

2011-2012 Annual Educational Equity Act Plan

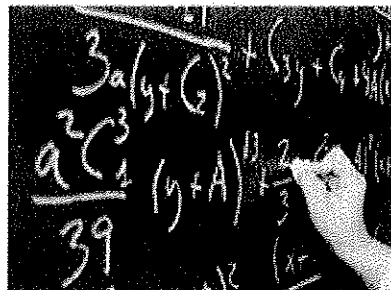
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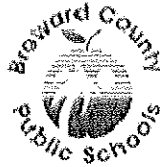
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**2011-2012
EDUCATIONAL EQUITY ACT PLAN**

The School Board of Broward County, Florida



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The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex, or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint, may call the Executive Director, Benefits & EEO Compliance at 754-321-2150 or Teletype Machine (TTY) at 754-321-2158.

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OVERVIEW
2011- 2012 EDUCATIONAL EQUITY ACT PLAN
The School Board of Broward County, Florida

OVERVIEW

2011- 2012 EDUCATIONAL EQUITY ACT PLAN The School Board of Broward County, Florida

The responsibilities of the Florida Department of Education, Office of Equal Educational Opportunity (OEEO) include compliance oversight of the Florida Educational Equity Act, Section 1000.05, Florida Statutes, the Employment Equity Act, and other federal and state legislation relating to equity in education.

The Florida Educational Equity Act (FEEA), and other federal and state legislation such as Title IX, Title VI and the Vocational Guidelines, prohibits 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 that provisions of the laws are adhered to, and that educational resources are equitably distributed.

The Florida Educational Equity Act became law in June 1984, and the Implementing Rules 6A-19.001 – 19.010 were adopted by the State Board of Education in February 1985. The Equity Act was amended in 1993 to mandate stronger monitoring and enforcement for gender equity in athletics and again in 2002 to clarify 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.

For 2011-2012, districts will continue to focus on increasing minority enrollment in 8th grade Algebra I, increasing minority enrollment in Advanced Placement (AP), including International Baccalaureate (IB), and Advanced International Certification of Education (AICE), Dual Enrollment (DE), Honors and other Level 3 courses. The districts should evaluate progress over the last five-year period, from 2007-08 to 2011-12. For AP, DE, Honors, and Level 3 courses, data will be analyzed by race overall and specifically, for Black and Hispanic Males. The plan is divided into seven (7) parts and includes the following:

- I. Modification of Procedural Requirements
- II. Incomplete Items of Pending Action
- III. Student Participation - Evaluation of Methods and Strategies
- IV. Gender Equity in Athletics
- V. Vocational Technical Centers – Implementation of Substitution Requirements
- VI. Employment Equity
- VII. Single-Sex Schools or Classes

PART I

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Modification of Procedural Requirements

PART I

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Modification of Procedural Requirements

As part of the 2011-2012 Annual Update, the District is required to submit a copy of current board approved policies and procedures for the following areas:

1. Policy of Nondiscrimination and Notification of Policy;
2. Policy of Equal Access to Boy Scouts of America;
3. Identification and Notification of Equity Coordinator(s);
4. Grievance or Complaint Procedure(s);
5. Harassment Policy;
6. AIDS/HIV Policy

Equity Coordinator
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NONDISCRIMINATION POLICY STATEMENT

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA (HEREINAFTER REFERRED TO AS "THE BOARD") SHALL NOT DISCRIMINATE AGAINST STUDENTS, PARENTS OR GUARDIANS OF STUDENTS, EMPLOYEES, APPLICANTS, CONTRACTORS, OR INDIVIDUALS PARTICIPATING IN SCHOOL BOARD SPONSORED ACTIVITIES. THE SCHOOL BOARD IS COMMITTED TO THE PROVISION OF EQUAL ACCESS IN ALL STUDENT, EMPLOYMENT, AND BUSINESS PROGRAMS, ACTIVITIES, SERVICES, AND OPERATIONS THAT ARE OPERATED OR PROVIDED DIRECTLY BY THE BOARD, AS WELL AS THOSE OPERATED OR PROVIDED BY ANOTHER ENTITY ON BEHALF OF THE BOARD UNDER CONTRACTUAL OR OTHER ARRANGEMENTS. THIS POLICY IS ESTABLISHED TO PROVIDE AN ENVIRONMENT FREE FROM DISCRIMINATION AND HARASSMENT BASED UPON AGE, RACE, COLOR, DISABILITY, GENDER IDENTITY, GENDER EXPRESSION, GENETIC INFORMATION, MARITAL STATUS, NATIONAL ORIGIN, RELIGION, SEX OR SEXUAL ORIENTATION.

IT IS THE INTENT OF THIS POLICY, AND RESPECTIVE PROCEDURES, TO SUPPORT AND IMPLEMENT PROTECTIONS AGAINST DISCRIMINATION AND HARASSMENT AS PROHIBITED BY THE CONSTITUTION, FEDERAL AND STATE STATUTES, COUNTY ORDINANCE, AND ALL OTHER APPLICABLE LAWS OR REGULATIONS.

AUTHORITY: F.S. 1001.41(1) (2) & The Federal Americans with Disabilities Act Amendments Act of 2008 (ADAAA) Policy Adopted 9/5/74
Policy Amended: 7/2/75; 3/4/82; 7/14/87; 5/18/93
Amended Policy Approved 3/18/97; 3/1/11
Boy Scouts of America Access Act U.S.C 36, S. 9525

Rules:

1. **AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT OF 2008 (ADAAA).**
 Necessary measures shall be taken to comply with the provisions of the ADAAA. The ADAAA provides that no qualified individual with a disability shall by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities, or be subjected to discrimination, harassment, intimidation, retaliation or coercion.
- SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED.**
 Necessary measures shall be taken to comply with the provisions of Section 504 of the Rehabilitation Act of 1973. Section 504 of the Rehabilitation Act of 1973 prohibits public entities receiving federal funds from discriminating against or excluding qualified individuals with disabilities from programs, services, or activities on the basis of disability. Under Section 504, the school district has the responsibility to identify, evaluate, and if the student is determined eligible provide appropriate, specialized educational services.
 - a. Students with disabilities shall be provided equal access to programs, benefits, activities and services available to those students without disabilities, when they meet the essential eligibility requirements for receipt of those programs and services. Students shall be provided with a free appropriate public education (FAPE), To facilitate equal access, reasonable accommodations shall be provided to remove or reduce barriers that prevent student access to or participation in programs, benefits, activities or services unless doing so would impose an undue hardship on the district.
 - b. Qualified individuals with disabilities who notify the district of their disability shall be provided equal access to all terms, conditions and privileges of employment whether conducted by The Board or another entity on behalf of The Board. Reasonable accommodation is available to all employees and applicants unless it will impose an undue hardship on the district as determined by the Superintendent or his/her designee. All employment decisions are based on the merits of the situation consistent with defined criteria, not the disability of the individual. Decisions regarding reasonable

accommodation shall be addressed after a documented request is made by the individual seeking the accommodation. Qualifications for an employment position held or desired shall be based on the individual's ability to perform the essential functions of the job. The Board is not required to hire or continue to employ an individual who poses a direct threat to the health or safety of the individual or others or who is unable to perform the essential functions of the job.

- c. No individual with a disability shall be denied an equal opportunity to participate in programs, services, and activities because facilities are inaccessible to, or unusable by them. Programs in existing facilities shall operate so that, when viewed in their entirety, they are readily accessible to and usable by individuals with disabilities. A new or altered facility (or the part that is new or altered) shall be readily accessible to and usable by individuals with disabilities. Both structural and nonstructural methods of achieving program accessibility shall be acceptable.
- d. For purposes of this policy, the following definitions shall be adopted.
 - 1 The definition of *qualified individual with a disability* takes two forms depending on the type of activity involved. For purposes of determining participation in services and programs offered, a person is considered qualified when meeting the essential eligibility requirements for the receipt of services or participation in programs. For purposes of employment, an individual is considered qualified if the person is able to perform the essential functions of the job with or without reasonable accommodation. A qualified person with a disability is one who:
 - a has a physical or mental impairment that substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking and communication. Other examples are functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, circulatory, respiratory, endocrine, hemic, lymphatic, musculoskeletal, special sense organs and skin, genitourinary, cardiovascular, and reproductive functions.
 - b. has a record or history of such an impairment; or
 - c. is perceived or regarded as having such an impairment.
 - 2 A *reasonable accommodation* is an adaptation to a program, policy, facility or work place that allows an otherwise qualified individual with a disability to participate in a program, service, activity or perform a job unless the accommodation would impose an undue hardship on the school district. Accommodations may consist of changes in policies, practices, services and the use of auxiliary aids and services.
 - 3 An *undue hardship* is an action which requires significant difficulty or expense. An accommodation that would impose an undue hardship would be an action that is unduly costly, extensive, substantial, disruptive, or one that would fundamentally alter the nature of the program.
 - 4 The *essential functions* of the job are the fundamental job duties of the employment position the individual with a disability holds or desires. *Marginal functions* are the non-essential duties of the employment position.
 - 5 A *direct threat* is defined as a significant risk of substantial harm to the health or safety of the individual with a disability or others that cannot be eliminated or reduced by reasonable accommodation.
- 2 **INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA).** Necessary measures shall be taken to comply with the provisions of the Individuals with Disabilities Education Act. The IDEA requires that the special educational needs of students with disabilities are met. The school district is responsible for ensuring that all children with disabilities have available to them a

free appropriate public education (FAPE).

- a The school district shall implement a system of procedural safeguards to be afforded to parents and guardians with respect to any action regarding the identification, evaluation, and placement of children who, because of disability, need or are believed to need special education or related services. The due process procedures shall afford parents or guardians:
 - 1 notice;
 - 2 a right for parents and guardians to inspect relevant records;
 - 3 an impartial hearing with an opportunity for participation by parents and with a right to bring counsel; and
 - 4 an appeal procedure.

3. EQUAL ACCESS TO PUBLIC SCHOOL FACILITIES (BOY SCOUTS OF AMERICA)

(1) EQUAL ACCESS- Notwithstanding any other provision of law, no public elementary school, public secondary school, local educational agency, or State educational agency that has a designated open forum or a limited public forum and that receives funds made available through the Department of Education shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code (as a patriotic society).

(2) DEFINITION AND RULE-

(a) DEFINITION- In this section, the term youth group means any group or organization intended to serve young people under the age of 21.

(b) RULE- For the purpose of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory.

4. **SEXUAL HARASSMENT.**

All students, employees, volunteers and others shall be provided with an environment free of sexual harassment.

- a Sexual harassment is defined as sexual advances and other forms of oral, written, or physical conduct of a sexual nature when:
 - 1. submission to such conduct is made either explicitly or implicitly a term of or condition of an individual's employment;
 - 2. submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting the individual; or
 - 3. such conduct has the purpose or effect of interfering unreasonably with an individual's performance, or creating an intimidating, hostile, or offensive environment.
- b Examples of sexual harassment may include but are not limited to:
 - 1. suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, unwanted physical contact of a sexual nature, sexual molestation or assault, impeding or blocking movement, gestures, display of sexually suggestive objects, posters or cartoons; as well as social media/network, including, but not limited to: emails, text messages, Facebook, Twitter, web sites, blogs and cyberbullying;
 - 2. continuing to express sexual interest after being informed that the interest is unwelcome;
 - 3. coercive sexual behavior used to affect the career of another employee, such as withholding support for an appointment or suggesting a poor performance

- report will be prepared;
 - 4. offering favors such as reclassifications or favorable duties in exchange for sexual favors;
 - 5. offering favors such as scholarship recommendations in exchange for sexual favors.
 - c Discriminatory harassment other than sexual, shall be defined as physical or verbal conduct based on race, color, national origin, religion, age, disability, marital status, gender identity, gender expression, sex or sexual orientation directed toward an individual when the conduct, as determined by a reasonable person:
 - 1. has the purpose or effect of creating an intimidating, hostile or offensive academic or working environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's academic or work performance;
 - 3. has the purpose or effect of demeaning or otherwise disrespecting the dignity of an individual in the academic or work environment; or
 - 4. adversely affects an individual's academic or employment opportunities.
 - d A substantiated allegation of harassment shall result in appropriate disciplinary action.

5. **EDUCATIONAL PROVISIONS.**

Necessary measures shall be taken to comply with:

- a. The Florida Education Equity Act of 1984 (FEEA). The FEEA prohibits discrimination on the basis of race, national origin, gender, disability, or marital status against a student or employee in the state system of public education. Students may be separated by sex for any portion of a class which deals with human reproduction or during participation in bodily contact sports. The FEEA requires that educational institutions within the state system of public education develop and implement methods and strategies to increase student and staff participation in traditionally underrepresented areas of study and employment.
- b. The Education Amendments of 1972 (Title IX). Title IX of the Education Amendments prohibits discrimination against students, employees, or applicants on the basis of sex in any educational programs or activities receiving Federal financial assistance, whether or not such program is offered or sponsored by an educational institution.

6. **GENERAL PROVISIONS.**

Necessary measures shall be taken to comply with:

- a. The Florida Civil Rights Act of 1992. The Florida Civil Rights Act prohibits discrimination in employment against all individuals within the State based on race, color, sex, religion, national origin, age, disability, or marital status.
- b. The Civil Rights Act of 1964, as amended (Title VI). Title VI prohibits discrimination on the basis of race, color, or national origin in the provision of benefits or services under programs receiving Federal financial assistance from the Department of Education.
- c. The Civil Rights Act of 1964, as amended (Title VII). Title VII prohibits discrimination in all conditions of employment such as: selection, promotion, compensation, termination and fringe benefits on the basis of race, color, religion, sex or national origin.
- d. The Age Discrimination in Employment Act of 1967, as amended. The Age Discrimination in Employment Act prohibits discrimination in employment based on age against those individuals at least 40 years of age, unless age is a bonafide occupational qualification. Additionally, no seniority system or employee benefit plan shall require or permit the involuntary retirement of any individual because of the age of such individual.

7. **THE DEPARTMENT OF EQUAL EDUCATIONAL OPPORTUNITIES SERVICES.**

The Superintendent's designee shall be responsible for the development, implementation, oversight, dissemination, coordination, and enforcement of procedures related to this policy

- a. Any student, employee, applicant, or individual participating in a School Board sponsored activity has the right to file a discrimination or harassment complaint/charge with the Department of Equal Educational Opportunities (EEO). ~~Persons filing a complaint/charge may also present witnesses and other evidence.~~ Fair, consistent, objective, expeditious and uniform procedures by which complaints/charges of discrimination or harassment are investigated, resulting in prompt and remedial action shall be implemented.

1. The complaint/charge shall undergo a comprehensive investigation conducted within ~~180-70 working days but no longer than 180 days.~~
2. The right to confidentiality of the complainant and the respondent shall be protected pursuant to applicable Federal and State regulations.
3. The parents or guardians of students involved in discrimination or harassment complaint/charge shall be notified.
4. The Executive Director, Benefits & EEO Compliance, shall serve as the District's Equity Officer/Title IX Coordinator and Superintendent's representative in discrimination and harassment investigations. The department shall assist in filing appropriate charges, investigating charges, and the resolution of charges made by students, employees, applicants, contractors or individuals participating in a School Board sponsored activity. These persons shall retain the right to file a complaint/charge with the appropriate agency other than the Department of Equal Educational Opportunities. Individuals who wish to contact the District's Equity Officer/Title IX Coordinator may do so via mail at 600 S.E Third Avenue, 14th Floor, Fort Lauderdale, Florida 33301 or via telephone at 754-321-2150.

b. Internal discrimination complaint/charge investigative process:

1. The Complainant completes a discrimination/intake form in person or via telephone.
2. An interview is held with the complainant, if necessary, to obtain additional information and to clarify the complaint within 10 working days.
3. The alleged parties to the discrimination (Respondents) are notified within 10 working days that a complaint/charge has been filed. The Respondent is required to respond in detail to each allegation raised by the Complainant. (10 working days)
4. The Complainant and the alleged harasser/perpetrator present evidence, including relevant documents, witnesses and gives written and taped statements (if applicable).
5. The EEO Administrator/investigator carefully reviews the Respondent's response, transcribed taped statements from the Complainant, alleged harasser/perpetrator and witnesses, and any other relevant documents.
6. For a discrimination complaint/charge, a summary of the investigation is prepared and a determination or finding (probable cause or no probable cause) is made by the Department of EEO based on the documentation presented. (70 working days but longer than 180 days)
7. For a sexual harassment complaint/charge, a summary of the investigation is prepared based on the information presented and sent to the Professional Standards Committee (PSC) for its review and finding (probable cause or no probable cause). (70 working days)
8. Both the Complainant and the alleged harasser/perpetrator shall receive a copy of the investigative findings.

The timelines stipulated in this investigative process are subject to extension based on the complexity of the complaint/charge and the Department's case load.

- c. Assistance shall be made available to alleged victims and/or witnesses of discrimination, sexual harassment, and other forms of harassment.

1. Materials that inform employees of procedures to follow when filing a discrimination or harassment complaint/charge shall be made available at the beginning of each school year, in various formats.

2. Assistance to employees shall be made available through the Employee Assistance Program and the Coordinator of Health Education.
 3. Assistance to students shall be made available by the appropriate responsible department, program or individual.
- d Retaliatory, intimidating, or coercive acts against any individual because the individual has filed a complaint/charge of discrimination or harassment, testified, assisted, or participated in any manner in an investigation shall be prohibited and will be considered a violation of this policy and grounds for a separate complaint/charge.
- e An education and information program shall be developed and implemented.
1. The Superintendent's designee shall design and implement a comprehensive educational program about discrimination, including sexual and other forms of discriminatory harassment and treatment prohibited by this policy.
 2. Appropriate notification should be included in the Student Code of Conduct.
 3. All School Board sponsored orientation workshops and materials shall contain information about discrimination, sexual and other forms of discriminatory harassment, and the Department of Equal Educational Opportunities services available.
8. Any student, employee, applicant, contractor or individual participating in a School Board sponsored activity shall retain the right to file a complaint/charge with the appropriate agency other than the Department of Equal Educational Opportunities. Filing a charge with the District's Department of Equal Educational Opportunities does not preserve or protect your rights under federal or state laws. The laws administered by these agencies have timelines wherein you must file a complaint/charge.
9. This policy shall apply to all official School Board sponsored activities and functions.
10. The District is committed to preventing recurrence of any harassment and correcting any discriminatory effects.
11. A violation of any part of this policy shall be grounds for discipline, up to and including termination of employment.
12. The Superintendent is authorized to develop and distribute procedures and transition plans to carry out the intent and provisions of this policy.

GRIEVANCE PROCEDURE

WHEN AN EMPLOYEE HAS A GRIEVANCE, THAT EMPLOYEE SHALL HAVE THE RIGHT TO APPEAL FOR A HEARING. THIS GRIEVANCE PROCEDURE SHALL COVER ALL EMPLOYEES NOT COVERED BY A COLLECTIVE BARGAINING AGREEMENT OR EMPLOYEES COVERED BY A COLLECTIVE BARGAINING AGREEMENT WHO CHOOSE TO USE THIS PROCEDURE; PROVIDED, HOWEVER, THAT ONCE A PERSON HAS STARTED A GRIEVANCE PROCEDURE UNDER HIS/HER UNIT CONTRACT, HE/SHE WAIVES HIS/HER RIGHT TO PROCEED UNDER SCHOOL BOARD POLICY. CONVERSELY, WHEN A GRIEVANCE IS COMMENCED UNDER SCHOOL BOARD POLICY, THE GRIEVANT WAIVES HIS/HER RIGHT TO PROCEED WITH A GRIEVANCE UNDER HIS/HER UNIT CONTRACT. SUCH APPEAL(S) AND HEARING(S) SHALL CONFORM TO THE ESTABLISHED RULES.

AUTHORITY: F.S. 230.22 (1) (2)

POLICY ADOPTED: 8/3/72 P

POLICY READOPTED: 9/5/74

POLICY AMENDED: 10/2/75, 10/5/78

AMENDED POLICY APPROVED: 6/7/84

RULES**SECTION I: DEFINITIONS****A. Grievance**

A claim by an employee or group of employees by name that there has been a violation, misinterpretation, or misapplication of Florida Statutes, Policy, Rules or Administrative Directive may be processed as a grievance as hereinafter provided. However, claims relating to performance evaluations and/or merit pay shall be excluded as a grievance and not processed, except a claim by an employee that there has been a violation of the procedure for performance evaluation and/or merit pay, may be processed as a grievance to the Board for a final decision.

B. Grievance Procedure

A process whereby an employee or employees and, if designated, their representative may seek solutions to problems by obtaining fair hearings at progressively higher levels.

C. Immediate Superior

The person in chain of authority to whom an individual is primarily responsible.

D. Days

Days shall mean working days during the period when school is in regular session and shall mean weekdays other than Saturdays, Sundays and holidays when school is not in regular session.

SECTION II: PURPOSE

A. To provide employees a procedure for obtaining a hearing on grievances.

B. To secure at the most immediate administrative level possible an equitable solution of grievances.

SECTION III: GENERAL PROVISIONS**A. Representation**

All grievants shall have the right of representation at each step of the formal grievance procedure.

Nothing herein contained will be construed as limiting the right of any employee having a grievance to discuss the matter informally with his/her immediate superior, and having the employee's grievance adjusted. Copies of employer decisions given at any time of the grievance procedure shall be made available to the grievant and by written request of the grievant, to his/her representative.

GRIEVANCE PROCEDURE**B. Released Time**

Grievances will ordinarily be processed during the regular workday, and released time, if necessary, shall be provided for all participants in the investigating and processing of grievances, including the grievant, his/her representatives and witnesses. Consideration should be given wherever possible to schedule a grievant hearing so as to minimize the interruption of regular work duties.

C. Personnel File

All documents, communications and records dealing with the processing of a grievance shall be filed separately from the personnel file and be available to the employee on the same basis as the personnel file.

D. Reprisals

No reprisals shall be invoked against any grievant for processing a grievance or participating in any way in the grievance procedure.

E. Information

The Board and the Administration will furnish the grievant with such related information as is requested for processing of any grievance. A written record shall be kept of each step of the grievance procedure and made available to the next level of the hearing. Such records shall be required to be signed by both parties.

F. In the event of a suspension or termination of employment, any employee who is cleared shall be paid for time lost due to the suspension or termination.**SECTION IV: PROCEDURES**

The following procedural steps will be used to process all grievances. Should anyone in the line of authority from the initial procedure upward be involved in the complaint as a witness, grievant, or accused, the grievant may file initially with the next higher authority. This procedure may also be used in matters of emergency.

A. Step 1

In the event that an employee believes that there is a basis for a grievance, he/she shall first discuss promptly the alleged grievance with the immediate supervisor within twenty (20) working days of the date on which the employee could reasonably have known of the occurrence of the event giving rise to the alleged grievance.

B. Step 2

If the grievance is not settled informally within a reasonable time following knowledge of the act or condition which is the basis of the complaint, the grievant may file in writing within seven (7) working days a grievance with the school principal or his/her immediate superior. There shall be a conference with the aggrieved employee, his/her representative, if one has been selected, his/her immediate superior and such persons as either party deems necessary, and a decision by the immediate supervisor in writing made within seven (7) working days after the grievance is filed.

C. Step 3

If the grievance is not settled at the second step, and the grievant wishes to proceed further, it shall be appealed within seven (7) working days to the Area Superintendent/Associate Superintendent. The appeal shall be in writing and shall set forth specifically the act or condition and the grounds on which the grievance is based. It shall state also the name of the grievant's representative, if any. The Area Superintendent/Associate Superintendent or his/her designee shall hold a hearing with the aggrieved employee, his/her representative if one has been selected, and such persons, witnesses or consultants as either party deems necessary, and a written decision rendered by the Area Superintendent/Associate Superintendent within seven (7) working days after the grievance is filed at this step.

GRIEVANCE PROCEDURED. Step 4

If the grievance is not settled at the third step, it may be appealed to the Superintendent of Schools. The appeal shall be made within ten (10) working days after the decision by the Area Superintendent/ Associate Superintendent, shall be in writing and shall set forth specifically the act or condition and the grounds on which the grievance is based. It shall state also the name of the grievant's representative, if any. The Superintendent, or his/her designee, shall hold a hearing with the aggrieved employee, his/her representative if one has been selected, and such persons, witnesses or consultants as either party deems necessary, and a written decision rendered by the Superintendent within ten (10) working days after the grievance is filed at this step.

The time limits in this policy shall be strictly observed but may be extended by written agreement of the parties.

E. Step 5

If the grievance is not settled at the fourth step, it may be appealed to the Board. The appeal shall be made within ten (10) days after the decision by the Superintendent, shall be in writing and shall set forth specifically the act or condition and the grounds on which the grievance is based. It shall state also the name of the grievant's representative, if any. The Board, or its designee, shall hold a hearing with the aggrieved employee, his/her representative if one has been selected, and such persons, witnesses or consultants as either party deems necessary, and a written decision rendered by the Board within fifteen (15) days after the grievance is filed at this step. The decision of the Board shall be final as to the grievance procedure.

AUTHORITY: F.S. 230.22 (1) (2)

RULES ADOPTED: 8/3/72

RULES AMENDED: 6/20/74

RULES READOPTED: 2/5/74

RULES AMENDED: 10/2/75; 10/5/78

AMENDED RULES APPROVED: 6/7/84

TREATMENT OF STUDENTS AND EMPLOYEES WITH COMMUNICABLE DISEASES AND CONDITIONS

IT IS THE INTENT OF THE SCHOOL BOARD TO PROTECT STUDENTS AND EMPLOYEES FROM EXPOSURE TO COMMUNICABLE DISEASES (INCLUDING HIV/AIDS, BACTERIAL MENINGITIS AND TUBERCULOSIS) AND COMMUNICABLE CONDITIONS SUCH AS HEADLICE (PEDICULOSIS) AND RINGWORM. THE BROWARD COUNTY PUBLIC SCHOOLS WILL COOPERATE WITH LOCAL PUBLIC HEALTH AUTHORITIES TO PROMOTE THIS GOAL.

STUDENTS AND SCHOOL BOARD EMPLOYEES WHO HAVE OR ARE SUSPECTED OF HAVING A COMMUNICABLE DISEASE SHALL BE TREATED IN ACCORDANCE WITH THE FOLLOWING RULES.

RULES:

SECTION I: COMMUNICABLE DISEASES (EXCEPT HIV/AIDS)

A. DEFINITION:

For purposes of this policy, the definition of "communicable disease" shall be a disease that may be transmitted directly or indirectly from one individual to another. Contagious diseases shall include, but not be limited to, the current Broward County Health Department's List of Reportable Diseases and Conditions in Florida. For purposes of this policy, communicable conditions are conditions that may be transmitted directly or indirectly from one individual to another including head lice (pediculosis), impetigo, scabies and ringworm.

B. REPORTING COMMUNICABLE DISEASES EXCEPT HIV/AIDS:

If a School Board employee has reason to believe that a student or another School Board employee has a communicable disease (except HIV/AIDS), he/she shall immediately report this information to his/her principal or the principal's designee.

C. MANAGEMENT OF COMMUNICABLE DISEASES FOR WHICH THE DISTRICT DOES NOT HAVE AN ESTABLISHED PROTOCOL:

The Director of Health Education Services and the Director of Risk Management with the Broward County Health Department will be responsible for making recommendations to the Superintendent and developing protocols for any unusual or unexpected diseases/conditions for which the district does not have standard protocols.

D. EXCLUSION AND RETURN OF STUDENTS:

The principal and/or designee shall refer to the Communicable Disease section of the Health Services Manual to determine if a student needs to be excluded from school. The principal or designee shall call Health Education Services for guidance if the communicable disease is not included in the manual. Health Education Services will confer with the Health Department and assist the school in making decisions regarding notifying parents about any exposures that may have occurred. A student returning to school after being out with a reportable communicable disease, as identified by Health Education Services in conjunction with the Broward County Health Department (except HIV/AIDS), must provide the school with a statement from his/her licensed physician or county health officer indicating he/she is no longer contagious and may return to school. If the principal/principal designee has reason to believe that the student still has a communicable disease, he/she shall contact Health Education Services for guidance.

E. EXCLUSION AND RETURN OF EMPLOYEES:

The principal and/or designee shall refer to the Communicable Disease section of the Health Services Manual to determine if an employee needs to be excluded from work. The principal or designee may call Risk Management for guidance. An employee returning to work after being out with a reportable communicable disease, as identified by Health Education Services in conjunction with Risk Management and the Broward County Health Department (except HIV/AIDS), must provide the school with a statement from his/her licensed physician or county health officer indicating he/she is no longer contagious and may return to school/work. If the principal/supervisor has reason to believe that the employee still has a communicable disease, he/she shall contact Risk Management Services for guidance.

RULES:

SECTION II: HIV/AIDS

A. TREATMENT OF STUDENTS

1. A student with HIV infection will have the same right to attend school and receive services as any other student and will be subjected to the same rules and policies. HIV will not factor into decisions concerning class assignments, privileges, or participation in any school-related/sponsored activities (Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990).
2. The privilege of participating in physical education classes, athletic programs, competitive sports, and recess is not conditional on a student's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in any school-sponsored activity.
3. School staff will always strive to maintain a respectful school climate and not permit physical or verbal harassment of any individual. This includes taunts directed against a person living with HIV infection, a person perceived as having HIV infection, or a person associated with someone with HIV infection.
4. HIV antibody testing shall not be required of any student.

B. TREATMENT OF EMPLOYEES

1. The Broward County Public Schools do not discriminate on the basis of HIV infection or association with another person with HIV infection. An employee with HIV infection may continue working as long as he or she is able to perform the essential functions of the position, with reasonable accommodation if necessary (Americans with Disabilities Act of 1990 and Florida State Statute 760.50).
2. HIV antibody testing shall not be required of any employee.

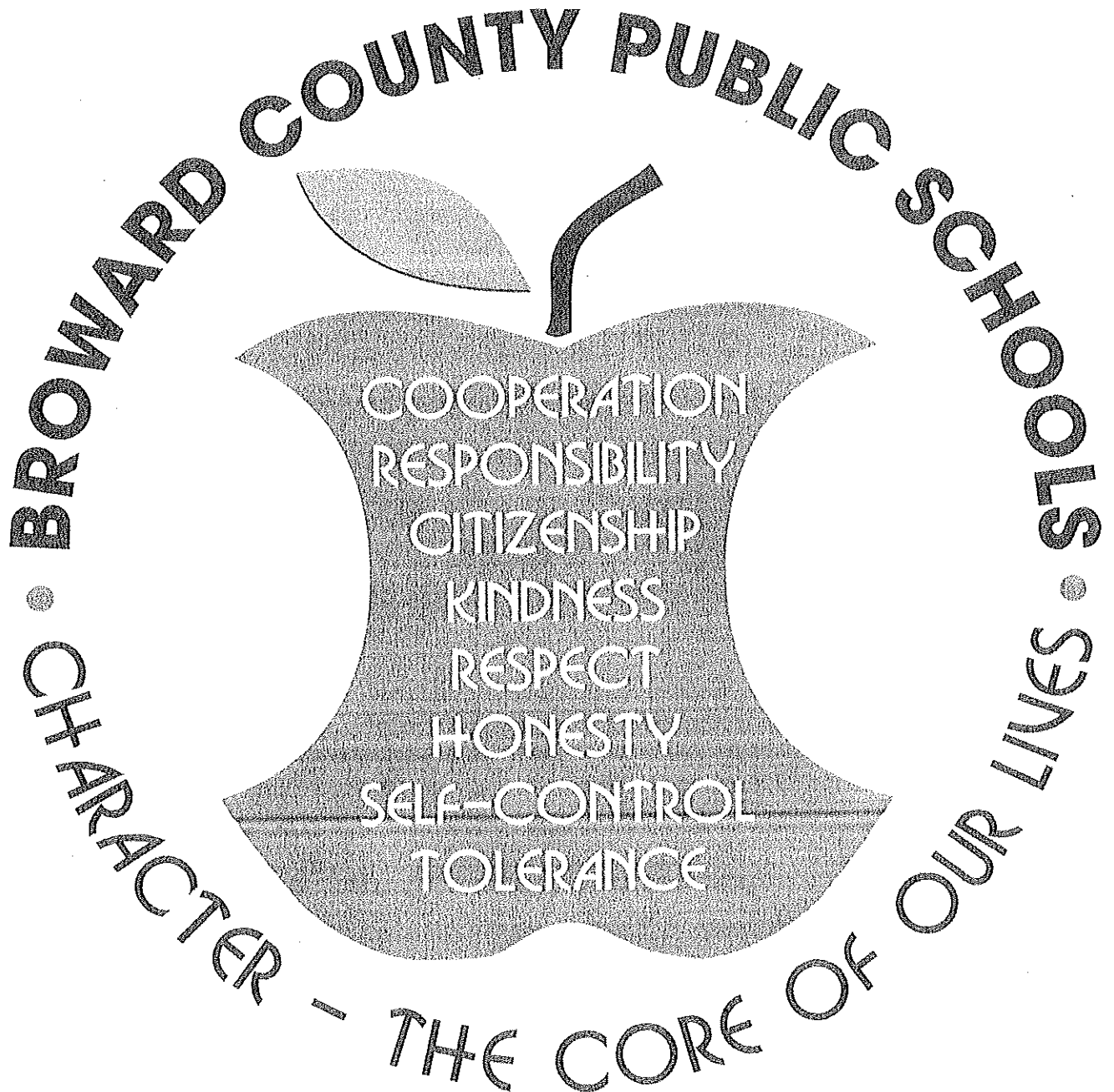
C. CONFIDENTIALITY

1. Students, families and school district employees are not required to disclose their HIV infection status to anyone in the educational system.
2. Every Broward County School Board employee has a duty to treat as highly confidential any information concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action and could lead to criminal prosecution, and/or personal liability for a civil suit (Florida Statute 381.29).
3. Should School Board employees with HIV infection choose to disclose their HIV status to school or district administrators, such information will be treated as highly confidential and may not be disclosed further or be used as cause for dismissal or other prejudicial treatment.
4. No information regarding a student's or employee's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed, and dated consent of the person with HIV infection (or the parent/guardian of a minor). The written consent must specify the name of the recipient of the information and the purpose for disclosure.

5. Any records relating to HIV status, including prescription authorization forms, notes of meetings, proceedings, telephone calls, copies of written consents, and all other documents that reference a student's or employee's status will be kept separate from school educational records. Such documentation must be kept in a secured, locked file with access limited only to individual with consent.

6. Personnel administering medication to a student with HIV infection must ensure the confidentiality of the student's HIV infection diagnosis and status.

Authority: F.S. 230.22 (1) (2)
Policy Adopted: 1/20/04



cyberbullying, in and of itself, is a criminal offense.

“Bullying,” “Cyberbullying,” and/or “Harassment” also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying, harassment, or discrimination.
2. Retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
3. Perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion;
 - b. 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
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying, harassment, or discrimination.

“Bullying,” “Cyberbullying,” “Harassment,” and “Discrimination” also encompass, but are not limited to, unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), marital status, socioeconomic background, ancestry, ethnicity, gender, gender identity or expression, linguistic preference, political beliefs, sexual orientation, social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student or employee by any Board member, District employee, consultant, contractor, agent, parent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored activities or events, on school buses, and at training facilities or training programs sponsored by the District.

In addition, though an incident of alleged bullying (cyberbullying or other) may occur off campus and may not

entail threats or acts to occur during school hours, if a student’s ability to receive an education or a school’s ability to provide an education is significantly impaired, as determined by the school district administration, disciplinary sanctions may be issued.

Note: Suspected acts of persistent bullying encompassing “Discrimination” relating to any “Protected Category” by any student, Board member, District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored activities or events, on school buses, and at training facilities or training programs sponsored by the District (refer to the School Board of Broward County (SBBC) Policy 4001.1, Nondiscrimination Policy Statement) shall be reported to the school based administration, but the complaint shall also be filed with, and investigated by, the EEO/Title IX Coordinator (754) 321-2150.

SCHOOL BUS BEHAVIOR

Misconduct by any student while riding a school bus represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community. All rules that apply to the school grounds and school activities also apply to the school bus. Parents are responsible for their student’s behavior on the way to and from school and at the bus stop. While the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student, parent, or witness may file a complaint following the same procedures for bullying against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate, which may include the use of the School Resource Officer. The principal/designee shall use all District Reporting Systems to log all reports and interventions.

UNACCEPTABLE BEHAVIORS ON A SCHOOL BUS LEADING TO DISCIPLINARY ACTION

Level One Violations

- Eating or drinking on the bus
- Failing to sit in the seat assigned by the bus operator

Level One Consequences

First Offense	Verbal or written reprimand from the school principal or designee.
Second Offense	Parent Conference.
Third Offense	3-day suspension from school bus transportation.
Repeated Offenses	Repeated Level One unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

Level Two Violations

- Disrupting, distracting, or disobeying a bus operator
- Failing to utilize required safety equipment on the bus
- Getting out of the seat while the bus is in motion
- Loud talking, inappropriate remarks, or spitting out of the bus window at other students, pedestrians, or motorists

Level Two Consequences

First Offense	Verbal or written reprimand from the school principal or designee.
Second Offense	1-day to 10-days suspension from school bus transportation.
Repeated Offenses	Repeated Level Two unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

Level Three Violations

- Placing head, arms, or legs outside the window of the bus
- Opening a school bus emergency door and/or exiting the bus when the bus is stopped, unless directed by the school bus operator in an emergency or during an evacuation drill
- Threats against the bus operator, bus attendant, or passengers on the bus
- Use of profanity
- Fighting on the bus
- Smoking on the bus
- Opening a school bus emergency exit door while the bus

is in motion

- Throwing objects out of the window of the bus, which may or may not cause injury to persons or physical damage
- Throwing objects at a bus after leaving the bus, which may or may not cause injury to persons or physical damage
- Vandalism of seats or other bus equipment
- Boarding or attempting to board a bus route other than the student's assigned bus route or attempting to leave the school bus at other than the student's assigned bus stop without permission of the school principal or designee

Level Three Consequences

First Offense	1-day to 10-days suspension from school bus transportation and/or school.
Second Offense	10-days suspension from school bus transportation and/or school.
Third Offense	Repeated Level Three unacceptable behaviors will be considered willful disobedience and/or open defiance of authority, resulting in suspension from the bus for the remainder of the school year and/or suspension and/or possible expulsion from school.

*For IDEA-eligible ESE students, suspension and expulsions shall follow applicable laws, School Board policies, and provisions of the Individual Education Plan (IEP). Likewise, for students determined to be disabled under Section 504 of the Rehabilitation Act of 1973, suspension, expulsion, and other disciplinary measures shall follow applicable laws, School Board policies, and provisions of the Section 504 Accommodation Plan.

The principal or designee may review individual cases before assigning consequences.

DISCRIMINATION AND/OR HARASSMENT

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, national origin, marital status, race, religion, sex or sexual orientation.

If any **student feels that he or she has been discriminated against or harassed, there are specific procedures to report such offenses. See pp. 49-51 for further information.

"Whenever the word "student" appears, parents may become involved.

FORMS OF DISCRIMINATION

Harassment is a form of discrimination. Harassment based on age, color, disability, ethnicity, gender, linguistic differences, *national origin, marital status, race, religion, or sexual orientation are violations of School Board policies, civil rights laws and statutes and should be addressed in a similar manner as detailed above.

*National origin pertains to, but is not limited to, an individual's or his/her ancestor's place of origin, as well as physical, cultural, or linguistic characteristics.

SEXUAL HARASSMENT AND SEXUAL VIOLATIONS

Sexual harassment is a form of sex discrimination that violates the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and SB Policy 4001.1. Sexual violence is a physical act of aggression that includes a sexual act of sexual purpose. Sexual violence is also a violation of these same statutes and may also represent a criminal law violation. The school district prohibits any form of sexual harassment and sexual violence.

Sexual harassment and sexual violence are unlawful and will be grounds for disciplinary action. Students who believe they have been victims of sexual harassment or sexual violence should report the alleged act immediately to a teacher and/or school administrator. Because sexual harassment can take

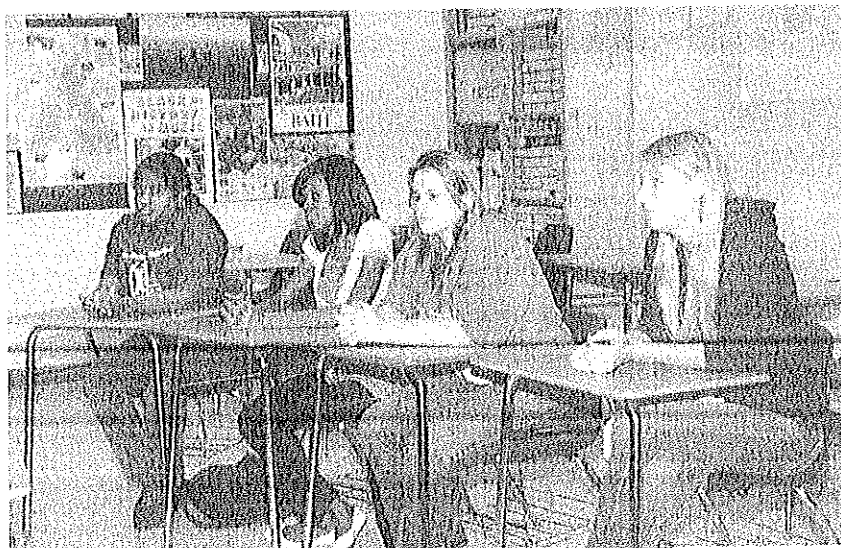
on many forms, the following are some examples of sexual harassment/violence.

SEXUAL HARASSMENT/SEXUAL VIOLENCE DEFINED

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or communication of a sexual nature. Sexual harassment includes, but is not limited to, the following behaviors:

- Unwelcome statements of a sexual nature
- Unwelcome solicitation or pressure for sexual activity
- Intentional brushing against, patting, or pinching of another's body
- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, unwanted physical contact, and blocking movements
- Leering with sexual overtones, gestures, display of sexually suggestive objects, posters, or cartoons
- Indecent exposure

NOTE: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) SB Policy 4001.1, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against any students with regard to access to programs, services, and activities on the basis of disability. If any student feels he or she has been discriminated against because of such disabilities or perception of a disability, there are specific procedures to report such offenses located in Section X.



**SECTION X -
RIGHT TO APPEAL
UNFAIR PENALTIES,
GRIEVANCE
PROCEDURES for
DISCRIMINATION,
BULLYING and/
or HARASSMENT
OFFENSES,
including
SECTION 504
DISCRIMINATION**

**SECTION X - RIGHT TO APPEAL UNFAIR PENALTIES, GRIEVANCE
PROCEDURES for DISCRIMINATION, BULLYING and/or HARASSMENT
OFFENSES, including SECTION 504 DISCRIMINATION**

RIGHT TO AN APPEAL

There may be times when students feel they have been unfairly penalized. Most problems can be solved if students speak with the teacher or staff member who was involved. If students feel uncomfortable with this person, they may request a conference with the next level of authority. Students may also request the presence of a third party, such as a counselor, assistant principal, other staff person, translator, interpreter, or attorney. Parents also have the right to be included. If talking things over does not solve the problem, the following steps may be taken:

1. A written statement must be presented to the principal within five (5) school days after the last conference. The statement must tell what happened, when it happened, who was involved, and how the student would like the problem resolved. A copy of the statement should be filed and maintained as an educational record. The principal or the administrator with the most knowledge of the incident has 5 school days to respond in writing.
2. If the problem still has not been resolved within five (5) school days from receipt of the written response, the student may request in writing, an appointment with the area superintendent/designee. The letter asking for the appointment must include a copy of the first written statement and the response.
3. Upon receipt of the letter, the area superintendent/designee will schedule a meeting within five (5) school days with the student and his or her parent. This meeting will include the person(s) involved in the appeal process, the principal, the student, the parent(s) and anyone else he or she wishes to attend. An attorney may be present to represent either the student and/or the school. The area superintendent/designee has five (5) school days after the date of the meeting to send a written response to the student.
4. If students still are not satisfied, they may take the problem to the Superintendent following the above procedures.
5. The Superintendent will schedule another meeting to see how the matter can be resolved. After the date of this meeting, the Superintendent has five (5) school days to send a written response. The decision of the Superintendent shall be final for the appeal of any penalties fewer than ten (10) days. For appeals of ten (10) days, students have the right to appeal to the School Board.

**SECTION X -
RIGHT TO APPEAL
UNFAIR PENALTIES,
GRIEVANCE
PROCEDURES for
DISCRIMINATION,
BULLYING and/
or HARASSMENT
OFFENSES,
including
SECTION 504
DISCRIMINATION**

**GRIEVANCE PROCEDURES FOR DISCRIMINATION, BULLYING AND/OR HARASSMENT
OFFENSES, INCLUDING SECTION 504 DISCRIMINATION**

REPORTING DISCRIMINATION, BULLYING AND/OR HARASSMENT OFFENSES

If any *student feels that he or she has been discriminated against or harassed, he or she may contact the Executive Director of Benefits and EEO Compliance in the Department of Equal Educational Opportunities, 600 Southeast Third Avenue, 14th Floor, Fort Lauderdale, Florida 33301, Phone: 754-321-2150. Teletype Machine (TTY): 754-321-2158. Email: EEO@Browardschools.com. Complaints relating to discrimination may also be addressed to the Office for Civil Rights, 61 Forsyth Street, S.W., Suite 19T70, Atlanta, GA 30303, or the state or federal Office for Civil Rights.

REPORTING SECTION 504 DISCRIMINATION

The steps below have been developed to comply with the law for resolution of individual complaints under Section 504/ADA. Aggrieved persons are not required by law to exhaust the District's grievance procedures before filing a complaint at the federal or state level.

The following steps should be followed if resolution on Section 504/ADA issues through informal discussion with appropriate school personnel is not achieved. All meetings, discussions, etc., should be documented. Appropriate school personnel could include teachers, the Section 504 liaison, counselors, school administrator, etc.

1. If informal discussions do not resolve the issue, the student/parent/guardian may obtain a Grievance Filing Form from the principal. The completed form should be submitted to the principal within 15 school days.
2. Within 15 school days of receipt of the written grievance, the principal shall provide the grievant with a Grievance Resolution Notice that upholds, modifies, or denies the resolution sought.
3. If the student/parent/guardian is not satisfied with the response issued in Step 2, he/she may file a complaint with the Director of Benefits and EEO Compliance in the Department of Equal Educational Opportunities at 754-321-2150, who will inform the student of his or her rights under Section 504/ADA, including an impartial hearing pursuant to federal and state regulations. The Department of Equal Educational Opportunities will conduct an investigation, convene pertinent parties, including legal counsel, and make a determination as to whether probable cause exists to believe that the student was, in fact, discriminated against. A determination of probable cause will include specific recommendations for corrective behavior.

RIGHT TO APPEAL PROCESS

When a student feels
he/she has been
unfairly penalized

Submit a written statement of
appeal to the principal

Denied

Appeal status

Granted

Administrative decision or
penalty is reversed (No further
action on the students' part.)
Consequences NOT imposed

Submit a written statement of appeal
to the area superintendent/designee

Appeal status

Granted

Administrative decision or
penalty is reversed (No further
action on the students' part.)
Consequences NOT imposed

Denied

Submit a written statement of appeal
to the superintendent

Appeal status

Granted

Administrative decision or
penalty is reversed (No further
action on the students' part.)
Consequences NOT imposed

Denied

No further action:
Consequences Imposed

PART II

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Incomplete Items or Pending Action

Part II
2011- 2012 EDUCATIONAL EQUITY ACT PLAN
Incomplete Items or Pending Action

NOTE: NO INCOMPLETE ITEMS

PART III

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Part III
2011-2012 EDUCATIONAL EQUITY ACT PLAN
Student Participation
Evaluation of Methods and Strategies

For the 2011-2012 Annual Update, districts will evaluate the effectiveness of their methods and strategies according to data-driven evidence of success based on the 2007-08 benchmark data and accountability measures through 2011-12 in the following program areas:

- (1) Increasing the percentage of Black and Hispanic students enrolled in Algebra I in 8th grade.
- (2) Increasing the percentage of Black and Hispanic students enrolled in Advanced Placement (AP), Dual Enrollment (DE), Honors and Level 3 courses (9-12).
- (3) Increasing the percentage of Black and Hispanic male students enrolled in Advanced Placement (AP), Dual Enrollment (DE), Honors and Level 3 courses (9-12).

The District has included new methods and strategies to help close the gap for Black and Hispanic students. Contact persons for this area are: Leslie Brown, Executive Director, Educational Programs (754) 321-2130, Dr. Marie Wright, Executive Director, Core Curriculum (754) 321-1850, and Cynthia Park, Director, Advanced Academic Programs (754) 321-2119. The following pages are the District's comparison of student's participation in the above mentioned areas:

PART III

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Section – 1 Grade 8, Algebra 1

EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Grade 8 that have taken Algebra I by 8th grade. In 2007-08, 23% of Whites, 16% of Blacks, and 16% of Hispanics were enrolled in Algebra I. In 2011-12, 33% of Whites (an increase of 10 percentage points, 16% of Blacks (no change), and 22% of Hispanics (an increase of 6 percentage points) were enrolled in Algebra I.

Grade 8 Algebra I

Grade 8 Enrollment 2011-12 (20,219)

White		Black		Hispanic	
28%	5,572	37%	7,546	29%	5,830

% of Whites In Algebra I 2007-08	% of Whites In Algebra I 2008-09	% of Whites In Algebra I 2009-10	% of Whites In Algebra I 2010-2011	% of Whites In Algebra I 2011-12*
23% 1,427	21% 1,259	21% 1,249	20% 2,205	33% 1,841

% of Blacks In Algebra I 2007-08	% of Blacks In Algebra I 2008-09	% of Blacks In Algebra I 2009-10	% of Blacks In Algebra I 2010-2011	% of Blacks In Algebra I 2011-12*
16% 1,072	15% 1,075	14% 1,013	13% 1,051	16% 1,222

% of Hispanics In Algebra I 2007-08	% of Hispanics In Algebra I 2008-09	% of Hispanics In Algebra I 2009-10	% of Hispanics In Algebra I 2010-11	% of Hispanics In Algebra I 2011-12*
16% 822	16% 823	18% 940	16% 984	22% 1,290*

*Current grade 8 Students that have taken Algebra I before or during 8th grade

The evaluation reveals progress in increasing enrollment for Black and Hispanic students in 8th grade Algebra I. Black students percentage of participation in 2011-12 remained at 16% when compared to 2007-08; however the number of Black students enrolled increased by 150; Hispanic students increased by 6 percentage points from 16% to 22% for the same time period.

Goals for 2012-2013:

1. Continue to increase the number of Black students in grade 8 enrolling in Algebra I by 2 percentage points by the 2012-2013 School Year.
2. Continue to increase the number of Hispanic students in grade 8 enrolling in Algebra I by 3 percentage points by the 2012-2013 School Year.

Strategies for Continued Elimination of Performance Gaps:

1. Assessment of Algebra Readiness in 7th grade for identification purposes.
2. Continued implementation of District outreach program to Algebra ready students.
3. Conducting community outreach via podcast and summer meetings to explain accelerated math options to middle school parents and/or guardians.
4. Creation of local endorsement for middle school algebra teachers focusing on algebraic content-area knowledge and advanced pedagogical practices.

Accountability Measures:

1. Creation of District gap reports of eligible middle school students not enrolled in Algebra.
2. Conduct a nine-week follow-up to measure corrections in enrollment in Algebra.
3. Creation of a self-assessment tool for schools to utilize in evaluating their Algebra I program.

PART III

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Section – 2 Grades 9-12, Advanced Placement (AP)

EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Advanced Placement courses. In 2007-08, 20 % of Whites, 8% of Blacks, and 14% of Hispanics, were enrolled. In 2008-09, 19% White Males, 6% of Black Males, and 14% of Hispanic Males were enrolled. In 2011-12, 31% of Whites (an increase of 11 percentage points), 14% of Blacks (an increase of 6 percentage points), 26% of Hispanics (an increase of 12 percentage points), 27% of White Males (an increase of 8 percentage points), 10% of Black Males (an increase of 4 percentage points), and 22% of Hispanic Males (an increase of 8 percentage points) were enrolled.

Grades 9-12 Advanced Placement Courses

Grades 9-12 Enrollment 2011-12 (82,646)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
27% 22,316	39% 32,442	28% 22,890

Whites In AP	Whites In AP	Whites In AP	Whites In AP	Whites In AP
2007-08	2008-09	2009-10	2010-11	2011-12
20% 5,103	22% 5,462	27% 6,021	28% 12,371	31% 6,924
White Males In AP	White Males In AP	White Males In AP	White Males In AP	White Males In AP
2007-08	2008-09	2009-10	2010-11	2011-2012
N/A N/A	19% 2,455	23% 2,712	24 % 5,570	27% 3,217

Blacks In AP	Blacks In AP	Blacks In AP	Blacks In AP	Blacks In AP
2007-08	2008-09	2009-10	2010-11	2011-12
8% 2,488	9% 2,868	14% 4,154	15% 4,809	14% 4,613
Black Males In AP	Black Males In AP	Black Males In AP	Black Males In AP	Black Males In AP
2007-08	2008-09	2009-10	2010-2011	2011-2012
N/A N/A	6% 965	10% 1,502	11% 1,783	10% 1,715

Hispanics In AP	Hispanics In AP	Hispanics In AP	Hispanics In AP	Hispanics In AP
2007-08	2008-09	2009-10	2010-11	2011-12
14% 2,811	17% 2,868	24% 5,261	26% 5,772	26% 5,930
Hispanic Males In AP	Hispanic Males In AP	Hispanic Males In AP	Hispanic Males In AP	Hispanic Males In AP
2007-08	2008-09	2009-10	2010-11	2011-2012
N/A N/A	14% 1,458	20 % 2,230	21% 2,460	22% 2,592

The evaluation reveals progress in increasing enrollment in Advanced Placement courses for Black and Hispanic students in grade 9-12. Black students increased by 6 percentage points, from 8% in 2007-08 to 14% in 2011-12; Hispanic students also increased by 12 percentage points, from 14% to 26% for the same time period.

Goals for 2012-2013:

1. Increase the number of Black students in grade 9-12 enrolling in AP courses by 2 percentage points by the 2012-13 School Year.
2. Continue to increase the number of Hispanic students in grades 9-12 enrolling in AP courses by 2 percentage points by the 2012-13 School Year.
3. Increase the number of Black Male students in grades 9-12 enrolling in AP courses by 2 percentage points by the 2012-13 School Year.
4. Continue to increase the number of Hispanic Male students in grades 9-12 enrolling in AP courses by 2 percentage points by the 2012-13 School Year.

Strategies for Continued Elimination of Enrollment Gaps:

1. Utilization of District flags for continued identification of students as capable of AP courses.
2. Continued implementation of District outreach program to Advanced Placement ready students.
3. Conducting community outreach via school based parent nights explaining the advantages of AP courses.
4. Creation of local endorsement for Advanced Placement teachers focusing on content-area knowledge and advanced pedagogical practices.

Accountability Measures:

1. Creation of District gap reports of eligible students not enrolled in Advanced Placement courses.
2. Conduct a nine-week follow-up to measure corrections in enrollment in Advanced Placement courses.
3. Implementation of self-assessment tool for schools to utilize in evaluating their Advanced Placement Program.

PART III

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Section – 3 Grades 10-12, Dual Enrollment (DE)

EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Dual Enrollment courses. In 2007-08, 4% of Whites, 2% of Blacks, and 2% of Hispanics were enrolled. In 2008-09, 4% of White Males, 1% Black Males, and 3% of Hispanic Males were enrolled. In 2011-12, 11% of Whites (an increase of 7 percentage points), 4% of Blacks (an increase of 2 percentage points), 9% of Hispanics (an increase of 7 percentage points), 9% of White Males (an increase of 5 percentage points), 2% of Black Males (an increase of 1 percentage points), and 7% of Hispanic Males (an increase of 4 percentage points) were enrolled.

Grades 11-12 Dual Enrollment

Grades 11-12 Enrollment 2011-2012 (41,163)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
27% 11,131	39% 16,198	28% 11,301

Whites In DE	Whites In DE	Whites In DE	Whites In DE	Whites In DE
2007-08	2008-09	2009-10	2010-11	2011-12
4% 442	5 % 629	8% 852	9% 1,982	11% 1,226
White Males In DE	White Males In DE	White Males In DE	White Males In DE	White Males In DE
2007-08	2008-09	2009-10	2010-11	2011-12
N/A N/A	4% 244	6 % 367	7% 818	9% 512

Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE
2007-08	2008-09	2009-10	2010-11	2011-12
2 % 215	2% 332	3% 466	4% 667	4% 654
Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE
2007-08	2008-09	2009-10	2010-11	2011-12
N/A N/A	1% 84	2% 129	2% 187	2% 183

Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE
2007-08	2008-09	2009-10	2010-11	2011-12
2% 184	4% 318	6% 632	8% 871	9% 1,044
Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE
2007-08	2008-09	2009-10	2010-11	2011-12
N/A N/A	3% 116	5% 242	6% 340	7% 417

The evaluation reveals progress in increasing enrollment in Dual Enrollment courses for Black and Hispanic students in grades 9-12. Black students increased by 2 percentage points, from 2% in 2007-08 to 4% in 2011-12; Hispanic students also increase by 7 percentage points from 2% to 9% for the same time period.

Due to the lack of state funding, Dual Enrollment opportunities are being limited by the colleges. It is not appropriate to set enrollment goals for the 2012-2013 school year in this area, as the enrollment is likely to decrease due to fewer class offerings by the colleges.

PART III

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Section – 4 Grades 9-12, Honors

EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Honors courses. In 2007-08, 61% of Whites, 41% of Blacks, and 49% of Hispanics were enrolled. In 2008-09, 57% of White Males, 35% of Black Males, and 47% of Hispanic Males were enrolled. In 2011-12, 68% of Whites (an increase of 7 percentage points), 47% of Blacks (an increase of 6 percentage points), 62% of Hispanics (an increase of 13 percentage points), 64% of White Males (an increase of 7 percentage points), 40% of Black Males (an increase of 5 percentage points), and 58% of Hispanic Males (an increase of 11 percentage points) were enrolled.

Grades 9-12 Honors

Grades 9-12 Enrollment 2011-12 (82,646)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
27% 22,316	39% 32,442	28% 22,890

Whites In Honors 2007-08	Whites In Honors 2008-09	Whites In Honors 2009-10	White In Honors 2010-11	Whites In Honors 2011-12
61% 15,637	61% 15,111	67% 14,989	65% 28,847	68% 15,218
White Males In Honors 2007-08	White Males In Honors 2008-09	White Males In Honors 2009-10	White Males In Honors 2010-2011	White Males In Honors 2011-12
N/A N/A	57% 7,428	63% 7,471	61% 14,134	64% 7,508

Blacks In Honors 2007-08	Blacks In Honors 2008-09	Blacks In Honors 2009-10	Blacks In Honors 2010-11	Blacks In Honors 2011-12
41% 12,370	42% 12,783	47% 14,343	48% 15,536	47% 15,090
Black Males In Honors 2007-08	Black Males In Honors 2008-09	Black Males In Honors 2009-10	Black Males In Honors 2010-2011	Black Males In Honors 2011-12
N/A N/A	35% 5,296	41% 6,158	42 % 6,748	40% 6,578

Hispanics In Honors 2007-08	Hispanics In Honors 2008-09	Hispanics In Honors 2009-10	Hispanics In Honors 2010-11	Hispanics In Honors 2011-12
49% 9,722	51% 10,141	59% 13,158	62% 13,874	62% 14,140
Hispanic Males In Honors 2007-08	Hispanic Males In Honors 2008-09	Hispanic Males In Honors 2009-10	Hispanic Males In Honors 2010-2011	Hispanic Males In Honors 2011-2012
N/A N/A	47% 4,786	55% 6,237	58% 6,660	58% 6,826

The evaluation reveals progress in increasing enrollment in Honors courses for Black and Hispanic students in grades 9-12. Black students increased by 6 percentage points, from 41% in 2007-08 to 47% in 2010-11; Hispanic students also increased by 13 percentage points from 49% to 62% for the same time period.

Goals for 2012-2013:

1. Increase the number of Black students in grades 9-12 enrolling in Honors courses by 2 percentage points by the 2012-13 School Year.
2. Continue to increase the number of Hispanic students in grades 9-12 enrolling in Honors courses by 2 percentage points by the 2012-13 School Year.
3. Increase the number of Black Male students in grades 9-12 enrolling in Honors courses by 2 percentage points by the 2012-13 School Year.
4. Continue to increase the number of Hispanic Male students in grades 9-12 enrolling in Honors courses by 2 percentage points by the 2012-13 School Year.

Strategies for Continued Elimination of Performance Gaps:

1. Utilization of District flags for continued identification of students as capable of Honors courses.
2. Continue implementation of a District outreach program to capable students not enrolling in Honors courses.
3. Increase professional development opportunities for teachers of Honors courses.

Accountability Measures:

1. Creation of District gap reports of eligible students not enrolled in Honors courses.
2. Conduct a nine-week follow-up to measure corrections in enrollment in Honors courses.

PART III

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Section – 5 Grades 9-12, Level 3 Courses

EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Level 3 courses. In 2007-08, 45% of Whites, 24% of Blacks, and 34% of Hispanics were enrolled. In 2008-09, 55% of White Males, 30% of Black Males, and 44% of Hispanic Males were enrolled. In 2011-12, 69% of Whites (an increase of 24 percentage points), 45% of Black (an increase of 21 percentage points), 62% of Hispanics (an increase of 28 percentage points), 64% of White Males (an increase of 9 percentage points), 38% of Black Males (an increase of 8 percentage points), and 58% of Hispanic Males (an increase of 14 percentage points) were enrolled.

Grades 9-12 Level 3 Courses

Grades 9-12 Enrollment 2011-12 (82,646)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
27% 22,316	39% 32,442	28% 22,890

Whites In Level 3 2007-08	Whites In Level 3 2008-09	Whites In Level 3 2009-10	Whites In Level 3 2010-11	Whites In Level 3 2011-12
45% 11,611	59% 14,690	65% 14,597	65% 28,563	69% 15,285
White Males In Level 3 2007-08	White Males In Level 3 2008-09	White Males In Level 3 2009-10	White Males In Level 3 2010-11	White Males In Level 3 2011-12
N/A N/A	55% 7,121	61% 7,213	60% 13,816	64% 7,515

Blacks In Level 3 2007-08	Blacks In Level 3 2008-09	Blacks In Level 3 2009-10	Blacks In Level 3 2010-11	Blacks In Level 3 2011-12
24% 7,465	37% 11,347	44% 13,236	45% 14,364	45% 14,740
Black Males In Level 3 2007-08	Black Males In Level 3 2008-09	Black Males In Level 3 2009-10	Black Males In Level 3 2010-11	Black Males In Level 3 2011-12
N/A N/A	30% 4,566	36 % 5,527	38% 6,117	38% 6,311

Hispanics In Level 3 2007-08	Hispanics In Level 3 2008-09	Hispanics In Level 3 2009-10	Hispanics In Level 3 2010-11	Hispanics In Level 3 2011-12
34% 6,643	49% 9,773	59% 13,099	62% 13,752	62% 14,282
Hispanic Males In Level 3 2007-08	Hispanic Males In Level 3 2008-09	Hispanic Males In Level 3 2009-10	Hispanic Males In Level 3 2010-11	Hispanic Males In Level 3 2011-12
N/A N/A	44% 4,553	55% 6,208	57% 6,510	58% 6,817

The evaluation reveals progress in increasing enrollment in Level 3 courses for Black and Hispanic students in grades 9-12. Black students increased by 21 percentage points, from 24% in 2007-08 to 45% in 2011-12; Hispanic students also increased by 28 percentage points from 34% to 62% for the same time period.

Goals for 2012-2013:

1. Continue to increase the number of Black students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2012-13 School Year.
2. Continue to increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2012-13 School Year.
3. Continue to increase the number of Black Male students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2012-13 School Year.
4. Continue to increase the number of Hispanic Male students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2012-13 School Year.

Strategies for Continued Elimination of Performance Gaps:

1. Utilization of District flags for continued identification of students as capable of Level 3 courses.
2. Continue implementation of a District outreach program to capable students not enrolling in Level 3 courses.
3. Increase professional development opportunities for teachers of Level 3 courses.

Accountability Measures:

1. Creation of District gap reports of eligible students not enrolled in Level 3 courses.
2. Conduct a nine-week follow-up to measure corrections in enrollment in Level 3 courses.

PART IV

**2011- 2012 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

**Section - A
Compliance Verification Form**

Part IV - A

2011-2012 EDUCATIONAL EQUITY ACT PLAN Compliance Verification Form

The Compliance Verification Form for Broward County Public Schools indicates that the District is not in compliance in the following areas:

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.

District: Broward

**PART IV
GENDER EQUITY IN ATHLETICS**

Section A: Athletic Compliance Verification Form

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

Superintendent Signature

Date

PART IV

**2011- 2012 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

**Section - B
Athletic Participation Monitoring Form
(Interests & Abilities)**

MONITORING FORMS

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.

School: Blanche Ely High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	13	0	13	Baseball	0	0	0
Basketball	13	16	29	Basketball	16	10	26
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	10	6	16	Cross Country	0	0	0
Flag Football	0	16	16	Flag Football	0	17	17
Football	55	0	55	Football	60	0	60
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	30	21	51	Soccer	0	0	0
Softball	0	21	21	Softball	0	0	0
Swimming/ Diving	2	5	7	Swimming/ Diving	0	0	0
Tennis	8	6	14	Tennis	0	0	0
Track & Field	35	15	50	Track & Field	0	0	0
Volleyball	0	13	13	Volleyball	0	18	18
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	17	0	17	Wrestling	0	0	0
Total Varsity Participants	183	145	328	Total JV Participants	76	45	121
% of Varsity Participants	56%	44%	100%	% of JV Participants	63%	37%	100%
Total Student Enrollment by Gender 2011-12	824	1044	1868	Total Student Enrollment by Gender 2011-12	824	1044	1868
% Student Enrollment by Gender 2011-12	44%	56%	100%	% Student Enrollment by Gender 2010-11	44%	56%	100%

MONITORING FORMS

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.

School: Boyd Anderson High				Number of Participants			
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	12	0	12	Baseball	0	0	0
Basketball	10	9	19	Basketball	9	10	19
Competitive Cheerleading	0	21	21	Competitive Cheerleading	0	0	0
Cross Country	6	13	19	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	0	0
Football	42	0	42	Football	28	0	28
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	14	19	33	Soccer	0	0	0
Softball	0	12	12	Softball	0	0	0
Swimming/ Diving	6	9	15	Swimming/ Diving	0	0	0
Tennis	5	4	9	Tennis	0	0	0
Track & Field	28	21	49	Track & Field	0	0	0
Volleyball	0	12	12	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	9	0	9	Wrestling	0	0	0
Total Varsity Participants	132	135	267	Total JV Participants	37	22	59
% of Varsity Participants	49%	51%	100%	% of JV Participants	63%	37%	100%
Total Student Enrollment by Gender 2011-12	805	938	1743	Total Student Enrollment by Gender 2011-12	805	938	1743
% Student Enrollment by Gender 2011-12	46%	54%	100%	% Student Enrollment by Gender 2011-12	46%	54%	100%

MONITORING FORMS

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.

School: Coconut Creek High				Number of Participants			
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	13	0	13	Baseball	0	0	0
Basketball	15	13	28	Basketball	15	0	15
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	10	10	20	Cross Country	10	10	20
Flag Football	0	25	25	Flag Football	0	0	0
Football	30	0	30	Football	15	0	15
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	15	15	30	Soccer	0	0	0
Softball	0	13	13	Softball	0	0	0
Swimming/ Diving	7	7	14	Swimming/ Diving	7	7	14
Tennis	10	6	16	Tennis	10	6	16
Track & Field	21	10	31	Track & Field	0	0	0
Volleyball	0	15	15	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	10	0	10	Wrestling	0	0	0
Total Varsity Participants	131	114	245	Total JV Participants	57	38	95
% of Varsity Participants	53%	47%	100%	% of JV Participants	60%	40%	100%
Total Student Enrollment by Gender 2011-12	1025	925	1950	Total Student Enrollment by Gender 2011-12	1025	925	1950
% Student Enrollment by Gender 2011-12	53%	47%	100%	% Student Enrollment by Gender 2011-12	53%	47%	100%

MONITORING FORMS

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.

School: Cooper City High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	22	0	22	Baseball	15	0	15
Basketball	15	12	27	Basketball	13	0	13
Competitive Cheerleading	0	27	27	Competitive Cheerleading	0	0	0
Cross Country	17	11	28	Cross Country	0	0	0
Flag Football	0	55	55	Flag Football	0	28	28
Football	60	0	60	Football	40	0	40
Golf	9	3	12	Golf	0	0	0
Lacrosse	31	35	66	Lacrosse	0	0	0
Soccer	22	28	50	Soccer	0	20	20
Softball	0	14	14	Softball	0	14	14
Swimming/ Diving	20	27	47	Swimming/ Diving	0	0	0
Tennis	9	8	17	Tennis	0	0	0
Track & Field	34	13	47	Track & Field	0	0	0
Volleyball	15	15	30	Volleyball	0	15	15
Water Polo	15	20	35	Water Polo	0	0	0
Wrestling	27	0	27	Wrestling	12	0	12
Total Varsity Participants	296	268	564	Total JV Participants	80	77	157
% of Varsity Participants	52%	48%	100%	% of JV Participants	51%	49%	100%
Total Student Enrollment by Gender 2011-12	1152	1049	2201	Total Student Enrollment by Gender 2011-12	1152	1049	2201
% Student Enrollment by Gender 2011-12	52%	48%	100%	% Student Enrollment by Gender 2011-12	52%	48%	100%

MONITORING FORMS

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.

School: Coral Glades High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	22	0	22	Baseball	10	0	10
Basketball	12	10	22	Basketball	14	8	22
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	7	5	12	Cross Country	0	0	0
Flag Football	0	16	16	Flag Football	0	14	14
Football	50	0	50	Football	39	0	39
Golf	4	5	9	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	30	21	51	Soccer	0	0	0
Softball	0	15	15	Softball	0	6	6
Swimming/ Diving	23	21	44	Swimming/ Diving	0	0	0
Tennis	13	7	20	Tennis	0	0	0
Track & Field	29	32	61	Track & Field	0	0	0
Volleyball	11	12	23	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	9	0	9	Wrestling	0	0	0
Total Varsity Participants	210	170	380	Total JV Participants	63	43	106
% of Varsity Participants	55%	45%	100%	% of JV Participants	59%	41%	100%
Total Student Enrollment by Gender 2011-12	1109	1150	2259	Total Student Enrollment by Gender 2011-12	1109	1150	2259
% Student Enrollment by Gender 2011-12	49%	51%	100%	% Student Enrollment by Gender 2011-12	49%	51%	100%

MONITORING FORMS

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.

School: Coral Springs High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	18	0	18	Baseball	18	0	18
Basketball	14	16	30	Basketball	12	15	27
Competitive Cheerleading	8	18	26	Competitive Cheerleading	0	0	0
Cross Country	14	22	36	Cross Country	8	10	18
Flag Football	0	20	20	Flag Football	0	25	25
Football	50	0	50	Football	45	0	45
Golf	6	0	6	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	18	25	43	Soccer	0	20	20
Softball	0	25	25	Softball	0	0	0
Swimming/ Diving	10	16	26	Swimming/ Diving	0	0	0
Tennis	8	12	20	Tennis	0	0	0
Track & Field	32	40	72	Track & Field	0	0	0
Volleyball	11	16	27	Volleyball	0	18	18
Water Polo	14	12	26	Water Polo	0	0	0
Wrestling	20	0	20	Wrestling	10	0	10
Total Varsity Participants	223	222	445	Total JV Participants	93	88	181
% of Varsity Participants	50%	50%	100%	% of JV Participants	51%	49%	100%
Total Student Enrollment by Gender 2011-12	1272	1151	2423	Total Student Enrollment by Gender 2011-12	1272	1151	2423
% Student Enrollment by Gender 2011-12	52%	48%	100%	% Student Enrollment by Gender 2011-12	52%	48%	100%

MONITORING FORMS

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.

School: Cypress Bay High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	20	0	20	Baseball	20	0	20
Basketball	12	18	30	Basketball	12	20	32
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	20	26	46	Cross Country	0	0	0
Flag Football	0	40	40	Flag Football	0	30	30
Football	65	0	65	Football	60	0	60
Golf	12	12	24	Golf	0	0	0
Lacrosse	24	30	54	Lacrosse	0	20	20
Soccer	22	22	44	Soccer	0	28	28
Softball	0	24	24	Softball	0	24	24
Swimming/ Diving	14	27	41	Swimming/ Diving	0	0	0
Tennis	10	12	22	Tennis	0	0	0
Track & Field	30	36	66	Track & Field	0	0	0
Volleyball	12	15	27	Volleyball	0	16	16
Water Polo	14	20	34	Water Polo	0	0	0
Wrestling	15	0	15	Wrestling	15	0	15
Total Varsity Participants	270	282	552	Total JV Participants	107	138	245
% of Varsity Participants	49%	51%	100%	% of JV Participants	44%	56%	100%
Total Student Enrollment by Gender 2011-12	2161	2047	4208	Total Student Enrollment by Gender 2011-12	2161	2047	4208
% Student Enrollment by Gender 2011-12	51%	49%	100%	% Student Enrollment by Gender 2011-12	51%	49%	100%

MONITORING FORMS

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.

School: Deerfield Beach High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	15	0	15	Baseball	15	0	15
Basketball	15	17	32	Basketball	15	15	30
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	20	25	45	Cross Country	0	0	0
Flag Football	0	25	25	Flag Football	0	20	20
Football	50	0	50	Football	50	0	50
Golf	10	0	10	Golf	10	0	10
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	0	20	Soccer	20	20	40
Softball	0	20	20	Softball	0	20	20
Swimming/ Diving	20	25	45	Swimming/ Diving	0	0	0
Tennis	15	20	35	Tennis	0	0	0
Track & Field	25	20	45	Track & Field	0	0	0
Volleyball	10	15	25	Volleyball	0	20	20
Water Polo	15	15	30	Water Polo	0	0	0
Wrestling	30	0	30	Wrestling	0	0	0
Total Varsity Participants	245	208	453	Total JV Participants	110	95	205
% of Varsity Participants	54%	46%	100%	% of JV Participants	54%	46%	100%
Total Student Enrollment by Gender 2011-12	1199	1193	2392	Total Student Enrollment by Gender 2011-12	1199	1193	2392
% Student Enrollment by Gender 2011-12	50%	50%	100%	% Student Enrollment by Gender 2011-12	50%	50%	100%

MONITORING FORMS

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.

School: Dillard High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	14	0	14	Baseball	0	0	0
Basketball	15	15	30	Basketball	12	15	27
Competitive Cheerleading	0	23	23	Competitive Cheerleading	0	0	0
Cross Country	10	8	18	Cross Country	0	0	0
Flag Football	0	25	25	Flag Football	0	0	0
Football	55	0	55	Football	36	0	36
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	17	9	26	Soccer	0	0	0
Softball	0	19	19	Softball	0	0	0
Swimming/ Diving	1	5	6	Swimming/ Diving	0	0	0
Tennis	5	12	17	Tennis	0	0	0
Track & Field	24	32	56	Track & Field	0	0	0
Volleyball	0	18	18	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	14	0	14	Wrestling	0	0	0
Total Varsity Participants	155	166	321	Total JV Participants	48	30	78
% of Varsity Participants	48%	52%	100%	% of JV Participants	62%	38%	100%
Total Student Enrollment by Gender 2011-12	728	796	1524	Total Student Enrollment by Gender 2011-12	728	796	1524
% Student Enrollment by Gender 2011-12	48%	52%	100%	% Student Enrollment by Gender 2011-12	48%	52%	100%

MONITORING FORMS

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.

School: Everglades High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	21	0	21	Baseball	12	0	12
Basketball	14	12	26	Basketball	13	12	25
Competitive Cheerleading	0	23	23	Competitive Cheerleading	0	0	0
Cross Country	54	9	63	Cross Country	0	0	0
Flag Football	0	12	12	Flag Football	0	8	8
Football	56	0	56	Football	45	0	45
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	25	20	45	Soccer	0	0	0
Softball	0	17	17	Softball	0	0	0
Swimming/ Diving	0	0	0	Swimming/ Diving	0	0	0
Tennis	11	6	17	Tennis	0	0	0
Track & Field	33	32	65	Track & Field	0	0	0
Volleyball	11	11	22	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	28	0	28	Wrestling	10	0	10
Total Varsity Participants	253	142	395	Total JV Participants	80	35	115
% of Varsity Participants	64%	36%	100%	% of JV Participants	70%	30%	100%
Total Student Enrollment by Gender 2011-12	1363	1284	2647	Total Student Enrollment by Gender 2011-12	1363	1284	2647
% Student Enrollment by Gender 2011-12	51%	49%	100%	% Student Enrollment by Gender 2011-12	51%	49%	100%

MONITORING FORMS

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.

School: Flanagan High				Number of Participants			
				Number of Participants			
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	17	0	17	Baseball	11	0	11
Basketball	14	13	27	Basketball	15	16	31
Competitive Cheerleading	3	23	26	Competitive Cheerleading	0	0	0
Cross Country	15	20	35	Cross Country	0	0	0
Flag Football	0	17	17	Flag Football	0	18	18
Football	55	0	55	Football	45	0	45
Golf	6	15	21	Golf	0	0	0
Lacrosse	22	15	37	Lacrosse	0	0	0
Soccer	22	23	45	Soccer	0	18	18
Softball	0	15	15	Softball	0	15	15
Swimming/ Diving	22	25	47	Swimming/ Diving	0	0	0
Tennis	9	10	19	Tennis	0	0	0
Track & Field	41	45	86	Track & Field	0	0	0
Volleyball	14	15	29	Volleyball	0	15	15
Water Polo	14	16	30	Water Polo	0	0	0
Wrestling	13	4	17	Wrestling	5	1	6
Total Varsity Participants	267	256	523	Total JV Participants	76	83	159
% of Varsity Participants	51%	49%	100%	% of JV Participants	48%	52%	100%
Total Student Enrollment by Gender 2011-12	1533	1483	3016	Total Student Enrollment by Gender 2011-12	1533	1483	3016
% Student Enrollment by Gender 2011-12	51%	49%	100%	% Student Enrollment by Gender 2010-11	51%	49%	100%

MONITORING FORMS

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.

School: Fort Lauderdale High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	14	0	14	Baseball	12	0	12
Basketball	15	14	29	Basketball	16	8	24
Competitive Cheerleading	1	35	36	Competitive Cheerleading	0	0	0
Cross Country	15	10	25	Cross Country	0	0	0
Flag Football	0	28	28	Flag Football	0	26	26
Football	40	0	40	Football	28	0	28
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	19	24	43	Soccer	0	24	24
Softball	0	14	14	Softball	0	12	12
Swimming/ Diving	16	16	32	Swimming/ Diving	0	0	0
Tennis	5	7	12	Tennis	0	0	0
Track & Field	34	37	71	Track & Field	0	0	0
Volleyball	0	14	14	Volleyball	0	13	13
Water Polo	14	15	29	Water Polo	0	0	0
Wrestling	18	0	18	Wrestling	11	0	11
Total Varsity Participants	191	214	405	Total JV Participants	67	83	150
% of Varsity Participants	47%	53%	100%	% of JV Participants	45%	55%	100%
Total Student Enrollment by Gender 2011-12	848	919	1767	Total Student Enrollment by Gender 2011-12	848	919	1767
% Student Enrollment by Gender 2011-12	48%	52%	100%	% Student Enrollment by Gender 2011-11	48%	52%	100%

MONITORING FORMS

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.

School: Hallandale High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	14	0	14	Baseball	0	0	0
Basketball	15	15	30	Basketball	10	18	28
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	5	8	13	Cross Country	0	0	0
Flag Football	0	24	24	Flag Football	0	0	0
Football	45	0	45	Football	25	0	25
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	23	23	46	Soccer	0	0	0
Softball	0	25	25	Softball	0	0	0
Swimming/ Diving	0	0	0	Swimming/ Diving	0	0	0
Tennis	0	10	10	Tennis	0	0	0
Track & Field	33	26	59	Track & Field	0	0	0
Volleyball	0	15	15	Volleyball	0	18	18
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	8	0	8	Wrestling	0	0	0
Total Varsity Participants	143	146	289	Total JV Participants	35	36	71
% of Varsity Participants	49%	51%	100%	% of JV Participants	49%	51%	100%
Total Student Enrollment by Gender 2011-12	571	655	1226	Total Student Enrollment by Gender 2011-12	571	655	1226
% Student Enrollment by Gender 2011-12	47%	53%	100%	% Student Enrollment by Gender 2011-12	47%	53%	100%

MONITORING FORMS

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.

School: Hollywood Hills High				Number of Participants			
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	15	0	15	Baseball	12	0	12
Basketball	11	12	23	Basketball	7	8	15
Competitive Cheerleading	0	21	21	Competitive Cheerleading	0	0	0
Cross Country	11	9	20	Cross Country	0	0	0
Flag Football	0	24	24	Flag Football	0	17	17
Football	40	0	40	Football	25	0	25
Golf	3	3	6	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	22	22	44	Soccer	0	0	0
Softball	0	15	15	Softball	0	0	0
Swimming/ Diving	14	20	34	Swimming/ Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	8	5	13	Track & Field	0	0	0
Volleyball	9	11	20	Volleyball	0	18	18
Water Polo	12	17	29	Water Polo	0	0	0
Wrestling	12	0	12	Wrestling	0	0	0
Total Varsity Participants	157	159	316	Total JV Participants	44	43	87
% of Varsity Participants	50%	50%	100%	% of JV Participants	51%	49%	100%
Total Student Enrollment by Gender 2011-12	886	823	1709	Total Student Enrollment by Gender 2011-12	886	823	1709
% Student Enrollment by Gender 2011-12	52%	48%	100%	% Student Enrollment by Gender 2011-12	52%	48%	100%

MONITORING FORMS

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.

School: McArthur High				Number of Participants			
				Number of Participants			
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	15	0	15	Baseball	14	0	14
Basketball	11	15	26	Basketball	11	13	24
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	7	10	17	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	17	17
Football	40	0	40	Football	31	0	31
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	14	19	33	Soccer	0	0	0
Softball	0	16	16	Softball	0	15	15
Swimming/ Diving	16	17	33	Swimming/ Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	15	17	32	Track & Field	0	0	0
Volleyball	10	13	23	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	22	0	22	Wrestling	0	0	0
Total Varsity Participants	150	148	298	Total JV Participants	56	57	113
% of Varsity Participants	50%	50%	100%	% of JV Participants	50%	50%	100%
Total Student Enrollment by Gender 2011-12	1077	1033	2110	Total Student Enrollment by Gender 2011-12	1077	1033	2110
% Student Enrollment by Gender 2011-12	51%	49%	100%	% Student Enrollment by Gender 2011-12	51%	49%	100%

MONITORING FORMS

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.

School: Miramar High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	20	0	20	Baseball	15	0	15
Basketball	16	18	34	Basketball	12	6	18
Competitive Cheerleading	0	23	23	Competitive Cheerleading	0	0	0
Cross Country	18	17	35	Cross Country	0	0	0
Flag Football	0	30	30	Flag Football	0	15	15
Football	60	0	60	Football	34	0	34
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	15	13	28	Soccer	0	0	0
Softball	0	20	20	Softball	0	15	15
Swimming/ Diving	5	21	26	Swimming/ Diving	0	0	0
Tennis	11	7	18	Tennis	0	0	0
Track & Field	28	40	68	Track & Field	0	0	0
Volleyball	10	21	31	Volleyball	0	14	14
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	29	5	34	Wrestling	10	0	10
Total Varsity Participants	212	215	427	Total JV Participants	71	50	121
% of Varsity Participants	50%	50%	100%	% of JV Participants	59%	41%	100%
Total Student Enrollment by Gender 2011-12	1249	1270	2519	Total Student Enrollment by Gender 2011-12	1249	1270	2519
% Student Enrollment by Gender 2011-12	50%	50%	100%	% Student Enrollment by Gender 2011-12	50%	50%	100%

MONITORING FORMS

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.

School: Monarch High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	21	0	21	Baseball	9	0	9
Basketball	12	11	23	Basketball	10	10	20
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	14	16	30	Cross Country	0	0	0
Flag Football	0	16	16	Flag Football	0	18	18
Football	39	0	39	Football	29	0	29
Golf	5	1	6	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	25	25	50	Soccer	0	0	0
Softball	0	20	20	Softball	0	0	0
Swimming/ Diving	20	22	42	Swimming/ Diving	0	0	0
Tennis	10	13	23	Tennis	0	0	0
Track & Field	24	26	50	Track & Field	0	0	0
Volleyball	15	18	33	Volleyball	0	18	18
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	18	0	18	Wrestling	0	0	0
Total Varsity Participants	203	194	397	Total JV Participants	48	46	94
% of Varsity Participants	51%	49%	100%	% of JV Participants	51%	49%	100%
Total Student Enrollment by Gender 2011-12	1101	1012	2113	Total Student Enrollment by Gender 2011-12	1101	1012	2113
% Student Enrollment by Gender 2011-12	52%	48%	100%	% Student Enrollment by Gender 2011-12	52%	48%	100%

MONITORING FORMS

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.

School: Northeast High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	15	0	15	Baseball	9	0	9
Basketball	14	10	24	Basketball	8	4	12
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	8	3	11	Cross Country	0	0	0
Flag Football	0	23	23	Flag Football	0	6	6
Football	40	0	40	Football	20	0	20
Golf	5	0	5	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	15	20	35	Soccer	0	0	0
Softball	0	18	18	Softball	0	0	0
Swimming/ Diving	20	26	46	Swimming/ Diving	0	0	0
Tennis	8	20	28	Tennis	0	0	0
Track & Field	16	24	40	Track & Field	0	6	6
Volleyball	8	17	25	Volleyball	0	18	18
Water Polo	14	20	34	Water Polo	0	0	0
Wrestling	12	0	12	Wrestling	0	0	0
Total Varsity Participants	175	181	356	Total JV Participants	37	34	71
% of Varsity Participants	49%	51%	100%	% of JV Participants	52%	48%	100%
Total Student Enrollment by Gender 2011-12	1060	933	1993	Total Student Enrollment by Gender 2011-12	1060	933	1993
% Student Enrollment by Gender 2011-12	53%	47%	100%	% Student Enrollment by Gender 2011-12	53%	47%	100%

MONITORING FORMS

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.

School: Nova High				Number of Participants			
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	20	0	20	Baseball	20	0	20
Basketball	14	15	29	Basketball	14	14	28
Competitive Cheerleading	0	16	16	Competitive Cheerleading	0	0	0
Cross Country	12	16	28	Cross Country	0	0	0
Flag Football	0	19	19	Flag Football	0	16	16
Football	40	0	40	Football	34	0	34
Golf	7	1	8	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	20	40	Soccer	0	18	18
Softball	0	18	18	Softball	0	16	16
Swimming/ Diving	20	27	47	Swimming/ Diving	0	0	0
Tennis	7	10	17	Tennis	0	0	0
Track & Field	20	26	46	Track & Field	0	0	0
Volleyball	15	17	32	Volleyball	0	16	16
Water Polo	18	26	44	Water Polo	0	0	0
Wrestling	18	0	18	Wrestling	12	0	12
Total Varsity Participants	211	211	422	Total JV Participants	80	80	160
% of Varsity Participants	50%	50%	100%	% of JV Participants	50%	50%	100%
Total Student Enrollment by Gender 2011-12	1029	1095	2124	Total Student Enrollment by Gender 2011-12	1029	1095	2124
% Student Enrollment by Gender 2011-12	48%	52%	100%	% Student Enrollment by Gender 2011-12	48%	52%	100%

MONITORING FORMS

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.

School: Piper High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	20	0	20	Baseball	18	0	18
Basketball	13	17	30	Basketball	12	0	12
Competitive Cheerleading	0	23	23	Competitive Cheerleading	0	0	0
Cross Country	12	26	38	Cross Country	0	0	0
Flag Football	0	16	16	Flag Football	0	0	0
Football	39	0	39	Football	26	0	26
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	24	19	43	Soccer	0	0	0
Softball	0	15	15	Softball	0	0	0
Swimming/ Diving	0	0	0	Swimming/ Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	23	16	39	Track & Field	0	0	0
Volleyball	0	15	15	Volleyball	0	19	19
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	13	2	15	Wrestling	11	0	11
Total Varsity Participants	144	149	293	Total JV Participants	67	19	86
% of Varsity Participants	49%	51%	100%	% of JV Participants	78%	22%	100%
Total Student Enrollment by Gender 2011-12	1338	1161	2499	Total Student Enrollment by Gender 2011-12	1338	1161	2499
% Student Enrollment by Gender 2011-12	54%	46%	100%	% Student Enrollment by Gender 2011-12	54%	46%	100%

MONITORING FORMS

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.

School: Plantation High				Number of Participants			
				JV, Freshman B-teams			
Varsity Teams	Males	Females	Total		Males	Females	Total
Baseball	18	0	18	Baseball	10	0	10
Basketball	8	14	22	Basketball	10	8	18
Competitive Cheerleading	6	17	23	Competitive Cheerleading	0	0	0
Cross Country	6	5	11	Cross Country	0	0	0
Flag Football	0	28	28	Flag Football	0	13	13
Football	48	0	48	Football	34	0	34
Golf	5	3	8	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	17	24	41	Soccer	0	0	0
Softball	0	16	16	Softball	0	17	17
Swimming/ Diving	12	9	21	Swimming/ Diving	0	0	0
Tennis	5	6	11	Tennis	0	0	0
Track & Field	15	16	31	Track & Field	0	0	0
Volleyball	9	20	29	Volleyball	0	12	12
Water Polo	8	6	14	Water Polo	0	0	0
Wrestling	10	0	10	Wrestling	0	0	0
Total Varsity Participants	167	164	331	Total JV Participants	54	50	104
% of Varsity Participants	50%	50%	100%	% of JV Participants	52%	48%	100%
Total Student Enrollment by Gender 2011-12	1057	1033	2090	Total Student Enrollment by Gender 2011-12	1057	1033	2090
% Student Enrollment by Gender 2011-12	51%	49%	100%	% Student Enrollment by Gender 2011-12	51%	49%	100%

MONITORING FORMS

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.

School: Pompano Beach High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	22	0	22	Baseball	13	0	13
Basketball	14	13	27	Basketball	13	0	13
Competitive Cheerleading	0	24	24	Competitive Cheerleading	0	0	0
Cross Country	8	5	13	Cross Country	0	0	0
Flag Football	0	16	16	Flag Football	0	16	16
Football	33	0	33	Football	27	0	27
Golf	11	0	11	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	24	21	45	Soccer	0	16	16
Softball	0	13	13	Softball	0	14	14
Swimming/ Diving	17	25	42	Swimming/ Diving	0	0	0
Tennis	8	11	19	Tennis	0	0	0
Track & Field	21	11	32	Track & Field	0	0	0
Volleyball	13	15	28	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	0	0	0	Wrestling	0	0	0
Total Varsity Participants	171	154	325	Total JV Participants	53	61	114
% of Varsity Participants	53%	47%	100%	% of JV Participants	46%	54%	100%
Total Student Enrollment by Gender 2011-12	557	658	1215	Total Student Enrollment by Gender 2011-12	557	658	1215
% Student Enrollment by Gender 2011-12	46%	54%	100%	% Student Enrollment by Gender 2011-12	46%	54%	100%

MONITORING FORMS

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.

School: South Broward High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	14	0	14	Baseball	12	0	12
Basketball	11	9	20	Basketball	7	10	17
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	14	17	31	Cross Country	0	0	0
Flag Football	0	21	21	Flag Football	0	20	20
Football	36	0	36	Football	40	0	40
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	17	19	36	Soccer	0	18	18
Softball	0	17	17	Softball	0	0	0
Swimming/ Diving	14	29	43	Swimming/ Diving	0	0	0
Tennis	6	12	18	Tennis	0	0	0
Track & Field	26	19	45	Track & Field	0	0	0
Volleyball	11	10	21	Volleyball	0	18	18
Water Polo	12	19	31	Water Polo	0	0	0
Wrestling	14	0	14	Wrestling	9	0	9
Total Varsity Participants	175	172	347	Total JV Participants	68	66	134
% of Varsity Participants	50%	50%	100%	% of JV Participants	51%	49%	100%
Total Student Enrollment by Gender 2011-12	1043	943	1986	Total Student Enrollment by Gender 2011-12	1043	943	1986
% Student Enrollment by Gender 2011-12	53%	47%	100%	% Student Enrollment by Gender 2011-12	53%	47%	100%

MONITORING FORMS

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.

School: South Plantation High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	15	0	15	Baseball	12	0	12
Basketball	14	14	28	Basketball	9	12	21
Competitive Cheerleading	1	25	26	Competitive Cheerleading	0	0	0
Cross Country	17	17	34	Cross Country	0	0	0
Flag Football	0	25	25	Flag Football	0	0	0
Football	51	0	51	Football	35	0	35
Golf	3	1	4	Golf	0	0	0
Lacrosse	20	30	50	Lacrosse	0	0	0
Soccer	18	25	43	Soccer	0	0	0
Softball	0	20	20	Softball	0	0	0
Swimming/ Diving	17	21	38	Swimming/ Diving	0	0	0
Tennis	6	10	16	Tennis	0	0	0
Track & Field	38	37	75	Track & Field	0	0	0
Volleyball	8	24	32	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	12	0	12	Wrestling	0	0	0
Total Varsity Participants	220	249	469	Total JV Participants	56	24	80
% of Varsity Participants	47%	53%	100%	% of JV Participants	70%	30%	100%
Total Student Enrollment by Gender 2011-12	1109	1101	2210	Total Student Enrollment by Gender 2011-12	1109	1101	2210
% Student Enrollment by Gender 2011-12	50%	50%	100%	% Student Enrollment by Gender 2011-12	50%	50%	100%

MONITORING FORMS

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.

School: Stoneman Douglas High				Number of Participants			
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	24	0	24	Baseball	24	0	24
Basketball	15	13	28	Basketball	12	10	22
Competitive Cheerleading	4	22	26	Competitive Cheerleading	0	0	0
Cross Country	31	30	61	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	10	10
Football	53	0	53	Football	65	0	65
Golf	10	6	16	Golf	0	0	0
Lacrosse	25	22	47	Lacrosse	0	0	0
Soccer	25	22	47	Soccer	0	19	19
Softball	0	14	14	Softball	0	12	12
Swimming/ Diving	28	37	65	Swimming/ Diving	0	0	0
Tennis	19	15	34	Tennis	0	0	0
Track & Field	56	42	98	Track & Field	0	0	0
Volleyball	16	14	30	Volleyball	0	11	11
Water Polo	21	23	44	Water Polo	0	0	0
Wrestling	36	0	36	Wrestling	23	0	23
Total Varsity Participants	363	275	638	Total JV Participants	124	62	186
% of Varsity Participants	57%	43%	100%	% of JV Participants	67%	33%	100%
Total Student Enrollment by Gender 2011-12	1551	1469	3020	Total Student Enrollment by Gender 2011-12	1551	1469	3020
% Student Enrollment by Gender 2011-12	51%	49%	100%	% Student Enrollment by Gender 2011-12	51%	49%	100%

MONITORING FORMS

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.

School: Stranahan High	Number of Participants				Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams				JV, Freshman B-teams			
Baseball	16	0	16	Baseball	0	0	0
Basketball	17	22	39	Basketball	13	9	22
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	13	14	27	Cross Country	0	0	0
Flag Football	0	26	26	Flag Football	0	31	31
Football	46	0	46	Football	29	0	29
Golf	5	6	11	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	18	27	45	Soccer	0	0	0
Softball	0	25	25	Softball	0	0	0
Swimming/ Diving	13	13	26	Swimming/ Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	19	28	47	Track & Field	0	0	0
Volleyball	0	20	20	Volleyball	0	0	0
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	19	0	19	Wrestling	0	0	0
Total Varsity Participants	166	207	373	Total JV Participants	42	40	82
% of Varsity Participants	45%	55%	100%	% of JV Participants	51%	49%	100%
Total Student Enrollment by Gender 2011-12	766	923	1689	Total Student Enrollment by Gender 2011-12	766	923	1689
% Student Enrollment by Gender 2011-12	45%	55%	100%	% Student Enrollment by Gender 2011-12	45%	55%	100%

MONITORING FORMS

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.

School: Taravella High	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	18	0	18	Baseball	20	0	20
Basketball	11	12	23	Basketball	13	15	28
Competitive Cheerleading	2	24	26	Competitive Cheerleading	0	0	0
Cross Country	12	9	21	Cross Country	0	0	0
Flag Football	0	21	21	Flag Football	0	30	30
Football	41	0	41	Football	30	0	30
Golf	10	6	16	Golf	0	0	0
Lacrosse	27	36	63	Lacrosse	0	0	0
Soccer	19	23	42	Soccer	0	13	13
Softball	0	15	15	Softball	0	18	18
Swimming/ Diving	25	27	52	Swimming/ Diving	0	0	0
Tennis	8	8	16	Tennis	0	0	0
Track & Field	32	28	60	Track & Field	0	0	0
Volleyball	11	12	23	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	17	0	17	Wrestling	0	0	0
Total Varsity Participants	233	221	454	Total JV Participants	63	91	154
% of Varsity Participants	51%	49%	100%	% of JV Participants	41%	59%	100%
Total Student Enrollment by Gender 2011-12	1469	1412	2881	Total Student Enrollment by Gender 2011-12	1469	1412	2881
% Student Enrollment by Gender 2011-12	51%	49%	100%	% Student Enrollment by Gender 2011-12	51%	49%	100%

MONITORING FORMS

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.

School: West Broward High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	21	0	21	Baseball	23	0	23
Basketball	14	15	29	Basketball	12	5	17
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	8	9	17	Cross Country	0	0	0
Flag Football	0	24	24	Flag Football	0	24	24
Football	45	0	45	Football	48	0	48
Golf	6	5	11	Golf	0	0	0
Lacrosse	25	27	52	Lacrosse	0	0	0
Soccer	21	21	42	Soccer	0	18	18
Softball	0	13	13	Softball	0	0	0
Swimming/ Diving	20	36	56	Swimming/ Diving	0	0	0
Tennis	9	8	17	Tennis	0	0	0
Track & Field	26	26	52	Track & Field	0	0	0
Volleyball	0	15	15	Volleyball	0	13	13
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	16	0	16	Wrestling	0	0	0
Total Varsity Participants	211	225	436	Total JV Participants	83	60	143
% of Varsity Participants	48%	52%	100%	% of JV Participants	58%	42%	100%
Total Student Enrollment by Gender 2011-12	1358	1356	2714	Total Student Enrollment by Gender 2011-12	1358	1356	2714
% Student Enrollment by Gender 2011-12	50%	50%	100%	% Student Enrollment by Gender 2011-12	50%	50%	100%

MONITORING FORMS

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.

School: Western High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	25	0	25	Baseball	23	0	23
Basketball	13	9	22	Basketball	15	7	22
Competitive Cheerleading	0	20	20	Competitive Cheerleading	0	0	0
Cross Country	8	11	19	Cross Country	0	0	0
Flag Football	0	20	20	Flag Football	0	0	0
Football	52	0	52	Football	50	0	50
Golf	13	0	13	Golf	0	0	0
Lacrosse	25	25	50	Lacrosse	0	0	0
Soccer	29	18	47	Soccer	0	17	17
Softball	0	13	13	Softball	0	10	10
Swimming/ Diving	17	32	49	Swimming/ Diving	0	0	0
Tennis	10	8	18	Tennis	0	0	0
Track & Field	34	16	50	Track & Field	0	0	0
Volleyball	12	13	25	Volleyball	0	10	10
Water Polo	12	16	28	Water Polo	0	0	0
Wrestling	16	1	17	Wrestling	13	0	13
Total Varsity Participants	266	202	468	Total JV Participants	101	44	145
% of Varsity Participants	57%	43%	100%	% of JV Participants	70%	30%	100%
Total Student Enrollment by Gender 2011-12	1460	1467	2928	Total Student Enrollment by Gender 2011-12	1460	1467	2928
% Student Enrollment by Gender 2011-12	50%	50%	100%	% Student Enrollment by Gender 2011-12	50%	50%	100%

PART IV

**2011-2012 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

**Section - C
Corrective Action Plans for 2012-2013**

Part IV - C

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Corrective Action Plans for 2012-2013

The High Schools that are found to be out of compliance for 2011-2012 with any or all components required by Title IX and the Florida Educational Equity Act must submit a Corrective Action Plan for their school. The schools are as follows:

- Blanche Ely
- Boyd Anderson
- Coconut Creek
- Coral Glades
- Dillard
- Everglades
- Fort Lauderdale
- Miramar
- Piper
- Pompano Beach
- South Plantation
- Stoneman Douglas
- Stranahan
- West Broward
- Western

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

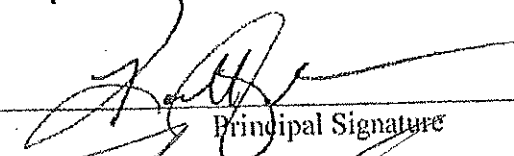
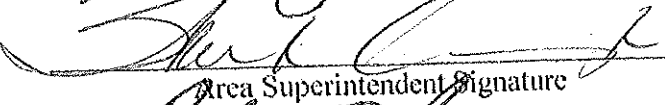

District: Broward

School: Blanche Ely

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interest and abilities of members of both sexes.	To increase the number of female participants the Athletic Department will take the following actions:	Athletic Director -- R. Farris	June / 2012
	In the Summer of 2012 each female sport will host a minimum of a one day, not to exceed 1 week camp to recruit middle school students into female sports.	Athletic Director -- R. Farris Coaches -- Fleming, Duncan, Thompson, Brown, Goodman, Santiago, Barrow, Edwards, Ingram, Phillips	June/July/August 2012
	During the school year each female sport will video and take pictures that will be transferred in a presentation that will be used for promotion of that sport.	Athletic Director -- R. Farris Coaches -- Fleming, Duncan, Thompson, Brown, Goodman, Santiago, Barrow, Edwards, Ingram, Phillips	August -- April 2012-2013
	The Athletic Department will hold a semi-annual meeting to discuss females in sports and the recruitment and scholarship process.	Athletic Director -- R. Farris	November 2012 March 2013

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.


 Principal Signature

 Area Superintendent Signature

 Superintendent Signature

4/12/12
 Date
 6/12/12
 Date
 6/13/12
 Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District:

Broward

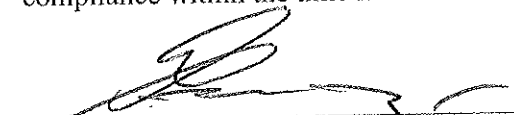
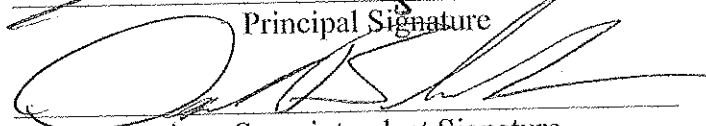
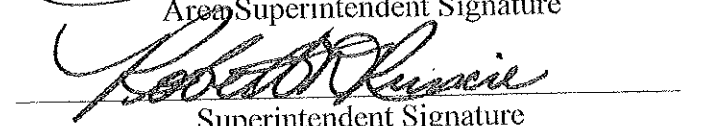
School:

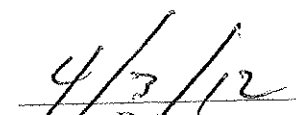
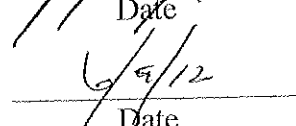
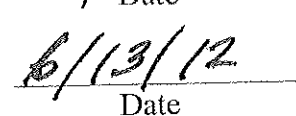
Boyd H. Anderson High

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	<p>A. During Freshmen Orientation and Open House we will set up booths showcasing the variety of sports available to young ladies attending Boyd H. Anderson High.</p> <p>B. Continue to implement public relations initiative with the slogan, "Young ladies are Student Athletes too...Become part of a team."</p> <p>C. Invite middle school female athletes and their families to attend sporting events.</p> <p>D. Implement Intramural activities for basketball, volleyball and tennis.</p>	<p>A. Patricia D. Twitty, Director of Athletics</p> <p>B. Patricia D. Twitty, Director of Athletics</p> <p>C. Patricia D. Twitty, Director of Athletics and athletic coaches.</p> <p>D. Patricia D. Twitty, Director of Athletics and athletic coaches.</p>	<p>A. Aug. '12</p> <p>B. Aug '12 – May '13</p> <p>C. Sept. '12 – Apr. '13</p> <p>D. Feb '12 – May '13</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.


 Principal Signature

 Area Superintendent Signature

 Superintendent Signature


 Date

 Date

 Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District:

Broward

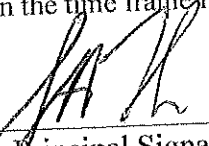
School:

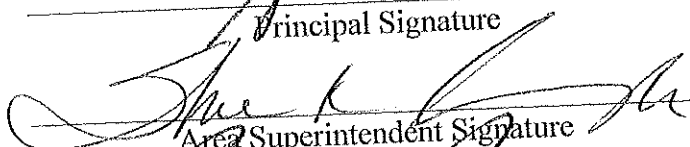
Coconut Creek HS

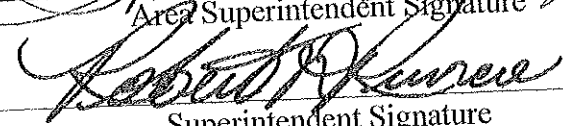
Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1	<p>The AD, Assistant AD and Principal over athletics will host school wide meetings with all females and encourage participation, emphasizing the benefits of competing in High School athletics.</p> <p>Athletics department will make flyers and conduct continuous announcements in regards to female participation in the Fall, Winter and Spring sports seasons.</p> <p>Athletic department coaches will conduct interest meetings at zoned feeder schools to encourage female participation in athletics.</p>	<p>Charles Hendrix (AD) Max Ruback (Assistant AD) Steven Carruth (AP over Athletics)</p>	<p>Present- following school year.</p>

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


Principal Signature


Area Superintendent Signature


Superintendent Signature

4/24/12
Date

6/12/12
Date

6/13/12
Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

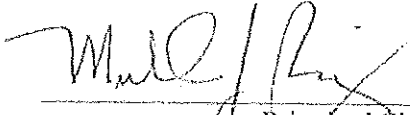
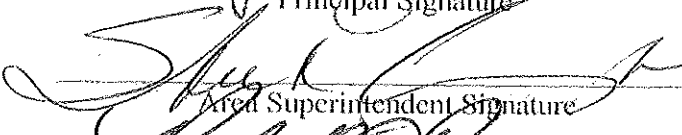

District: Broward

School: Coral Glades High School

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1) Sports and Levels of competition effectively accommodate the interests and abilities of members of both sexes.	1) Increase the number of girls participating in softball, cross country, volleyball, and cheerleading at the varsity level. 2) AD and coaches will visit feeder schools and distribute information on upcoming high school sports programs. 3) Numerous posters will be printed by Athletics and posted throughout the school.	1) David Lawson Athletic Director 2) David Lawson Athletic Director 3) Damian Huttenhoff, AD, and student body	Fall 2012 Spring 2013 Fall 2012

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.


 Principal Signature

 Area Superintendent Signature

 Superintendent Signature

4/30/12
 Date
 6/12/12
 Date
 6/13/12
 Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District:

Broward

School:

Dillard High

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	1. Recruit female students to participate in Flag Football and Volleyball programs at Freshman Orientation.	Tracie Latimer, Athletic Director	Aug. 2012
	2. Increase number of female athletes participating in JV Soccer.	Tracie Latimer, Athletic Director	Aug. 2012
	3. Recruitment drive for more cross sports participation by female athletes. Spring/Fall	Tracie Latimer, Athletic Director	Aug. 2012
	4. Athletic Director and coaches will continue to visit feeder schools and distribute information on upcoming high school sports programs.	Tracie Latimer, Athletic Director	May 2013

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.

Principal Signature

Date

Area Superintendent Signature

Date

Superintendent Signature

Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District:

Broward

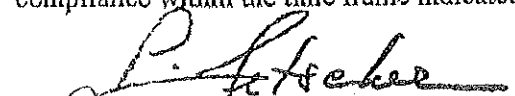
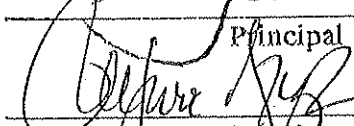

School:

Everglades

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	<ul style="list-style-type: none"> Athletic Director will attend Freshman Orientation to inform female students of the sports offered and encourage their participation. Coaches will make flyers and announcements for tryouts Posters and Banners will be posted from BCAA 	Joshua Shapiro, Athletic Director 754-323-0500	June 2012 thru June 2013

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.


 Principal Signature

 Area Superintendent Signature

 Superintendent Signature

4-27-12
 Date
 6/9/12
 Date
 6/13/12
 Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District:

Broward

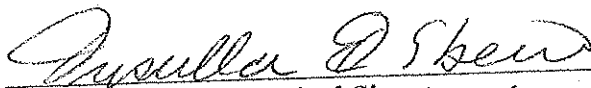
School:

Fort Lauderdale High

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
(6.) No scoreboard for girl's softball field	Scoreboard was not replaced after construction of new field. Previous existing, working scoreboard was destroyed by construction company.	School's Project Manager Mr. Boardman, and/or Principal, Ms. Ribeiro	January 2014

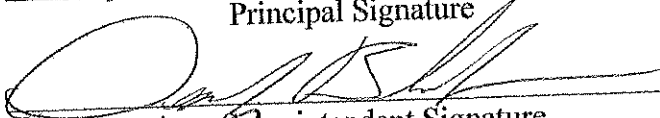
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Principal Signature

4/13/11

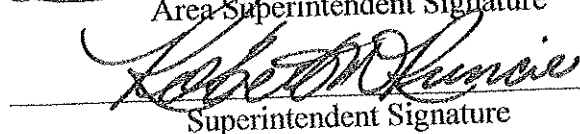
Date



Area Superintendent Signature

6/9/12

Date



Superintendent Signature

6/13/12

Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan




District: Broward

School: Miramar High School

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
<ul style="list-style-type: none"> • Increase number of female participants in athletics 	<ul style="list-style-type: none"> • Morning announcements for female sports • Announcements during Freshman/new student orientation • Posters throughout school 	<ul style="list-style-type: none"> • Alexander Francois • Damon Cogdell • Alexander Francois 	<ul style="list-style-type: none"> • August 27th • August 23rd • Throughout school year

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


 Principal Signature

 Area Superintendent Signature

 Superintendent Signature

5/29/12
 Date
 6/9/12
 Date
 6/13/12
 Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District:

Broward

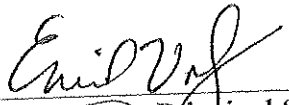
School:

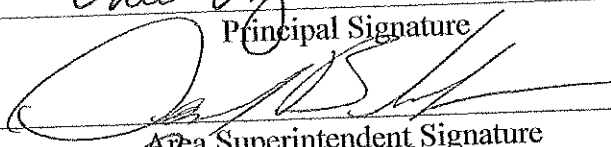
Piper High School

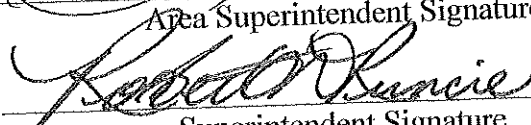
Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	Seek sufficient showing of interest to start a JV girl's soccer & a JV girl's softball team.	Athletic Director -- Javier Gonzalez 754-322-1700	Will seek interest from girl student athletes to form a JV Soccer & a JV Softball team by August 31, 2012.
6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.	Due to continued lack of funds in the Capital Budget this past year, the District was not able to move the existing portables as agreed to for renovation of our on-campus softball field. Piper High School formed a partnership with the City of Sunrise to utilize their city softball facilities for games and practices. Transportation has been provided on a daily basis for practices and games. The School Board will be reassessing the situation this coming year.	Athletic Director -- Javier Gonzalez 754-322-1700 School Board of Broward County, Florida, Dr. Desmond Blackburn, Central Area Superintendent 754-322-3800 Damian Huttenhoff, Director of Athletics and Student Activities 754-322-2550	Due to the lack of funds in the Capital Budget, Piper High School formed a partnership with the City of Sunrise to utilize their city softball facilities for games and practices.

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.


Principal Signature


Area Superintendent Signature


Superintendent Signature

4-18-12
Date

6/9/12
Date

6/13/12
Date

**PART IV
GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District:

Broward

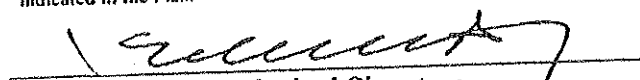
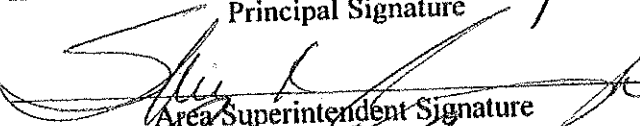

School:

Pompano Beach High

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	<ol style="list-style-type: none"> 1. Increase the participation in Softball, Cross Country, Track, Golf and Swimming. 2. Coaches and Administration will work closely in monitoring the physical education and ROTC classes for individuals who are able to partake in said activities. 3. Coaches that are not on campus which is very high will be urged to come to campus and set up booths and information tables prior to tryouts. 4. Posters and advertisements will be placed around school to increase awareness of activities. 5. Athletes from other sports will be encouraged to play said sports in order to condition and improve overall athletic performance. 6. Continue to encourage females to participate and stress to coaches to allow them to participate and learn about sport in whatever capacity possible. 	<p>Jason Frey Jason.frey@browardschools.com</p>	<ol style="list-style-type: none"> 1. Summer 2012 and throughout the year. 2. Summer 2012 and throughout the year. 3. Prior to each season beginning. 4. Aug 2012 5. Aug 2012 – Jan 2013 6. Summer 2012

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.


 Principal Signature

 Area Superintendent Signature

 Superintendent Signature

4/30/12
 Date
6/12/12
 Date
6/13/12
 Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

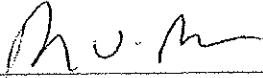
District: Broward

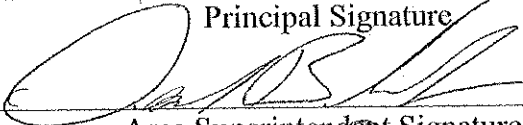
School: South Plantation

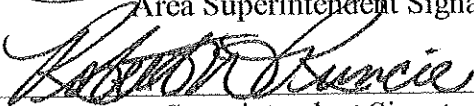
Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1	In an attempt to increase female participation I will be assigning specific wall space to place posters and notices to encourage female sport participation.	Mike Collins 954-732-6468	Aug 1, 2012
	I will be looking into the feasibility of adding female JV lacrosse to our sports program.	Mike Collins 954-732-6468	Dec 1, 2012
	I will arrange meetings with the incoming freshman class to encourage female participation.	Mike Collins 954-732-6468	Aug 1, 2012

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.



 Principal Signature


 Area Superintendent Signature


 Superintendent Signature

4/30/12

 Date
 6/9/12

 Date
 6/13/12

 Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District:

Broward

School:


Douglas


Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Sports and levels of competition effectively accommodate the interests of both sexes	Increase the awareness with our feeder Middle Schools about our athletic programs. Coaches Presentations, distribute literature to students, and parents.	Mitch Kaufman - AD	Aug, 2012
	Continue presentations during Freshman Curriculum night , and Freshman Invasion	Mitch Kaufman - AD	Aug, 2012
	Increase student interest during athletic pep assemblies, and lunch periods.	Mitch Kaufman - AD	Aug, 2012
	Utilize PA announcements to promote athletic events and accomplishments.	Mitch Kaufman - AD	Aug, 2012
	Discussion with coaches during our pre-season meetings the importance of promoting their sports.	Mitch Kaufman - AD	Aug, 2012


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.


Principal Signature


Date


Area Superintendent Signature


Date


Superintendent Signature


Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Broward

School: Stranahan High School

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Accommodations of Interest and Abilities	<p>At our present enrollment, females comprise .55% of our student body. As a result, we need to increase the participation of females on the Junior Varsity by .06%. We will increase the number of Junior Varsity teams offered by trying to get volunteers to coach since there is not enough funding in our school budget to pay any Junior Varsity Coaches.</p> <p>If we are able to secure volunteers, we will seek to increase participation by aggressively recruiting athletes during freshman orientation and throughout the school year and/or seek our extreme number of JV Cheerleaders to participate in more than one sport since we are unable to utilize them for Gender Equity.</p>	<p>Jennifer Hamilton, Athletic Director (754) 323-2213 Jennifer.hamilton@browardschools.com</p> <p>Elvin Hazell, Assistant Principal (754)323-2105 Elvin.hazell@browardschools.com</p>	5-13-13

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.



Principal Signature

4/13/12

Date



Area Superintendent Signature

6/9/12

Date



Superintendent Signature

6/13/12

Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District:

Broward

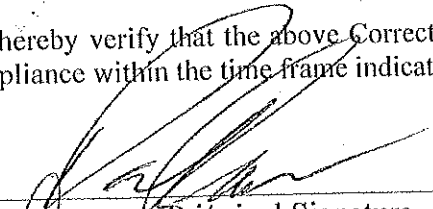
School:

West Broward

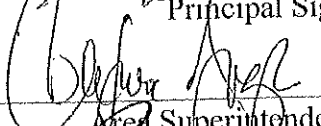
Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Sports and Level of competition effectively accommodate members of both sexes.	Will host Middle school Basketball program from feeder schools to promote female athletics. Post open gyms on website, related to female athletics.	James Darr (754)323-2662	Aug. 2012

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.


Principal Signature

5-23-12
Date


Area Superintendent Signature

6/9/12
Date


Superintendent Signature

6/13/12
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District:

Broward


School:


Western

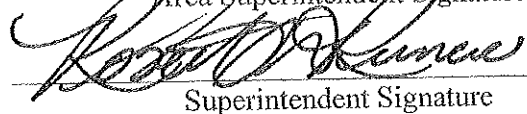
Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interest and abilities of members of both sexes.	We added lacrosse – girls and boys. Competitive cheerleading went to State. JV flag football will be revived in 2013. Coaches are encouraged to carry more female athletes. Coaches and AD will attend to promote female participation at the 9 th grade round-up, open house and class meetings.	Mike Works – AP Catherine McCarthy – AD 754-323-2400	Aug. 2012 May 2013
6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.	The Department of Athletics and Activities has funded the purchase and installation of screening for the softball field. Installation of the screening.	Damian Huttenhoff, Director, Athletics & Student Activities Facilities Department	2012-2013 June 2012- 2013

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.


Principal Signature


Area Superintendent Signature


Superintendent Signature

5/3/12
Date

6/3/12
Date

6/13/12
Date

PART IV

**2011-2012 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

**Section - D
Status Reports for 2010-2011**

Part IV - D

2011-2012 EDUCATIONAL EQUITY ACT PLAN Status Report Forms 2010-2011

The District submitted Corrective Action Plans in the 2010-2011 Equity Update for: Blanche Ely, Boyd Anderson, Coral Glades, Dillard, Marjory Stoneman Douglas, Miramar, Nova, Piper, Plantation, Pompano Beach, South Broward, and Western. This section includes the status reports of the Corrective Action Plans that were previously submitted.

PART IV ISSUES IN ATHLETICS

(STATUS REPORT) 2010-2011

District: Broward

School: Blanche Ely High School

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
I. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	To increase the number of female participants the Athletic Department will take the following actions: In the summer of 2011 athletics will host conditioning training workshops for incoming and returning female students that are interested in participating in sports on the high school level. In the Fall of 2011 the Athletic Department will promote female sports through video and athletic informational meetings. Blanche Ely High School will host a mini cheerleading camp to recruit middle school students into female sports programs.	Athletic Director -- R. Farris Athletic Director -- R. Farris Assistant Athletic Director -- A. Love Assistant Athletic Director -- A. Love and Head Cheerleading Coach	August 2011 December 2011 May/June 2011	Started August 2011 -- still ongoing Completed August 2011 Started October 2011 still ongoing Completed July 2012

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.

 _____
Signature: Principal

4/12/13 _____
Date

PART IV ISSUES IN ATHLETICS

(STATUS REPORT)

2010-2011

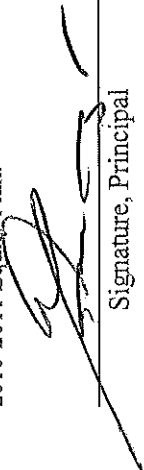
District: Broward

School: Boyd H. Anderson High School

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	A. During Freshman Orientation and Open House we will set up booths showcasing the variety of sports available to young ladies attending Boyd H. Anderson High. B. Continue to implement public relations initiative with the slogan, "Young ladies are Student Athletes too...Become part of a team." C. Invite middle school female athletes and their families to attend sporting events. D. Implement Intramural activities for basketball, volleyball and tennis.	A. Brandon Wesley, Director of Athletics B. Brandon Wesley, Director of Athletics C. Brandon Wesley, Director of Athletics and athletic coaches. D. Brandon Wesley, Director of Athletics and athletic coaches.	A. Aug. '11 B. Aug. '11 – May '12 C. Sept. '11 Apr. '12 D. Feb. '11 June '12	A. Accomplished B. Accomplished C. Accomplished D. Accomplished/Ongoing
6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.	A. It will be communicated to District officials that the school does not have a softball facility comparable to boy's facility. B. Submit work order to have softball field drainage fixed.	A. Brandon Wesley, Director of Athletics, Errol Evans, Assistant Principal, and District Project Manager. B. Brandon Wesley, Director of Athletics	A. 1 year B. Aug. '11	A. Accomplished B. Accomplished

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.


Signature, Principal

4/3/12
Date

PART IV ISSUES IN ATHLETICS

(STATUS REPORT) 2011-2012

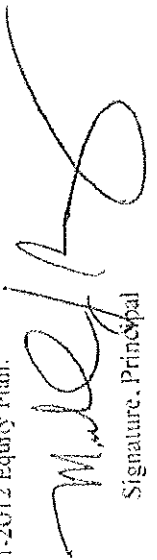
School: Coral Glades High School

District: Broward

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	1. Increase the number of girls participation in Softball, Cross Country, Cheerleading and Volleyball at the varsity level.	David Lawson, Athletic Director	Fall 2012	Ongoing
	2. Athletic Director and coaches will visit feeder schools and distribute information on upcoming high school sports programs.	David Lawson, Athletic Director	Spring 2013	Ongoing
	3. Recruitment posters will be printed by Department Athletics and posted throughout the school.	Damian Huttenhoff, Director Athletic & Student Support	Fall 2012	Ongoing

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2011-2012 Equity Plan.


Signature, Principal

4/30/12
Date

**PART IV
ISSUES IN ATHLETICS**

**(STATUS REPORT)
2010-2011**

School: Dillard High School

District: Broward

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	1. Recruit female students to participate in Flag Football and Volleyball programs at Freshman Orientation.	Tracie Latimer, Athletic Director	Aug. 2011	Completed
	2. Increase number of female athletes participating in JV Soccer.	Tracie Latimer, Athletic Director	Aug. 2011	Completed
	3. Recruitment drives for more cross sports participation by female athletes. Spring/Fall.	Tracie Latimer, Athletic Director	Aug. 2011	Completed
	4. Athletic Director and coaches will continue to visit feeder schools and distribute information on upcoming high school sports programs.	Tracie Latimer, Athletic Director	May 2012	Ongoing

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.



Signature, Principal

4/13/12
Date

**PART IV
ISSUES IN ATHLETICS**

(STATUS REPORT)

2010-2011

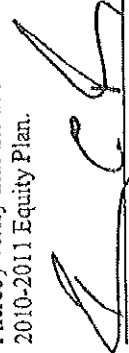
District: Broward

School: Miramar High School

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interest and abilities of members of both sexes.	1. Posting of posters throughout campus promoting female sports. 2. During Freshman orientation the Athletic Director or Assistant Athletic Director will be present to encourage participation of female sports. 3. Morning announcement to support the participation of female sports. 4. Coaches will hold interest meetings before the season begins to encourage participation.	Jermaine White Jermaine.white@browardschools.com Damon Cogdell Damon.Cogdell@browardschools.com Charlotte Elliott Charlotte.elliott@browardschools.com	2011-2012 school year	Posters - On-going Freshmen Orientation - 8/18/12 Announcements - On-going Interest Meetings - On-going The increase in marketing and promotion of various sports lead to a increase in female participation from 48% to 51%. *sample documents attached.

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.



Signature, Principal

4/18/12

Date

PART IV
ISSUES IN ATHLETICS

(STATUS REPORT)

2010-2011

District: Broward

School: Nova High School

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	The coaches will solicit more participation in girls JV Softball and JV Flag Football by meeting with the 9 th and 10 th grade students. They will also post tryout dates throughout the campus. We will fill the team.	Pat McQuaid	Aug. 2011	The coaches currently have an active JV Softball team and JV flag football team.

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.

John R. [Signature]
Signature, Principal

4/1/11
Date

**PART IV
ISSUES IN ATHLETICS**

(STATUS REPORT)

2011-2012

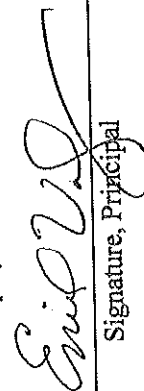
School: Piper High School

District: Broward

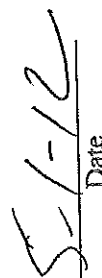
Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	Seek sufficient showing of interest to start JV girls' soccer team.	Athletic Director - Javier Gonzalez, 754-322-1700	Will seek interest from girl student athletes to form a JV soccer team by August 31, 2012.	Called an open house during September 7 th , 2011 and there still was no interest. We will try again for the 2012-2013 season.
6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.	Due to continued lack of funds in the Capital Budget this past year, the District was not able to move the existing portables as agreed to for renovation of an on-campus softball field. Piper HS has found a partnership with the City of Sunrise to utilize their city softball facilities for games and practices. Transportation has been provided on a daily basis for practices and games. The School Board will be reassessing the situation this coming year.	Athletic Director - Javier Gonzalez, 754-322-1700 School Board of Broward County, Florida, Dr. Desmond Blackburn, Central Area Superintendent, 754-322-3800 Damian Huttenhoff, Director of Athletics and Student Activities, 754-321-2550	Due to lack of funds in the Capital Budget, Piper HS will continue to partnership with the City of Sunrise to utilize the city softball facilities and transportation will continue to be provided for practices and games.	On going.

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2011-2012 Equity Plan.



Signature, Principal



Date

**PART IV
ISSUES IN ATHLETICS**

(STATUS REPORT)

2010-2011

District: Broward

School: Plantation High School

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	<ul style="list-style-type: none"> Stronger recruitment effort at Freshman orientation Increase marketing campaign in Fall, Winter, and Spring to increase interest and participation 	<ul style="list-style-type: none"> Athletic Director Coaches for each sport with female athletes Partner with feeder schools to build awareness and interest in athletics 	Campaign to begin Summer 2011 and continue throughout 2011-12 school year.	% increased due to stronger recruiting efforts resulting in addition of JV Softball team and increased participation in Flag Football. All sports program were represented at school Spot Light on Success to highlight athletic programs.

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.

Susan Bunnag
Signature, Principal

4/24/12
Date

PART IV ISSUES IN ATHLETICS

(STATUS REPORT)

2010-2011

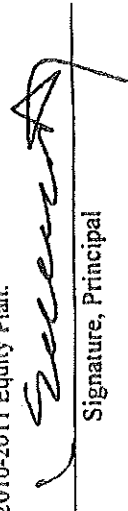
District: Broward

School: Pompano Beach High School

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	1. Increase the participation in Softball, Cross Country, Track, Golf and Swimming. 2. Coaches and Administration will work closely in monitoring the physical education and ROTC classes for individuals who are able to partake in said activities. 3. Coaches that are not on campus which is very high will be urged to come to campus and set up booths and information tables prior to tryouts. 4. Posters and advertisements will be placed around school to increase awareness of activities. 5. Athletes from other sports will be encouraged to play said sports in order to condition and improve overall athletic performance. 6. Continue to encourage females to participate and stress to coaches to allow them to participate and learn about sport in whatever capacity possible.	Jason Frey jason.frey@browardschools.com	1. Summer 2011 and throughout the year. 2. Summer 2011 and throughout the year. 3. Prior to each season beginning. 4. Aug 2011 5. Aug 2011 – Jan 2012 6. Summer 2011	1. participation increased in all levels except for cross country and golf 2. students were targeted and approached about playing jv softball and other jv sports 3. Coaches actively recruited student body at meet the coach night and conditioning 4. Announcements and info sent home throughout the school year. 5. Many dual athletes 6. Continued coaching education and removal of coaches not buying into participation.

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.


Signature, Principal

4/30/12
Date

**PART IV
ISSUES IN ATHLETICS**

**(STATUS REPORT)
2010-2011**

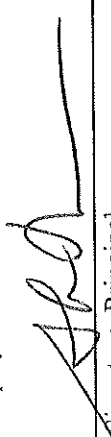
District: Broward

School: South Broward High School

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.	<ol style="list-style-type: none"> 1. Submit Work Order to continue to have drainage on softball field fixed. 2. Submit again to have athletic facility upgraded. 	Chris Hixon 754-323-1874 christopher.hixon@browardschools.com	Submit orders by July 2011 so maintenance can work on fields over summer.	<ol style="list-style-type: none"> 1. Drainage to softball field has improved greatly. Will have maintenance continue to monitor and fix as needed. 2. No facility upgrades due to budget no new athletic facilities to be built. Will be trying to find grants to make improvements to be compatible with baseball.

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.



 Signature, Principal

4/10/12

 Date

PART IV
ISSUES IN ATHLETICS

(STATUS REPORT)
2010-2011


District: Broward

School: Stoneman Douglas High School

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	1. Increase the number of PA announcements for athletic team tryouts.	Mitch Kaufman - AD	Aug. 2011	Ongoing throughout the 2011/12 school year
	2. Discussion during pre-season coaches meetings to promote athletics.	Mitch Kaufman - AD	Aug. 2011	Completed August 2011
	3. Continue Presentations during Freshman invasion.	Mitch Kaufman - AD	Aug. 2011	Completed March 2012
	4. Increase student interest during athletic pep assemblies.	Mitch Kaufman - AD	Aug. 2011	Ongoing throughout 2011/12 school year

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.


Signature, Principal

3/29/12
Date

**PART IV
ISSUES IN ATHLETICS**

(STATUS REPORT)

2010-2011

District: **Broward**

School: **Western High School**

Athletics Corrective Action Plan for Non-Compliance Components

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines	(5) Status
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	1. We competed in state sanctioned competitive cheerleading for 2010-2011 and will continue and try and recruit more females to join the team. 2. Coaches are encouraged to carry more female athletes. 3. Coaches are attending freshman open house along with attending class meetings to encourage females to participate in athletics.	Cathy McCarthy – AD 754-323-2400	August 2011 throughout the 2011-2012 school year	We had 20 competitive female cheerleaders compete at State. We added lacrosse and 25 girls participated. The coaches went to class meetings and open house to bring in more girls.

I hereby verify that the above Corrective Action Plan Status Report has been implemented to bring our school into compliance within the time frame listed in the 2010-2011 Equity Plan.


Signature, Principal

5/3/12
Date

PART IV

**2011-2012 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

**Section - E
Competitive Cheerleading Information**

Part IV - E

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Competitive Cheerleading Information

In order to address The Office for Civil Rights concerns regarding cheerleading, the District stated in the 2009-2010 plan that it would model the 2010-11 competitive cheerleading season after cross country. The District also stated that the season would consists of four regular contests, two all inclusive tournaments and two state Florida High School Athletic Association (FHSA) contests. In addition, the FHSA would sponsor a regional championship, along with a state championship for 2010-11 school year.

In this years 2011-2012 plan the District has included the Florida High School Athletic Association (FHSA) Competitive cheer guidelines, which no longer requires the individual cheerleader to have participated in or be a member of sideline cheer squad. Also included in this section, but not limited to are:

- Regular Season Schedules for 2011-2012
- Judge Scoring Sheets
- Penalty Sheets
- Championship Schedules for 2011-2012
- Team Entry Form
- Projection Plan for 2012-2013

BCAA Competitive Cheerleading 2011-2012 Summary

The BCAA is comprised of 32 member schools, of those schools 29 are public schools. 25 of the 29 public schools participated in competitive cheerleading.

BCAA sponsored 4 regular season weeks of competitive cheerleading meets. Each week there were 4 host sites. All 25 schools participated each week in a designated competitive cheerleading meet.

(Cross Country had 5 regular season weeks of meets with several sites each week).

BCAA sponsored a local championship – BCAA Competitive Cheerleading Championship. All BCAA schools were invited to participate. All 26 schools participating in the regular season meets participated.

(BCAA sponsors local championships for all team sports).

Additional Invitational Competitive Cheerleading competitive events that are approved by the National Federation held within the competitive cheerleading season afforded additional opportunity for competition and preparation for the FHSAA post season championships. Two BCAA schools held additional Invitational Competitive Cheerleading Competitions this year.

(Invitational meets and competitions are available of all other sports).

FHSAA sponsored 4 Region Championships for each of the 4 administrative sections of the FHSAA and an FHSAA State Final Championship. Member schools that had committed to having competitive cheerleading teams were invited to participate. The FHSAA required participation in the regional championship in order to be eligible to participate in the FHSAA Competitive Cheerleading Finals.

(FHSAA offers state series events for all sanctioned and recognized sports).

2012-2013 Projection Plan

Increase number of regular season meets to 6.

Add BCAA area competitions (North-South-Central) prior to BCAA championship.

Allow area schools to hold local Invitational Competitive Cheerleading Competitions.

**BROWARD COUNTY ATHLETIC ASSOCIATION
2011-2012
STANDING REGULATIONS**

CHEERLEADING REGULATIONS

1. The first date of practice (week 6) August 8, 2011.
2. The season ends with the FHSAA Competitive Cheerleading Championship.
(The date and location of this year's event to be announced on FHSAA Website). PER FHSAA POLICY 22: A school squad would not be able to represent their school outside of the sport season, unless they competed completely unattached to their school and are in compliance with the Off-Season Participation Guidelines in the FHSAA Handbook.
3. Coaches will attend the Fall Coaches Meeting.
4. All participants must adhere to the SBBC and FHSAA eligibility guidelines.
5. Students are not eligible to try-out for competitive cheerleading prior to being enrolled in your school. However, spirit cheerleading try-outs can continue to be held in the spring for the following year's squad. BCAA guidelines stipulate that a school's competitive cheerleading squad cannot be named until after the fourth regular season contest in basketball. It is recommended that a separate competitive try-out be held after this date.
6. If a student who is not enrolled in your school participates in a try-out for any sport including competitive cheerleading, that student will be INELIGIBLE to represent your school in athletics unless a hardship is granted by the FHSAA through the Hardship Appeal process.
7. All cheerleading squads must adhere to the SPECIFIC SAFETY REGULATIONS outlined in the FHSAA Competitive Cheerleading Manual for the general guidelines for cheerleading.
8. Squads may not participate in competitions held on Sunday. The conduct of practice sessions of any kind on Sunday is prohibited. Refer to FHSAA Policy 4.1.4 regarding Sunday contests for further clarification. Waivers may be granted if requested by principal (on school letterhead) to the Executive Director in advance.
9. Principals and member school representatives must make certain that any

**BROWARD COUNTY ATHLETIC ASSOCIATION
2011-2012**

STANDING REGULATIONS

- competition inside or outside of the state of Florida, which cheerleaders or other spirit groups wish to enter, must comply with National Federation Spirit Rules.
10. All head coaches are required to hold AACCA safety certification in order to participate in any competitions (BCAA or FHSAA).
 11. The competitive cheerleading season will consists of four Regular Season Contests (October 31, 2011 — January 21, 2012) one all inclusive BCAA Tournament, and two Post-Season FHSAA Contests.
 12. Attendance at all four (4) regular season contests is required in order to participate in the BCAA Competitive Cheerleading Championship.
 13. The BCAA Competitive Cheerleading Championship will be held January 14, 2012 at Dillard High School. This BCAA Special Event will model the FHSAA Competitive Cheerleading Championships.
 14. Coaches are to refer to the NHSF Spirit Rules for all safety guidelines.
 15. All pyramids and partner stunts are limited to two persons high. Two high" is defined as the base having at least one foot on the ground.
 16. **Per SBBC Risk Management Dept. - All stunting and tumbling must be done on regulation mat or soft grass area during all practices, sideline, and performance cheerleading activities.**
 17. Cheerleaders in uniform must be seated during "live ball" for basketball_
 18. Refer to FHSAA Policy 6 regarding Competitive Cheerleading practice.

BCAA Competitive Cheerleading Instructions and Guidelines for Regular Season Competitions 2011-2012

REGULAR SEASON COMPETITIONS

There are four (4) regular season competitions that all schools participating in competitive cheerleading must attend. Regular season competitions will begin the week of October 31, 2011 and end the week of January 21st, 2012. There will be 3-4 sites with 6-10 schools at each site during each of the four regular season competition weeks.

TEAM RESPONSIBILITIES

1. All competitions will begin at 6 PM. Co-host team should plan on arriving no later than 5PM to assist with set up as needed and determine the order of competition. All schools must arrive by 5:30 for coaches meeting and warm-ups.
2. Each team will be required to bring with them a folder labeled with school name on the tab with 3 score sheets (**FOR THE DIVISION THE SCHOOL IS PARTICIPATING IN —Medium, Large or Extra-Large Varsity, COED, or Non-Tumbling**) and one (1) deduction/penalty sheet inside. The folder will be returned to the head coach with the completed score sheets, and a team score sheet with the meet's cumulative scores. (**SEE TEAM SCORE SHEET AND DEDUCTION SHEET SAMPLE**)
3. Bring CD for music- test in site's sound system prior to event.
4. The order of competition will be determined at the coaches meeting at each site. All teams are expected to stay for the duration of the competition.
5. Each team is responsible for turning on the music for their competition.
6. The team score will determine the placement of the teams for win/loss record for the event. (**SEE TEAM SCORE SHEET**)
7. Teams are expected to assist in clean up of facility as needed.

HOST SCHOOL RESPONSIBILITIES

1. Make sure that there will be enough competition floor sections at your site (9 sections are required for the competition floor).
2. Have a designated staging and warm-up area.
3. Have all event help assigned. You will need the following:
Ticket Taker, Ticket Seller, Scorer (will tabulate scores from judges-provide calculator), Timer (provide stopwatch), and Announcer.
4. Make sure the sound system is operational and can play CDs. Sound System operator is optional (DJ); each team is responsible for starting and stopping own music.
5. Have scoring table set up in front of competition floor. Must have room for 5 people — (3 judges, scorer and timer).
6. Judges will be assigned by BCAA.
7. Ticket prices are per BCAA guidelines \$4 for Adults and \$2 for students with school ID.

BCAA Competitive Cheerleading
Instructions and Guidelines for Regular Season Competitions
2011-2012

ASSISTANT HOST RESPONSIBILITIES

1. Communicate with the host prior to event to offer assistance.
2. Arrive at the host site at least one hour prior to competition to assist with set up as needed.
3. Call in or email results (highschoolsports.com or 954-356-4651 for Sun Sentinel) and Miami Herald immediately following contest.
4. Email or fax event score sheet to Dianne Sanzari@ sdsanzari@ithrowardschools.com
Or fax to 754-322-0634 immediately following contest.

BCAA COMPETITIVE CHEERLEADING SCHEDULE - 2011-2012

School	Regular Season Meet 1	Regular Season Meet 2	Regular Season Meet 3	Regular Season Meet 4	BCAA Champion	State Regionals	State Champion
Blanche Ely	X	X	X	X	X	X	X
B. Anderson	X	X	X	X	X	X	X
Coconut Ck.	No	No	No	No	No	No	No
Cooper City	X	X	X	X	X	X	X
Coral Glades	X	X	X	X	X	X	X
Coral Spgs.	X	X	X	X	X	X	X
Cypress Bay	No	No	No	No	No	No	No
Deerfield Beh	X	X	X	X	X	X	X
Dillard	X	X	X	X	X	X	X
Everglades	X	X	X	X	X	X	X
Flanagan	X	X	X	X	X	X	X
Ft Lauderdale	X	X	X	X	X	X	X
Hallandale	No	No	No	No	No	No	No
Hwd Hills	X	X	X	X	X	X	X
McArthur	X	X	X	X	X	X	X
Miramar	X	X	X	X	X	X	X
Monarch	X	X	X	X	X	No	No
Northeast	X	X	X	X	X	X	X
Nova	X	X	X	X	X	X	X
Piper	X	X	X	X	X	X	X
Plantation	X	X	X	X	X	No	No
Pompano Beh	X	X	X	X	X	No	No
S Broward	No	No	No	No	No	No	No
S Plantation	X	X	X	X	X	X	X
Stoneman-Dg	X	X	X	X	X	X	X
Stranahan	X	X	X	X	X	X	X
Taravella	X	X	X	X	X	X	X
West Broward	X	X	X	X	X	X	X
Western	X	X	X	X	X	X	X

BCAA Competitive Cheerleading Regular Season Guidelines

2011-2012

The regular competitive cheerleading season will consist of 4 scheduled meets at 3-4 sites each of the weeks and 6-10 schools competing at each site. The season will run from 10/31/2011 to 1/21/2012. Each team will be scored per the judging score sheet for the division entered. Place finish will be determined by judges (3 per site) cumulative scores for each school entered. The divisions are as follows: small-medium-large-extra large varsity, small or large coed, and small or large non-tumbling.

EXAMPLE Team Score Sheet			SITE - Coral Springs High School	Week #1	10 schools
Place	School	Score		Record	Overall Record
1	Douglas HS	201.5		9-0	
2	Northeast HS	200.5		8-1	
3	Plantation HS	199.5		7-2	
4	Monarch HS	188.5		6-3	
5	Coral Springs HS	182.5		5-4	
6	Blanche Ely HS	182.0		4-5	
7	Gibbons HS	177.0		3-6	
8	Lauderdale HS	158.5		2-7	
9	Deerfield HS	154.5		1-8	
10	Pompano Beach HS	75.5		0-8	

EXAMPLE Team Score Sheet			SITE - Coral Glades High School	Week #2	7 schools
Place	School	Score		Record	Overall Record
1	Stranahan HS	227.0		6-0	
2	Plantation HS	202.0		5-1	
3	Blanche Ely HS	199.5		4-2	
4	Lauderdale HS	191.0		3-3	
5	Coral Glades HS	180.0		2-4	
6	Monarch HS	179.5		1-5	
7	Deerfield HS	179.5		1-5	

REVISED 9/13/11

2011-2012 COMPETITIVE CHEERLEADING

Bold Blue* = Host

Bold Red * = Assistant Host

WEEK 1(WEEK OF 10-31)

November 2 - Wednesday
CORAL SPRINGS HIGH SCHOOL

Bianche Ely
Cardinal Gibbons
Deerfield
Douglas*
Ft Lauderdale
Pompano
Northeast
Plantation
Coral Springs

November 3 - Thursday
MONARCH HIGH SCHOOL

Coral Glades
Everglades
Flanagan
Hollywood Hills
Miramar
Nova
Piper
West Broward*
Western
Monarch

November 2 - Wednesday
SOUTH PLANTATION

Boyd Anderson
Cooper City
Dillard*
Hallandale
McArthur
Pines Charter
Stranahan High School
Taravella
South Plantation

WEEK 2 (WEEK OF 11-14)

November 15 - Tuesday
CORAL GLADES HIGH SCHOOL

Blanche Ely
Deerfield
Fort Lauderdale *
Hallandale
Monarch
Plantation
Coral Glades

November 15 - Tuesday
WEST BROWARD HIGH SCHOOL

Everglades
Flanagan
Hollywood Hills
Miramar
Pines Charter
South Broward*
West Broward

November 16 - Wednesday
CARDINAL GIBBONS HIGH SCHOOL

Boyd Anderson
Cardinal Gibbons
Coral Springs
Northeast
Piper
Taravella*
Pompano

November 16 - Wednesday
STRANAHAN

Cooper City
Dillard
Douglas
McArthur
Nova*
South Plantation
Western
Stranahan

WEEK 3 (WEEK OF 12-12)

**December 13 - Tuesday
DOUGLAS HIGH SCHOOL**

Cooper City*
Coral Glades
Everglades
Miramar
Monarch
Plantation
Douglas

**December 13 - Tuesday
WESTERN**

Boyd Anderson
Coral Springs
Hallandale
Pompano Beach
Stranahan
West Broward*
Western

**December 13 - Tuesday
MCARTHUR HIGH SCHOOL**

Cardinal Gibbons
Deerfield*
Flanagan
Ft Lauderdale
Hollywood Hills
South Plantation
McArthur

**December 13 - Tuesday
DILLARD HIGH SCHOOL**

Blanche Ely
Northeast *
Nova
Pines Charter
Piper
Taravella
Dillard

WEEK 4 (WEEK OF 1-2-2012)

**January 3 - Tuesday
TARAVELLA HIGH SCHOOL**

Coral Glades
Coral Springs
Douglas
Hallandale
Piper*
Plantation
West Broward
Taravella

**January 3 - Tuesday
COOPER CITY HIGH SCHOOL**

Cypress Bay
Everglades*
Fort Lauderdale
Miramar
South Broward
Western
Cooper City

**January 3 - Tuesday
DEERFIELD BEACH HIGH SCHOOL**

Blanche Ely
Boyd Anderson
McArthur
Monarch*
Nova
South Plantation
Deerfield

**January 3 - Tuesday
FLANAGAN HIGH SCHOOL**

Cardinal Gibbons
Dillard
Hollywood Hills*
Northeast
Pines Charter
Pompano
Stranahan
Flanagan

BCAA Competitive Cheerleading Championship @ Dillard January 14, 2012
FHSAA Regional Competitive Cheerleading Championship @ Centennial (Port St Lucie) Jan. 28,
FHSAA Competitive Cheerleading Championship @ Silver Spurs Arena, Kissimmee Feb. 3-4, 201

BCAA Competitive Cheerleading Regular Season Guidelines

2011-2012

The regular competitive cheerleading season will consist of 4 scheduled meets at 3-4 sites each of the weeks and 6-10 schools competing at each site. The season will run from 10/31/2011 to 1/21/2012. Each team will be scored per the judging score sheet for the division entered. Place finish will be determined by judges (3 per site) cumulative scores for each school entered. The divisions are as follows: small-medium-large-extra large varsity, small or large coed, and small or large non-tumbling.

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EXAMPLE	Team Score Sheet	SITE - Coral Glades High School	Week #2	7 schools
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4	Lauderdale HS	191.0	3-3	
5	Coral Glades HS	180.0	2-4	
6	Monarch HS	179.5	1-5	
7	Deerfield HS	179.5	1-5	

BCAA Competitive Cheerleading Championship

Dillard High School - Ft. Lauderdale

January 14, 2012

25 BCAA schools participating in 6 divisions

FHSAA Competitive Cheerleading Regional Championship Finals

Centennial High School - Port St. Lucie

January 28, 2012

23 BCAA schools 10 divisions

FHSAA Competitive Cheerleading State Championship Finals

Silver Spurs Arena - Kissimmee

February 2-4, 2012

1A up to 1775 students

2 BCAA schools 8 divisions

2-A 1775-3651 students

21 BCAA schools 8 divisions

**BROWARD COUNTY ATHLETIC ASSOCIATION
COMPETITIVE CHEERLEADING
CHAMPIONSHIP JANUARY 14, 2012**

DATE:

January 14, 2012

HOST SITE: Dillard High School

TIMES:

Coaches Meeting (Head Coach only please)	8:30 AM
<u>Team Check In / Team Photos</u>	
Group A	9:00 AM
Group B	12:00 PM
<u>Competition</u>	
Group A	10:00 AM— 11:50 AM
Group B	1:00 PM — 2:50 PM
<u>Awards Ceremony</u>	
Group A	12:00 PM — 12:20 PM
Group B	3:00 PM — 3:20 PM

PARTICIPANTS:

- A. *Participation in all four (4) regular season contests is mandatory for eligibility to participate in the BCAA Championship on January 14.*
- B. Official Score sheets for each division will be used as evaluation tool for Prelims.
- C. Entries must be faxed to CORAL SPRINGS HIGH SCHOOL 754-322-0634 by 9:00 am, Jan 9, 2012
- D. **School Team Squad Sizes**
ALL GIRLS DIVISION
 - 1 . Medium Up to 16 female participants
 - 2 . Large 17-20 female participants
 - 3 . Extra Large 21-26 female participants
 - 4 . Non-Tumbling* Up to 26 female participants
 - 5 . Coed 1 + male members

*Will be divided into 2 divisions per FHSAA participant breakdown.

AT NO TIME MAYA SQUAD EXCEED 26 PARTICIPANTS
BCAA reserves the right to combine divisions if the number of squads entered in a division is less than 4. (Example- Large has 3 and Extra Large has 3, division will become Large/Extra Large),

**BROWARD COUNTY ATHLETIC ASSOCIATION
COMPETITIVE CHEERLEADING CHAMPIONSHIP
JANUARY 14, 2012**

GROUPS: Group A	Group B
Medium Varsity	Large Varsity
Non-Tumbling A	Extra Large Varsity
Non-Tumbling B	Coed

AWARDS: Team Awards

Championship Trophy for each division
Runner-up Trophy for each division of 5 or more squads
Team ribbons for 1st through 8th place.
There will be no individual ribbons awarded

SCHOOL TEAM GUIDELINES:

- A. Each team's presentation must include at least one cheer or sideline chant. The musical portion must not exceed one minute and thirty seconds, total time is two minutes and thirty seconds. Timing will begin with the first movement, voice, or note of music; whichever comes first.
- B. If a team exceeds either time limit, a five (5) point per judge penalty will be assessed for each violation. **BECAUSE PENALTIES ARE SEVERE, IT IS RECOMMENDED THAT ALL TEAMS TIME THEIR PERFORMANCE SEVERAL TIMES PRIOR TO ATTENDING THE COMPETITION AND LEAVE A SEVERAL SECOND CUSHION TO ALLOW FOR VARIATIONS IN SOUND EQUIPMENT.**
- C. Participants must start in the competition area with at least one foot on the ground. Teams may line up anywhere inside the competition area. The tournament director according to the size of the facility being used will determine the competition area. Approximate floor size will be fifty-four feet wide by forty-two feet deep (9 strips).
All introductions (tumbling, entrances, chants, spell-outs, etc.) are considered part of the routine and are timed as part of the performance. There should not be any organized exits or other activities after the official ending of the routine.
- E. Any team in violation of the General Rules or Specific Safety Regulations will be assessed a ten-point (10) per judge deduction for each violation unless otherwise noted.

***ALL OTHER RULES AND REGULATIONS OUTLINED IN THE FHSAA COMPETITIVE CHEERLEADING MANUAL WILL BE ADHERED TO.**

UNIFORM GUIDELINES:

All NFHS Spirit Rules apply. REFER TO SECTION 2 WHICH ADDRESSES PARTICIPANT APPAREL AND ACCESSORIES (ex. Article 6,

**BROWARD COUNTY ATHLETIC ASSOCIATION
COMPETITIVE CHEERLEADING CHAMPIONSHIP
JANUARY 14, 2012**

when standing at attention, apparel must cover the midriff'. Covered midriff does include flesh or nude colored body suits and liners, however, fringe would not count as a cover **Any team in violation of the uniform guidelines will be assessed a five (5) point per judge deduction and/or be subject to disqualification.**



**COMPETITIVE CHEERLEADING CHAMPIONSHIP
TEAM ENTRY FORM**

_____ **High School**

We accept the invitation to participate in the 2012 Broward County Athletic Association Competitive Cheerleading Championship to be held at Dillard High School January 14, 2012.

We intend to enter a squad in the following division (check one only):

_____ All-Girls Medium Division (Up to 16 participants)

_____ All-Girls Large Division (17-20 participants)

_____ All-Girls Extra Large Division (21-26 participants)

_____ Co-Ed Division (1+ boys; 26 maximum participants)

_____ Small Non Tumbling (Female only up to 16 participants)

_____ Large Non-Tumbling (Female only 17-26 participants)

_____ **TOTAL NUMBER OF PARTICIPANTS**

We understand that we will be locked into the division on January 9, 2012. We also understand that one or more divisions may be combined if the number of entries does not justify competition in a particular division (less than 4 entries in the division). We further understand that competition in any division may be cancelled for the same reason.

_____ Athletic Director

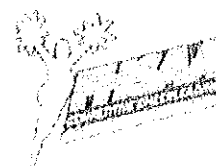
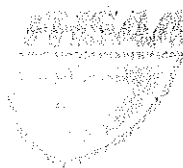
_____ Head Coach

_____ E-Mail

_____ E-Mail

**MUST BE FAXED (754) 322-0634 OR Emailed TO
sdsanzari@browardschools.com BY 9:00 AM JANUARY 9, 2012.**

FHSAA Competitive Cheerleading Guidelines



CHEERLEADING CHAMPIONSHIP SCORE SHEET

TEAM NAME: _____ DIVISION: _____
 JUDGE NO. _____ TEAM NO. _____

CHEER SECTION

CROWD LEADING - 35 POINTS POSSIBLE

Crowd Effective Material (easy to follow, encourages crowd participation) **10 Points** _____
 Jumps (executed) **5 Points** _____

INCORPORATIONS

Proper Use of Skills to Effectively Lead the Crowd (chants, jumps) **5 Points** _____
 Use of Signs, Poms and/or Megaphones (easy to follow, encourages crowd participation) **5 Points** _____
 Execution/Technique of Incorporations (spacing, formations) **5 Points** _____
OVERALL EXECUTION OF CHEER **5 Points** _____

MUSIC SECTION

FUNDAMENTAL SKILLS – 45 POINTS POSSIBLE

STUNTS

1. EXECUTION/TECHNIQUE (Form, Synchronization, Spacing) **10 Points** _____
2. DIFFICULTY (Level of Skill, Number of Bases, Transitions, Variety) **5 Points** _____

PYRAMIDS

1. EXECUTION/TECHNIQUE (Form, Synchronization, Spacing) **10 Points** _____
2. DIFFICULTY (Level of Skill, Number of Bases, Transitions, Variety) **5 Points** _____

TUMBLING (Standard and Rotational, Synchronized Squad Tumbling, Level of Skill, Spacing) **5 Points** _____

DANCE (Sharpness, Motion Placement, Synchronization, Formations, Spacing) **5 Points** _____

JUMPS (Style, Height, Squad Jumps, Jump Technique, Spacing) **5 Points** _____

OVERALL PRESENTATION

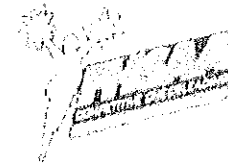
20 POINTS POSSIBLE

SPORTSMANSHIP **5 Points** _____
SYNCHRONIZATION **5 Points** _____
CHOREOGRAPHY / VISUAL EFFECT **5 Points** _____
OVERALL EFFECT **5 Points** _____

100 POINTS POSSIBLE **Total** _____

*All Bylaws, Policies and Administrative Procedures (AP) can be found in the FHSAA Handbook.
 NFHS Rules can be found in the NFHS Spirit Rules Book.
 See www.fhsaa.org for the latest info!*

FHSAA Competitive Cheerleading Guidelines



CHEERLEADING CHAMPIONSHIP SCORE SHEET NON TUMBLING

JUDGE NO.: _____ TEAM NO.: _____ TEAM NAME: _____

CHEER SECTION

CROWD LEADING - 35 POINTS POSSIBLE

Crowd Effective Material (easy to follow, encourages crowd participation) 10 Points _____
Jumps (vention) 5 Points _____

INCORPORATIONS

Proper Use of Skills to Effectively Lead the Crowd (springs, ramps) 5 Points _____
Use of Signs, Poms and/or Megaphones (easy to follow, encourages crowd participation) 5 Points _____
Execution/Technique of Incorporations (spacing, formations) 5 Points _____
OVERALL EXECUTION OF CHEER 5 Points _____

MUSIC SECTION

FUNDAMENTAL SKILLS - 45 POINTS POSSIBLE

STUNTS

1. EXECUTION/TECHNIQUE - (form, synchronization, spacing) 10 Points _____
2. DIFFICULTY - (level of skill, number of bases, transitions, variety) 5 Points _____

PYRAMIDS

1. EXECUTION/TECHNIQUE - (form, synchronization, spacing) 10 Points _____
2. DIFFICULTY - (level of skill, number of bases, transitions, variety) 5 Points _____

JUMPS (synchronized squad jumps, jump technique, spacing) 10 Points _____

DANCE (choreography, motion placement, synchronization, formation, spacing) 5 Points _____

OVERALL PRESENTATION

20 POINTS POSSIBLE

SPORTSMANSHIP 5 Points _____
SYNCHRONIZATION 5 Points _____
CHOREOGRAPHY / VISUAL EFFECT 5 Points _____
OVERALL EFFECT 5 Points _____

100 POINTS POSSIBLE Total _____

All Bylaws, Policies and Administrative Procedures (AP) can be found in the FHSAA Handbook.
NFHS Rules can be found in the NFHS Spirit Rules Book.
See www.fhsaa.org for the latest info!



**Competitive Cheerleading
Championship
DEDUCTION / PENALTY SHEET**

JUDGE NO. _____ TEAM NO. _____ TEAM NAME: _____

CHEER SECTION

F. Any squad in violation of the General Rules or Specific Safety Regulations will be assessed a ten point (10) per judge deduction for each violation unless otherwise noted

STATEMENT OF VIOLATION (Write in this space)

MUSIC SECTION

C. If a squad exceeds either time limit, a five (5) point per judge penalty will be assessed for each violation.

STATEMENT OF VIOLATION (Write in this Space)

OVERALL PRESENTATION

Any squad in violation of the uniform guidelines will be assessed a five (5) point per judge deduction and/or be subject to disqualification.

STATEMENT OF VIOLATION (Write in this Space)

TOTAL POINT DEDUCTION (PER JUDGE) _____

VII. FINALITY OF DECISIONS

By participating in this championship, each squad agrees that the decisions by the judges will be final and will not be subject to review. Each squad acknowledges the necessity for the judges to make prompt and fair decisions in this competition and each squad therefore expressly waives any legal, equitable, administrative or procedural review of such decisions. Protests will not be permitted.

BROWARD COUNTY ATHLETIC ASSOCIATION - COUNTY CHEERLEADING COMPETITION

SATURDAY, JAN 14th, 2012 - Dillard HS

	School Name	School Name	Division	Picture	Report to W Up	5 Min	1 Min	5 Min	Perform Time
					10 Min Prior to W Up	Warm Up 1	Warm Up 2	WALK OVER TO GYM	
1		Northeast	Sm Non Tumbling	9:10	9:32	9:42 - 9:47	9:48 - 9:54		10:00
2	South Plantation		Coed	9:16	9:38	9:48 - 9:53	9:54 - 10:00		10:06
3		Piper	Sm Non Tumbling	9:22	9:44	9:54 - 9:59	10:00 - 10:06		10:12
4	Coral Springs		Coed	9:28	9:50	10:00 - 10:05	10:06 - 10:12		10:18
5		Pompano	Sm Non Tumbling	9:34	9:56	10:06 - 10:11	10:12 - 10:18		10:24
6	Flanagan		Coed	9:40	10:12	10:12 - 10:17	10:18 - 10:24		10:30
7		Boyd Anderson	Sm Non Tumbling	9:46	10:08	10:18 - 10:23	10:24 - 10:30		10:36
8	Douglas		Coed	9:52	10:14	10:24 - 10:29	10:30 - 10:36		10:42
9		Deerfield Beach	Sm Non Tumbling	9:58	10:20	10:30 - 10:35	10:36 - 10:42		10:48
10	Plantation		Coed	10:04	10:26	10:36 - 10:41	10:42 - 10:48		10:54
11		Ft Lauderdale	Sm Non Tumbling	10:10	10:32	10:42 - 10:47	10:48 - 10:54		11:00
12	Taravella		Coed	10:16	10:38	10:48 - 10:53	10:54 - 11:00		11:06
13		Coral Glades	Sm Non Tumbling	10:22	10:44	10:54 - 10:59	11:00 - 11:06		11:12
14	Monarch		Lg Non Tumbling	10:28	10:50	11:00 - 11:05	11:06 - 11:12		11:18
15		Nova	Sm Non Tumbling	10:34	10:56	11:06 - 11:11	11:12 - 11:18		11:24
16	McArthur		Lg Non Tumbling	10:40	11:02	11:12 - 11:17	11:18 - 11:24		11:30
17		Everglades	Sm Non Tumbling	10:46	11:08	11:18 - 11:23	11:24 - 11:30		11:36
18	Ely		Lg Non Tumbling	10:52	11:14	11:24 - 11:29	11:30 - 11:36		11:42
19		Hollywood Hills	Sm Non Tumbling	10:58	11:20	11:30 - 11:35	11:36 - 11:42		11:48
20	Dillard		Lg Non Tumbling	11:04	11:26	11:36 - 11:41	11:42 - 11:48		11:54
21		Cooper City	All Girl Tumbling	11:10	11:32	11:42 - 11:47	11:48 - 11:54		12:00
22	West Broward		Lg Non Tumbling	11:16	11:38	11:48 - 11:53	11:54 - 12:00		12:06
23		Cardinal Gibbons	All Girl Tumbling	11:22	11:44	11:54 - 11:59	12:00 - 12:06		12:12
24	Stranahan		Lg Non Tumbling	11:28	11:50	12:00 - 12:05	12:06 - 12:12		12:18
25		Western	All Girl Tumbling	11:34	11:56	12:06 - 12:11	12:12 - 12:18		12:24
26	Miramar		Lg Non Tumbling	11:40	12:02	12:12 - 12:17	12:18 - 12:24		12:30
AWARDS - 1:00 - 1:30									

FHSAA Competitive Cheerleading Guidelines

Commitment to Participate (Policy 10 and AP 3)

All schools wishing to compete during the 2011-12 and 2012-13 classification cycle should've submitted their interest on the "Commitment to Participate" Form. Commitment status can be checked by using the "Assignment" tab on the Competitive Cheer webpage at www.fhsaa.org. If a school does not appear in one of the four (4) regions, the school has not committed to participate in the sport and is not "entered" in the sport.

Schools wishing to participate that have not previously committed may add the sport to their program by submitting the **AT12 form**, which is found in the FHSAA Library within C2C Schools. The deadline for entry is Monday, November 28, 2011. Entries after that date may not be accepted.

FHSAA member schools that commit to participate in FHSAA Competitive Cheer are committing to the following:

- Compliance with all FHSAA Policies, Bylaws and Administrative Procedures
- Participating in Four (4) Regular Season Competitions
- Participating in the assigned FHSAA Region Competition
- Participating in the FHSAA Finals

Schools who commit to participate and do not fulfill their commitment are subject to penalties as published in the FHSAA Handbook.

Important Dates (AP 3)

August 7 - August 17 (Weeks 6-7) — Coaches rules presentation available in E-Classroom at FHSAA.org.

Monday, September 5 (Week 10) — First practice date.

Monday, September 26 (Week 13) — First regular season competition date.

Monday, November 28 (Week 22) — State Entry List (Roster) must be submitted via C2C Schools.

Monday, November 28 (Week 22) — AACCA Certificate to be submitted to cheerleading@fhsaa.org.

Monday, November 28 (Week 22) — Team Data Form and Photo to be submitted to programm@fhsaa.org.

Saturday, December 17 (Week 24) - Region 1 Competition [Crestview High School].

Saturday, January 7 (Week 27) - Region 2 Competition [Flagler (Palm Coast) High School].

Saturday, January 21 (Week 29) - Region 3 Competition [Plant City High School].

Saturday, January 28 (Week 30) - Region 4 Competition [Port St. Lucie (St. Lucie West Centennial) HS].

Friday, February 3 - Saturday, February 4 (Week 31) - FHSAA Competitive Cheerleading Finals.

Saturday, February 11 (Week 32) — Last date for competition participation.

Wednesday, March 14 (Week 37) - Competitive Cheerleading Advisory Panel Meeting.

Spring Practice — Maximum of twenty (20) sessions conducted during the month of May.

FHSAA Competitive Cheerleading Guidelines

Coaches Rules Presentation (AP 1 and AP 31)

All Head Varsity Coaches must view the Competitive Cheerleading Rules Presentation within the published viewing window in order to receive credit for viewing. The presentation will be available online through the FHSAA E-Classroom. Coaches who do not view the presentation during the viewing window will have a \$50 penalty posted to their FHSAA account.

All Head Coaches must also be AACCA Safety Certified. For certification, please see www.aacca.org. Certification courses are available in various locations throughout the state and online. AACCA Safety Courses are \$75 and good for 4 years.

State Entry List (Policy 11 and AP 31)

The State Entry list is a roster of eligible student-athletes which is to be submitted by the published deadline via C2C Schools. The State Entry List indicates the chosen division the team wishes to participate in and a list of eligible student-athletes in which the coach can create his/her competition team from. This State Entry List is unlimited as to the number of individuals that may be listed. Therefore, coaches may use student-athletes off that list at the assigned region competition and FHSAA Finals. Changes in the division and/or participating student-athletes may be made on the State Entry List and resubmitted via C2C Schools prior to the published deadline. However, after the deadline has passed, division changes will not be accepted and student-athlete changes will be \$50 each. State Entry Lists not submitted by the deadline may result in the school being removed from State Series Competition and/or financial penalties.

Regular Season (Policy 10)

All participating teams must compete in at least 4 regular season competitions in order to participate in the State Series (Region and State).

Rules and Regulations (Bylaw 2 and Policy 331)

All schools, whether competing with FHSAA or not are required to follow NFHS Spirit Rules by State Statute. Each school will receive a complimentary copy of the NFHS Spirit Rules at the beginning of the year. Additional copies can be ordered from the NFHS at www.nfhs.szg.

Competing schools must also comply with the Policies, Bylaws and Administrative Procedures found in the FHSAA Handbook. Copies of the FHSAA Handbook are shipped to each school at the beginning of the year and can be downloaded from the FHSAA website by accessing "Rules and Publications".

Score Sheets (AP 3)

Region and State score sheets can be found under "Forms" on the Competitive Cheer webpage. These score sheets can be used for regular season competitions.

Spring Practice (Policy 18)

Spring Competitive Cheerleading practice is a continuation of the regular fall competitive cheerleading season. Spring practice is confined to a maximum of 20 sessions exclusively during the month of May. Students who are seniors may not participate in spring practice. Students who are not enrolled and in attendance in a school cannot participate in spring practice at that school. Incoming 9th grade students cannot participate in spring practice.

All Bylaws, Policies and Administrative Procedures (AP) can be found in the FHSAA Handbook.

NFHS Rules can be found in the NFHS Spirit Rules Book. See

www.fhsaa.org for the latest info!

FHSAA Competitive Cheerleading Guidelines

Off Season Conditioning (Policy 21) and Non-School Teams and Off Season Participation (Policy 22)

Only participation as defined in Policy 21 and 22 is permissible during the "Off Season". Please see your Athletic Director for further assistance regarding "Off Season Conditioning and Participation".

Summer Participation (Policy 20)

The FHSAA does not regulate the athletic activities of member schools held with their own students during the summer as defined herein with the exception of football. The individual member school principal, district school superintendent, district school board or private school governing body are responsible for adopting regulations governing the activities of their respective schools during this period of time.

The summer season is defined as that period of time outside the FHSAA sports year. This period for each member school is defined as beginning the day following the school's last day of classes for the spring semester or the day following the school's last day of spring athletic activities (including spring football practice), whichever is later, or June 1 for schools whose last day of classes for the spring semester occurs on May 31 or thereafter, and concluding with the Saturday of Week 5 in the FHSAA standardized Calendar for the following school year.

Local Rules and Regulations

Each school and/or school district may have more stringent policies than the FHSAA and/or NFHS.

Region and State Competition Schedules (AP 3)

A tentative schedule will be posted online two weeks prior to each competition. Individual team names may not be listed, only divisions and time slots. This means that your team will compete within the window of time indicated for your division, but your EXACT time will not be indicated until the final schedule is released the week of the competition.

Rules of Competition (AP 3)

- a) All NFHS Spirit Rules as found in the 2011-12 NFHS Spirit Rules Book are applicable.
- b) Each squad's presentation must include at least one cheer or sideline chant. The musical portion must not exceed one minute and thirty seconds, total time is two minutes and thirty seconds. Timing will begin with the first movement, voice, or note of music, whichever comes first.
- c) If a squad exceeds either time limit, a five (5) point per judge penalty will be assessed for each violation. BECAUSE PENALTIES ARE SEVERE, IT IS RECOMMENDED THAT ALL SQUADS TIME THEIR PERFORMANCE SEVERAL TIMES PRIOR TO ATTENDING THE COMPETITION AND LEAVE A SEVERAL SECOND CUSHION TO ALLOW FOR VARIATIONS IN SOUND EQUIPMENT.
- d) Participants must start in the competition area with at least one foot on the ground. Squads may line up anywhere inside the competition area. The tournament director according to the size of the facility being used will determine the competition area. Approximate floor size will be fifty-four feet wide by forty-two feet deep (9 strips).
- e) All organized introductions (tumbling, entrances, chants, spell-outs, etc.) are considered part of the routine and are timed as part of the performance. There should not be any organized exits or other activities after the official ending of the routine.
- f) Any squad in violation of the General Rules or Specific Safety Regulations will be assessed a ten point (10) per judge deduction for each violation unless otherwise noted.

FHSAA Competitive Cheerleading Guidelines

Uniform Guidelines (AP 3 and NFHS 2)

All NFHS Spirit Rules apply. Any squad in violation of the uniform guidelines will be assessed a five (5) point per judge deduction and/or be subject to disqualification.

Interruption of Performance (AP 3)

If, in the opinion of the competition officials, a squad's routine is interrupted because of failure of the competition equipment, facilities, or other factors attributable to the competition rather than the squad, the squad affected should stop the routine. The squad will be allowed to present its routine from the place in the routine where the interruption occurred. The competition officials will determine the degree and effect of the interruption. In the event a squad's routine is interrupted because of failure of the squad's own equipment, the squad must either continue the routine or withdraw from the competition. In the event that an injury causes the squad's routine to be interrupted, the squad must either continue the routine or withdraw from the competition. Competition officials reserve the right to stop the routine if an injury occurs. The competition officials will determine if the squad will be allowed to perform again from the point of interruption. If the squad is allowed to begin again they will be evaluated only from the point in the routine where the interruption occurred.

Deductions and Disqualifications (AP 3)

Any squad in violation of the "Rules and Regulations" will be assessed a ten point (10) per judge deduction for each violation. Any squad that does not adhere to the terms and conditions in the "FHSAA Competitive Cheerleading Rules and Regulations" may be disqualified from the competition and automatically forfeit the right to any awards and is subject to further sanctions or penalties.

Scores and Rankings (AP 3)

Individual judges score sheets are for the exclusive use of each particular judge. Each judge has the responsibility and authority to review and submit his/her final scores and rankings prior to the final tally of the scores for all squads. Scores and rankings will be available only to head coaches at the conclusion of the competition. At the FHSAA Competitive Cheerleading State Championships, semi-finals and finals will be conducted in each division with 10 or more teams entered. If a division has less than 10 teams entered, there will be finals only. When calculating the number of teams that will advance from semi-finals to finals in a given division, the FHSAA will advance 1 team for every 4 teams entered. The FHSAA reserves the right to combine divisions and/or classifications when deemed necessary. Once the qualifying teams have been determined, the head coach from each team will draw a number to establish the order of competition for the finals.

Divisions (AP 3)

Divisions for state semifinal and state final (regions will be the same WITHOUT classifications):

- 1A Small Varsity (up to 12 girls)
- 2A Small Varsity (up to 12 girls)
- 1A Medium Varsity (13-16 girls)
- 2A Medium Varsity (13-16 girls)
- 1A Large Varsity (17-20 girls)
- 2A Large Varsity (17-20 girls)
- 1A Extra-Large Varsity (21-26 girls)
- 2A Extra-Large Varsity (21-26 girls)

FHSAA Competitive Cheerleading Guidelines

Divisions — (Continued) (AP 3)

- 1A Small Non-Tumbling (up to 16 girls)
- 2A Small Non-Tumbling (up to 16 girls)
- 1A Large Non-Tumbling (17-26 girls)
- 2A Large Non-Tumbling (17-26 girls)
- 1A Small Co-Ed (1 to 4 boys Max 26 participants)
- 2A Small Co-Ed (1 to 4 boys — Max 26 participants)
- Large Co-Ed (5+ boys — Max 26 participants)

The FHSAA reserves the right to combine divisions and/or classifications as deemed necessary due to the number of competing teams in two or more divisions/classifications.

Frequently Asked Questions

After committing to participate, can my team withdraw from FHSAA Competitive Cheer? Yes. Teams may withdraw by submitting the AT13 form found within the FHSAA Library. However, financial penalties may be assessed as indicated on the AT13 form.

What is C2C Schools and how do I access it? C2C Schools is an online program used for schools to submit student eligibility, forms, schedules, rosters, entry lists, etc. to the FHSAA. The Principal, Athletic Director or FHSAA Rep. will have to grant you access to the site. You'll need a Login ID and Password to work within the program, based on the "permission" you are granted. Please see your AD with any further questions regarding C2C Schools.

How does the FHSAA know what division we're going to compete in? The division is indicated on the State Entry List submitted via C2C Schools.

Do we have to compete at our "assigned" region site or can we select another site to go to? You are required to compete at the assigned region and may not compete at any other site.

If we host a competition, do we have to sanction the competition through the FHSAA and/or submit any paperwork to the FHSAA? No. Competitive Cheer events do not need to be sanctioned and there are no financial requirements when it comes to hosting.

If we host a competition, do we have to use FHSAA registered Judges? No. The FHSAA does not register judges. Therefore, host schools may choose their judges as they deem necessary.

How many teams constitute a competition? Two (2). Head-to-head competitions are permissible and would count as one of the four "required" regular season competitions.

Do participating teams have to publish a regular season schedule? Yes. Just like any other sport, your team will need to publish a regular season competition schedule and be able to provide a copy to the FHSAA if requested.

Do outside competitions (i.e. Nationals, JamFest) count towards our four (4) regular season competitions? Yes. However, they must be included on your published schedule.

FHSAA Competitive Cheerleading Guidelines

Frequently Asked Questions (Continued)

During our regular season competitions, do we only have to compete against teams in our chosen division for Regions and State? No. Your team may compete against any other participating team in any division.

During regular season, do we have to compete using the same routine were going to use at Regions and State? No.

Can our sideline squad cheer for Spring Football? Yes. Sideline cheerleading is an activity that is not governed by the FHSAA.

How are the 1A and 2A classifications determined? By your student enrollment submitted on the Fall FTE report.

What does 1A and 2A mean? 1A is the group of schools with the smaller student population and 2A is the group of schools with the larger student population.

Are all the Competitive Cheerleading rules available online? Yes and No. The FHSAA Handbook can be downloaded from the FNMA website at www.fhsaa.org. Once there, click on Rules and Publications, then FHSAA Handbook. You can find all Bylaws, Policies and Administrative Procedures in the FHSAA Handbook. Unfortunately, the NFHS Spirit Rules are not available online.

Where can I find the list of schools entered in each Region? Go to www.fhsaa.org, click on Competitive Cheerleading, then click on Assignments. Schools not appearing on this list are not entered!

When are Region and State Competitions? See "Important Dates" listed above and AP 3 in the FHSAA Handbook. All dates for 2011-12 are the corresponding dates to 2010-11.

Where can I find the most up-to-date FHSAA Competitive Cheerleading information? Access the FHSAA website at www.fhsaa.org, and click on Competitive Cheerleading.

If I submitted an AACCA Certificate last year, do I have to submit another copy this year? Yes. Current AACCA Safety Certificates are required to be submitted on an annual basis.

I lost my AACCA Safety Certificate, what do I do? Go to AACCA.org, click on Resources, then AACCA Certified Coach Search. Follow the instructions to print a new certificate.

How do I become AACCA Safety Certified? See AACCA.org and find a course near you or register for an online course at anytime.

FHSAA Competitive Cheerleading Guidelines

Checklist for Coaches

- ☐ Commitment Form or AT12 Form has been submitted to "enter" the sport.
- ☐ Online Video Rules Presentation completed by the published deadline.
- ☐ Prepare and publish your regular season competition schedule.
- ☐ Compete in at least four (4) regular season competitions.
- ☐ State Entry List submitted via C2C with chosen division by the published deadline.
- ☐ AACCA Safety Certificate submitted to the FHSAA Office by the published deadline.
- ☐ Team Data Form and Team Photo submitted to program@fhsaa.org by the published deadline.
- ☐ Compete at assigned Region Competition.
- ☐ View online coaches' presentation for the State Championship by the published deadline.

Compete at State!

FHSAA Competitive Cheerleading Guidelines

FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION

CHEERLEADING CHAMPIONSHIP SCORE SHEET NON TUMBLING

JUDGE NO. _____ TEAM NO. _____ TEAM NAME: _____

CHEER SECTION

CROWD LEADING - 35 POINTS POSSIBLE

Crowd Effective Material (easy to follow, encourages crowd participation) 10 Points _____
Jumps (execution) 5 Points _____

INCORPORATIONS

Proper Use of Skills to Effectively Lead the Crowd (stunts, jumps) 5 Points _____
Use of Signs, Poms and/or Megaphones (easy to follow, encourages crowd participation) 5 Points _____
Execution/Technique of Incorporations (spacing, formations) 5 Points _____
OVERALL EXECUTION OF CHEER 5 Points _____

MUSIC SECTION

FUNDAMENTAL SKILLS – 45 POINTS POSSIBLE

STUNTS

1. EXECUTION/TECHNIQUE – (form, synchronization, spacing) 10 Points _____
2. DIFFICULTY – (level of skill, number of bases, transitions, variety) 5 Points _____

PYRAMIDS

1. EXECUTION/TECHNIQUE – (form, synchronization, spacing) 10 Points _____
2. DIFFICULTY – (level of skill, number of bases, transition, variety) 5 Points _____

JUMPS (synchronized jump technique, poms technique, spacing) 10 Points _____

DANCE (choreography, motion placement, synchronization, formation, spacing) 5 Points _____

OVERALL PRESENTATION

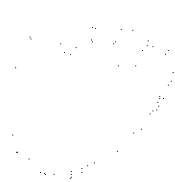
20 POINTS POSSIBLE

SPORTSMANSHIP 5 Points _____
SYNCHRONIZATION 5 Points _____
CHOREOGRAPHY / VISUAL EFFECT 5 Points _____
OVERALL EFFECT 5 Points _____

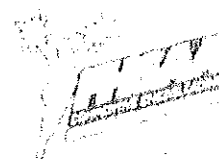
100 POINTS POSSIBLE Total _____

*All Bylaws, Policies and Administrative Procedures (AP) can be found in the FHSAA Handbook.
NFHS Rules can be found in the NFHS Spirit Rules Book.
See www.fhsaa.org for the latest info!*

FHSAA Competitive Cheerleading Guidelines



FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION



CHEERLEADING CHAMPIONSHIP SCORE SHEET

TEAM NAME: _____ DIVISION: _____
JUDGE NO. _____ TEAM NO.: _____

CHEER SECTION

CROWD LEADING - 35 POINTS POSSIBLE

Crowd Effective Material (easy to follow, encourages crowd participation) 10 Points _____
Jumps (execution) 5 Points _____

INCORPORATIONS

Proper Use of Skills to Effectively Lead the Crowd (stunts, jumps) 5 Points _____
Use of Signs, Poms and/or Megaphones (easy to follow, encourages crowd participation) 5 Points _____
Execution/Technique of Incorporations (spacing, formations) 5 Points _____
OVERALL EXECUTION OF CHEER 5 Points _____

MUSIC SECTION

FUNDAMENTAL SKILLS - 45 POINTS POSSIBLE

STUNTS

1. EXECUTION/TECHNIQUE (Form, Synchronization, Spacing) 10 Points _____
2. DIFFICULTY (Level of Skill, Number of Bases, Transitions, Variety) 5 Points _____

PYRAMIDS

1. EXECUTION/TECHNIQUE (Form, Synchronization, Spacing) 10 Points _____
2. DIFFICULTY (Level of Skill, Number of Bases, Transitions, Variety) 5 Points _____

TUMBLING (Standard and Routine, Synchronized Squad, Tumbling, Level of Skill, Spacing)

DANCE (Sharpness, Motion Placement, Synchronization, Formations, Spacing) 5 Points _____

JUMPS (Level of Squad Jumps, Jump Technique, Spacing) 5 Points _____

OVERALL PRESENTATION

20 POINTS POSSIBLE

SPORTSMANSHIP 5 Points _____
SYNCHRONIZATION 5 Points _____
CHOREOGRAPHY / VISUAL EFFECT 5 Points _____
OVERALL EFFECT 5 Points _____

100 POINTS POSSIBLE

Total _____

All Bylaws, Policies and Administrative Procedures (AP) can be found in the FHSAA Handbook.
NFHS Rules can be found in the NFHS Spirit Rules Book.
See www.fhsaa.org for the latest info!

2011-12 Competitive Cheerleading - Region 4 results (large)

At Centennial High School (Port St. Lucie)

School	Score	Place
Cardinal Gibbons (Fort Lauderdale)	68.625	1
Western (Davie)	55.5	2
Highlands Christian (Pompano Beach)	55.125	3

2011-12 Competitive Cheerleading Region 4 results (extra large)

At Centennial High School (Port St. Lucie)

School	Score	Place
St Brendan (Miami)	90.125	1
Cooper City	63.975	2
Florida Christian (Miami)	59.75	3

2011 -12 Competitive Cheerleading Region 4 results (small non-tumbling)

At Centennial High School (Port St. Lucie)

School	Score	Place
Deerfield Beach	78.875	1
Coral Glades (Coral Springs)	73.625	2
Everglades (Miramar)	87.5	3
Coral Springs Christian	66	4
Fort Lauderdale	64.75	5
Boca Raton	63.75	6
Coral Springy Charter	62.625	7
Hollywood Hills	61.675	8
Benjamin (Palm Beach Gardens)	59.75	9
John Carroll (Fort Pierce)	57	10
Doral	54	11
Nova (Davie)	53.5	12
Gulliver Prep (Pinecrest)	53.25	13
Piper (Sunrise)	52.5	14
Glades Central (Belle Glade)	48.125	15
Boyd Anderson (Lauderdale Lakes)	43.375	16

2011-12 Competitive Cheerleading - Region 4 results (large non-tumbling)

At Centennial High School (Port St. Lucie)

School	Score	Place
West Broward (Pembroke Pines)	78.25	1
Seminole Ridge (Loxahatchee)	72.25	2
Blanche Ely (Pompano Beach)	71.375	3
Dillard (Fort Lauderdale)	71.25	4
Kings Academy (West Palm Beach)	66.125	5
Stranahan (Fort Lauderdale)	84	6
Monarch (Coconut Creek)	60.125	7
Treasure Coast (Port St. Lucie)	60.125	7
John I. Leonard (Greenacres)	56.25	8
Chaminade (Hollywood)	54.125	9
Miramar	53.625 *	10
McArthur (Hollywood)	52.625	11
Pahokee	26.625	12

- Time penalty added back because it was DJ error

2011-12 Competitive Cheerleading – Region 4 results (small coed)

At Centennial High School (Port St. Lucie)

School	Score	Place
Wellington	68.625	1
Flanagan (Pembroke Pines)	63.075	2
Douglas (Parkland/	57.5 •	3
Tarayella (Coral Springs)	56.375	4
Centennial Port St. Lucie)	46.125	5
Foil Pierce Central	43	6

- one of schools stunt's legality deductions was added back because of an error on tie call

2011.12 Competitive Cheerleading - Region 4 results (large coed)

At Centennial High School (Port St Lucie)

School	Score	Place
Plantation	79	1
South Plantation	62.625	2
Coral Springs	50.25	3
Port St Lucie	48.375	4

Feb. 2, 2012

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Feb. 2, 2012

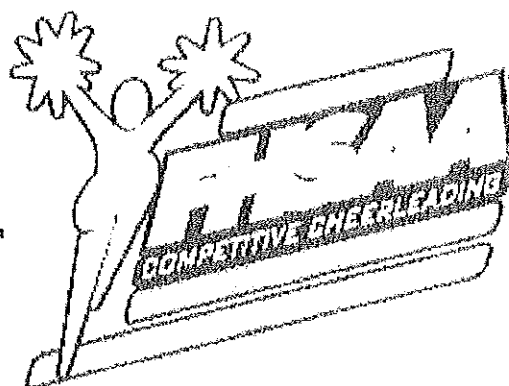
[illegible]

2012 FHSAA

Competitive Cheerleading

State Championships

Class 2A
 Large Division - Varsity - SEMIFINALS
 Silver Spurs Arena - Kissimmee, FL
 Feb. 3, 2012



School	Score
Winter Park	90.4
Hagerty	86.1
Steinbrenner	85.6
Bloomington	79.8
Freedom	74.3
Newsome	72.1
Gaither	71.6
Spruce Creek	67.6
Durant	67.1
Plant	66.2
Plant City	64.3
Riverview	63.8
Alonso	63.5
Tate	60.3
East Bay	59.0
Chiles	58.4
Lakeland	56.5
Western	56.2
West Port	49.3
Chamberlain	42.7

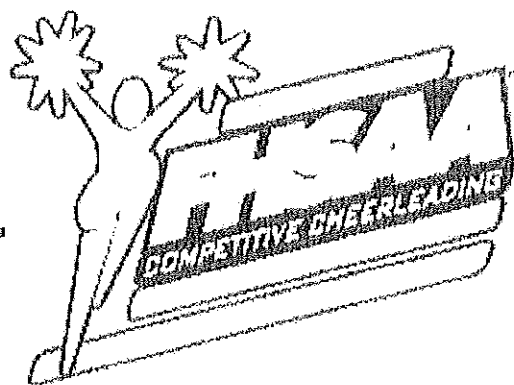
Extra Large Division - Varsity - FINALS

Feb. 4, 2012

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2012 FHSAA Competitive Cheerleading State Championships

Class 2A
Small Division Non-Tumble - Semifinals
Silver Spurs Arena - Kissimmee, FL
Feb. 2, 2012



School	Final Score
Wekiva (Apoka)	76.375
Coral Glades	72.625
Everglades	70.125
Celebration	69.875
Flager (Palm Coast)	65.6
Hollywood Hills	65.5
Boca Raton	61
Piper (Sunrise)	61
Fort Lauderdale	59.875
Deerfield Beach	57.75
Liberty (Kissimmee)	45
Kathleen	44.75
Ridge Community (Davenport)	43.875
Nova (Davie)	43.375
Oak Ridge (Orlando)	42.375
Boyd Anderson (Lauderdale Lakes)	36.125
Haines City	33.875
University (Orlando)	32.75
Robert E. Lee	32.125
Lake Region (Eagle Lake)	0

[illegible]

Feb. 2, 2012

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Feb. 2, 2012

[illegible]

2012 FHSAA

Competitive Cheerleading

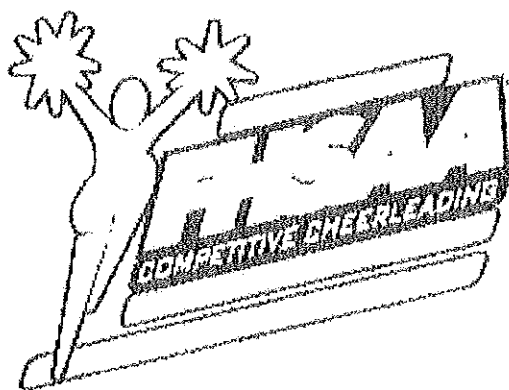
State Championships

Class 2A

Small Division - Coed - SEMIFINALS

Silver Spurs Arena - Kissimmee, FL

Feb. 4, 2012



School	Score
Fort Walton Beach	86.2
Sickles	77.7
Wellington	77.6
Bartow	76.3
Strawberry Crest	76.1
Flanagan	73.7
Osceola	70.7
Harmony	64.2
Ocoee	61.3
Seminole	60.5
Douglas	60.5
Standalwood	60.0
Lake Minneola	58.7
Forest	57.5
Taravella	50.4
Leon	48.4
Navarre	42.2
Atlantic Coast	42.2
Edgewater	40.4
St Lucie West Centennial	40.0
Middleburg	34.1
Fort Piece Central	30.9

2012 FHSAA

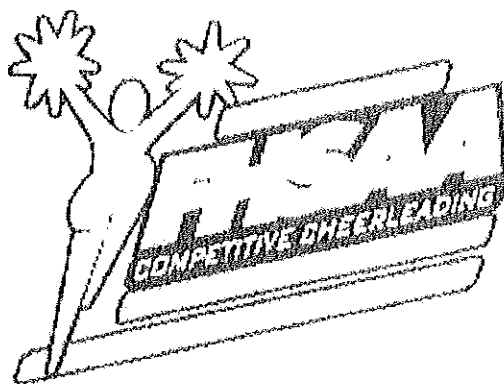
Competitive Cheerleading State Championships

Class

Large Division - Coed - SEMIFINALS

Silver Spurs Arena - Kissimmee, FL

Feb. 4, 2012

[illegible]

PART V

2011-2012 EDUCATIONAL EQUITY ACT PLAN Vocational Technical Centers: Status Report on Implementation of Substitution Requirements

PART V

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Vocational Technical Centers: Status Report on Implementation of Substitution Requirements

Section 1007.264, F.S. requires postsecondary institutions to provide reasonable substitutions of certain requirements for any person who is hearing impaired, visually impaired, dyslexic or who has a specific learning disability where failure to meet the requirement is related to the disability.

This includes reasonable substitutions for:

- (1) Requirements for admission to the institution,
- (2) Requirements for graduation where failure to meet the graduation requirement does not constitute a fundamental alteration in the nature of the program;
- (3) Requirements for admission to a program of study where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program, and
- (4) Requirements for entry into upper division where failure to meet the admission requirement does not constitute a fundamental alteration in the nature of the program.

Disability	Number of Requests for Substitution	Number of Students Granted Substitutions	Title of Substitution Courses	Title of Courses for Which Substitutions Were Granted
N/A	N/A	N/A	N/A	N/A

PART VI

2011- 2012 EDUCATIONAL EQUITY ACT PLAN EMPLOYMENT EQUITY

PART VI

2011- 2012 EDUCATIONAL EQUITY ACT PLAN EMPLOYMENT EQUITY

Section – A Administrative & Instructional positions

PART VI - A EMPLOYMENT EQUITY

District: Broward		2011 – 2012 School District Administrative Positions											
Administrative Positions	Total	Black		Hispanic		White		Other		Female		Male	
		#	%	#	%	#	%	#	%	#	%	#	%
Student Demographics	229,314	88,936	39%	64,594	28%	60,663	26%	15,121	7%	110,307	48%	119,007	52%
District Level Admin	683	182	27%	111	16%	366	53%	24	4%	359	53%	324	47%
New Hires for 2011	780	201	26%	210	27%	355	45%	14	2%	607	78%	173	22%
Principals													
Elementary	156	41	26%	20	13%	84	54%	11	7%	113	72%	43	28%
Middle	52	21	40%	6	12%	24	46%	1	2%	28	54%	24	46%
High	38	9	24%	6	16%	23	60%	0	0%	14	37%	24	63%
Other Schools	17	7	41%	1	6%	9	53%	0	0%	7	41%	10	59%
Total Principals	263	78	30%	33	12%	140	53%	12	5%	162	62%	101	38%
Assistant Principals													
Elementary	149	58	39%	29	19%	61	41%	1	1%	121	81%	28	19%
Middle	130	51	39%	20	15%	54	42%	5	4%	74	57%	56	43%
High	140	54	38%	22	16%	64	46%	0	0%	81	58%	59	42%
Other Schools	35	12	34%	2	6%	20	57%	1	3%	18	51%	17	49%
Total Assistant Principals	454	175	38%	73	16%	199	44%	7	2%	294	65%	160	35%

Staff Data from 2011-12 Staff Survey 2 (EEO-5) Report

Student Data from School Boundaries Website – 2011-12 Report Diversity Characteristics by School

PART VI - A
EMPLOYMENT EQUITY
(continued)

District: Broward		2011 – 2012 School District Instructional Positions											
Teachers	Total	Black		Hispanic		White		Other		Female		Male	
Fall 2011		#	%	#	%	#	%	#	%	#	%	#	%
Student Population	229,314	88,936	39%	64,594	28%	60,663	26%	15,121	7%	110,307	48%	119,007	52%
Classroom Teachers													
Elementary	5,894	1,256	21%	966	16%	3,510	60%	162	3%	5,369	91%	525	9%
Middle	2,618	803	31%	340	13%	1,387	53%	88	3%	1,961	75%	657	25%
High	3,333	847	25%	453	14%	1,913	57%	120	4%	2,004	60%	1,329	40%
Other Schools	2,462	517	21%	320	13%	1,573	64%	52	2%	2,130	87%	332	13%
Total Teachers	14,307	3,423	24%	2,079	15%	8,383	58%	422	3%	11,464	80%	2,843	20%
New Hires Fall 2011	780	201	26%	210	27%	355	45%	14	2%	607	78%	173	22%
Guidance Counselors													
Elementary	124	41	33%	18	14%	64	52%	1	1%	116	94%	8	6%
Middle	105	41	39%	19	18%	39	37%	6	6%	84	80%	21	20%
High	156	57	37%	28	18%	66	42%	5	3%	121	78%	35	22%
Other Schools	105	22	21%	13	12%	68	65%	2	2%	82	78%	23	22%
Total Guidance Counselors	490	161	33%	78	16%	237	48%	14	3%	403	82%	87	18%

Staff Data from 2011-12 Staff Survey 2 (EEO-5) Report
Student Data from School Boundaries Website – 2011-12 Report Diversity Characteristics by School

PART VI

2011- 2012 EDUCATIONAL EQUITY ACT PLAN EMPLOYMENT EQUITY

Section – B Explanation of Ethnic and Gender Representation

PART VI - B

2011-2012 EDUCATIONAL EQUITY ACT PLAN Employment Equity Explanation of Ethnic and Gender Representation

The School Board of Broward County, Florida is an equal opportunity employer and does not discriminate on the basis of age, color, disability, gender identity, gender expression, marital status, national origin, race, religion, sex, or sexual orientation. The District approaches the filling of all vacant positions requiring highly qualified candidates who are well prepared, high performing and dedicated individuals to fill the positions. With this in mind, the District offers several leadership programs in order to prepare interested employees for leadership roles and encourages all qualified candidates to apply. The District also presents and attends many minority recruiting job fairs seeking applicants for instructional and non-instructional positions.

Allocation of funding for recruitment efforts have diminished due to budgetary constraints mandated by the state legislature. The District continues in its pursuit to be visible and to enhance the recruitment of qualified candidates to our District.

Listed below are a few of the methods and strategies that the District implemented to address the under-representation of minorities in instructional and administrative positions;

Instructional

- Collaborate with local Universities Utilization of distance videoconferencing technology to recruit outside our local area and international markets
- Marketing materials distributed at educational consortiums
- Target recruitment of instructional personnel at traditional Minority Universities

Non-Instructional

In Broward County Public Schools, 27% of District Administrators are Black compared to 39% of the student population; 16% of District Administrators identify themselves as Hispanic as compared to 28% of the student population; 53% of District Administrators identify themselves as White as compared to 26% of the student population, and 4% of District Administrators identify themselves as "Other" as compared with 7% of the student population.

While 53% of District Administrators are Female, 48% of the student body are Females. Forty-seven percent of District Administrators are Male compared with 52% of the student body.

When considering the total number of principals employed by Broward County Public Schools, 30% of all principals are Black (compared with 39% Black student population), 12% are Hispanic (compared with 28% Hispanic student population), 53% are White (compared with 26% White student population), and 5% of principals identify themselves as "Other" (compared with 7% Other student population).

Sixty-two percent of all principals are Female, compared with 48% of the student body of Broward County Public Schools. While 47% of the student body is comprised of Males, only 38% of all principals are male.

When considering the total number of assistant principals employed by Broward County Public Schools, 38% are Black (compared to 39% Black student population), 16% are Hispanic (compared with 28% Hispanic student population), 44% are white (compared with 26% White student population), and 2% of assistant principals identify themselves as "Other" (compared with 7% Other student population).

Sixty-five percent of all assistant principals are Female, compared with 48% of the student body of Broward County Public Schools. Thirty-five percent of all assistant principals are male, compared with 52% of the student body.

Broward County Public Schools continues its efforts to identify minority teachers as the future leaders of our schools and mentor them through such programs as:

Leadership Experiences and Administrative Development – LEAD
Interim Assistant Principal Program – IAP
Intern Principal Program – IP
First Year Interim Principal Program

In addition, recruitment efforts continue to be redoubled through active involvement in the National Association of Black School Educators (NABSE) and appropriate employment fairs. In an effort to attract a more diverse applicant pool, the Non-Instructional Staffing Department has increased the frequency of advertising select senior management positions (such as Director, Student Transportation and Fleet Services, Public Information Officer, etc.) through state and national media.

PART VII

2011-2012 EDUCATIONAL EQUITY ACT PLAN SINGLE - SEX SCHOOLS AND CLASSES

Section – A Single- Sex Schools

PART VII - A

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Single-Sex Schools

Districts are required to report the number and type of single-sex schools operating in the district at traditional schools.

District:	2011-12 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment
N/A	N/A	N/A

Broward County Public Schools has no single-sex schools.

PART VII

2011- 2012 EDUCATIONAL EQUITY ACT PLAN SINGLE - SEX SCHOOLS AND CLASSES

Section – B Single-Sex Classes

PART VII - B

2011- 2012 EDUCATIONAL EQUITY ACT PLAN Single-Sex Classes

Districts are required to report the single-sex classes offered at traditional schools. Where courses are offered in single-sex classes, the district must also report the number of co-educational classes offered for those courses.

School Name:	2011-12 Single-Sex Courses					
2011- 2012	Male students only		Female students only		Co-Ed students	
Grade/Course	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Broward County Public Schools has no single-sex classes.