. Depending upon

the nature of the complaint and the wishes of the individual claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the individual about how to communicate the unwelcome nature of the behavior to the alleged harasser.
- B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the Compliance Officers may arrange and facilitate a meeting between the individual claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in circumstances involving sexual violence.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officers or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) calendar days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the Compliance Officers or designee in accordance with the Board's records retention policy. (See Policy [8310](#) and Policy [8320](#))

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, the formal complaint process as described below shall be implemented.

This formal complaint process is not intended to interfere with the rights of an employee, other member of the School District community, or third party to pursue a complaint of unlawful harassment with the United States Department of Education, Office for Civil Rights, the Florida Civil Rights Commission, or the Equal Employment Opportunity Commission.

An individual who believes s/he has been subjected to offensive conduct/harassment hereinafter referred to as the "complainant", may file a formal complaint, either orally or in writing with a teacher, principal, or other District employee, the Compliance Officer, Superintendent, or other District employee. Due to the sensitivity surrounding complaints of unlawful harassment and retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a complainant informs a teacher, principal, or other District employee, the Compliance Officer, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the Compliance Officer or designee within two (2) business days.

Throughout the course of the process as described herein, the Compliance Officer should keep the parties informed of the status of the investigation and the decision making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or engaging in, offensive conduct/harassment/retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the complainant.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the Compliance Officer will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. In making such a determination, the Compliance Officer should consult the complainant to assess his/her agreement to any action deemed appropriate. If the complainant is unwilling to consent to any change that is deemed appropriate by the Compliance Officer, the Compliance Officer may still take whatever actions s/he deem appropriate in consultation with the Superintendent and/or Board Attorney.

Within five (5) business days of receiving a formal complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the complainant has been subjected to offensive conduct/harassment/retaliation. A Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of these administrative procedures and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall consult with the Board Attorney and Office of Employee Benefits and Risk Management. A written report shall then be prepared

and delivered to the Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the complainant has been subject to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board Attorney before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the complainant and the respondent. The decision of the Superintendent will be final.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

The Superintendent reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or third party alleging the unlawful harassment pursues the complaint. The Superintendent also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Superintendent.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and related administrative procedures shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the respondent.

During the course of a formal investigation, the Compliance Officer or his/her designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the Compliance Officer in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the *Family Educational Rights and Privacy Act* will be maintained in a manner consistent with the provisions of the Federal and State laws.

Sanctions and Monitoring

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

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

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any teacher or school employee who knows or suspects that a child under the age of eighteen (18) is a victim of child abuse or neglect to immediately report that knowledge or suspicion to the Department of Children and Family Services. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the complainant, a report of such knowledge must be made in accordance with State law and Board policy.

If the Compliance Officer or a designee has reason to believe that the complainant has been the victim of criminal conduct as defined under Florida law, such knowledge should be reported to local law enforcement.

Any reports made to the local child protection service or to local law enforcement shall not terminate the Compliance Officer's or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officers or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Mandatory Reporting of Misconduct by Certificated Employees

The Superintendent is required by State law and Board Policy [8141](#) to report alleged misconduct by certificated employees of the District that affects the health, safety, or welfare of a student. In accordance with Board policy and State law, the Superintendent shall investigate each allegation of such conduct and, if confirmed, shall report such misconduct pursuant to Policy [8141](#).

Education and Training

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

F.S. 110.1221

F.S. 250.481

F.S. 760.01

F.S. 760.10

F.S. 784.049

F.S. 1000.05

F.S. 1006.07

20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as the Individuals with Disabilities Act)

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

38 U.S.C. 4301 et seq., The Uniformed Services Employment and Reemployment Rights Act

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

20 U.S.C. 1681 et seq.

42 U.S.C. 1983

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

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5517.01 - BULLYING AND HARASSMENT

The School Board is committed to providing an educational setting and workplace that is safe, secure, and free from bullying and harassment for all students and employees.

The Board will not tolerate unlawful bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited:

- A. during any education program or activity conducted by the District;
- B. during any school-related or school-sponsored program or activity or on a school bus of the District, or at a District school bus stop;
- C. through the use of data or computer software that is accessed through a computer, computer system, or computer network within the scope of the District; or at a District school bus stop;
- D. through the use of data or computer software that is accessed at a nonschool-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by the District or school or substantially disrupts the education process or orderly operation of a school.

This policy has been developed and reviewed in consultation with District students, parent/legal guardians, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE) Revised Model Policy (July 2016).

Pursuant to State law, District students, parent/legal guardians, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies shall be involved in the review of this policy. This review process shall be conducted not less than every three (3) years thereafter.

The Superintendent shall develop a comprehensive plan intended to prevent bullying and harassment and to cultivate the school climate so as to appropriately identify, report, investigate, and respond to situations of bullying and harassment as they may occur on school grounds, at school-sponsored events, and through school computer networks. Implementation of the plan by each principal will be ongoing throughout the school year and will be integrated with the school curriculum, the bullying and prevention program, District disciplinary policies, and violence prevention efforts.

Definitions

"Bullying" includes "cyberbullying" and means systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. physical violence;
- G. theft;
- H. sexual, religious, or racial harassment;
- I. public or private humiliation; or
- J. destruction of property; and
- K. social exclusion.

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

"Cyberstalking" means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

"Bullying" and **"harassment"** also encompass:

- A. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- B. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - 1. incitement or coercion;

2. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or
3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

"Harassment" also means electronically transmitted acts (i.e., internet, e-mail, cellular telephone, personal digital assistance (PDA), or wireless hand-held device) that a student(s) or a group of students exhibits toward another particular student(s) and the behavior both causes mental and physical harm to the other student and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student(s).

Sexual Cyberharassment

Pursuant to Florida law, "sexual cyberharassment" means to publish a sexually explicit image of a person that contains or conveys the personal identification information of the depicted person to an Internet website without the depicted person's consent, for no legitimate purpose, with the intent of causing substantial emotional distress to the depicted person. Sexual cyberharassment may be a form of sexual harassment.

"Within the scope of the District" means regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity.

Expected Behavior

The District expects students to conduct themselves in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Such behavior is essential in maintaining an environment that provides each student the opportunity to obtain a high quality education in a uniform, safe, secure, efficient, and high quality system of education.

The standards for student behavior shall be set cooperatively through interaction among students, parents/legal guardians, staff, and community members, producing an atmosphere that encourages students to grow in self-discipline. The development of such an atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. School administrators, faculty, staff, and volunteers serve as role models for students and are expected to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying.

Students are expected to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority.

The District shall provide for appropriate recognition and positive reinforcement for good conduct, self-discipline, good citizenship, and academic success.

Consequences

Consequences and appropriate remedial action for students who commit acts of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the Code of Student Conduct.

Consequences and appropriate remedial action for a school employee found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall include discipline in accordance with District policies, administrative procedures, and the collective bargaining agreement. Egregious acts of harassment by certified educators may result in a sanction against an educator's State-issued certificate. (See the Principles of Professional Conduct of the Education Profession in Florida - F.A.C. 6A-10.081)

Consequences and appropriate remedial action for a visitor or volunteer found to have committed an act of bullying or harassment or found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

Procedure for Reporting

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

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the principal within twenty-four (24) hours.

All other members of the school community, including students, parents/legal guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the principal or as described above.

Written and oral reports shall be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians the procedure for reporting bullying and how such a report will be acted upon. A victim of bullying and/or harassment who witnessed the act, and anyone who has credible information that an act of bullying and/or harassment has taken place may file a report.

Procedure for Investigation

The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act. All complaints about bullying and/or harassment that may violate this policy shall be promptly investigated by an individual, designated by the principal, who is trained in investigative procedures. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately and shall be confidential. The investigator may not be the accused perpetrator or victim. At no time shall the accused perpetrator and victim be interviewed together. The investigator shall collect and evaluate the facts including, but not limited to, the following:

- A. a description of the incident, the nature of the behavior, and the context in which the incident occurred, etc.;
- B. how often the conduct occurred;
- C. whether there were past incidents or past continuing patterns of behavior;
- D. the relationship between the parties involved;
- E. the characteristics of the parties involved;
- F. the identity of the alleged perpetrator, including whether the individual was in a position of power over the individual allegedly subjected to bullying or harassment;
- G. the number of alleged bullies/harassers;
- H. the age of the alleged bully/harasser;
- I. where the bullying and/or harassment occurred;
- J. whether there have been other incidents in the school involving the same or other students;
- K. whether the conduct adversely affected the student's education or educational environment;
- L. the date, time, and method in which the parents/legal guardians of all parties involved were contacted.

In accordance with State law, District staff may monitor as part of any bullying or harassment investigation any nonschool-related activity, function, or program.

If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

Upon the completion of the investigation to determine whether or not a particular action or incident constitutes a violation of the policy, the designated individual who has conducted the investigation shall make a determination based on all the facts and surrounding circumstances and shall include:

- A. a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior; and
- B. a written final report to the principal.

A maximum of fifteen (15) days should be the limit for the completion of the investigative procedural steps and submission of the incident report. While fifteen (15) days is the expectation for completion of the investigative procedural steps, more time may be needed based on the nature of the investigation and the circumstances affecting that investigation. The investigator shall document in his/her report the reasons for needing additional time beyond fifteen (15) days. The highest level of confidentiality possible shall be provided regarding the submission of a complaint or a report of bullying and/or harassment and for the investigative procedures that are employed.

The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

Scope

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

Parent/Legal Guardian Notification

The principal shall report the occurrence of an incident of bullying as defined by District policy to the parents/legal guardians of all students known to be involved in the incident on the same day an investigation of the incident has been initiated. Notification shall be by telephone or by personal conference and in writing by first-class mail and shall be consistent with the student privacy rights under applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). The notice shall advise the individuals involved of their respective due process rights including the right to appeal any resulting determination or action to the State Board of Education.

If the bullying incident results in the perpetrator being charged with a crime, the principal shall inform by first-class mail or by telephone the parent/legal guardian of the identified victim(s) involved in the bullying incident about the Unsafe Schools Choice Option (No Child Left Behind (NCLB), Title IX, Part E, Subpart 2, Section 9532) that states in pertinent part, as follows:.

"...a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

Upon the completion of the investigation and if criminal charges are to be pursued against the perpetrator, the appropriate law enforcement agencies shall be notified by telephone and/or in writing.

Counseling Referral

The District shall provide a referral procedure for intervening when bullying or harassment is suspected or when a bullying incident is reported. The procedure will include:

- A. a process by which the teacher or parent/legal guardian may request informal consultation with school staff (e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern;
- B. a referral process to provide professional assistance or services that may include a process by which school personnel or parents/legal guardians may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services (parent/legal guardians involvement is required at this point); or
if a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school intervention team for determination of counseling support and interventions (parents/legal guardians are required at this point).
- C. a school-based action to address intervention and assistance as determined appropriate by the intervention team that includes:
 - 1. counseling and support to address the needs of the victim(s) of bullying or harassment;
 - 2. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);
 - 3. interventions which include assistance and support for parents/legal guardians, as may be deemed necessary or appropriate.

Data Report

The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data as prescribed. If a bullying (including cyberbullying) and/or harassment incident occurs it will be reported in SESIR, coded appropriately using the relevant incident code and the related element code. Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System. In a separate section, the District shall include each alleged incident of bullying or harassment that does not meet the criteria of a prohibited act under this policy with recommendations regarding such incidents.

The District will provide bullying incident, discipline, and referral data to the Florida Department of Education (FLDOE) in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents, as well as any bullying-related incidents that have as a basis sex, race, or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race, or disability) noted in their student record.

Training and Instruction

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

- A. creating a safe and respectful environment in the nation's classrooms
- B. creating a safe and respectful environment on the nation's school buses
- C. stopbullying.gov - Prevention at School
 - 1. Misdirections in Bullying Prevention and Intervention (pdf)
 - 2. Stop It on the Spot
 - 3. Involvement of Law Enforcement Officers in Bullying Prevention (pdf)
- D. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention's model programs guide
- E. The Safe and Supportive Schools Technical Assistance Center (SSSTA)
- F. The ABCs of Bullying: Addressing, Blocking, and Curbing School Aggression (curriculum)
- G. National Registry of Evidence-based Programs and Practices: Anti-bullying curriculum for K-12 students (enter "bullying" as the keyword)

Victim's Parent/Legal Guardians Reporting

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

Policy Publication

The District shall provide notice to students and staff of this policy in the Code of Student Conduct, employee handbooks, and via the District's official website. The Superintendent will also provide such notification to all District contractors.

Each principal shall implement a process for discussing, at least annually, the District policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying prevention messages will be displayed, as appropriate, at each school and at District facilities.

Immunity

A school employee, school volunteer, students, parent/legal guardian, or other person who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in District policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.

Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Such immunity from liability shall not apply to any school employee, school volunteer, student, parent/legal guardian, or other person determined to have made an intentionally false report about harassment, intimidation, and/or bullying.

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

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

Retaliation /False Charges

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

F.S. 110.1221

F.S. 784.048

F.S. 1002.20

F.S. 1006.13

F.S. 1006.147

Florida Department of Education Revised Model Policy (July 2016)

No Child Left Behind (NCLB)

Title IX, Part E, Subpart 2, Section 9532

Adopted 2/28/06

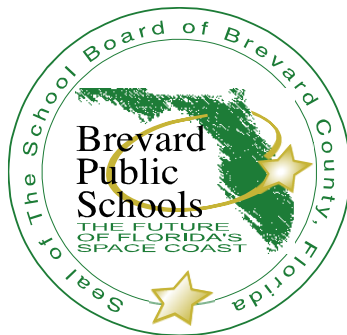
Revised 4/28/09

Revised 11/16/10

Revised 11/19/13
Technical Change 6/8/15
Revised 10/24/17

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ANNUAL AND CONTINUAL NON-DISCRIMINATION NOTICES



NON-DISCRIMINATION NOTICE

The School Board of Brevard County strictly prohibits discrimination 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. This notice applies to all educational programs, activities, or employment practices/procedures of the School Board of Brevard County. 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), Individuals with Disabilities Act (IDEA), and the Boy Scouts of America Equal Access Act.

Students, parents, or the public with inquiries regarding this non-discrimination policy are encouraged to review Board Policy 2260.01 - Nondiscrimination Grievance Procedure and Board Policy 5517 - Harassment. Students, parents, or the public with questions or wish to file a grievance may contact their school administrator directly or if there is an issue in doing this, you may contact:

Student Equity Coordinator

Ms. Stephanie Archer
Asst. Supt. Equity, Innovation, and Choice
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911, Ext. 500
CSC@Brevardschools.org

Exceptional Education/504 Coordinator

Dr. Patricia Fontan
Director, Exceptional Student Education
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911 Ext. 500
CSC@Brevardschools.org

Employees or job applicants with inquiries regarding this non-discrimination policy are encouraged to review Board Policy 3122 - Equal Employment Opportunity and 3362 - Anti-Harassment. Employees or job applicants with questions or wish to file a grievance may contact their school/department administrator or if there is an issue in doing this, you may contact:

Employee/Job Applicant Equity Coordinator

Mr. Rivers Lewis
Director, Human Resources and Labor Relations
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911 Ext. 500
CSC@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 Employee/Job Applicant Equity Coordinator for assistance. All policies and procedures of the School Board of Brevard County as indicated above can be located on the World Wide Web at the following web address: <http://www.neola.com/brevardco-fl/>. 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 request should include your name, address, and telephone number. Requests should be made to Kim Parker, Exceptional Education Projects, (321) 633-1000, ext. 535, at least two (2) weeks prior to the time you need the publication.

SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

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

SUPERINTENDENT
Dr. Desmond Blackburn

SCHOOL BOARD MEMBERS

John Craig, Chairman
Tina Descovich, Vice Chairman
Misty Belford
Matt Susin
Andy Ziegler



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Student/Public Equity

Ms. Stephanie Archer, Assistant Superintendent
Equity, Innovation and Choice
2700 Judge Fran Jamieson Way
Melbourne, FL. 32940
(321)633-1000, ext. 500
csc@brevardschools.org

Exceptional Education/504 Equity

Dr. Patricia Fontan, Director
Exceptional Student Education
2700 Judge Fran Jamieson Way
Melbourne, FL. 32940
(321)633-1000, ext. 500
csc@brevardschools.org

Employee/Job Applicant Equity

Rivers Lewis, Director
Labor Relations
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 633-1000 ext. 500
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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, gender, age, disability or marital status in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Dr. Carol Tolx
Deputy Superintendent/Chief Human Resources Officer
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911 Ext. 200
Tolx.Carol@brevardschools.org

Brevard Public Schools is an Equal Opportunity Employer and a Drug-Free Workplace

If you require an accommodation to participate in the application/selection process, please notify Human Resources in advance.

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

All applicants hired are subject to drug testing.

Non-Discrimination Notice on the District's Webpages

The School Board of Brevard County, Florida prohibits discrimination on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, 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 in its educational programs, services or activities, or in its hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to the following equity coordinators:

<u>Student/Public Equity</u>	<u>Exceptional Education/504 Equity</u>	<u>Employee/Job Applicant Equity</u>
Ms. Stephanie Archer	Dr. Patricia Fontan	Mr. Rivers Lewis
Asst. Supt. Equity, Innovation, and Choice	Dir. Exceptional Student Education	Dir. Prof. Stds. & Labor Rel.
2700 Judge Fran Jamieson Way	2700 Judge Fran Jamieson Way	2700 Judge Fran Jamieson Way
Melbourne, FL 32940	Melbourne, FL 32940	Melbourne, FL 32940
(321) 631-1911, Ext. 500	(321) 631-1911 Ext. 500	(321) 631-1911 Ext. 500
CSC@Brevardschools.org	Fontan.Patricia@Brevardschools.org	Lewis.Rivers@brevardschools.org

Educators are required to follow the Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC). To report alleged educator misconduct, contact Dr. Carol Tolx, Deputy Superintendent/Chief Human Resources Officer, Human Resources Services, at 321-633-1000, ext. 200. Tolx.Carol@brevardschools.org

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 2017-18 (23,181)

White	Black	Hispanic	ELL
13,977 & 60%	3,234 & 14%	3,660 & 16%	416 & 2%

Whites In AP/IB/AICE	Whites In AP/IB/AICE	Whites In AP/IB/AICE	Whites In AP/IB/AICE	Whites In AP/IB/AICE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
21% (3,205)	25% (3,556)	26% (3,690)	26% (3,680)	26% (3,627)

White Males In AP/IB/AICE	White Males In AP/IB/AICE	White Males In AP/IB/AICE	White Males In AP/IB/AICE	White Males In AP/IB/AICE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
18% (1,424)	23% (1,616)	23% (1,673)	23% (1,673)	22% (1,579)

Blacks In AP/IB/AICE	Blacks In AP/IB/AICE	Blacks In AP/IB/AICE	Blacks In AP/IB/AICE	Blacks In AP/IB/AICE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
9% (277)	12% (342)	12% (362)	12% (375)	13% (427)

Black Males In AP/IB/AICE	Black Males In AP/IB/AICE	Black Males In AP/IB/AICE	Black Males In AP/IB/AICE	Black Males In AP/IB/AICE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
7% (106)	8% (117)	8% (113)	8% (129)	10% (159)

Hispanics In AP/IB/AICE	Hispanics In AP/IB/AICE	Hispanics In AP/IB/AICE	Hispanics In AP/IB/AICE	Hispanics In AP/IB/AICE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
18% (599)	20% (633)	20% (677)	20% (724)	21% (782)

Hisp. Males In AP/IB/AICE	Hisp. Males In AP/IB/AICE	Hisp. Males In AP/IB/AICE	Hisp. Males In AP/IB/AICE	Hisp. Males In AP/IB/AICE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
15% (226)	17% (265)	17% (291)	18% (311)	18% (332)

			ELL In AP/IB/AICE	ELL In AP/IB/AICE
			<i>2016-17</i>	<i>2017-18</i>
			8% (31)	9% (36)

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 **4** percentage points, from **9%** in 2013-2014 to **13%** in 2017-2018; and Hispanic students increased by **3** percentage points, from **18%** to **21%** 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 male students increased by **3** percentage points, from **7%** in 2013-2014 to **10%** in 2017-2018, and Hispanic males increased **3** percentage points, from **15%** to **18%** for the same time period.

The evaluation reveals some progress in increasing enrollment in AP/IB/AICE courses for ELL students in grades 9-12. ELL students increased by **1** percentage point from **8%** in 2016-2017 to **9%** in 2017-2018.

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 Resource Teacher for College and Career Readiness will assist the school counselors in the identification of minority males and encourage these students to enroll in accelerated programs (AP, IB, and AICE).
3. The District AVID Resource Teacher 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).
4. The District Resource Teacher for Accelerated Programs will share with schools a brochure detailing the advantages of accelerated courses.
5. 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.
6. 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.
7. 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).
8. 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).
9. 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
10. School Counselors and school ESOL contacts, with support from the District Resource Teacher of World Languages will encourage ELL 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.

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 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 school year.

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

Grades 9-12 Total Enrollment 2017-18 (23,181)

White	Black	Hispanic	ELL
13,977 & 60%	3,234 & 14%	3,660 & 16%	416 & 2%

Whites In DE	Whites In DE	Whites In DE	Whites In DE	Whites In DE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
10% (734)	10% (1,448)	10% (1,477)	11% (1,566)	11% (1,521)

White Males In DE	White Males In DE	White Males In DE	White Males In DE	White Males In DE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
10% (734)	7% (502)	7% (525)	8% (558)	7% (512)

Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
9% (263)	7% (190)	6% (181)	7% (211)	7% (241)

Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
5% (72)	3% (35)	3% (38)	2% (40)	3% (51)

Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
11% (371)	8% (259)	8% (286)	8% (291)	8% (301)

Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE
<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
8% (110)	6% (86)	5% (91)	5% (89)	5% (87)

			ELL In DE	ELL In DE
			<i>2016-17</i>	<i>2017-18</i>
			1% (5)	1% (5)

Evidence of Success

The evaluation does not reveal progress in increasing enrollment in Dual Enrollment courses for Black and Hispanic students in grades 9-12. Black students decreased by 2 percentage points, from 9% in 2013-2014 to 7% in 2017-2018; Hispanic students decreased by 3 percentage points from 11% to 8% for the same time period.

The evaluation also does not reveal progress in increasing enrollment in Dual Enrollment courses for Black and Hispanic males in grades 9-12. Black males decreased by 2 percentage points, from 5% in 2013-2014 to 3% in 2017-2018; Hispanic males also decreased by 3 percentage points from 8% to 5% for the same time period.

The evaluation reveals no progress of increasing enrollment in Dual Enrollment courses for ELL students in grades 9-12. ELL stayed level with 1% participating in 2016-2017 and 1% participating in 2017-2018.

Methods and Strategies

1. The District Resource Teacher for Early College Programs and District Resource Teacher for School Counseling K-12, will provide professional development for all secondary guidance counselors and hold meetings with school Dual Enrollment contacts and guidance 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. Brevard Public Schools' and Eastern Florida State College Dual Enrollment Specialists will develop strategies for increased Black and Hispanic student participation in the Dual Enrollment program.
3. School counselors, 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. The District Resource Teacher for Early College Programs will develop a letter written in Spanish that can be sent to Hispanic students and parents regarding Dual Enrollment programs.
4. The District Resource Teacher for Early College Programs along with the District Resource Teachers for School Counseling K-12 and College and Career Readiness, will support each high school by attending the accelerated programs recruitment night offered in the spring of each school year.
5. 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.
6. 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.
7. The District Resource Teacher for Early College Programs and District Resource Teacher for School Counseling K-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.
8. Make translated materials available to school staff, parents and students in order to assist ELL students and parents with information regarding accelerated coursework.
9. The District Resource Teacher for Early College Programs will host Dual Enrollment Informational meetings in the fall of the school year. At least one of the offered meetings will include an English to Spanish translator to encourage Hispanic students and parents to participate in 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 2018-2019 school year.
2. Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2018-2019 school year.
3. Increase the number of Black male students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2018-2019 school year.
4. Increase the number of Hispanic male students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2018-2019 school year.
5. Increase the number of ELL students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2018-2019 school year.

(3) Grades 9-12, All Level 3 Courses (Including AP, IB, AICE, DE and Honors)

Grades 9-12 Total Enrollment 2017-18 (23,181)

White	Black	Hispanic	ELL
13,977 & 60%	3,234 & 14%	3,660 & 16%	416 & 2%

Whites All Level 3	Whites All Level 3	Whites All Level 3	Whites All Level 3
<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
74% (10,401)	74% (10,612)	76% (10,880)	76% (10,670)

White Males All Level 3	White Males All Level 3	White Males All Level 3	White Males All Level 3
<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
71% (5,078)	70% (5,153)	73% (5,352)	74% (5,285)

Blacks All Level 3	Blacks All Level 3	Blacks All Level 3	Blacks All Level 3
<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
55% (1,579)	55% & (1,719)	57% (1,859)	60% (1,935)

Black Males All Level 3	Black Males All Level 3	Black Males All Level 3	Black Males All Level 3
<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
48% (673)	49% (731)	50% (805)	51% (821)

Hispanics All Level 3	Hispanics All Level 3	Hispanics All Level 3	Hispanics All Level 3
<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
67% (2,120)	66% (2,232)	66% (2,334)	66% (2,433)

Hispanic Males All Level 3	Hispanic Males All Level 3	Hispanic Males All Level 3	Hispanic Males All Level 3
<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
63% (989)	61% (1,016)	63% (1,085)	63% (1,128)

		ELL All Level 3	ELL All Level 3
		<i>2016-17</i>	<i>2017-18</i>
		46% (187)	46% (193)

Evidence of Success

The evaluation does reveal progress in increasing enrollment in Level 3 courses for Black students in grades 9-12. Black students increased by **5** percentage points from **55%** in 2014-2015 to **60%** in 2017-2018.

The evaluation does not reveal progress for increasing enrollment in Level 3 courses for Hispanic students in grades 9-12. Hispanic students decreased by **1** percentage points from **67%** in 2014-2015 to **66%** in 2017-2018.

The evaluation does reveal progress of increasing enrollment in Level 3 courses for Black males in grades 9-12. Black males increased by **3** percentage points from **48%** in 2014-2015 to **51%** in 2017-2018.

The evaluation reveals no progress of increasing enrollment in Level 3 courses for Hispanic males in grades 9-12. Hispanic males stayed level with **63%** participating in 2014-2015 and **63%** participating in 2017-2018.

The evaluation reveals no progress of increasing enrollment in Level 3 courses for ELL students in grades 9-12. ELL stayed level with **46%** participating in 2016-2017 and **46%** participating in 2017-2018.

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 Resource Teacher for College and Career Readiness will assist the school counselors in the identification of minority males and encourage these students to enroll in Honors and other accelerated programs (AP, IB, AICE, DE and Level 3 courses).
3. The District AVID Resource Teacher 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).
4. The District Resource Teacher for Accelerated Programs will share with schools a brochure detailing the advantages of accelerated classes.
5. 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.
6. 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.
7. 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).
8. 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)
9. 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.
10. The District Resource Teacher for Early College Programs and the Resource Teacher for School Counseling K-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.

11. School Counselors and school ESOL contacts, with support from the District Resource Teacher for World Languages will encourage ELL students to participate in higher level World Language courses.
12. Make translated materials available to school staff, parents and students in order to assist ELL students and parents with information regarding accelerated coursework.

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 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 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 2018-2019 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

4/23/18
Date

2017-2018 MONITORING FORMS

Astronaut High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
	<i>Males</i>	<i>Females</i>	<i>Total</i>		<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>
Baseball	16	0	16	Baseball		12		0	12
Basketball	12	11	23	Basketball		14		12	26
Bowling	8	6	14	Bowling		0		0	0
Cross Country	9	9	18	Cross Country		10		0	10
Flag Football/ Football	45	0	45	Flag Football/ Football		28		0	28
Golf	13	5	18	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	17	17	34	Soccer		17		12	29
Softball	0	11	11	Softball		0		14	14
Swimming/Diving	10	13	23	Swimming/Diving		0		0	0
Tennis	10	15	25	Tennis		0		0	0
Track and Field	30	21	51	Track and Field		0		0	0
Volleyball	0	12	12	Volleyball		0	2	25	25
Wrestling	17	0	17	Wrestling		3		0	3
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	187	120	307	<i>Total JV Participants</i>		84		63	147
<i>% of Varsity Participants</i>	61%	39%	100%	<i>% of JV Participants</i>		57%		43%	100%
Total Student Enrollment by Gender 2017-18	533	512	1045	Total Student Enrollment by Gender 2017-18		533		512	1045
% Student Enrollment by Gender 2017-18	51%	49%	100%	% Student Enrollment by Gender 2017-18		51%		49%	100%

Bayside High School

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 High	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	15	0	15	Baseball		12		0	12
Basketball	13	8	21	Basketball	2	27		10	37
Bowling	7	8	15	Bowling		0		0	0
Cross Country	6	8	14	Cross Country		5		7	12
Flag Football/ Football	34	0	34	Flag Football/ Football		24		0	24
Golf	9	5	14	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	15	20	35	Soccer		20		15	35
Softball	0	9	9	Softball		0		15	15
Swimming/Diving	13	21	34	Swimming/Diving		0		0	0
Tennis	10	10	20	Tennis		0		0	0
Track and Field	34	45	79	Track and Field		0		0	0
Volleyball	0	13	13	Volleyball		0	2	25	25
Wrestling	13	1	14	Wrestling		9		0	9
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	169	148	317	<i>Total JV Participants</i>	97		72		169
<i>% of Varsity Participants</i>	53%	47%	100%	<i>% of JV Participants</i>	57%		43%		100%
Total Student Enrollment by Gender 2017-18	842	841	1683	Total Student Enrollment by Gender 2017-18	842	841			1683
% Student Enrollment by Gender 2017-18	50.1%	49.9%	100%	% Student Enrollment by Gender 2017-18	50.1%	49.9%			100%

Cocoa Beach Jr/Sr. High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
	<i>Males</i>	<i>Females</i>	<i>Total</i>		<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>
Baseball	16	0	16	Baseball		14		0	14
Basketball	13	12	25	Basketball	2	26	2	14	40
Bowling	9	7	16	Bowling		0		0	0
Cross Country	18	13	31	Cross Country		0		0	0
Flag Football/ Football	30	0	30	Flag Football/ Football		22		0	22
Golf	10	8	18	Golf		0		0	0
Lacrosse	25	25	50	Lacrosse		0		0	0
Soccer	22	16	38	Soccer		19		13	32
Softball	0	13	13	Softball		0		12	12
Swimming/Diving	21	24	45	Swimming/Diving		0		0	0
Tennis	9	13	22	Tennis		0		0	0
Track and Field	20	15	35	Track and Field		19		27	46
Volleyball	0	13	13	Volleyball		0	2	23	23
Wrestling	21	0	21	Wrestling		0		0	0
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	214	159	373	<i>Total JV Participants</i>	100		89		189
<i>% of Varsity Participants</i>	57%	43%	100%	<i>% of JV Participants</i>	53%		47%		100%
Total Student Enrollment by Gender 2017-18	510	486	996	Total Student Enrollment by Gender 2017-18	510	486			996
% Student Enrollment by Gender 2017-18	51%	49%	100%	% Student Enrollment by Gender 2017-18	51%	49%			100%

Cocoa High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	15	0	15	Baseball	12			0	12
Basketball	11	10	21	Basketball	22			11	33
Bowling	10	12	22	Bowling	0			0	0
Cross Country	12	5	17	Cross Country	0			0	0
Flag Football/ Football	30	0	30	Flag Football/ Football	21			0	21
Golf	4	8	12	Golf	0			0	0
Lacrosse	0	0	0	Lacrosse	0			0	0
Soccer	21	20	41	Soccer	18			22	40
Softball	0	14	14	Softball	0			10	10
Swimming/Diving	15	18	33	Swimming/Diving	0			0	0
Tennis	8	8	16	Tennis	0			0	0
Track and Field	19	38	57	Track and Field	0			0	0
Volleyball	0	12	12	Volleyball	0			24	24
Wrestling	8	0	8	Wrestling	0			0	0
Weightlifting	0	0	0	Weightlifting	0			0	0
<i>Total Varsity Participants</i>	153	145	298	<i>Total JV Participants</i>	73			67	140
<i>% of Varsity Participants</i>	51%	49%	100%	<i>% of JV Participants</i>	52%			48%	100%
Total Student Enrollment by Gender 2017-18	803	775	1578	Total Student Enrollment by Gender 2017-18	803			775	1578
% Student Enrollment by Gender 2017-18	51%	49%	100%	% Student Enrollment by Gender 2017-18	51%			49%	100%

Eau Gallie High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	15	0	15	Baseball		15		0	15
Basketball	12	12	24	Basketball	2	22		13	35
Bowling	8	8	16	Bowling		0		0	0
Cross Country	6	9	15	Cross Country		0		0	0
Flag Football/ Football	27	0	27	Flag Football/ Football		19		0	19
Golf	8	10	18	Golf		0		0	0
Lacrosse	21	19	40	Lacrosse		0		0	0
Soccer	15	19	34	Soccer		16		19	35
Softball	0	14	14	Softball		0		15	15
Swimming/Diving	11	15	26	Swimming/Diving		0		0	0
Tennis	10	11	21	Tennis		9		11	20
Track and Field	28	35	63	Track and Field		0		0	0
Volleyball	0	15	15	Volleyball		0	2	28	28
Wrestling	14	0	14	Wrestling		9		0	9
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	175	167	342	<i>Total JV Participants</i>	90			86	176
<i>% of Varsity Participants</i>	51%	49%	100%	<i>% of JV Participants</i>	51%			49%	100%
Total Student Enrollment by Gender 2017-18	808	811	1619	Total Student Enrollment by Gender 2017-18	808			811	1619
% Student Enrollment by Gender 2017-18	50%	50%	100%	% Student Enrollment by Gender 2017-18	50%			50%	100%

Edgewood Jr/Sr. High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	0	0	0	Baseball	0		0	0	
Basketball	15	10	25	Basketball	8		8	16	
Bowling	8	5	13	Bowling	0		0	0	
Cross Country	12	13	25	Cross Country	0		0	0	
Flag Football/ Football	0	0	0	Flag Football/ Football	0		0	0	
Golf	12	7	19	Golf	0		0	0	
Lacrosse	21	33	54	Lacrosse	20		0	20	
Soccer	21	25	46	Soccer	18		16	34	
Softball	0	0	0	Softball	0		0	0	
Swimming/Diving	20	27	47	Swimming/Diving	0		0	0	
Tennis	12	12	24	Tennis	0		0	0	
Track and Field	24	20	44	Track and Field	0		0	0	
Volleyball	0	12	12	Volleyball	0	2	20	20	
Wrestling	0	0	0	Wrestling	0		0	0	
Weightlifting	0	0	0	Weightlifting	0		0	0	
<i>Total Varsity Participants</i>	145	164	309	<i>Total JV Participants</i>	46		44	90	
<i>% of Varsity Participants</i>	47%	53%	100%	<i>% of JV Participants</i>	51%		49%	100%	
Total Student Enrollment by Gender 2017-18	445	477	922	Total Student Enrollment by Gender 2017-18	445	477	922		
% Student Enrollment by Gender 2017-18	48%	52%	100%	% Student Enrollment by Gender 2017-18	48%	52%	100%		

Heritage High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	14	0	14	Baseball		15		0	15
Basketball	14	13	27	Basketball	2	28		13	41
Bowling	8	7	15	Bowling		0		0	0
Cross Country	5	7	12	Cross Country		0		0	0
Flag Football/ Football	33	0	33	Flag Football/ Football		20		0	20
Golf	4	3	7	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	20	19	39	Soccer		13	2	18	31
Softball	0	16	16	Softball		0		13	13
Swimming/Diving	10	10	20	Swimming/Diving		0		0	0
Tennis	8	9	17	Tennis		0		0	0
Track and Field	55	47	102	Track and Field		0		0	0
Volleyball	0	12	12	Volleyball		0	2	20	20
Wrestling	24	0	24	Wrestling		12		0	12
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	195	143	338	<i>Total JV Participants</i>	88			64	152
<i>% of Varsity Participants</i>	57.6%	42.4%	100%	<i>% of JV Participants</i>	57.8%			42.2%	100%
Total Student Enrollment by Gender 2017-18	849	918	1767	Total Student Enrollment by Gender 2017-18	849			918	1767
% Student Enrollment by Gender 2017-18	48.2%	51.8%	100%	% Student Enrollment by Gender 2017-18	47.8%			52.2%	100%

Melbourne High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	19	0	19	Baseball		16		0	16
Basketball	13	9	22	Basketball	2	29		12	41
Bowling	7	7	14	Bowling		0		0	0
Cross Country	24	21	45	Cross Country		0		0	0
Flag Football/ Football	40	0	40	Flag Football/ Football		51		0	51
Golf	10	12	22	Golf		0		0	0
Lacrosse	19	19	38	Lacrosse		21		21	42
Soccer	23	23	46	Soccer		18		17	35
Softball	0	14	14	Softball		0		15	15
Swimming/Diving	21	37	58	Swimming/Diving		0		0	0
Tennis	13	19	32	Tennis		0		0	0
Track and Field	30	31	61	Track and Field		0		0	0
Volleyball	0	13	13	Volleyball		0	2	30	30
Wrestling	23	0	23	Wrestling		0		0	0
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	242	205	447	<i>Total JV Participants</i>		135		95	230
<i>% of Varsity Participants</i>	54%	46%	100%	<i>% of JV Participants</i>		59%		41%	100%
Total Student Enrollment by Gender 2017-18	1080	1082	2162	Total Student Enrollment by Gender 2017-18	1080	1082			2162
% Student Enrollment by Gender 2017-18	50%	50%	100%	% Student Enrollment by Gender 2017-18	50%	50%			100%

Merritt Island High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
	<i>Males</i>	<i>Females</i>	<i>Total</i>		<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>
Baseball	20	0	20	Baseball		16		0	16
Basketball	11	13	24	Basketball	2	28		12	40
Bowling	7	5	12	Bowling		0		0	0
Cross Country	16	11	27	Cross Country		0		0	0
Flag Football/ Football	48	0	48	Flag Football/ Football		42		0	43
Golf	10	6	16	Golf		0		0	0
Lacrosse	20	20	40	Lacrosse		18		16	34
Soccer	22	24	46	Soccer		20		22	42
Softball	0	12	12	Softball		0		11	11
Swimming/Diving	12	18	30	Swimming/Diving		0		0	0
Tennis	12	10	22	Tennis		0		0	0
Track and Field	51	50	101	Track and Field		0		0	0
Volleyball	0	12	12	Volleyball		0	2	24	24
Wrestling	24	1	25	Wrestling		0		0	0
Weightlifting				Weightlifting					
<i>Total Varsity Participants</i>	253	182	435	<i>Total JV Participants</i>	124		85		209
<i>% of Varsity Participants</i>	58%	42%	100%	<i>% of JV Participants</i>	59%		41%		100%
Total Student Enrollment by Gender 2017-18	802	741	1543	Total Student Enrollment by Gender 2017-18	802		741		1543
% Student Enrollment by Gender 2017-18	52%	48%	100%	% Student Enrollment by Gender 2017-18	52%		48%		100%

Palm Bay Magnet High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	13	0	13	Baseball		14		0	14
Basketball	14	15	29	Basketball	2	23		12	35
Bowling	11	8	19	Bowling		0		0	0
Cross Country	7	5	12	Cross Country		0		0	0
Flag Football/ Football	49	0	49	Flag Football/ Football		34		0	34
Golf	5	3	8	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	16	18	34	Soccer		15		0	15
Softball	0	13	13	Softball		0		13	13
Swimming/Diving	13	8	21	Swimming/Diving		0		0	0
Tennis	8	9	17	Tennis		0		0	0
Track and Field	28	18	46	Track and Field		0		0	0
Volleyball	0	22	22	Volleyball		0	2	18	18
Wrestling	14	0	14	Wrestling		10		0	10
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	178	119	297	<i>Total JV Participants</i>	96		43		139
<i>% of Varsity Participants</i>	60%	40%	100%	<i>% of JV Participants</i>	69%		31%		100%
Total Student Enrollment by Gender 2017-18	772	762	1534	Total Student Enrollment by Gender 2017-18	772		762		1534
% Student Enrollment by Gender 2017-18	50%	50%	100%	% Student Enrollment by Gender 2017-18	50%		50%		100%

Rockledge High School

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

School: Rockledge	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	16	0	16	Baseball		14		0	14
Basketball	12	12	24	Basketball	2	19		12	31
Bowling	10	9	19	Bowling		0		0	0
Cross Country	11	11	22	Cross Country		5		6	11
Flag Football/ Football	44	0	44	Flag Football/ Football		21		1	22
Golf	13	10	23	Golf		0		0	0
Lacrosse	19	17	36	Lacrosse		0		19	19
Soccer	18	22	40	Soccer		24		16	40
Softball	0	15	15	Softball		0		16	16
Swimming/Diving	19	30	49	Swimming/Diving		0		0	0
Tennis	7	8	15	Tennis		0		0	0
Track and Field	48	48	96	Track and Field		0		0	0
Volleyball	0	12	12	Volleyball		0	2	23	23
Wrestling	21	0	21	Wrestling		10		0	10
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	238	194	432	<i>Total JV Participants</i>		93		93	186
<i>% of Varsity Participants</i>	55.1%	44.9%	100%	<i>% of JV Participants</i>		50%		50%	100%
Total Student Enrollment by Gender 2017-18	725	787	1512	Total Student Enrollment by Gender 2017-18		725		787	1512
% Student Enrollment by Gender 2017-18	47.9%	52.1%	100%	% Student Enrollment by Gender 2017-18		47.9%		52.1%	100%

Satellite High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	15	0	15	Baseball		16		0	16
Basketball	15	10	25	Basketball	2	25		0	25
Bowling	7	5	12	Bowling		0		0	0
Cross Country	16	15	31	Cross Country		0		0	0
Flag Football/ Football	46	0	46	Flag Football/ Football		24		0	24
Golf	5	6	11	Golf		0		0	0
Lacrosse	29	22	51	Lacrosse		0		0	0
Soccer	24	24	48	Soccer		17		16	33
Softball	0	15	15	Softball		0		0	0
Swimming/Diving	18	22	40	Swimming/Diving		0		0	0
Tennis	15	11	26	Tennis		0		0	0
Track and Field	57	39	96	Track and Field		0		0	0
Volleyball	0	15	15	Volleyball		0	2	23	23
Wrestling	11	1	12	Wrestling		0		0	0
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	258	185	443	<i>Total JV Participants</i>		82		39	121
<i>% of Varsity Participants</i>	58%	42%	100%	<i>% of JV Participants</i>		68%		32%	100%
Total Student Enrollment by Gender 2017-18	668	620	1288	Total Student Enrollment by Gender 2017-18		668		620	1288
% Student Enrollment by Gender 2017-18	52%	48%	100%	% Student Enrollment by Gender 2017-18		52%		48%	100%

Space Coast Jr./Sr. High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	13	0	13	Baseball		16		0	16
Basketball	13	11	24	Basketball	2	18		13	31
Bowling	10	8	18	Bowling		0		0	0
Cross Country	14	3	17	Cross Country		0		0	0
Flag Football/ Football	36	0	36	Flag Football/ Football		32		0	32
Golf	10	7	17	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	22	21	43	Soccer		21		19	40
Softball	0	12	12	Softball		0		15	15
Swimming/Diving	12	23	35	Swimming/Diving		0		0	0
Tennis	12	17	29	Tennis		0		0	0
Track and Field	16	18	34	Track and Field		0		0	0
Volleyball	0	13	13	Volleyball		0	2	25	25
Wrestling	35	0	35	Wrestling		0		0	0
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	193	133	326	<i>Total JV Participants</i>		87		72	159
<i>% of Varsity Participants</i>	59%	41%	100%	<i>% of JV Participants</i>		55%		45%	100%
Total Student Enrollment by Gender 2017-18	821	757	1578	Total Student Enrollment by Gender 2017-18	821	757			1578
% Student Enrollment by Gender 2017-18	52%	48%	100%	% Student Enrollment by Gender 2017-18	52%	48%			100%

Titusville High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
	<i>Males</i>	<i>Females</i>	<i>Total</i>		<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>
Baseball	14	0	14	Baseball		14		0	14
Basketball	13	8	21	Basketball		26		8	34
Bowling	12	8	20	Bowling		0		0	0
Cross Country	16	10	26	Cross Country		0		0	0
Flag Football/ Football	30	0	30	Flag Football/ Football		27		0	27
Golf	8	8	16	Golf		0		0	0
Lacrosse	0	0	0	Lacrosse		0		0	0
Soccer	21	21	42	Soccer		17		17	34
Softball	0	14	14	Softball		0		14	14
Swimming/Diving	23	25	48	Swimming/Diving		0		0	0
Tennis	12	10	22	Tennis		0		0	0
Track and Field	27	25	52	Track and Field		0		0	0
Volleyball	0	13	13	Volleyball		0		27	27
Wrestling	12	0	12	Wrestling		0		0	0
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	188	142	330	<i>Total JV Participants</i>		84		66	150
<i>% of Varsity Participants</i>	57%	43%	100%	<i>% of JV Participants</i>		56%		44%	100%
Total Student Enrollment by Gender 2017-18	685	692	1377	Total Student Enrollment by Gender 2017-18		685		692	1377
% Student Enrollment by Gender 2017-18	50%	50%	100%	% Student Enrollment by Gender 2017-18		50%		50%	100%

Viera High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Baseball	17	0	17	Baseball	15			0	15
Basketball	14	11	25	Basketball	14			9	23
Bowling	6	10	16	Bowling	0			0	0
Cross Country	11	13	24	Cross Country	4			3	7
Flag Football/ Football	46	0	46	Flag Football/ Football	22			0	22
Golf	8	7	15	Golf	4			5	9
Lacrosse	22	22	44	Lacrosse	16			20	36
Soccer	22	22	44	Soccer	19			21	40
Softball	0	11	11	Softball	0			12	12
Swimming/Diving	20	29	49	Swimming/Diving	0			0	0
Tennis	10	15	25	Tennis	0			0	0
Track and Field	30	30	60	Track and Field	0			0	0
Volleyball	0	12	12	Volleyball	0			24	24
Wrestling	16	3	19	Wrestling	3			3	6
Weightlifting	0	0	0	Weightlifting	0			0	0
<i>Total Varsity Participants</i>	222	185	407	<i>Total JV Participants</i>	97			97	194
<i>% of Varsity Participants</i>	55%	45%	100%	<i>% of JV Participants</i>	50%			50%	100%
Total Student Enrollment by Gender 2017-18	1088	991	2079	Total Student Enrollment by Gender 2017-18	1088			991	2079
% Student Enrollment by Gender 2017-18	52%	48%	100%	% Student Enrollment by Gender 2017-18	52%			48%	100%

West Shore Jr/Sr. High School

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:	<i>Number of Participants</i>				<i>Number of Participants</i>				
	<i>Males</i>	<i>Females</i>	<i>Total</i>		<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>
Baseball	0	0	0	Baseball		0		0	0
Basketball	12	12	24	Basketball		14		11	25
Bowling	9	6	15	Bowling		0		0	0
Cross Country	17	24	41	Cross Country		11		0	11
Flag Football/ Football	0	0	0	Flag Football/ Football		0		0	0
Golf	12	9	21	Golf		0		0	0
Lacrosse	37	28	65	Lacrosse		0		0	0
Soccer	21	22	43	Soccer		21		22	43
Softball	0	0	0	Softball		0		0	0
Swimming/Diving	29	41	70	Swimming/Diving		0		0	0
Tennis	8	11	19	Tennis		0		0	0
Track and Field	27	32	59	Track and Field		0		0	0
Volleyball	0	15	15	Volleyball		0	2	23	23
Wrestling	0	0	0	Wrestling		0		0	0
Weightlifting	0	0	0	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	172	200	372	<i>Total JV Participants</i>		46		56	102
<i>% of Varsity Participants</i>	46.24%	53.76%	100%	<i>% of JV Participants</i>		45.09%		54.91%	100%
Total Student Enrollment by Gender 2017-18	434	510	944	Total Student Enrollment by Gender 2017-18		434		510	944
% Student Enrollment by Gender 2017-18	45.97%	54.03%	100%	% Student Enrollment by Gender 2017-18		45.97%		54.03%	100%

CORRECTIVE ACTION PLANS


Bayside High School

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	Bayside - took measures during this 2017-2018 school year to increase the percentage of female participation in athletics. Efforts included: Recruitment of female athletes through physical education classes. 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.	AD: Brandon Sherrill	2017-2018


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



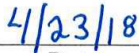
 Signature, Principal



 Signature, Superintendent



 Date



 Date


Cocoa Beach Junior Senior High School

District: BREVARD

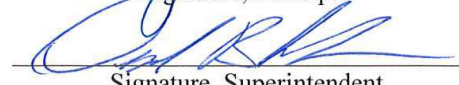
School Name: Cocoa Beach Jr/Sr. High School

(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	<ol style="list-style-type: none"> 1. Continue with the plans that are working. Ie; Physical Education teachers will teach units that will increase girls awareness, confidence and skill level in a variety of sports that are provided by our athletic department. We will continue to institute no cut and maximizer roster policies. Work with the City to develop feeder programs especially in girls soccer and softball. Continue Spring blackout for Cheer and encourage Cheerleaders to participate in Spring Sports. 2. Hire a new Girls Basketball staff that will connect with the girls, develop the overall program and encourage more girls to learn basketball 3. AD will survey girls to learn what their needs are for participating in athletics and implement incentives. 	<p>Frances N Siljestrom Athletic Director 321-446-5106 X 4005</p>	2017-18

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



 Signature, Principal



 Signature, Superintendent

3-9-18

 Date

4/23/18

 Date

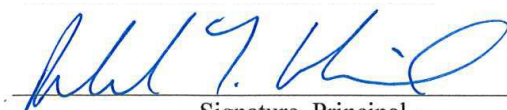
Cocoa High School 7-12

District: BREVARD


School Name: Cocoa High School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	<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 sports</p> <p>Cocoa High School will hold a meeting for all female students to encourage participation in athletics</p>	<p>Principal, Athletic Director, and all female sport coaches</p>	<p>2018-2019</p>

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



 Signature, Principal



 Signature, Superintendent

3-7-18
 Date

4/23/18
 Date

Eau Gallie High School

District: BREVARD

School Name: Eau Gallie High School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	EGHS is in compliance for the 2017-18 school year	Todd Oas Oas.todd@brevardschools.org	

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



Signature, Principal



Signature, Superintendent



Date



Date

Edgewood Junior Senior High School

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
	<i>We are Title IX compliant!</i>		

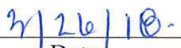
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



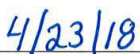
 Signature, Principal



 Signature, Superintendent



 Date



 Date

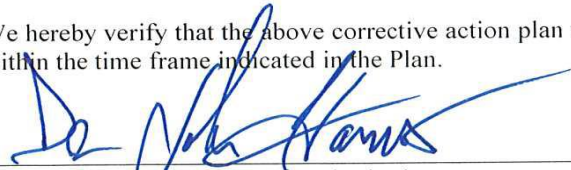
Heritage High School

District: BREVARD

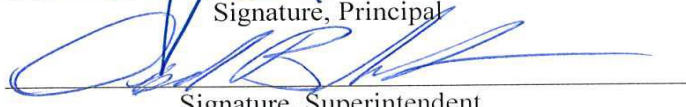
School Name: Heritage High School

(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 Sports and JV Programs	<ol style="list-style-type: none"> 1. Continue to promote our females to participate in our athletic programs. 2. Continue promotions on TV and school webpages about our athletic programs. 3. Meet with our coaches and have more meeting during the year on their sport. 	Greg McGrew Athletic Director 321-722-4178 X29007	2018-19


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



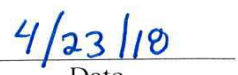
 Signature, Principal



 Signature, Superintendent



 Date



 Date

Melbourne High School

District: BREVARD

School Name: Melbourne High School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
106.41-c-1	<p>For the 2017-2018 school year Melbourne High School continued to make strides that increases female participation in athletics. Melbourne High is reaching out to female athletes thru social media, flyers and announcements. In addition, we are utilizing advertising female sports on an athletic only MHS website along with promoting female sports accomplishments thru our school's electronic newsletter. We have seen noticeable increases in female participation in tennis, golf, lacrosse and soccer.</p> <p>For the 2018-2019 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. 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. Email to previous years' athletes by using Register my Athlete d. Flyers posted on information boards in cafeteria 3. Athletic Director will meet with each female team to encourage them to recruit friends to play sports 4. Coaches of female sports will encourage their athletes to participate in other sports. 5. Guidance counselors are 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 2018-2019 school. We will also to continue to lobby for the addition of a female sport such as girls flag football as a sport to offset wrestling.</p>	<p>Fred Keeney Athletic Director 321-952-5880 Keeney.fred@brevardschools.org</p>	2018-2019


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



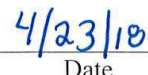
 Signature, Principal



 Signature, Superintendent



 Date



 Date

Merritt Island High School

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
1	<p>Work to improve relationships with females so they may be able to see the importance that being involved in athletics can be an important component to the academic mission of the school, and that it is good indicator for success in life. Continue to work with middle school to promote and identify females who could benefit from athletic participation.</p>	<p>Principal MS Vega AD, Mr. McLean</p>	ongoing

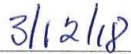
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



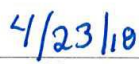
 Signature, Principal



 Signature, Superintendent



 Date



 Date

Palm Bay Magnet High School

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 the existing Freshman Volleyball supplement.</p>	<p>Dino Colona AD</p>	<p>3/18 – 3/19</p>
	<p>I will continue the “No Cut Policy” for all female sports.</p>	<p>Dino Colona AD</p>	<p>3/18 – 3/19</p>
	<p>I will be hiring a new head coach for the Girls’ Soccer program to help bring back the numbers to girls’ soccer program—especially the JV.</p>	<p>Dino Colona AD</p>	<p>3/18 – 3/19</p>
	<p>I am hiring a new assistant swim coach to bring back numbers in our girl’s swim program.</p>	<p>Dino Colona AD</p>	<p>3/18 – 3/19</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 Palm Bay Magnet High School Orientation. 	<p>Dino Colona AD</p>	<p>3/18 -- 3/19</p>

	<ul style="list-style-type: none"> • Set-up a table during registration to recruit athletes as the students register for school. • I will make sure we get an informational flyer to our middle school feeders about summer workout programs for our fall sports. 		
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We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



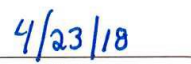
 Signature, Principal



 Signature, Superintendent



 Date



 Date


Rockledge High School

District: BREVARD

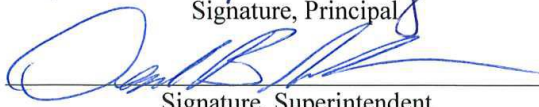
School Name: Rockledge High School

(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 (44.9%) participating on varsity level athletic teams. Although we are not in compliance with our JV programs we are close as the female participation rate (50%) is very close to the enrollment rate for females (52.1%)</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, 2018 - Advertise on home web page.</p> <p>August, 2018 – Solicit female participants at class meetings and pep rallies.</p> <p>Year round – No cut policy for female sports.</p>

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



 Signature, Principal



 Signature, Superintendent

3.6.18

 Date

4/23/18

 Date

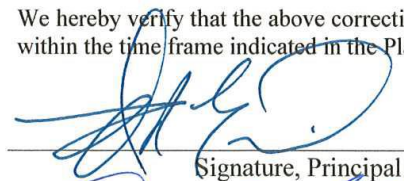
Satellite High School

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
#1	<ol style="list-style-type: none"> 1. Continued “no cut” policy for female sports 2. SHS 8th grade orientation was held on February 26th and information was provided to incoming female athletes and sign up for sports was conducted. 3. SHS will continue to offer teams at every level possible- 9th, JV, Varsity - for all female sports 4. Collaborate with community organizations to identify potential female athletes and encourage participation. 5. Administrators will continue to consider coaching vacancies as they hire new teachers, in an effort to increase the number of coaches on the faculty. 6. Coaches of all female sports will continue to encourage their athletes to join sports during other seasons. 	<p>SHS Athletic Director Linda Anderson 321-779-2000 ext. 4009</p> <p>SHS Athletic Director Jason Arnold 321-779-2000 ext. 4009</p>	<p>March 2018- May 2018</p> <p>June 2018 - Feb 2019</p>

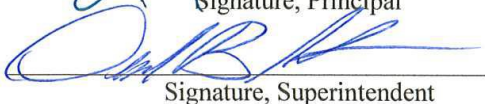
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



 Signature, Principal

3-5-18

 Date



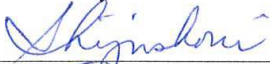
 Signature, Superintendent

4/23/18


 Date

	<p>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.</p> <p>6. Space Coast will continue it's no cut policy for girls in swimming, track, cross country, tennis, golf, and J.V. soccer.</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>5. Eusebio Solis</p> <p>6. Appropriate Coaches and AD</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>August 2018</p> <p>Year Round</p> <p>Fall/Spring</p> <p>August</p> <p>Year Round</p>
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We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.




 Signature, Principal



 Signature, Superintendent



 Date



 Date

Titusville High School

District: BREVARD

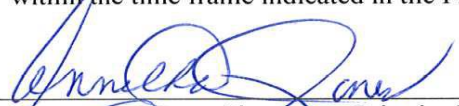
School Name: Titusville High School

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
#1	<p>Continue the Terrier Campus Tours for rising freshmen students.</p> <p>Continue the Fall Terrier Experience which show-cases the opportunities here at THS. Female senior student speakers are included to relate and promote involvement to our freshmen students.</p> <p>Clubs and sports sign up days at the beginning of the school year.</p> <p>Tryout extensions are given to recruit female athletes.</p> <p>“No Cut” policies in female athletics adopted by 7 of our 10 female sports; Swim/Dive, Cross Country, Basketball, Golf, Bowling, Track, and Tennis.</p> <p>THS Coaching staff promotes multi-sport female athletes (sharing of athletes).</p> <p>Terrier TV advertisement at the beginning of each sport season with tryout information for each female sport.</p>	<p>Jason Berley, AD (321)264-3100 X5450</p> <p>Jason Berley, AD (321)264-3100 X5450</p> <p>Jason Berley, AD (321)264-3100 X5450</p> <p>Jason Berley, AD (321)264-3100 X5450</p> <p>Jason Berley, AD (321)264-3100 X5450</p> <p>Annetha Jones, Principal Jason Berley, AD (321)264-3100</p> <p>Jason Berley, AD (321)264-3100 X5450</p>	<p>April 2017&2018</p> <p>August 2017&2018</p> <p>August 2017</p> <p>Aug-May 2017-18</p> <p>Aug-May 2017-18</p> <p>Continuous</p> <p>Aug-May 2017-2018</p>


	<p>Emphasis to hire and retain teachers as coaches to promote programs and recruit potential athletes.</p> <p>Athletic tryout information was added to the monthly Terrier newsletter that is sent to each home.</p> <p>Classroom teachers assist recruitment of potential female athletes from their classes.</p> <p>All Sports posters are handed out to every class/office on campus. We also pass them out to local businesses in our community.</p> <p>THS Coaching staff is encouraged to attend THS sporting events outside of their season to show support and attract our athletes to participate in their sport.</p> <p>County approved, in-school sporting events. We support 2 in-school sporting events throughout the year, 1 of which is a female sport to showcase and attract female athletes to get involved.</p> <p>School physicals held on THS campus, supported by Parrish Medical Group to promote completion of state and county requirements prior to summer participation months.</p>	<p>Annetha Jones, Principal (321)264-3100 X1005</p> <p>Jason Berley, AD (321)264-3100 X5450</p> <p>Jason Berley, AD (321)264-3100 X5450</p> <p>Jason Berley, AD (321)264-3100 X5450</p> <p>Annetha Jones, Principal Jason Berley, AD (321) 264-3100</p> <p>Annetha Jones, Principal Jason Berley, AD (321) 264-3100</p> <p>Annetha Jones, Principal Jason Berley, AD Joe Manning, ATC (321) 264-3100</p>	<p>Continuous</p> <p>Aug-May 2017-18</p> <p>Aug-May 2017-18</p> <p>Aug-May 2017-18</p> <p>Continuous</p> <p>December / January 2017/2018</p> <p>May 2017 & 2018</p>
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	<p>New online eligibility process which allows access to required paperwork readily available at your fingertips at any time; State and County forms, school physical information, female sports start dates and summer participation opportunities are posted and easily attainable for our student body, rising student body and families.</p>	<p>Jason Berley, AD (321)264-3100 X5450</p>	<p>Continuous</p>
	<p>School spirit monthly meetings: students, parents, community and alumni meetings held on campus to enhance student experience and increase involvement for our student body. Female student athlete and current THS school president assist meetings to enhance/increase/recruit THS female participation.</p>	<p>Annetha Jones, Principal Jason Berley, AD (321) 264-3100</p>	<p>Monthly</p>


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



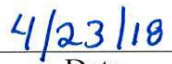
 Signature, Principal



 Signature, Superintendent



 Date



 Date

Viera High School

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 to promote increased participation and 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 August 2018. 10. The Athletic Administration will attend FIAAA conference in 2017-18 in effort to improve understanding on how to increase female participation. 	<p>Chris Gallagher</p> <p>Viera High School</p> <p>Athletics/Activities</p> <p>(321) 632-1770 ext. 3</p> <p>gallagher.chris@brevardschools.org</p> <p>Cheryl Draves</p> <p>Viera High School</p> <p>Asst. Athletics</p> <p>(321) 632-1770</p> <p>draves.cheryl@brevardschools.org</p> <p>Mr. Tim Rooney</p> <p>Viera High School</p> <p>Asst. Principal Facilities</p> <p>(321) 632-1770</p> <p>Rooney.tim@brevardschools.org</p>	<p>2017-18 school year</p>

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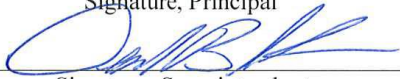
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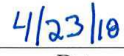
Signature, Principal



Date



Signature, Superintendent



Date

West Shore Junior Senior High School

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
	<p>West Shore is in compliance for the 2017-18 school year.</p>	<p>Tony Riopelle - AD</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 (Acting)



 Signature, Superintendent



 Date



 Date

CORRECTION AND/OR PROGRESS MADE ON CORRECTIVE ACTION PLANS

Astronaut High School - We continue to improve our female athletic programs at Astronaut High School by focusing our effort on making the programs appealing to incoming female athletes. Our school is at a disadvantage as we do not have a feeder program in volleyball, tennis, or golf. The lack of exposure in these areas translates to a lack of participation in high school. We have coordinated an effort to create summer camps to expose females to this sport. Astronaut High School employs multi-sport coaches that encourage females to participate in multi sports. Traditionally, we have focused on our efforts on upcoming eighth graders. However, we continue to encourage upperclassmen to participate in multi sports as well. Some progress has been made in the area of girls bowling and girls tennis. Our numbers have significantly increased from last year. Our coaches have continued to encourage females to participate in league bowling and tennis lessons/camps over the summer. With the addition of Astro Hour this school year, coaches and the Athletic Director have an hour at lunchtime to interact with all females at the school. Through effective communication and interaction during this time, more females will participate in athletics. We continue to inform, notify, and advise all female students through the use of EDLINE, electronic newsletters, personal calls, flyers, and our annual expo night for opportunities to participate in athletics.

Bayside High School - To maintain and improve our present female athletic participation numbers, BHS will move into the 8th 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. Our overall status for our athletic program is just slightly weighted towards the boys with 55% of our athletes followed by the girls' programs with 45%. We have increased our female participation by 2% 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) PE teachers have increased the numbers of girls in Middle School Track and Field by teaching the MS Track and Field unit, marketing and promoting the MS Track and Field program
- 2) The JV Softball coach has not only worked hard to encourage girls who are new to the sport to try out for JV Softball but she has also encouraged our new Basketball girls to move over to Softball after their basketball season.
- 3) We are working with the City of Cocoa Beach to encourage collaboration between our HS coaches and the City's recreation staff. Programs that are actively being promoted are: Golf, Swimming and Diving, Soccer, Tennis and Lacrosse.
- 4) Our percentage of Varsity players that are girls who are participating has increased slightly over last year - .5%. However, our percentage of sub Varsity players that are girls who are participating has increased 5%.
- 5) It appears that we are encouraging girls, who are new to sports, to try out.

Cocoa High School -Cocoa High will continue to have a "female" only meeting to encourage athletic participation. Cocoa High will continue "no cut" policy for all female teams. Cocoa High will encourage all 7th and 8th grade female students to participate in athletics. Cocoa will arrange orientation and athletic recruiting fairs with feeder elementary schools. Cocoa will have female coaches visit the middle school PE classes to discuss programs. We have made big improvements with our female participation in athletics

over the past few years. We plan to continue to use our sports specific units in middle school PE classes in order to expose our girls to sports that they may gain an interest in playing. We will continue to concentrate our efforts on the entire school population of females but will focus on the younger aged females in order to gain interest at an earlier grade. We have made great strides in the following sports which can be seen by the increased number of participants below:

Track and Field +11 Girls Basketball +5 Volleyball +2

We also want to make note of cheerleading, which is an activity where we have teams in middle school, junior varsity, and varsity. We have 44 girls that participate on these teams. This year we will again focus on getting the female population at our school, out for sports:

- Utilize our 7th and 8th grade female students to help fill out rosters
- Volleyball coach will utilize the YMCA's open gym to promote her program
- Continue to recruit female athletes who come to open house events
- Coaches will encourage their female athletes to play additional sports
- Continue a no-cut policy in all female sports

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. 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. 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. These efforts over this current school year, have enabled Eau Gallie High School to be in compliance for the 2017-18 school year.

Edgewood Jr/Sr. High School-Last year, we were Title IX compliant, and so made no deliberate steps to alter our operations. That said, we were able to involve new female head coaches in tennis, girls' basketball, and track, and that has helped increase participation in all of those sports. We do our best to encourage female participation through adequate access to sports, ample opportunities to participate, and an athlete-friendly environment with coaches who are sensitive to the needs of our female athletes. I'm proud of our staff for once again maintaining this balance.

Note: A minor area of discrepancy is within our JV numbers. Although it appears as though our JV numbers lag behind for female participation, that is due to the excess of varsity girls' lacrosse participants. So few other schools in our county field a JV team that we list our entire lacrosse program under varsity athletes. Truth be told, half those kids could be JV, more than re-balancing our numbers. Our girls program continues to grow. We just need other schools in our area to field JV girl's lacrosse!

Heritage High School - In 2017-18 we had a drop in participation in male varsity sports from 212 to 195, female varsity from 175 to 143, JV males from 107 to 88, and JV females stayed the same at 64. The total of participants in varsity sports went down from 387 to 338 making the percent of males at 57.6 % and the females at 42.4%. On the JV side we went down from 171 to 152 of total participants making the number of JV males participants at 57.8% and the JV females went from 37.5% to 42.2%. This was almost a 5% increase in our female's sports from last year.

Our goal is to continue to promote our female sports by trying to get our girls to play more than one sport. We will also be contacting our incoming 9th graders about the athletic programs here at Heritage High School. We will do more promotions on our TV announcements about our athletic programs.

Melbourne High School - For the 2017-2018 school year Melbourne High School continued to make strides that increases female participation in athletics. We did see a drop in female participation at the varsity level by 8 students but by comparison we had a drop of 13 in male participation at the same level. At the sub varsity level, we also had a drop of participation in both female and male sports except in

football. We currently are utilizing and advertising female sports on an athletic only MHS website along with promoting female sports accomplishments thru our school's electronic newsletter and social media. We did see increases in female participation in tennis, golf, bowling and soccer. For the 2018-2019 school year we will implement and continue the following;

6. No-cut policy for female athletic teams
7. Email athletes thru Register My Athlete
8. 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 in cafeteria
9. Athletic Director will meet with each female team to encourage them to recruit friends to play sports
10. Continued use of social media to promote athletic participation
11. Coaches of female sports will encourage their athletes to participate in other sports.
12. Guidance counselors will be asked to refer new students to the athletic office for information on participation in athletics.

Melbourne High recognizes the importance of gender equity in athletics and will strive to bring female participation into compliance during the 2018-2019 school year. We will also to continue to lobby for the addition of a female sport such as girls flag football as a sport to offset wrestling.

Merritt Island High School-Our Female sports had another outstanding year. We finished as runner-up in the Cape Coast Conference All Sports Trophy and much of that was due to the success and improvement in our female sports. Our girls' soccer team has won back to back State Championships and have won the Cape Coast Conference for the last 2 years. Our girls' volleyball and soccer teams have won 10 district championships without a loss. We have hired a dynamic girls golf coach who is also on staff, as well as our girl's tennis coach. We have hired a new dynamic softball coach and that program seems to be on the rise as we were able to field a JV team this year. We had a female who was an individual state champion in pole vault. Our numbers in the sports of swimming, cross country, track, soccer, lacrosse and bowling tend to mirror each other. Football is a very popular sport here and there is no female sport to attract the same numbers of students. We have been able to increase our numbers in girls' basketball team; we feel this is due to having an on-campus coach. We have had additional girls come out for our JV Girls Lacrosse and our girls track team. We are continuing to work with our most popular girls' sports of volleyball and soccer to persuade more of them to play multiple sports which we feel will make the sports more successful and then more appealing for girls to want to be a part of it. We have a new turf field that we feel will help with the sports of soccer, lacrosse, track, and others that use it for playing and training.

We will continue to:

- meet with our female coaches to brainstorm ways to increase participation
- no cut policy in female sport where feasible like track, swimming, cross country
- do more to celebrate the success of our female athletes and teams
- try to hire more on-campus teachers to be coaches of female teams

Palm Bay Magnet High School - The difficulty of being compliant is due to the fact 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. 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 this year by the end of the last school year:

- Will be hiring new Girls Soccer Coaches that will hopefully bring the female numbers back to the sport.
- We still have a no cut policy for our female sports.
- 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 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

It is our goal at Palm Bay Magnet High School to promote our programs in an attempt to increase numbers of female participation in athletics. By comparing the percentage of varsity participation of females this school year 2017-18 to last year, it is clear that more needs to be done to make strides towards equal participation of males and females overall in sports. In March 2017 there was a gap of 12% more males participating than females. This gap has widened to a 16% gap with varsity sports this year. Girl's track, golf and soccer numbers are down from the previous year. The gap between are JV girls and boy's athletic programs has also increased at Palm Bay Magnet High School. In 2016-17 the gap was 14% in March and in 2017-18 it is now 38%. We had to eliminate the JV girls' soccer program this year because of poor numbers of students trying out for the soccer program. The gap has also increased because the boys' participation in sports has increased 5% in 2017-18 school year and is steadily on the rise. The recruiting during all lunches before each season seems to be closing the gap in the sports we focused on this school year with tennis. We will have to expand our focus this coming year to include all sports. We are rebuilding our Girls Soccer program with the hiring of new coaches. We are also in the process of hiring a new assistant swim coach to raise the overall numbers in that program. We will continue to push towards full compliance in the coming school year 2018-19.

Rockledge High School -Rockledge High School has dropped back a little with regards to gender equity, related to the gains we made just last year. One of the reasons is that our female population increased from 51.1% to 52.1%. This coupled with a small decline in female participation at the varsity level from 46.3% down to 44.9% has increased the gap between female enrollment and female participation to 7.2% which is greater than the 4.8% gap from the prior year. Our JV participation rates are more in line with our enrollment numbers for this year. While our enrollment rate is 52.1% for females the participation rate at the junior varsity level is 50% for females which is only a gap of 2.1%. Here is a snapshot of our year over year percentages for female participation:

2016-17 Participation Rate	2017-18 Participation Rate	Increase / Decrease
Varsity – 46.3%	Varsity – 44.9%	1.4% Decrease
Sub-varsity – 51.8%	Sub-varsity – 50%	1.8% Decrease
Total – 47.8%	Total – 46.2%	1.6% Decrease

We believe that our corrective action plan for 2017-18 was a good one, although it did fall short of the gains that it helped us make last year. Compared to last year's gains we recognize that softball did make significant gains in female participation rates in comparison with their sports' counterpart, which is baseball. Softball increased from 42% to 50%. The following sports remained consistent year over year: cross country, lacrosse and swimming. The following sports lost ground with regards to their female participation rates: Girls' basketball dropped from 47.4% to 43.6%, Girls' bowling dropped from 55% to 45%, Girls' golf dropped from 63.6% to 43.5%, Girls' JV soccer dropped from 52.8% to 40%, Girls'

tennis dropped from 59.3% to 53.3% and Girls' track dropped from 53.9% to 50%. 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 2018-19 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 continues to see a drop in the number of female participants, despite our efforts to recruit female athletes within our school. Our percentage of varsity participants decreased by 5% and 10% for JV teams. The only female team to not decrease in numbers was girls' lacrosse, which remained at 22 participants from last season.

1. SHS will continue no-cut policy in female sports: *We did continue our no-cut policy even though it was difficult for volleyball and soccer where there were more girls trying out than there were uniforms or spots on the roster.*
2. SHS Coaches will continue to encourage female athletes to participate in sports during all three sports seasons. *This was particularly helpful when coaches of other sports encouraged their girls to run track so that they would gain speed for their other sport. Our girls' track team numbers grew considerably.*
3. Female students were recruited February 26th, 2018 during our 8th grade orientation event. Coaches were available as well as current student athletes to answer questions and provide information about Fall 2018 conditioning, summer athletic opportunities and tryout dates for fall.
4. Administrators are aware of our need for on-campus coaches and will be looking for coaches as they hire for upcoming teaching vacancies. *Administrators continue to communicate regarding hiring teachers who coach.*
5. SHS will continue to offer teams at every level (varsity, junior varsity and freshmen, wherever possible) for all female sports. *Satellite High was unable to field teams in freshmen girls' basketball, JV girls' basketball, JV girls' softball and JV girls' lacrosse.*
6. SHS plans to partner with community organizations to promote sports to female students. *The director the Junior League of South Brevard would like to help with this project. Junior League has enough volunteers and a decent sized budget to make something like that work. We will pursue this partnership.*

Space Coast Jr./Sr. High School- Space Coast is continuing to work to improve the opportunities for female students. 52% of our total population are boys, and 48% 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 821 males, we have 280 playing sports. That translates to roughly 34% of our boy's population is playing a sport. Out of the 757 females, we have 205 playing sports. That translates to roughly 28% of our girl's population is playing a sport. That is a 6% difference, but please keep in mind that, there are 4% more boys in our population. 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, it is also done for a female sport.

Below you will find the results from last years, 2017, 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 it's 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 -Titusville High School's efforts have been, and will continue, to emphasize promoting female athletics. The quality of our female athletics success and production reflects this about our program. We stress the importance of involvement through a variety of sources; school advertisements/announcements, assemblies, school/classroom visits, female sports "no cut" policies, and expansions of our athletic program that allows us to make strides towards gender equity. The corrective action plan has included (and will continue to include) the following efforts:

Continuing Efforts:

- Continue the Terrier Campus Tours for rising freshmen students.
- Continue the Fall Terrier Experience which show-cases the opportunities here at THS. Female senior student speakers are included to relate and promote involvement to our freshmen students.
- Clubs and sports sign up days at the beginning of the school 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 promotes multi-sport female athletes (sharing of athletes).
- Terrier TV advertisement at the beginning of each sport season with tryout information for each female sport.
- Emphasis to hire and retain teachers as coaches to promote programs and recruit potential athletes.
- Athletic tryout information was added to the monthly Terrier newsletter that is sent to each home.
- Classroom teachers assist recruitment of potential female athletes from their classes.
- All Sports posters are handed out to every class/office on campus. We also pass them out to local businesses in our community.
- THS Coaching staff is encouraged to attend THS sporting events outside of their season to show support and attract our athletes to participate in their sport.
- County approved, in-school sporting events. We support 2 in-school sporting events throughout the year, 1 of which is a female sport to showcase and attract female athletes to get involved.

New Efforts:

- School physicals held on THS campus, supported by Parrish Medical Group to promote completion of state and county requirements prior to summer participation.
- New online eligibility process which allows access to required paperwork readily available at your fingertips at any time; State and County forms, school physical information, female sports start dates and summer participation opportunities are posted and easily attainable for our student body, rising student body and families.
- School spirit monthly meetings: students, parents, community and alumni meetings held on campus to enhance student experience and increase involvement for our student body. Female student athlete and current THS school president assist meetings to enhance/increase/recruit THS female participation.

Titusville High School continues to seek improvement to this year’s female athletic participation percentage. Our varsity female involvement held idle at 43% however our sub-varsity percentage improved, up five percent to 44%. It’s always a challenge to be totally proportionate amongst genders in athletics here in Brevard as we offer one more male sport than female sport which is also our largest sport, football. We also offer cheer to our students as a club and not a sport. We continue to discuss our options to add female flag football as a sport which would make us one step closer to compliance. Regardless as a school, we will continue to make every effort to improve and become compliant for the upcoming school year.

Viera High School - Progress has been made for Viera High School Athletics for the 2017-18 Equity in Athletics Report. In the past year, Viera High had a 57% male varsity athlete participation rate compared to a 43% female varsity participation rate and our non-varsity teams had a 55% male/45% female participation rate. During this past year our percentages of participation between male/female student athletes has moved toward a more equitable number. The male varsity participation rate decreased 2% to 55% and our varsity female participation increased 2% to 45% and our non-varsity participation is at 50% for the first time in current school history. Our goal at Viera High School is to continue increasing female student athlete participation on an annual basis. We can do this in the following sports:

1. Girls Basketball
2. Girls Golf
3. Softball
4. Track & Field
5. Cross Country

The listed sports have low participation rates currently and are great opportunities for student athletes to get involved, learn, and develop using the educational based athletics philosophy. With improved

communication and enthusiasm from our coaching staff, administration, and teachers to encourage multi-sport participation as well as beginning student athletes to participate, we can make this happen.

West Shore Jr/Sr. High School - West Shore continued a “No Cut” policy in Girls Golf, Girls Lacrosse, Girls Swimming, 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 (53.76% vs. 54.03%). Also, our percentage of females in JV sports is almost identical to our percentage of females in our total student enrollment (54.91% vs. 54.03 %). West Shore was able to attract 3 more females to the Lacrosse program this year (28 this year compared to 25 last year), due to our efforts to advertise and encourage more participation. Although we were not able to form a girl’s JV cross country team, we were able to increase our varsity girls’ cross country numbers from 22 in 2016-17 to 24 in 2017-18. With that being said, we plan to continue to advertise and promote all sports in the following methods: continue to develop and distribute athletic interest surveys during 2017-18 “New Student Meetings” in February, distribute athletic interest surveys during registration period to incoming 7th graders, and advertise meetings and try-outs via school TV productions, posters, and posting information on Edline.

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, 2017) EEO-5 data.

District: <u>BREVARD</u>		2017-18 School District Administrative Positions					
Administrative Positions	267	Black 19 (7%)	Hispanic 16 (6%)	White 229 (86%)	Other 3 (1%)	Female 182 (68%)	Male 85 (32%)
Student Demographics	73433	10868 (15%)	10578 (14%)	44657 (61%)	7330 (10%)	35507 (48%)	37926 (52%)
District-Level Administrators	39	4 (10%)	2 (5%)	33 (85%)	0 (0%)	23 (59%)	16 (41%)
Principals	82	7 (9%)	7 (9%)	67 (82%)	1 (1%)	63 (77%)	19 (23%)
Asst. Principals	146	8 (5%)	7 (5%)	129 (88%)	2 (1%)	96 (66%)	50 (34%)
Teachers	4800	265 (6%)	312 (7%)	4156 (87%)	67 (1%)	3629 (76%)	1171 (24%)
Guidance Counselors	206	21 (10%)	8 (4%)	175 (85%)	2 (1%)	186 (90%)	20 (10%)

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?

Develop and submit employment/recruitment methods and strategies to address identified underrepresentation.

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

Minority employees in administrative, instructional and Guidance positions continue to be underrepresented. There is a slight increase of one (1) percent from 2016-17 to 2017-18 school year for administrative positions. Currently, 16% of the leadership academy pipeline are minorities. Instructional and guidance positions remain the same for the 2017-18 school year. The District continues to target minorities in its recruiting strategies. The majority of all recruitment funds are directed toward minority efforts; specifically, attending recruitment fairs at Florida's Historically Black Colleges and Universities and attending professional and social minority organization and conferences.

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

The District is continuing its targeted efforts to increase minority applicants. Search committees will be trained on how to conduct searches that will attract applicants of a diverse background. The District plans to develop and implement best practices to create and maintain a welcoming environment for our minority workforce. Exit interviews will be conducted with personnel leaving the district, with an emphasis on ascertaining why they felt compelled to seek employment elsewhere. The District will ensure minorities are represented on district committees, panels, and task forces with an emphasis on those responsible for recommendations or decisions that impact the work environment. Finally, the District will introduce initiatives that encourage understanding of diversity, build support for an inclusive environment, and create opportunities for diversity dialogue.

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?

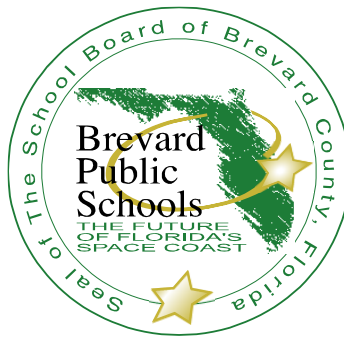
The goal of the Student-Parent Program is to provide an educational program wherein pregnant and parenting students may continue to work toward earning a high school diploma or its equivalent. We have four high schools that provide the parent education and child care for pregnant and parenting students. 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. The district was awarded the Florida First Start grant through the Early Learning Coalition. This grant provides funding for social workers to conduct home visits to all teen parents enrolled in Brevard Public Schools who chose to participate in the Florida First Start program. These home visitors provide students with parent education, literacy services, and assist students with finding different types of community resources to support childcare needs, job placement, public assistance, and other health related services.

(2) If the district operates a separate facility for pregnant and parenting students, how are students informed of the different curricula, services or other options available at the facility versus what is available at their home schools? Please attach 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 is also done 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 Services, Students at Risk. Updates on the Teen Parent Program and Florida First Start program are given to school counselors at Secondary Guidance Chair and school based guidance department meetings throughout the school year.



NON-DISCRIMINATION NOTICE

The School Board of Brevard County strictly prohibits discrimination 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. This notice applies to all educational programs, activities, or employment practices/procedures of the School Board of Brevard County. 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), Individuals with Disabilities Act (IDEA), and the Boy Scouts of America Equal Access Act.

Students, parents, or the public with inquiries regarding this non-discrimination policy are encouraged to review Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity and Board Policy 5517 - Harassment. Students, parents, or the public with questions or wish to file a grievance may contact their school administrator directly or if there is an issue in doing this, you may contact:

Student Equity Coordinator

Ms. Stephanie Archer
Asst. Supt. Equity, Innovation, and Choice
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911, Ext. 500
CSC@Brevardschools.org

Exceptional Education/504 Coordinator

Dr. Patricia Fontan
Director, Exceptional Student Education
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911 Ext. 500
CSC@Brevardschools.org

Employees or job applicants with inquiries regarding this non-discrimination policy are encouraged to review Board Policy 3362 - Anti- Harassment. Employees or job applicants with questions or wish to file a grievance may contact their school/department administrator or if there is an issue in doing this, you may contact:

Employee/Job Applicant Equity Coordinator

Mr. Rivers Lewis
Director, Human Resources and Labor Relations
2700 Judge Fran Jamieson Way
Melbourne, FL 32940
(321) 631-1911 Ext. 500
CSC@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 Employee/Job Applicant Equity Coordinator for assistance. All policies and procedures of the School Board of Brevard County as indicated above can be located on the World Wide Web at the following web address: <http://www.neola.com/brevardco-fl/>. 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 request should include your name, address, and telephone number. Requests should be made to Kim Parker, Exceptional Education Projects, (321) 633-1000, ext. 535, at least two (2) weeks prior to the time you need the publication.