

# 2012-2013 ANNUAL EDUCATIONAL EQUITY ACT PLAN

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THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
DEPARTMENT OF

**E**QUAL

**E**ducational

**O**PPORTUNITIES

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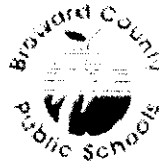
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**2012-2013  
EDUCATIONAL EQUITY ACT PLAN**

## **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.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine (TTY) at 754-321-2158.

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**OVERVIEW**  
**2012-2013 EDUCATIONAL EQUITY ACT PLAN**  
**The School Board of Broward County, Florida**

## **OVERVIEW**

### **2012-2013 EDUCATIONAL EQUITY ACT PLAN The School Board of Broward County, Florida**

The responsibilities of the Florida Department of Education, Office of Equal Educational Opportunity (OEEEO) 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 OEEEO 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 2012-2013, districts will continue to focus on 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 2008-09 to 2012-13. 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 eight (8) 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 and Classes
- VIII. Pregnant and Parenting Students

**PART I**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Modification of Procedural Requirements**



## **PART I**

### **2012-2013 EDUCATIONAL EQUITY ACT PLAN Modification of Procedural Requirements**

As part of the 2012-2013 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  
Dr. Dildra Martin-Ogburn, Executive Director  
Benefits & EEO Compliance  
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Fort Lauderdale, FL 33301  
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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, RACE, 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, 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 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. ~~A complaint/charge shall undergo a comprehensive investigation. For student complaints/charges the District will endeavor to complete the investigation within 60 working days. For employee complaints/charges the District will endeavor to complete the investigation between 60 working days but no longer than 180 working days. For student and/or employee complaints/charges the District will complete the investigation in approximately 60 working 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, 14<sup>th</sup> Floor, Fort Lauderdale, Florida, 33301 or via telephone at 754-321-2150 or via Teletype Machine TTY at 754-321-2158.

b. Internal discrimination complaint/charge investigative process:

1. The Complainant completes a discrimination/intake form in person at the Department of EEO 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 presents evidence, including relevant documents, witnesses and gives provide written and taped statements (if applicable). (10 working days)
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. (25 working days)
6. For Student discrimination complaints/charges, 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. (The District will endeavor to complete the investigation within 60 working days)
7. For employee discrimination complaints/charges, 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. (The District will endeavor to complete the investigation between 60 working days but longer than 180 working days)
6. For Student and/or employee discrimination complaints/charges, 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. (The District will complete the investigation in approximately 60 working days )

7. For sexual harassment complaints/charges, 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). (The District will endeavor to complete the investigation between 60 working days but longer than 180 working days). (The District will complete the investigation in approximately 60 working days.)
8. For Student sexual harassment complaint/charges, the investigation is conducted by the Broward District Schools Police. (The District will complete the investigation in approximately 60 working days).
9. Both the Complainant and the alleged harasser/perpetrator shall receive a copy of the ~~investigative findings determination letter~~.
- \*\*** The timelines stipulated in this investigative process are subject to extension based on the complexity of the complaint/charge investigation and the Department's case log the severity and extent of the harassment.
- \*\*** If the complainant is not satisfied with the outcome of the investigation, the complainant (employee) has the right to file a claim with the Equal Employment Opportunity (EEOC) and (student) has the right to file a claim with the Office for Civil Rights (OCR) or any other agency he/she deem appropriate.
- 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 PROCEDURE**

D. **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: 9/5/74

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 administrating 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

**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**

### **2012-2013 EDUCATIONAL EQUITY ACT PLAN Incomplete Items or Pending Action**

**Part II**  
**2012-2013 EDUCATIONAL EQUITY ACT PLAN**  
**Incomplete Items or Pending Action**

**NOTE: NO INCOMPLETE ITEMS**

**PART III**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Student Participation  
Evaluation of Methods & Strategies**

**Part III**  
**2012-2013 EDUCATIONAL EQUITY ACT PLAN**  
**Student Participation**  
**Evaluation of Methods and Strategies**

For the 2012-2013 Annual Update, districts will evaluate the effectiveness of their methods and strategies according to data-driven evidence of success based on the 2008-09 benchmark data and accountability measures through 2012-13 in the following program areas:

- (1) Increasing the percentage of Black and Hispanic students enrolled in Advanced Placement (AP), Dual Enrollment (DE), Honors and Level 3 courses (9-12).
- (2) 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, (Task Assigned) Chief Portfolio Services Officer (754) 321-2100, Dr. Marie Wright, Executive Director, Instruction & Interventions (754) 321-1850, and Cynthia Park, Director, College & Career Readiness (754) 321-2119. The following pages are the District's comparison of student's participation in the above mentioned areas:

**PART III**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Student Participation  
Evaluation of Methods & Strategies**

**Section – 1  
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 2008-09, 22% of Whites, 9% of Blacks, and 17% of Hispanics, were enrolled. In 2008-09, 19% White Males, 6% of Black Males, and 14% of Hispanic Males were enrolled. In 2012-13, 34% of Whites (an increase of 12 percentage points), 16% of Blacks (an increase of 7 percentage points), 29% of Hispanics (an increase of 12 percentage points), 30% of White Males (an increase of 11 percentage points), 12% of Black Males (an increase of 6 percentage points), and 25% of Hispanic Males (an increase of 11 percentage points) were enrolled.

### Grades 9-12 Advanced Placement Courses

#### Grades 9-12 Enrollment 2012-13 (80,194)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
<b>26% 21,038</b>	<b>39% 31,429</b>	<b>28% 22,675</b>

Whites In AP	Whites In AP	Whites In AP	Whites In AP	Whites In AP
2008-09	2009-10	2010-11	2011-12	2012-13
<b>22% 5,462</b>	<b>27% 6,021</b>	<b>28% 12,371</b>	<b>31% 6,924</b>	<b>34% 7,203</b>
White Males In AP	White Males In AP	White Males In AP	White Males In AP	White Males In AP
2008-09	2009-10	2010-11	2011-12	2012-13
<b>19% 2,455</b>	<b>23% 2,712</b>	<b>24% 5,570</b>	<b>27% 3,217</b>	<b>30% 3,250</b>

Blacks In AP	Blacks In AP	Blacks In AP	Blacks In AP	Blacks In AP
2008-09	2009-10	2010-11	2011-12	2012-13
<b>9% 2,868</b>	<b>14% 4,154</b>	<b>15% 4,809</b>	<b>14% 4,613</b>	<b>16% 4,933</b>
Black Males In AP	Black Males In AP	Black Males In AP	Black Males In AP	Black Males In AP
2008-09	2009-10	2010-11	2011-12	2012-13
<b>6% 965</b>	<b>10% 1,502</b>	<b>11% 1,783</b>	<b>10% 1,715</b>	<b>12% 1,851</b>

Hispanics In AP	Hispanics In AP	Hispanics In AP	Hispanics In AP	Hispanics In AP
2008-09	2009-10	2010-11	2011-12	2012-13
<b>17% 2,868</b>	<b>24% 5,261</b>	<b>26% 5,772</b>	<b>26% 5,930</b>	<b>29% 6,462</b>
Hispanic Males In AP	Hispanic Males In AP	Hispanic Males In AP	Hispanic Males In AP	Hispanic Males In AP
2008-09	2009-10	2010-11	2011-12	2012-13
<b>14% 1,458</b>	<b>20% 2,230</b>	<b>21% 2,460</b>	<b>22% 2,592</b>	<b>25% 2,884</b>

The evaluation reveals progress in increasing enrollment in Advanced Placement courses for Black and Hispanic students in grade 9-12. Black students increased by 7 percentage points, from 9% in 2008-09 to 16% in 2012-13; Hispanic students also increased by 11 percentage points, from 14% to 25% for the same time period.

#### Goals for 2013-2014:

1. Increase the number of Black students in grade 9-12 enrolling in AP courses by 2 percentage points by the 2013-14 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 2013-14 School Year.
3. Increase the number of Black Male students in grades 9-12 enrolling in AP courses by 2 percentage points by the 2013-14 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 2013-14 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**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Student Participation  
Evaluation of Methods & Strategies**

**Section – 2  
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 2012-2013 (39,654)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
<b>26% 10,459</b>	<b>39% 15,616</b>	<b>28% 11,007</b>

Whites In DE 2008-09	Whites In DE 2009-10	Whites In DE 2010-11	Whites In DE 2011-12	Whites In DE 2012-13
5 %    629	8%    852	9%    1,982	11%   1,226	11%   1,167
White Males In DE 2008-09	White Males In DE 2009-10	White Males In DE 2010-11	White Males In DE 2011-12	White Males In DE 2012-13
4%    244	6 %   367	7%   818	9%   512	9%   470

Blacks In DE 2008-09	Blacks In DE 2009-10	Blacks In DE 2010-11	Blacks In DE 2011-12	Blacks In DE 2012-13
2%    332	3%    466	4%    667	4%    654	5%    723
Black Males In DE 2008-09	Black Males In DE 2009-10	Black Males In DE 2010-11	Black Males In DE 2011-12	Black Males In DE 2012-13
1%    84	2%   129	2%   187	2%   183	3%   216

Hispanics In DE 2008-09	Hispanics In DE 2009-10	Hispanics In DE 2010-11	Hispanics In DE 2011-12	Hispanics In DE 2012-13
4%    318	6%    632	8%    871	9%    1,044	10%   1,082
Hispanic Males In DE 2008-09	Hispanic Males In DE 2009-10	Hispanic Males In DE 2010-11	Hispanic Males In DE 2011-12	Hispanic Males In DE 2012-13
3%    116	5%   242	6%    340	7%    417	8%    433

The evaluation reveals progress in increasing enrollment in Dual Enrollment courses for Black and Hispanic students in grades 11-12. Black students increased by 3 percentage points, from 2% in 2008-09 to 5% in 2012-13; Hispanic student also increase by 6 percentage points from 4% to 10% 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 2013-2014 school year in this area, as the enrollment is likely to decrease due to fewer class offerings by the colleges.

**PART III**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Student Participation  
Evaluation of Methods & Strategies**

**Section – 3  
Grades 9-12, Honors**

## EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Honors courses. In 2008-09, 61% of Whites, 42% of Blacks, and 51% of Hispanics were enrolled. In 2008-09, 57% of White Males, 35% of Black Males, and 47% of Hispanic Males were enrolled. In 2012-13, 70% of Whites (an increase of 9 percentage points), 49% of Blacks (an increase of 7 percentage points), 63% of Hispanics (an increase of 12 percentage points), 67% of White Males (an increase of 10 percentage points), 42% of Black Males (an increase of 7 percentage points), and 59% of Hispanic Males (an increase of 12 percentage points) were enrolled.

### Grades 9-12 Honors

#### Grades 9-12 Enrollment 2012-13 (80,194)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
<b>26% 21,038</b>	<b>39% 31,429</b>	<b>28% 22,675</b>

Whites In Honors	Whites In Honors	White In Honors	Whites In Honors	Whites In Honors
2008-09	2009-10	2010-11	2011-12	2012-13
<b>61% 15,111</b>	<b>67% 14,989</b>	<b>68% 15,459</b>	<b>68% 15,218</b>	<b>70% 14,807</b>
White Males In Honors	White Males In Honors	White Males In Honors	White Males In Honors	White Males In Honors
2008-09	2009-10	2010-11	2011-12	2012-13
<b>57% 7,428</b>	<b>63% 7,471</b>	<b>64% 7,663</b>	<b>64% 7,508</b>	<b>67% 7,312</b>

Blacks In Honors	Blacks In Honors	Blacks In Honors	Blacks In Honors	Blacks In Honors
2008-09	2009-10	2010-11	2011-12	2012-13
<b>42% 12,783</b>	<b>47% 14,343</b>	<b>48% 15,536</b>	<b>47% 15,090</b>	<b>49% 15,383</b>
Black Males In Honors	Black Males In Honors	Black Males In Honors	Black Males In Honors	Black Males In Honors
2008-09	2009-10	2010-11	2011-12	2012-13
<b>35% 5,296</b>	<b>41% 6,158</b>	<b>42% 6,748</b>	<b>40% 6,578</b>	<b>42% 6,766</b>

Hispanics In Honors	Hispanics In Honors	Hispanics In Honors	Hispanics In Honors	Hispanics In Honors
2008-09	2009-10	2010-11	2011-12	2012-13
<b>51% 10,141</b>	<b>59% 13,158</b>	<b>62% 13,874</b>	<b>62% 14,140</b>	<b>63% 14,336</b>
Hispanic Males In Honors	Hispanic Males In Honors	Hispanic Males In Honors	Hispanic Males In Honors	Hispanic Males In Honors
2008-09	2009-10	2010-11	2011-12	2012-13
<b>47% 4,786</b>	<b>55% 6,237</b>	<b>58% 6,660</b>	<b>58% 6,826</b>	<b>59% 6,914</b>

The evaluation reveals progress in increasing enrollment in Honors courses for Black and Hispanic students in grades 9-12. Black students increased by 7 percentage points, from 42% in 2008-09 to 49% in 2012-13; Hispanic students also increased by 13 percentage points from 49% to 62% for the same time period.

#### Goals for 2013-2014:

1. Increase the number of Black students in grades 9-12 enrolling in Honors courses by 2 percentage points by the 2013-14 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 2013-14 School Year.
3. Increase the number of Black Male students in grades 9-12 enrolling in Honors courses by 2 percentage points by the 2013-14 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 2013-14 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**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Student Participation  
Evaluation of Methods & Strategies**

**Section – 4  
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 2008-09, 59% of Whites, 37% of Blacks, and 49% of Hispanics were enrolled. In 2008-09, 55% of White Males, 30% of Black Males, and 44% of Hispanic Males were enrolled. In 2012-13, 71% of Whites (an increase of 12 percentage points), 46% of Black (an increase of 9 percentage points), 64% of Hispanics (an increase of 20 percentage points), 67% of White Males (an increase of 12 percentage points), 39% of Black Males (an increase of 9 percentage points), and 59% of Hispanic Males (an increase of 15 percentage points) were enrolled.

### Grades 9-12 Level 3 Courses

#### Grades 9-12 Enrollment 2012-13 (80,194)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
<b>26% 21,038</b>	<b>39% 31,429</b>	<b>28% 22,675</b>

Whites	Whites	Whites	Whites	Whites
In Level 3	In Level 3	In Level 3	In Level 3	In Level 3
2008-09	2009-10	2010-11	2011-12	2012-13
<b>59% 14,690</b>	<b>65% 14,597</b>	<b>65% 28,563</b>	<b>69% 15,285</b>	<b>71% 14,881</b>
White Males	White Males	White Males	White Males	White Males
In Level 3	In Level 3	In Level 3	In Level 3	In Level 3
2008-09	2009-10	2010-11	2011-12	2012-13
<b>55% 7,121</b>	<b>61% 7,213</b>	<b>60% 13,816</b>	<b>64% 7,515</b>	<b>67% 7,309</b>

Blacks	Blacks	Blacks	Blacks	Blacks
In Level 3	In Level 3	In Level 3	In Level 3	In Level 3
2008-09	2009-10	2010-11	2011-12	2012-13
<b>37% 11,347</b>	<b>44% 13,236</b>	<b>45% 14,364</b>	<b>45% 14,740</b>	<b>46% 14,481</b>
Black Males	Black Males	Black Males	Black Males	Black Males
In Level 3	In Level 3	In Level 3	In Level 3	In Level 3
2008-09	2009-10	2010-11	2011-12	2012-13
<b>30% 4,566</b>	<b>36% 5,527</b>	<b>38% 6,117</b>	<b>38% 6,311</b>	<b>39% 6,246</b>

Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
In Level 3	In Level 3	In Level 3	In Level 3	In Level 3
2008-09	2009-10	2010-11	2011-12	2012-13
<b>49% 9,773</b>	<b>59% 13,099</b>	<b>62% 13,752</b>	<b>62% 14,282</b>	<b>64% 14,494</b>
Hispanic Males	Hispanic Males	Hispanic Males	Hispanic Males	Hispanic Males
In Level 3	In Level 3	In Level 3	In Level 3	In Level 3
2008-09	2009-10	2010-11	2011-12	2012-13
<b>44% 4,553</b>	<b>55% 6,208</b>	<b>57% 6,510</b>	<b>58% 6,817</b>	<b>59% 6,926</b>

The evaluation reveals progress in increasing enrollment in Level 3 courses for Black and Hispanic students in grades 9-12. Black students increased by 9 percentage points, from 37% in 2008-09 to 46% in 2012-13; Hispanic students also increased by 20 percentage points from 49% to 64% for the same time period.

#### Goals for 2013-2014:

1. Continue to increase the number of Black students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2013-14 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 2013-14 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 2013-14 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 2013-14 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**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Gender Equity in Athletics**

**Section - A  
Compliance Verification Form**

## **Part IV - A**

### **2012-2013 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 B: 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

6-25-13  
Date

**PART IV**

**2012-2013 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: <b>Blanche Ely High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	14	0	14	Baseball	0	0	0
Basketball	14	13	27	Basketball	10	10	20
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	11	9	20	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	23	23
Football	60	0	60	Football	55	0	55
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	25	19	44	Soccer	0	0	0
Softball	0	25	25	Softball	0	0	0
Swimming/ Diving	0	0	0	Swimming/ Diving	0	0	0
Tennis	4	6	10	Tennis	0	0	0
Track & Field	34	14	48	Track & Field	0	0	0
Volleyball	0	16	16	Volleyball	0	18	18
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	15	0	15	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>177</b>	<b>143</b>	<b>320</b>	<b>Total JV Participants</b>	<b>65</b>	<b>51</b>	<b>116</b>
<b>% of Varsity Participants</b>	<b>55%</b>	<b>45%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>56%</b>	<b>44%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>844</b>	<b>1104</b>	<b>1948</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>844</b>	<b>1104</b>	<b>1948</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>43%</b>	<b>57%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>43%</b>	<b>57%</b>	<b>100%</b>

## MONITORING FORMS

**COMPONENT I:** 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: <b>Boyd Anderson High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	12	0	12	Baseball	0	0	0
Basketball	12	13	25	Basketball	12	11	23
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	6	13	19	Cross Country	0	0	0
Flag Football	0	18	18	Flag Football	0	0	0
Football	51	0	51	Football	32	0	32
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	13	16	29	Soccer	0	0	0
Softball	0	14	14	Softball	0	0	0
Swimming/ Diving	8	8	16	Swimming/ Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	27	25	52	Track & Field	0	0	0
Volleyball	0	16	16	Volleyball	0	13	13
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	10	0	10	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>139</b>	<b>123</b>	<b>262</b>	<b>Total JV Participants</b>	<b>44</b>	<b>24</b>	<b>68</b>
<b>% of Varsity Participants</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>65%</b>	<b>35%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>836</b>	<b>884</b>	<b>1720</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>836</b>	<b>884</b>	<b>1720</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>

## 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: <b>Coconut Creek High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	12	0	12	Baseball	0	0	0
Basketball	15	15	30	Basketball	14	0	14
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	9	3	12	Cross Country	9	3	12
Flag Football	0	17	17	Flag Football	0	0	0
Football	31	0	31	Football	21	0	21
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	12	32	Soccer	0	0	0
Softball	0	18	18	Softball	0	18	18
Swimming/ Diving	3	4	7	Swimming/ Diving	3	4	7
Tennis	5	6	11	Tennis	5	6	11
Track & Field	11	11	22	Track & Field	11	11	22
Volleyball	0	12	12	Volleyball	0	14	14
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	14	0	14	Wrestling	14	0	14
<b>Total Varsity Participants</b>	<b>120</b>	<b>98</b>	<b>218</b>	<b>Total JV Participants</b>	<b>77</b>	<b>56</b>	<b>133</b>
<b>% of Varsity Participants</b>	<b>55%</b>	<b>45%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>58%</b>	<b>42%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>699</b>	<b>729</b>	<b>1428</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>699</b>	<b>729</b>	<b>1428</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>



## 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: <b>Cooper City High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	21	0	21	Baseball	20	0	20
Basketball	14	15	29	Basketball	12	11	23
Competitive Cheerleading	0	25	25	Competitive Cheerleading	0	0	0
Cross Country	18	16	34	Cross Country	0	0	0
Flag Football	0	19	19	Flag Football	0	18	18
Football	43	0	43	Football	32	0	32
Golf	8	3	11	Golf	0	0	0
Lacrosse	31	24	55	Lacrosse	0	18	18
Soccer	26	27	53	Soccer	0	0	0
Softball	0	16	16	Softball	0	14	14
Swimming/ Diving	9	18	27	Swimming/ Diving	0	0	0
Tennis	9	7	16	Tennis	0	0	0
Track & Field	30	35	65	Track & Field	0	0	0
Volleyball	10	11	21	Volleyball	0	14	14
Water Polo	12	14	26	Water Polo	0	0	0
Wrestling	20	0	20	Wrestling	19	0	19
<b>Total Varsity Participants</b>	<b>251</b>	<b>230</b>	<b>481</b>	<b>Total JV Participants</b>	<b>83</b>	<b>75</b>	<b>158</b>
<b>% of Varsity Participants</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1125</b>	<b>1042</b>	<b>2167</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1125</b>	<b>1042</b>	<b>2167</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>

## 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: <b>Coral Glades High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	22	0	22	Baseball	20	0	20
Basketball	14	13	27	Basketball	13	8	21
Competitive Cheerleading	0	24	24	Competitive Cheerleading	0	0	0
Cross Country	17	19	36	Cross Country	0	0	0
Flag Football	0	21	21	Flag Football	0	17	17
Football	46	0	46	Football	33	0	33
Golf	5	2	7	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	22	20	42	Soccer	0	0	0
Softball	0	15	15	Softball	0	0	0
Swimming/ Diving	21	18	39	Swimming/ Diving	0	0	0
Tennis	19	13	32	Tennis	0	0	0
Track & Field	41	27	68	Track & Field	0	0	0
Volleyball	15	13	28	Volleyball	0	14	14
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	22	1	23	Wrestling	0	0	0
Total Varsity Participants	244	186	430	Total JV Participants	66	39	105
% of Varsity Participants	57%	43%	100%	% of JV Participants	63%	37%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	1161	1142	2303	<b>Total Student Enrollment by Gender 2012-13</b>	1161	1142	2303
<b>% Student Enrollment by Gender 2012-13</b>	50%	50%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: Coral Springs High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	18	0	18	Baseball	16	0	16
Basketball	16	15	31	Basketball	12	14	26
Competitive Cheerleading	6	20	26	Competitive Cheerleading	0	0	0
Cross Country	12	24	36	Cross Country	8	10	18
Flag Football	0	25	25	Flag Football	0	25	25
Football	54	0	54	Football	44	0	44
Golf	8	1	9	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	24	44	Soccer	0	15	15
Softball	0	23	23	Softball	0	16	16
Swimming/ Diving	16	18	34	Swimming/ Diving	0	0	0
Tennis	12	12	24	Tennis	0	0	0
Track & Field	34	40	74	Track & Field	0	0	0
Volleyball	0	18	18	Volleyball	0	16	16
Water Polo	16	14	30	Water Polo	0	0	0
Wrestling	16	0	16	Wrestling	14	0	14
<b>Total Varsity Participants</b>	<b>228</b>	<b>234</b>	<b>462</b>	<b>Total JV Participants</b>	<b>94</b>	<b>96</b>	<b>190</b>
<b>% of Varsity Participants</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1234</b>	<b>1134</b>	<b>2388</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1254</b>	<b>1134</b>	<b>2388</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>

## 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		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	15	0	15	Baseball	22	0	22
Basketball	14	20	34	Basketball	14	22	36
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	16	24	40	Cross Country	0	0	0
Flag Football	0	32	32	Flag Football	0	36	36
Football	60	0	60	Football	45	0	45
Golf	8	12	20	Golf	0	0	0
Lacrosse	35	35	70	Lacrosse	0	30	30
Soccer	25	32	57	Soccer	0	32	32
Softball	0	16	16	Softball	0	20	20
Swimming/ Diving	18	26	44	Swimming/ Diving	0	0	0
Tennis	8	12	20	Tennis	0	0	0
Track & Field	42	38	80	Track & Field	0	0	0
Volleyball	22	26	48	Volleyball	0	24	24
Water Polo	15	24	39	Water Polo	0	0	0
Wrestling	16	0	16	Wrestling	16	0	16
<b>Total Varsity Participants</b>	<b>294</b>	<b>297</b>	<b>591</b>	<b>Total JV Participants</b>	<b>97</b>	<b>164</b>	<b>261</b>
<b>% of Varsity Participants</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>37%</b>	<b>63%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>2371</b>	<b>2240</b>	<b>4611</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>2371</b>	<b>2240</b>	<b>4611</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>

## 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: <b>Deerfield Beach High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	15	0	15	Baseball	15	0	15
Basketball	15	15	30	Basketball	10	10	20
Competitive Cheerleading	0	25	25	Competitive Cheerleading	0	0	0
Cross Country	20	25	45	Cross Country	0	0	0
Flag Football	0	20	20	Flag Football	0	20	20
Football	50	0	50	Football	50	0	50
Golf	10	10	20	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	25	45	Soccer	0	25	25
Softball	0	20	20	Softball	0	25	25
Swimming/ Diving	20	20	40	Swimming/ Diving	0	0	0
Tennis	15	15	30	Tennis	0	0	0
Track & Field	20	15	35	Track & Field	0	0	0
Volleyball	10	15	25	Volleyball	0	20	20
Water Polo	15	20	35	Water Polo	0	0	0
Wrestling	25	0	25	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>235</b>	<b>225</b>	<b>460</b>	<b>Total JV Participants</b>	<b>75</b>	<b>100</b>	<b>175</b>
<b>% of Varsity Participants</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>43%</b>	<b>57%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1146</b>	<b>1128</b>	<b>2274</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1146</b>	<b>1128</b>	<b>2274</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## 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: <b>Dillard High</b>	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	15	15	30	Basketball	12	15	27
Competitive Cheerleading	0	29	29	Competitive Cheerleading	0	0	0
Cross Country	8	3	11	Cross Country	0	0	0
Flag Football	0	16	16	Flag Football	0	0	0
Football	63	1	64	Football	32	0	32
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	11	17	28	Soccer	0	0	0
Softball	0	18	18	Softball	0	0	0
Swimming/ Diving	2	8	10	Swimming/ Diving	0	0	0
Tennis	2	8	10	Tennis	0	0	0
Track & Field	30	26	56	Track & Field	0	0	0
Volleyball	0	16	16	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	8	1	9	Wrestling	0	0	0
<b>Total Varsity Participants</b>	152	158	310	<b>Total JV Participants</b>	44	27	71
<b>% of Varsity Participants</b>	49%	51%	100%	<b>% of JV Participants</b>	62%	38%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	706	757	1463	<b>Total Student Enrollment by Gender 2012-13</b>	706	757	1463
<b>% Student Enrollment by Gender 2012-13</b>	48%	52%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: <b>Everglades High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	20	0	20	Baseball	20	0	20
Basketball	21	27	48	Basketball	30	27	57
Competitive Cheerleading	4	31	35	Competitive Cheerleading	0	0	0
Cross Country	7	26	33	Cross Country	0	0	0
Flag Football	0	22	22	Flag Football	0	23	23
Football	63	0	63	Football	57	0	57
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	41	44	85	Soccer	0	0	0
Softball	0	15	15	Softball	0	0	0
Swimming/ Diving	0	0	0	Swimming/ Diving	0	0	0
Tennis	8	7	15	Tennis	0	0	0
Track & Field	42	51	93	Track & Field	0	0	0
Volleyball	17	30	47	Volleyball	0	27	27
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	13	0	13	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>236</b>	<b>184</b>	<b>520</b>	<b>Total JV Participants</b>	<b>107</b>	<b>77</b>	<b>184</b>
<b>% of Varsity Participants</b>	<b>48%</b>	<b>52%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>58%</b>	<b>42%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1410</b>	<b>1265</b>	<b>2675</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1410</b>	<b>1265</b>	<b>2675</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>

## 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: <b>Flanagan High</b>	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	15	0	15	Baseball	13	0	13
Basketball	10	12	22	Basketball	12	10	22
Competitive Cheerleading	2	25	27	Competitive Cheerleading	0	8	8
Cross Country	20	25	45	Cross Country	0	0	0
Flag Football	0	12	12	Flag Football	0	11	11
Football	56	0	56	Football	58	0	58
Golf	5	8	13	Golf	0	0	0
Lacrosse	27	24	51	Lacrosse	0	0	0
Soccer	20	16	36	Soccer	0	14	14
Softball	0	13	13	Softball	0	11	11
Swimming/ Diving	26	29	55	Swimming/ Diving	0	0	0
Tennis	5	9	14	Tennis	0	0	0
Track & Field	35	37	72	Track & Field	0	0	0
Volleyball	13	15	28	Volleyball	0	14	14
Water Polo	18	20	38	Water Polo	0	0	0
Wrestling	16	0	16	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>268</b>	<b>245</b>	<b>513</b>	<b>Total JV Participants</b>	<b>83</b>	<b>68</b>	<b>151</b>
<b>% of Varsity Participants</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>55%</b>	<b>45%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1508</b>	<b>1462</b>	<b>2970</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1508</b>	<b>1462</b>	<b>2970</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>



## 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: <b>Fort Lauderdale High</b>	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	18	0	18	Baseball	15	0	15
Basketball	15	10	25	Basketball	13	10	23
Competitive Cheerleading	1	19	20	Competitive Cheerleading	0	0	0
Cross Country	6	6	12	Cross Country	0	0	0
Flag Football	0	24	24	Flag Football	0	14	14
Football	51	0	51	Football	29	0	29
Golf	2	2	4	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	22	42	Soccer	0	22	22
Softball	0	23	23	Softball	0	0	0
Swimming/ Diving	25	32	57	Swimming/ Diving	0	0	0
Tennis	6	7	13	Tennis	0	0	0
Track & Field	51	48	99	Track & Field	0	0	0
Volleyball	0	18	18	Volleyball	0	15	15
Water Polo	23	20	43	Water Polo	0	0	0
Wrestling	17	0	17	Wrestling	12	0	12
<b>Total Varsity Participants</b>	<b>235</b>	<b>231</b>	<b>466</b>	<b>Total JV Participants</b>	<b>69</b>	<b>61</b>	<b>130</b>
<b>% of Varsity Participants</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>911</b>	<b>1023</b>	<b>1934</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>911</b>	<b>1023</b>	<b>1934</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>47%</b>	<b>53%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>47%</b>	<b>53%</b>	<b>100%</b>

## 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: <b>Hallandale High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	11	0	11	Baseball	0	0	0
Basketball	12	15	27	Basketball	7	15	22
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	9	12	21	Cross Country	0	0	0
Flag Football	0	18	18	Flag Football	0	0	0
Football	50	0	50	Football	24	0	24
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	22	25	47	Soccer	0	0	0
Softball	0	25	25	Softball	0	0	0
Swimming/ Diving	0	0	0	Swimming/ Diving	0	0	0
Tennis	0	14	14	Tennis	0	0	0
Track & Field	29	15	44	Track & Field	0	0	0
Volleyball	0	15	15	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	8	0	8	Wrestling	0	0	0
<b>Total Varsity Participants</b>	141	139	280	<b>Total JV Participants</b>	31	30	61
<b>% of Varsity Participants</b>	50%	50%	100%	<b>% of JV Participants</b>	51%	49%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	601	637	1238	<b>Total Student Enrollment by Gender 2012-13</b>	601	637	1238
<b>% Student Enrollment by Gender 2012-13</b>	49%	51%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: <b>Hollywood Hills High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	15	0	15	Baseball	14	0	14
Basketball	11	12	23	Basketball	8	7	15
Competitive Cheerleading	0	25	25	Competitive Cheerleading	0	0	0
Cross Country	7	7	14	Cross Country	0	0	0
Flag Football	0	24	24	Flag Football	0	18	18
Football	41	0	41	Football	25	0	25
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	22	22	44	Soccer	0	0	0
Softball	0	11	11	Softball	0	11	11
Swimming/ Diving	13	20	33	Swimming/ Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	11	7	18	Track & Field	0	0	0
Volleyball	8	12	20	Volleyball	0	14	14
Water Polo	11	13	24	Water Polo	0	0	0
Wrestling	11	0	11	Wrestling	0	0	0
<b>Total Varsity Participants</b>	150	153	303	<b>Total JV Participants</b>	47	50	97
<b>% of Varsity Participants</b>	50%	50%	100%	<b>% of JV Participants</b>	48%	52%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	976	863	1839	<b>Total Student Enrollment by Gender 2012-13</b>	976	863	1839
<b>% Student Enrollment by Gender 2012-13</b>	53%	47%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: <b>McArthur High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	20	0	20	Baseball	10	0	10
Basketball	13	13	26	Basketball	9	12	21
Competitive Cheerleading	0	21	21	Competitive Cheerleading	0	0	0
Cross Country	7	13	20	Cross Country	0	0	0
Flag Football	0	13	13	Flag Football	0	13	13
Football	36	0	36	Football	22	0	22
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	12	18	30	Soccer	0	0	0
Softball	0	17	17	Softball	0	15	15
Swimming/ Diving	17	20	37	Swimming/ Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	22	25	47	Track & Field	0	0	0
Volleyball	11	14	25	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	20	0	20	Wrestling	12	0	12
Total Varsity Participants	158	154	312	Total JV Participants	53	52	105
% of Varsity Participants	51%	49%	100%	% of JV Participants	50%	50%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	1077	1070	2147	<b>Total Student Enrollment by Gender 2012-13</b>	1077	1070	2147
<b>% Student Enrollment by Gender 2012-13</b>	50%	50%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: <b>Miramar High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	12	0	12	Baseball	7	0	7
Basketball	14	18	32	Basketball	15	12	27
Competitive Cheerleading	0	20	20	Competitive Cheerleading	0	10	10
Cross Country	15	18	33	Cross Country	0	0	0
Flag Football	0	18	18	Flag Football	0	15	15
Football	60	0	60	Football	40	0	40
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	23	25	48	Soccer	0	0	0
Softball	0	18	18	Softball	0	0	0
Swimming/ Diving	7	9	16	Swimming/ Diving	0	0	0
Tennis	7	7	14	Tennis	0	0	0
Track & Field	25	29	54	Track & Field	0	0	0
Volleyball	11	18	29	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	24	2	26	Wrestling	14	1	15
<b>Total Varsity Participants</b>	<b>198</b>	<b>182</b>	<b>380</b>	<b>Total JV Participants</b>	<b>76</b>	<b>53</b>	<b>129</b>
<b>% of Varsity Participants</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>59%</b>	<b>41%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1221</b>	<b>1266</b>	<b>2487</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1221</b>	<b>1266</b>	<b>2487</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>49%</b>	<b>51%</b>	<b>100%</b>

## 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: <b>Monarch High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	20	0	20	Baseball	12	0	12
Basketball	15	12	27	Basketball	15	12	27
Competitive Cheerleading	0	32	32	Competitive Cheerleading	0	0	0
Cross Country	11	11	22	Cross Country	0	0	0
Flag Football	0	25	25	Flag Football	0	25	25
Football	57	0	57	Football	35	0	35
Golf	8	0	8	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	25	25	50	Soccer	0	0	0
Softball	0	22	22	Softball	0	0	0
Swimming/ Diving	25	26	51	Swimming/ Diving	0	0	0
Tennis	10	16	26	Tennis	0	0	0
Track & Field	25	26	51	Track & Field	0	0	0
Volleyball	12	16	28	Volleyball	0	20	20
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	10	0	10	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>218</b>	<b>211</b>	<b>429</b>	<b>Total JV Participants</b>	<b>62</b>	<b>57</b>	<b>119</b>
<b>% of Varsity Participants</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1119</b>	<b>1047</b>	<b>2166</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1119</b>	<b>1047</b>	<b>2166</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>

## 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: <b>Northeast High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	16	0	16	Baseball	10	0	10
Basketball	13	9	22	Basketball	10	0	10
Competitive Cheerleading	0	18	18	Competitive Cheerleading	0	0	0
Cross Country	11	0	11	Cross Country	0	0	0
Flag Football	0	18	18	Flag Football	0	0	0
Football	60	0	60	Football	18	0	18
Golf	4	0	4	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	25	19	44	Soccer	0	0	0
Softball	0	11	11	Softball	0	0	0
Swimming/ Diving	25	25	50	Swimming/ Diving	0	0	0
Tennis	5	7	12	Tennis	0	0	0
Track & Field	30	8	38	Track & Field	0	0	0
Volleyball	16	12	28	Volleyball	0	19	19
Water Polo	9	10	19	Water Polo	0	0	0
Wrestling	0	0	0	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>214</b>	<b>137</b>	<b>351</b>	<b>Total JV Participants</b>	<b>38</b>	<b>19</b>	<b>57</b>
<b>% of Varsity Participants</b>	<b>61%</b>	<b>39%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>67%</b>	<b>33%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>970</b>	<b>905</b>	<b>1875</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>970</b>	<b>905</b>	<b>1875</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>

## 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: <b>Nova High</b>	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	22	0	22	Baseball	21	0	21
Basketball	15	15	30	Basketball	15	0	15
Competitive Cheerleading	0	17	17	Competitive Cheerleading	0	0	0
Cross Country	14	18	32	Cross Country	0	0	0
Flag Football	0	22	22	Flag Football	0	0	0
Football	37	0	37	Football	38	0	38
Golf	4	1	5	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	22	22	44	Soccer	0	22	22
Softball	0	20	20	Softball	0	0	0
Swimming/ Diving	21	26	47	Swimming/ Diving	0	0	0
Tennis	10	8	18	Tennis	0	0	0
Track & Field	20	22	42	Track & Field	0	0	0
Volleyball	13	15	28	Volleyball	0	16	16
Water Polo	15	18	33	Water Polo	0	0	0
Wrestling	18	0	18	Wrestling	14	0	14
<b>Total Varsity Participants</b>	<b>211</b>	<b>204</b>	<b>415</b>	<b>Total JV Participants</b>	<b>88</b>	<b>38</b>	<b>126</b>
<b>% of Varsity Participants</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>997</b>	<b>1076</b>	<b>2073</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>997</b>	<b>1076</b>	<b>2073</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>48%</b>	<b>52%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>48%</b>	<b>52%</b>	<b>100%</b>



## 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		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	14	0	14	Baseball	17	0	17
Basketball	12	15	27	Basketball	12	15	27
Competitive Cheerleading	0	20	20	Competitive Cheerleading	0	10	10
Cross Country	8	5	13	Cross Country	0	0	0
Flag Football	0	20	20	Flag Football	0	13	13
Football	57	0	57	Football	29	0	29
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	23	25	48	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	20	43	Track & Field	0	0	0
Volleyball	15	15	30	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	19	2	21	Wrestling	0	0	0
<b>Total Varsity Participants</b>	171	137	308	<b>Total JV Participants</b>	58	53	111
<b>% of Varsity Participants</b>	56%	44%	100%	<b>% of JV Participants</b>	52%	48%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	1409	1202	2611	<b>Total Student Enrollment by Gender 2012-13</b>	1409	1202	2611
<b>% Student Enrollment by Gender 2012-13</b>	54%	46%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: <b>Plantation High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	13	0	13	Baseball	14	0	14
Basketball	9	12	21	Basketball	16	9	25
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	8	8	16	Cross Country	0	0	0
Flag Football	0	24	24	Flag Football	0	11	11
Football	45	0	45	Football	19	0	19
Golf	5	3	8	Golf	0	0	0
Lacrosse	0	24	24	Lacrosse	0	0	0
Soccer	16	20	36	Soccer	15	18	33
Softball	0	16	16	Softball	0	15	15
Swimming/ Diving	12	11	23	Swimming/ Diving	0	0	0
Tennis	5	8	13	Tennis	0	0	0
Track & Field	13	11	24	Track & Field	0	0	0
Volleyball	12	10	22	Volleyball	0	9	9
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	10	0	10	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>148</b>	<b>147</b>	<b>295</b>	<b>Total JV Participants</b>	<b>64</b>	<b>62</b>	<b>126</b>
<b>% of Varsity Participants</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1189</b>	<b>1039</b>	<b>2228</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1189</b>	<b>1039</b>	<b>2228</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>53%</b>	<b>47%</b>	<b>100%</b>

## 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: <b>Pompano Beach High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	21	0	21	Baseball	16	0	16
Basketball	15	10	25	Basketball	15	10	25
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	6	8	14	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	15	15
Football	31	0	31	Football	25	0	25
Golf	9	0	9	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	22	42	Soccer	0	18	18
Softball	0	12	12	Softball	0	14	14
Swimming/ Diving	20	22	42	Swimming/ Diving	0	0	0
Tennis	8	10	18	Tennis	0	0	0
Track & Field	22	22	44	Track & Field	0	0	0
Volleyball	10	12	22	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	0	0	0	Wrestling	0	0	0
<b>Total Varsity Participants</b>	162	159	321	<b>Total JV Participants</b>	56	72	128
<b>% of Varsity Participants</b>	50%	50%	100%	<b>% of JV Participants</b>	44%	56%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	512	649	1161	<b>Total Student Enrollment by Gender 2012-13</b>	512	649	1161
<b>% Student Enrollment by Gender 2012-13</b>	44%	56%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: <b>South Broward High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	12	0	12	Baseball	15	0	15
Basketball	14	15	29	Basketball	8	13	21
Competitive Cheerleading	0	0	0	Competitive Cheerleading	0	0	0
Cross Country	22	17	39	Cross Country	0	0	0
Flag Football	0	11	11	Flag Football	0	11	11
Football	33	0	33	Football	23	0	23
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	20	40	Soccer	0	15	15
Softball	0	18	18	Softball	0	0	0
Swimming/ Diving	19	26	45	Swimming/ Diving	0	0	0
Tennis	9	10	19	Tennis	0	0	0
Track & Field	25	30	55	Track & Field	0	0	0
Volleyball	14	15	29	Volleyball	0	15	15
Water Polo	14	23	37	Water Polo	0	0	0
Wrestling	14	0	14	Wrestling	9	0	9
Total Varsity Participants	196	185	381	Total JV Participants	55	54	109
% of Varsity Participants	51%	49%	100%	% of JV Participants	50%	50%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	991	981	1972	<b>Total Student Enrollment by Gender 2012-13</b>	991	981	1972
<b>% Student Enrollment by Gender 2012-13</b>	50%	50%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: <b>South Plantation High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	15	0	15	Baseball	13	0	13
Basketball	13	15	28	Basketball	10	9	19
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	23	27	50	Cross Country	0	0	0
Flag Football	0	26	26	Flag Football	0	14	14
Football	43	1	44	Football	33	0	33
Golf	4	2	6	Golf	0	0	0
Lacrosse	25	25	50	Lacrosse	0	15	15
Soccer	15	25	40	Soccer	0	0	0
Softball	0	18	18	Softball	0	0	0
Swimming/ Diving	16	25	41	Swimming/ Diving	0	0	0
Tennis	10	15	25	Tennis	0	0	0
Track & Field	27	33	60	Track & Field	0	0	0
Volleyball	12	20	32	Volleyball	0	14	14
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	11	1	12	Wrestling	0	0	0
<b>Total Varsity Participants</b>	214	259	473	<b>Total JV Participants</b>	56	52	108
<b>% of Varsity Participants</b>	45%	55%	100%	<b>% of JV Participants</b>	52%	48%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	1117	1134	2251	<b>Total Student Enrollment by Gender 2012-13</b>	1117	1134	2251
<b>% Student Enrollment by Gender 2012-13</b>	50%	50%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	25	0	25	Baseball	25	0	25
Basketball	16	14	30	Basketball	14	15	29
Competitive Cheerleading	5	21	26	Competitive Cheerleading	0	0	0
Cross Country	51	51	102	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	23	23
Football	67	0	67	Football	54	0	54
Golf	12	8	20	Golf	0	0	0
Lacrosse	25	20	45	Lacrosse	0	0	0
Soccer	25	24	49	Soccer	0	22	22
Softball	0	17	17	Softball	0	12	12
Swimming/ Diving	30	49	79	Swimming/ Diving	0	0	0
Tennis	19	21	40	Tennis	0	0	0
Track & Field	65	55	120	Track & Field	0	0	0
Volleyball	20	23	43	Volleyball	0	26	26
Water Polo	14	18	32	Water Polo	0	0	0
Wrestling	26	0	26	Wrestling	15	0	15
<b>Total Varsity Participants</b>	<b>400</b>	<b>345</b>	<b>745</b>	<b>Total JV Participants</b>	<b>108</b>	<b>98</b>	<b>206</b>
<b>% of Varsity Participants</b>	<b>54%</b>	<b>46%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1511</b>	<b>1444</b>	<b>2955</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1511</b>	<b>1444</b>	<b>2955</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>

## 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: <b>Stranahan High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	10	0	10	Baseball	9	0	9
Basketball	16	14	30	Basketball	11	22	33
Competitive Cheerleading	0	25	25	Competitive Cheerleading	0	0	0
Cross Country	12	12	24	Cross Country	0	0	0
Flag Football	0	24	24	Flag Football	0	30	30
Football	45	0	45	Football	25	0	25
Golf	3	0	3	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	17	22	39	Soccer	0	0	0
Softball	0	21	21	Softball	0	0	0
Swimming/ Diving	15	14	29	Swimming/ Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	20	25	45	Track & Field	0	0	0
Volleyball	0	24	24	Volleyball	0	0	0
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	18	0	18	Wrestling	0	0	0
Total Varsity Participants	156	181	337	Total JV Participants	45	52	97
% of Varsity Participants	46%	54%	100%	% of JV Participants	46%	54%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	729	854	1583	<b>Total Student Enrollment by Gender 2012-13</b>	729	854	1583
<b>% Student Enrollment by Gender 2012-13</b>	46%	54%	100%	<b>% Student Enrollment by Gender 2012-13</b>	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: <b>Taravella High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	20	0	20	Baseball	15	0	15
Basketball	13	12	25	Basketball	12	10	22
Competitive Cheerleading	1	29	30	Competitive Cheerleading	0	0	0
Cross Country	9	10	19	Cross Country	0	0	0
Flag Football	0	25	25	Flag Football	0	17	17
Football	44	0	44	Football	30	0	30
Golf	5	4	9	Golf	0	0	0
Lacrosse	30	32	62	Lacrosse	0	0	0
Soccer	25	21	46	Soccer	0	14	14
Softball	0	15	15	Softball	0	11	11
Swimming/ Diving	21	23	44	Swimming/ Diving	0	0	0
Tennis	9	7	16	Tennis	0	0	0
Track & Field	26	29	55	Track & Field	0	0	0
Volleyball	14	11	25	Volleyball	0	13	13
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	15	0	15	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>232</b>	<b>218</b>	<b>450</b>	<b>Total JV Participants</b>	<b>57</b>	<b>65</b>	<b>122</b>
<b>% of Varsity Participants</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>47%</b>	<b>53%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1497</b>	<b>1409</b>	<b>2906</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1497</b>	<b>1409</b>	<b>2906</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>52%</b>	<b>48%</b>	<b>100%</b>



## 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: <b>West Broward High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Varsity Teams	Males	Females		Total	Males	Females
Baseball	20	0	20	Baseball	17	0	17
Basketball	12	15	27	Basketball	12	5	17
Competitive Cheerleading	0	26	26	Competitive Cheerleading	0	0	0
Cross Country	7	7	14	Cross Country	0	0	0
Flag Football	0	20	20	Flag Football	0	20	20
Football	36	0	36	Football	28	0	28
Golf	6	7	13	Golf	0	0	0
Lacrosse	25	25	50	Lacrosse	0	0	0
Soccer	20	25	45	Soccer	0	15	15
Softball	0	16	16	Softball	0	0	0
Swimming/ Diving	25	25	50	Swimming/ Diving	0	0	0
Tennis	8	8	16	Tennis	0	0	0
Track & Field	27	24	51	Track & Field	0	0	0
Volleyball	13	15	28	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	20	0	20	Wrestling	0	0	0
<b>Total Varsity Participants</b>	<b>219</b>	<b>213</b>	<b>432</b>	<b>Total JV Participants</b>	<b>57</b>	<b>55</b>	<b>112</b>
<b>% of Varsity Participants</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2012-13</b>	<b>1334</b>	<b>1281</b>	<b>2615</b>	<b>Total Student Enrollment by Gender 2012-13</b>	<b>1334</b>	<b>1281</b>	<b>2615</b>
<b>% Student Enrollment by Gender 2012-13</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2012-13</b>	<b>51%</b>	<b>49%</b>	<b>100%</b>

## 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: <b>Western High</b>	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Females	Total		Males	Females	Total
Varsity Teams							
Baseball	22	0	22	Baseball	25	0	25
Basketball	15	11	26	Basketball	16	0	16
Competitive Cheerleading	0	28	28	Competitive Cheerleading	0	0	0
Cross Country	7	8	15	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	15	15
Football	53	0	53	Football	60	0	60
Golf	10	6	16	Golf	0	0	0
Lacrosse	34	25	59	Lacrosse	0	0	0
Soccer	24	15	39	Soccer	0	18	18
Softball	0	12	12	Softball	0	13	13
Swimming/ Diving	25	12	37	Swimming/ Diving	0	0	0
Tennis	8	7	15	Tennis	0	0	0
Track & Field	26	20	46	Track & Field	0	0	0
Volleyball	11	14	25	Volleyball	0	16	16
Water Polo	25	16	41	Water Polo	0	0	0
Wrestling	14	2	16	Wrestling	17	0	17
<b>Total Varsity Participants</b>	274	191	465	<b>Total JV Participants</b>	118	62	180
<b>% of Varsity Participants</b>	59%	41%	100%	<b>% of JV Participants</b>	66%	34%	100%
<b>Total Student Enrollment by Gender 2012-13</b>	1508	1487	2995	<b>Total Student Enrollment by Gender 2012-13</b>	1508	1487	2995
<b>% Student Enrollment by Gender 2012-13</b>	50%	50%	100%	<b>% Student Enrollment by Gender 2012-13</b>	50%	50%	100%

**PART IV**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Gender Equity in Athletics**

**Section - C  
Corrective Action Plans for 2013-2014**

## **Part IV - C**

### **2012-2013 EDUCATIONAL EQUITY ACT PLAN Corrective Action Plans for 2013-2014**

The High Schools that are found to be out of compliance for 2012-2013 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
- Fort Lauderdale
- Miramar
- Northeast
- Nova
- Piper
- South Broward
- Western

**PART IV  
GENDER EQUITY IN ATHLETICS**

**Corrective Action Plan**

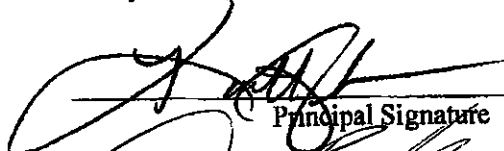
District: Broward

School: Blanche Ely 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
Sports and levels of completion 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:	Andrea Johnson-Athletic Director	June/2014
	In the Spring of 2013 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.	Andrea Johnson- Athletic Director Coaches- Fleming, Duncan, Goodman, Barrow, Reynolds, Ingram	June/July/2013
	The Athletic Department will attempt to add a JV girls team to both softball and soccer team.	Andrea Johnson-Athletic Director, Coach Reynold, Coach Goodman	August 2013
	The Athletic Department will hold a semi-annual meeting to discuss female in sports and the recruitments and scholarship process.	Athletic Director Andrea Johnson	November 2013 March 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

4-17-13  
Date

  
Chief School Performance & Accountability Officer Signature

6/7  
Date

  
Superintendent Signature

6-25-13  
Date

## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

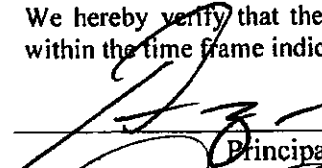
District: Broward

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 both sexes	A. During Freshman Orientation we will set up booths showcasing the variety of sports available to young ladies attending Boyd H. Anderson High.	A. Patricia Twitty, Director of Athletics	A. Aug. 2013
	B. During Open House we will set up booths to showcase variety of young ladies and distribute hand out of Female athletes who has awarded athletic scholarship	B. Patricia Twitty, Director of Athletics	B. Sept. 2013
	C. Continued to implement public relations initiative w/ the slogan " Young ladies are Student Athletes too.... Become part of a team"	C. Patricia Twitty, Director of Athletics	C. Aug 2013 – May 2014
	D. Invite feeder middle school female athletes and their families to attend sporting events	D. Patricia Twitty, Director of Athletics and coaching staff	D. Sept 2013 - May 2014
	E. Implement Intramural activities for softball, basketball and soccer	E. Patricia Twitty, Director of Athletics and coaching staff.	E. Feb 2014 – May 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

4/9/13  
Date

  
\_\_\_\_\_  
Chief School Performance & Accountability Officer Signature

6/7/13  
Date

  
\_\_\_\_\_  
Superintendent Signature

6/25/13  
Date

## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

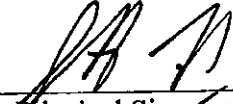
District: Broward

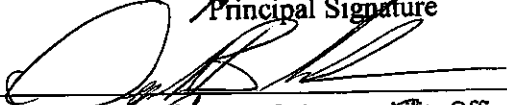
School: Coconut Creek HS


### 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
<p>1. Sports and levels of competition effectively accommodate the interest and abilities of members of both sexes.</p>	<p>The AD, Assistant and Principal over athletics will host school wide meetings with all females an encourage participation, emphasizing the benefits of competing in High School athletics.</p> <p>Athletics department will make flyers and distribute informational brochures that document success stories of females who participated in school athletic programs. Additionally, continuous announcements will be made 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) Chandler Sanzari (Asst. AD) Scott Fiske (Principal)</p>	<p>Present the 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

  
 \_\_\_\_\_  
 Chief School Performance & Accountability Officer Signature

  
 \_\_\_\_\_  
 Superintendent Signature

4/22/13  
 \_\_\_\_\_  
 Date

6/8/13  
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6/25/13  
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 Date

## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

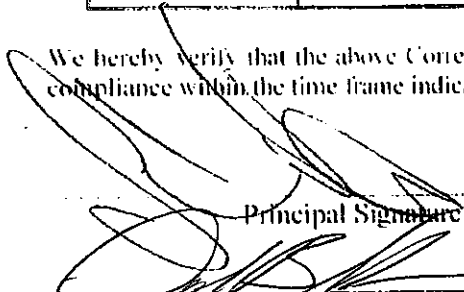

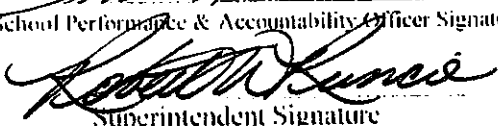
District: Broward

School: Coral Glades High

#### Gender Equity in Athletics Corrective Action Plan

(1)	(2)	(3)	(4)
Gender Equity in Athletics Component	Planned Actions To Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Time Lines
1. Sports and level of competition effectively accommodate the interest and abilities of members of both sexes.	1. Increase participation of females in the following sports: Cross Country and softball	1. Athletic Director R. Farris, Softball Coach TBD	Spring 2013
	2. Have weekly videos running in the cafe during lunch to promote female sports.	2. Athletic Director R. Farris	Spring 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  
  
 Chief School Performance & Accountability Officer Signature  
  
 Superintendent Signature

4/14/13  
 Date  
 4/7/13  
 Date  
 6/25/13  
 Date



## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

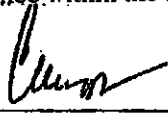
District: Broward

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. 2. Increase number of female athletes participating in JV Soccer. 3. Recruitment drive for more cross sports participation in female athletics. Spring/Fall 4. Athletic Director and coaches will continue to visit feeder schools as well as distribute information on upcoming high school sports programs.	Tracie Latimer, Athletic Director	Aug. 2013
		Tracie Latimer, Athletic Director	Aug. 2013
		Tracie Latimer, Athletic Director	Aug. 2013
		Tracie Latimer, Athletic Director	May 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

4/19/13  
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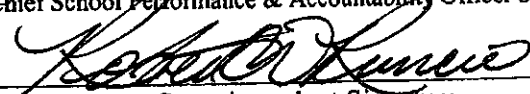
Date

  
\_\_\_\_\_

Chief School Performance & Accountability Officer Signature

6/7/13  
\_\_\_\_\_

Date

  
\_\_\_\_\_

Superintendent Signature

6/25/13  
\_\_\_\_\_

Date

## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

District: Broward

School: Fort Lauderdale 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
<p>1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. <b><u>Female JV Participation fell 9% out of compliance</u></b></p>	<p>Will add JV Cheerleading in fall of 2013. We were approximately 2-3 student athletes off, this will not be a problem for next school year.</p>	<p>Timothy Lawrence Athletic Director 754-322-1155 tjlawrence@browardschools.com</p>	<p>Immediately starting 2013/14 school year. August 2013</p>
<p>6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. <b><u>Softball Scoreboard</u></b></p>	<p>Scoreboard has been ordered, shipped, and received here at school. Awaiting district maintenance to install at site. Had tentative 2/15/13 install date, but district didn't come and didn't give reason why.</p>	<p>Timothy Lawrence Athletic Director 754-322-1155 tjlawrence@browardschools.com</p>	<p>Fall 2013</p>

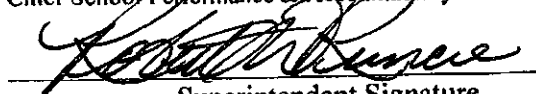
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

  
Principal Signature

4/23/13  
Date

  
Chief School Performance & Accountability Officer Signature

6/3/13  
Date

  
Superintendent Signature

6/25/13  
Date

## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

District: Broward

School: Miramar High School

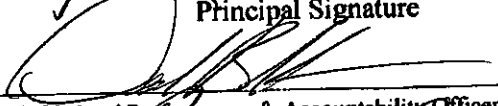
### Gender Equity in Athletics Corrective Action Plan

(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"> <li>Increase number of female participants in athletics</li> </ul>	<ul style="list-style-type: none"> <li>Continue to make morning announcements for female sports</li> <li>Announcements during Freshman/new student orientation</li> <li>Posters throughout school</li> <li>During the beginning of the school year coaches meeting, our school's correction action plan will be shared with our coaches.</li> </ul>	<ul style="list-style-type: none"> <li>Damon Cogdell</li> <li>Alexander Francois</li> <li>Semetria Moten</li> <li>Shannon Campbell</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the remainder of the 2012-2013 school year</li> <li>During Summer team practices and activities</li> <li>August 2013</li> </ul>


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

4/26/13  
Date

  
Chief School Performance & Accountability Officer Signature

6/17/13  
Date

  
Superintendent Signature

6/25/13  
Date

## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan


District: Broward

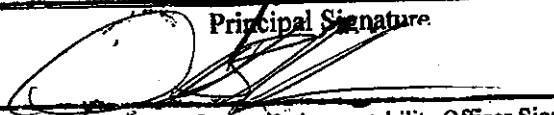
School: Northeast High School

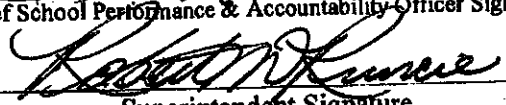
### Gender Equity in Athletics Corrective Action Plan

(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
Accommodation of Interests and Abilities	Northeast High School will actively recruit more female athletes in Track & Field, Bowling, and Softball.	Dawn Conrad-Boothe	2013-2014

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

  
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 Chief School Performance & Accountability Officer Signature

  
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 Superintendent Signature

4/24/13  
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 Date

6/2/13  
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6/25/13  
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## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

District:

Broward

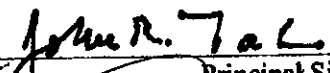
School:

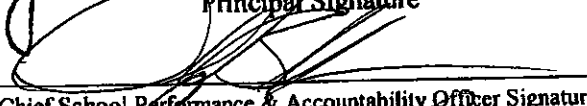
Nova High School

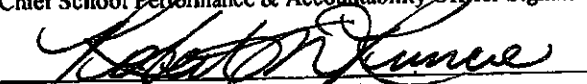
### Gender Equity in Athletics Corrective Action Plan

(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
Component #1	Recruit/promote JV programs in: <ul style="list-style-type: none"> <li>- girls basketball</li> <li>- softball</li> <li>- flag football</li> </ul> Recruit/promote female athletics on school website, newsletters and orientations to increase female participation.	Heidi J. Jones	Sept. 2013 Jan. 2014 Jan. 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

  
 \_\_\_\_\_  
 Chief School Performance & Accountability Officer Signature

  
 \_\_\_\_\_  
 Superintendent Signature

4/12/13  
 Date

6/7/13  
 Date

6/25/13  
 Date



**PART IV  
GENDER EQUITY IN ATHLETICS**

**Corrective Action Plan**

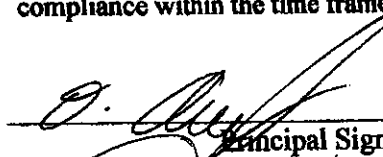
District: Broward

School: South Broward HS *copy*

**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. 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)]	1. Submit Work order to continue to have drainage on softball field fixed.  2. Look for grants that will allow the installation of lights, concession and press box. Update storage facility.  3. Submit again to have athletic facility upgraded.	Chris Hixon 754-323-1874 christopher.hixon@browardschools.com	1. Submit orders by July 2013 so maintenance can work on fields over summer  2. To have funding by June 2015.


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

4/12/13  
 Date

  
 \_\_\_\_\_  
 Chief School Performance & Accountability Officer Signature

6/5/13  
 Date

  
 \_\_\_\_\_  
 Superintendent Signature

6/25/13  
 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.	Still promoting female participation at the 9 <sup>th</sup> grade round-up, open house, class meetings and middle school.	Mike Works – AP Catherine McCarthy – AD 754-323-2400	Aug 2013- June 2014
6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.	Waiting for installation to be completed. Facilities will arrange with vendor.	Facilities Department	Aug 2013- June 2014

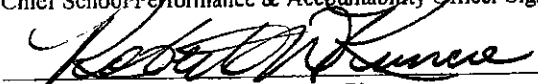
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

  
\_\_\_\_\_  
Principal Signature

4/16/13  
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Date

  
\_\_\_\_\_  
Chief School Performance & Accountability Officer Signature

6/7/13  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Superintendent Signature

6/25/13  
\_\_\_\_\_  
Date



**PART IV**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Gender Equity in Athletics**

**Section - D  
Status Reports for 2011-2012**

## **Part IV - D**

### **2012-2013 EDUCATIONAL EQUITY ACT PLAN Status Report Forms 2011-2012**

The District submitted Corrective Action Plans in the 2011-2012 Equity Update for: Blanche Ely, Boyd Anderson, Coconut Creek, Coral Glades, Dillard, Everglades, Fort Lauderdale, Miramar, Piper, Pompano Beach, South Plantation, Stoneman Douglas, Stranahan, West Broward, and Western. This section includes the status reports of the Corrective Action Plans that were previously submitted.

**PART IV  
ISSUES IN ATHLETICS**

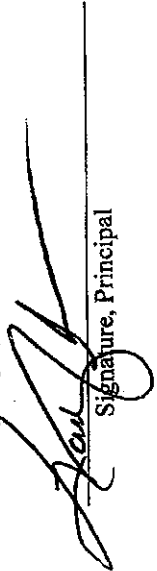
**(STATUS REPORT)  
2011-2012**

District: **Broward** School: **Blanche Ely High**

**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.	To increase the number of female participants the Athletic Department will take the following actions:  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	June 2012	The number of JV female participants increased 1%.
	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	June - August 2012	Completed August 2012
	The Athletic Department will hold a semi annual meeting to discuss females in sports and the recruitment and scholarship process.	Athletic Director – R. Farris	August – April 2012-2013	Completed April 2013
			November 2012 March 2013	Completed March 2013

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

4-17-13  
 Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

School: **Boyd Anderson High**

District: **Broward**

**Athletics Corrective Action Plan for Non-Compliance Components**

<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
I. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	<p>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.</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 2012</p> <p>B. Aug 2012 – May 2013</p> <p>C. Sept. 2012 – April 2013</p> <p>D. Feb 2012 – May 2013</p>	<p>Completed August 12, 2012</p> <p>Accomplished/Ongoing</p> <p>Accomplished/Flyers was distribute to the community</p> <p>Implemented Basketball and Volleyball but no interest in Tennis</p>

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

4/9/13  
 Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)**

2012-2013

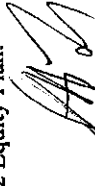
School: Coconut Creek High

District: **Broward**

**Athletics Corrective Action Plan for Non-Compliance Components**

<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
<p>1. Sports and levels of competition effectively accommodate the interest and abilities of members of both sexes.</p>	<p>The AD, Assistant 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) Chandler Sanzari (Assistant AD) Scott Fiske (Principal over Athletics)</p>	<p>Present – following school year.</p>	<p>Efforts to address each deficiency are ongoing.</p>

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

4/19/12  
\_\_\_\_\_  
Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

School: Coral Gables High

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 interest 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	Fall 2012  Spring 2013  Fall 2012	Still in Progress  Completed April 3013  Completed December 2013

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]*  
Signature: Principal

4/19/13  
DRL

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

District: Broward

School: Dillard High

**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. 2. Increase number of female athletes participating in JV Soccer.	Tracie Latimer, Athletic Director	Aug. 2012	Completed
	3. Recruitment drive for more cross sports participation by female athletes. Spring/Fall	Tracie Latimer, Athletic Director	Aug. 2012	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	Aug. 2012	Completed
			May 2013	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

4/19/12  
\_\_\_\_\_  
Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

School: Everglades High

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.	<ul style="list-style-type: none"> <li>* Athletic Director will attend Freshman Orientation to inform female students of the sports offered and encourage their participation.</li> <li>* Coaches will make flyers and announcements for tryouts</li> <li>* Posters and Banners will be posted from BCAA</li> </ul>	Joshua Shapiro, Athletic Director 754-323-0500	June 2012 thru June 2013	Completed
				Completed
				Completed

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

4/15/13  
Date



**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)**

2011-2012

District: **Broward**

School: **Fort Lauderdale High**

**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
<p>6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.</p> <p>No scoreboard for girl's softball field</p>	<p>Scoreboard was not replaced after construction of new field. Previous existing, working scoreboard was destroyed by construction company.</p>	<p>School's Project Manager Mr. Boardman, and/or Principal, Ms. Ribeiro</p>	<p>January 2014</p>	<p>Scoreboard was delivered in January of 2013. PO was issued for the install to be completed on 2/15/13. County did not install. I emailed person in charge of installation in early March of 2013. Still waiting on word back. Scoreboard is on campus and ready to be installed</p>

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

4/19/13  
 \_\_\_\_\_  
 Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

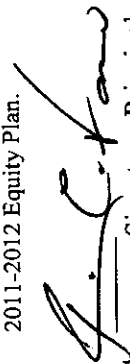
School: **Miramar High**

District: **Broward**

**Athletics Corrective Action Plan for Non-Compliance Components**

<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
1. Increase number of female participants in athletics	<ul style="list-style-type: none"> <li>* Morning announcements for female sports</li> <li>* Announcements during Freshmen/new student orientation</li> <li>* Posters throughout school</li> </ul>	<ul style="list-style-type: none"> <li>* Alexander Francois</li> <li>* Damon Cogdell</li> <li>* Alexander Francois</li> </ul>	<ul style="list-style-type: none"> <li>* August 27<sup>th</sup></li> <li>August 23<sup>rd</sup></li> <li>Throughout school year</li> </ul>	<ul style="list-style-type: none"> <li>* Throughout the year our school has made announcements for female sports teams.</li> <li>* During the coaches meeting, we've informed all of our coaches on the importance of gender equity.</li> <li>* During freshmen/new student orientation, announcements were made for female sports team.</li> <li>* This year our school was able to field a varsity and junior varsity team for volleyball, flag football, cheerleading, and girls' basketball.</li> </ul>

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

4/25/13  
 Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

School: **Piper High**

District: **Broward**

**Athletics Corrective Action Plan for Non-Compliance Components**

<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
<p>1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.</p>	<p>Seek sufficient showing of interest to start a JV girl's soccer &amp; JV girl's softball team.</p>	<p>Athletic Director -- Javier Gonzalez 754-322-1700</p>	<p>Will seek interest from girl student athletes to form a JV Soccer &amp; a JV Softball team by August 31, 2012.</p>	<p>During the 9<sup>th</sup> grade orientation, I will have sports banners in place throughout the school. I will also have flyers made up in different languages to encourage the students to try out for a sport.</p>
<p>6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.</p>	<p>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.</p>	<p>Athletic Director -- Javier Gonzalez 754-322-1700</p> <p>School Board of Broward County, Florida, Dr. Desmond Blackburn, Central Area Superintendent 754-322-3800</p> <p>Damian Huttenhoff, Director of Athletics and Student Activities 754-322-2550</p>	<p>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.</p>	<p>At this point, the Capital funds are still not available and Piper is still utilizing the partnership with the City of Sunrise to continue to use its fields for the girls softball practices and games.</p>

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.

*Erin Valey*  
Signature, Principal

04/12/13  
Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

District: **Broward**

School: **Pompano Beach High**

**Athletics Corrective Action Plan for Non-Compliance Components**

<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
<p>1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.</p>	<p>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>	<p>Jason Frey  <a href="mailto:jason.frey@browardschools.com">jason.frey@browardschools.com</a></p>	<p>1. Summer 2012 and throughout the year.                  2. Summer and throughout the year.                  3. Prior to each season beginning.                  4. Aug 2012                  5. Aug 2012 – Jan 2013                  6. Summer 2012</p>	<p>Numbers increased throughout the year. Many kids were brought into athletics through the posters put up that were given by Damien Huttenhoff. In most female sports no cuts were made.</p>

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

\_\_\_\_\_  
 4/18/13  
 Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

School: **South Plantation High**

District: **Broward**

**Athletics Corrective Action Plan for Non-Compliance Components**

<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
1. Sports and levels of competition effectively accommodate the interest and abilities of members of both sexes.	In an attempt to increase female participation I will be assigning specific wall space to place posters and notices to encourage female sport participation.  I will be looking into the feasibility of adding female JV Lacrosse to our sports program.  I will arrange meetings with the incoming freshman class to encourage female participation.	Mike Collins 954-732-6468  Mike Collins 954-732-6468  Mike Collins 954-732-6468	Aug 1, 2012  December 1, 2012  August 1, 2012	Completed  Completed !!!!  Completed

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

4-22-13  
\_\_\_\_\_  
Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

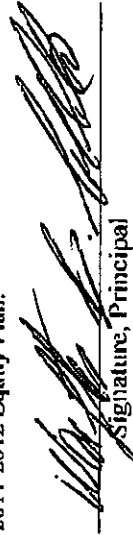
District: Broward

School: Stoneman Douglas High

**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 of both sexes.	<p>Increase the awareness with our feeder Middle Schools about our athletic programs. Coaches Presentations, distribute literature to students, and parents.</p> <p>Continue presentations during Freshman Curriculum night, and Freshman Invasion</p> <p>Increase student interest during athletic pep assemblies, and lunch periods.</p> <p>Utilize PA announcements to promote athletic events and accomplishments.</p> <p>Discussion with coaches during our pre season meetings the importance of promoting their sports.</p>	<p>Mitch Kaufman – AD</p> <p>Mitch Kaufman – AD</p> <p>Mitch Kaufman – AD</p> <p>Mitch Kaufman – AD</p> <p>Mitch Kaufman – AD</p>	<p>Aug. 2012</p> <p>Aug. 2012</p> <p>Aug. 2012</p> <p>Aug. 2012</p> <p>Aug. 2012</p>	<p>Completed April 2013</p> <p>Completed April 2013</p> <p>Continuing during 2012/13 school year.</p> <p>Daily during the 2012/13 school year.</p> <p>Completed April 2013</p>

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

4/10/13  
\_\_\_\_\_  
Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

School: **Stranahan High**

District: **Broward**

<b>Athletics Corrective Action Plan for Non-Compliance Components</b>				
<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
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 <a href="mailto:Jennifer.hamilton@browardschools.com">Jennifer.hamilton@browardschools.com</a></p> <p>Elvin Hazell, Assistant Principal 754-323-2105 <a href="mailto:Elvin.hazell@browardschools.com">Elvin.hazell@browardschools.com</a></p>	5-13-13	<p>Stranahan High School was able to satisfy the deficiency found in Junior Varsity Athletics for the 2011-2012 school year. We were able to secure a J.V. Girls Basketball Coach and enhance our JV flag football program. We are vying to have a JV Softball Team as well next year. Presently, females comprise .54% of our student body and we were able to fulfill our Gender Equity status.</p>

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

4/18/13  
Date

**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

School: **West Broward High**

District: **Broward**

**Athletics Corrective Action Plan for Non-Compliance Components**

<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
1. 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	Middle school travel teams from our feeder school, practice on a regular basis on campus.  Two days a week are posted for open gym time.

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

4/17/13  
Date



**PART IV  
ISSUES IN ATHLETICS**

**(STATUS REPORT)  
2011-2012**

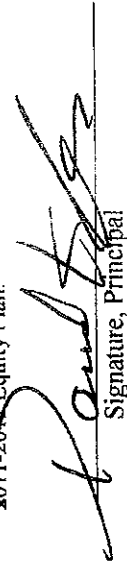
School: **Western High**

District: **Broward**

**Athletics Corrective Action Plan for Non-Compliance Components**

<b>(1) Gender Equity in Athletics Component</b>	<b>(2) Planned Actions To Address Deficiencies Found in Athletics</b>	<b>(3) Responsible Person(s) and Contact Information</b>	<b>(4) Time Lines</b>	<b>(5) Status</b>
<p>1. Sports and levels of competition effectively accommodate the interest and abilities of members of both sexes.</p>	<p>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<sup>th</sup> grade round-up, open house, and class meetings.</p>	<p>Mike Works – AP Catherine McCarthy – AD 754-323-2400</p>	<p>Aug. 2012 May 2013</p>	<p>Added Girls Lacrosse; Re-introduced JV Flag Football for Girls; JV &amp; Varsity Softball Teams; Coaches and Athletic Director attended 9<sup>th</sup> Grade Round-Up, Open House and Class Meetings to promote female participation</p>
<p>6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.</p>	<p>The Department of Athletics and Activities has funded the purchase and installation of screening for the softball field.  Installation of the screening.</p>	<p>Damian Huttenhoff, Director, Athletics &amp; Student Activities  Facilities Department</p>	<p>2012-2013  June 2012 - 2013</p>	<p>Not completed – waiting for Facilities Department</p>

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

4/19/13  
Date

**PART V**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Vocational Technical Centers: Status Report on Implementation  
of Substitution Requirements**

**PART V**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
Vocational Technical Centers: Status Report on Implementation of Substitution  
Requirements**

Section 1007.264 and 1007.265, 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.

**Atlantic Technical Center**

<b>Disability</b>	<b>Number of Requests for Substitution</b>	<b>Number of Students Granted Substitutions</b>	<b>Title of Substitution Courses</b>	<b>Title of Courses for Which Substitutions Were Granted</b>
Emotional/Behavioral Disability	3	3	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Specific Learning Disability	8	8	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Intellectual Disability	1	1	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities

<b>Disability</b>	<b>Number of Requests for Substitution</b>	<b>Number of Students Granted Substitutions</b>	<b>Title of Substitution Courses</b>	<b>Title of Courses for Which Substitutions Were Granted</b>
Autism Spectrum Disorder	2	2	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Deaf or Hard of Hearing	1	1	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Traumatic Brain Injured	1	1	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities

*Data above is from the 2011-2012 school year. The 2012-2013 school year is currently in progress. Final numbers will be available after 8/8/13.  
Per State Board Rule 6A-10.040, Section 4, students with documented disabilities may request a waiver of meeting their minimum basic skills for their program completion.*

## McFatter Technical Center

<b>Disability</b>	<b>Number of Requests for Substitution</b>	<b>Number of Students Granted Substitutions</b>	<b>Title of Substitution Courses</b>	<b>Title of Courses for Which Substitutions Were Granted</b>
Emotional/Behavioral Disability	1	1	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Specific Learning Disability	7	7	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Intellectual Disability	0	0	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Autism Spectrum Disorder	3	3	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Deaf or Hard of Hearing	0	0	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Traumatic Brain Injured	1	1	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities

*Data above is from the 2011-2012 school year. The 2012-2013 school year is currently in progress. Final numbers will be available after 8/8/13.*

*Per State Board Rule 6A-10.040, Section 4, students with documented disabilities may request a waiver of meeting their minimum basic skills for their program completion.*

### Sheridan Technical Center

<b>Disability</b>	<b>Number of Requests for Substitution</b>	<b>Number of Students Granted Substitutions</b>	<b>Title of Substitution Courses</b>	<b>Title of Courses for Which Substitutions Were Granted</b>
Emotional/Behavioral Disability	1	1	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Specific Learning Disability	4	4	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities
Traumatic Brain Injury	1	1	State mandated exit scores – TABE (Tests of Adult Basic Education)	Request of waiver of meeting minimum basic skills for students with documented disabilities

*Data above is from the 2011-2012. Per State Board Rule 6A-10.040, Section 4, students with documented disabilities may request a waiver of meeting their minimum basic skills for their program completion.*



**For Office Use Only**

TABE Test Dates/Scores: (1) \_\_\_\_\_ / \_\_\_\_\_ (2) \_\_\_\_\_ / \_\_\_\_\_

Documentation Received:  Yes, Date \_\_\_\_\_  No

Meeting Date: \_\_\_\_\_

In accordance with State Board Rule 6A-10.040, Basic Skills Requirement for Postsecondary Technical Certificate, FAC, the minimum basic skills requirement has been waived and student shall be awarded a technical certificate.

Granted \_\_\_\_\_  Exception reported in WDIS \_\_\_\_\_

Denied \_\_\_\_\_

Academic Instructor's Comments:

\_\_\_\_\_  
\_\_\_\_\_

Committee Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signatures:

Date		Signature
_____	Student	_____
_____	Technical Instructor	_____
_____	Academic Instructor	_____
_____	Program Counselor	_____
_____	Disability Specialist	_____



**PART VI**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
EMPLOYMENT EQUITY**

**PART VI**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
EMPLOYMENT EQUITY**

**Section – A  
Administrative & Instructional positions**

## PART VI - A EMPLOYMENT EQUITY

District: <b>Broward</b>		<b>2012 – 2013 School District Administrative Positions</b>											
Administrative Positions	Total	Black		Hispanic		White		Other		Female		Male	
		#	%	#	%	#	%	#	%	#	%	#	%
<b>Student Demographics</b>	227,517	90,123	40%	64,335	28%	58,106	25%	14,953	7%	109,390	48%	118,127	52%
<b>District Level Admin</b>	705	180	26%	122	17%	377	53%	26	4%	384	54%	321	46%
<b>Principals</b>													
Elementary	157	41	26%	25	16%	81	52%	10	6%	118	75%	39	25%
Middle	53	23	43%	4	8%	25	47%	1	2%	24	45%	29	55%
High	38	9	24%	6	16%	23	61%	0	0%	19	50%	19	50%
Other Schools	20	9	45%	1	5%	9	45%	1	5%	10	50%	10	50%
<b>Total Principals</b>	268	82	31%	36	13%	138	51%	12	5%	171	64%	97	36%
<b>Assistant Principals</b>													
Elementary	147	61	41%	30	21%	56	38%	0	0%	117	80%	30	20%
Middle	133	51	38%	22	17%	55	41%	5	4%	79	59%	54	41%
High	133	49	37%	23	17%	61	46%	0	0%	76	57%	57	43%
Other Schools	35	13	37%	2	6%	19	54%	1	3%	19	54%	16	46%
<b>Total Assistant Principals</b>	448	174	39%	77	17%	191	43%	6	1%	291	65%	157	35%

Staff Data from 2012-2013 Staff Survey 2 (EEO-5) Report  
 Student Data from School Boundaries Website – 2012-2013 Race and Hispanic Ethnicity by School Report

**PART VI - A**  
**EMPLOYMENT EQUITY**  
**(continued)**

District: <b>Broward</b>		<b>2012 – 2013 School District Instructional Positions</b>											
<b>Teachers Fall 2012</b>	Total	Black		Hispanic		White		Other		Female		Male	
		#	%	#	%	#	%	#	%	#	%	#	%
<b>Student Population</b>	227,517	90,123	40%	64,335	28%	58,106	25%	14,953	7%	109,390	48%	118,127	52%
<b>Classroom Teachers</b>													
Elementary	6,262	1,392	22%	1,086	17%	3,618	58%	166	3%	5,694	91%	568	9%
Middle	2,706	877	32%	373	14%	1,362	50%	94	4%	2,021	75%	685	25%
High	3,349	866	26%	464	14%	1,889	56%	130	4%	2,022	60%	1,327	40%
Other Schools	2,380	532	22%	331	14%	1,461	61%	56	3%	2,065	87%	315	13%
<b>Total Teachers</b>	14,697	3,667	25%	2,254	15%	8,330	57%	446	3%	11,802	80%	2,895	20%
<b>New Hires Fall 2012</b>	1120	380	34%	229	20%	480	43%	31	3%	888	79%	232	21%
<b>Guidance Counselors</b>													
Elementary	122	43	35%	20	17%	59	48%	0	0%	116	95%	6	5%
Middle	98	40	41%	19	19%	37	38%	2	2%	82	84%	16	16%
High	154	55	36%	32	21%	65	42%	2	1%	124	81%	30	19%
Other Schools	113	23	20%	19	17%	69	61%	2	2%	87	77%	26	23%
<b>Total Guidance Counselors</b>	487	161	34%	90	18%	230	47%	6	1%	409	84%	78	16%

Staff Data from 2012-2013 Staff Survey 2 (EEO-5) Report  
Student Data from School Boundaries Website – 2012-2013 Race and Hispanic Ethnicity by School Report

**PART VI**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
EMPLOYMENT EQUITY**

**Section – B  
Explanation of Ethnic and Gender Representation**

**PART VI - B**  
**2012-2013 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**

- Leadership Experiences and Administrative Development (LEAD) Program
- Interim Assistant Principal Program (IAP)
- Intern Principal Program
- First Year Interim Principal Program
- 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

<b>Student Distribution/Race Ethnicity*</b>	<b>District Administrators</b>	<b>Principals</b>	<b>Assistant Principals</b>
White 50.81%	55%	51%	43%
Black 40.26%	26%	31%	39%
Hispanic 29.04%	17%	13%	17%

Non-Instructional Staffing will continue to work with consortia members through Talent Development to identify, recruit and retain minority district and school-based administrators.

\*students can identify as more than one race/ethnicity (White Hispanic, Black Hispanic, etc.)

**PART VII**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
SINGLE - SEX SCHOOLS AND CLASSES**



**PART VII**  
**2012-2013 EDUCATIONAL EQUITY ACT PLAN**  
**Single-Sex Schools and Classes**

To ensure that single-sex schools and classes are operated in compliance with the requirements of Title IX and Section 1002.311, F.S., districts that operate single-sex schools and/or classes had to respond to several questions. Since The School Board of Broward County, Florida offered single-sex classes for the first time this school year the District's had to respond to the questions. Contact persons for this area are: Leslie Brown, Chief Portfolio Services Officer (Task Assigned) 754-321-2100, Leona Miracola, Director, Innovative Programs 754-321-2070, Dean Vaughan, Evaluation Administrator, Student Assessment & School Performance 754-321-2521, Matt Schroeder, Curriculum Supervisor, College & Career Readiness 754-321-1863, Camille Edward, Staff Assistant, Core Curriculum 754-321-1885. The following pages are the response to the following questions:

- ❖ Does the district offer single-sex education?
- ❖ How is single-sex education being justified?
- ❖ How does the district keep track of single-sex public education?
- ❖ What does the district do to insure there is no illegal sex segregation in education?
- ❖ Is single-sex education intended to decrease sex discrimination in the outcomes?
- ❖ Do the schools provide comparable co-educational options?
- ❖ How are single-sex educational options reviewed, monitored, and evaluated to insure that they are legal?
- ❖ Who is involved in the evaluation and guidance on the implementation of single-sex education?
- ❖ What assurances are provided to insure that single-sex or co-educational options are completely voluntary?
- ❖ Are there pre-implementation reviews of proposed single-sex education?
- ❖ What entities review and approve single-sex options, and what standards do they use?
- ❖ Is there assistance from external groups for training or consultation?

- ❖ How does the district monitor to insure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls?
- ❖ Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures?

## **Part VII – Single-Sex Schools and Classes**

### **Broward County Public Schools**

Questions about implementation of Title IX, especially as it applies to single-sex education:

❖ **Does the district offer single-sex education?**

Yes, the District offered single-sex education in the 2012-2013 school year.

❖ **How is single-sex education being justified?**

Single-sex education was offered at six schools within the District. The schools requested to offer single-sex education based upon their alignment with the District's Strategic Plan to improve student achievement and provide students with diverse educational opportunities.

❖ **How does the district keep track of single-sex public education?**

To ensure a unified process of implementation at the designated schools, the District established a Single-Gender Planning Team comprised of representatives from several departments including: Innovative Programs, Research Services, Instruction & Interventions, and Talent Development. Representatives from the team reviewed Title IX and Section 1002.311, Florida Statute, collaborated with national experts on single sex research. The team developed a Compliance/Equity/Training (CET) application packet for schools to complete that requested data aligned with the rationale for making single-sex available to students. The schools were required to provide their educational objectives to ensure equity for all students. The designated schools were informed of their request to offer single-sex classes/courses and agreed to have their teachers participate in professional development. The District held technical assistance meetings with administrators and staff to ensure compliance with Title IX and Section 1002.311, Florida Statute. The schools were supported throughout the school year by staff from the Innovative Programs Department, the Single-Gender Planning Team, and the Performance & Accountability Directors.

❖ **What does the district do to insure there is no illegal sex segregation in education?**

The District provided an informational meeting regarding Title IX and Florida Statute 1002.31 and the importance of compliance, equity, and training to all schools interested in offering single-sex classes. Subsequent to the meeting, interested schools were required to submit a CET application packet designed to ensure equity both in class selection and the distribution of resources. Each school was required to offer the same class/core content for boys, girls and co-ed classes to ensure all boys and girls enrolled in single-sex classes receive equal educational opportunities. The CET application packet required that schools outline the data-driven rationale for the request along with specific details regarding the implementation process for the 2012-2013 school year. This document was reviewed and approved by the school's director and the Single-Gender Planning team. The document included the courses/classes, teachers interested, and all schools were required to ensure equity in the provisions of supplies, equipment, resources, scheduling and the opportunity to receive academic support. Students were not excluded from instructional activities based on gender.

The Gurian Institute was contracted by Broward County Public Schools to provide support and training in the 2012-2013 school year. **Verification of implementation within the guidelines designed to eliminate illegal sex segregation was a major component of the checklist used when conducting these visits.**

❖ **Is single-sex education intended to decrease sex discrimination in the outcomes?**

Yes, class/content selection is offered equally to both boys and girls and is not based on gender. The school site administrators were responsible for ensuring equal distribution of educational opportunities, course selection, resources and monitoring to ensure compliance.

❖ **Do the schools provide comparable co-educational options?**

Yes, all schools were required to offer the same grade (elementary) or content (high) to both boys and girls. They were required to offer co-ed classes/courses as well.

❖ **How are single-sex educational options reviewed, monitored, and evaluated to insure that they are legal?**

The schools were required to identify the single-sex classes/courses when they submitted the CET application packet to the Area Office Director and the Single-Gender Planning Committee as a requirement in the approval process. Students were offered an opt-in option that required approval by a parent/guardian. Teacher selection was based on a voluntary approach, included an assessment to determine interest. The teachers were required to participate in the recommended training. In the 2012-2013 school year, the Gurian Institute, Inc. of Colorado Springs, Colorado provided professional development focused on instructional strategies to improve student achievement.

In addition, the District contracted with Metis and Associates, a national research company from New York, approved by the School Board of Broward County, to provide an external review of the first year implementation at the six schools. During the school year, members of the District Single-Gender Planning Team met with the administrators, teachers and visited the schools to provide technical support.

❖ **Who is involved in the evaluation and guidance on the implementation of single-sex education?**

The Office of School Performance & Accountability Directors, Single Gender Planning Team, Innovative Programs staff, the Gurian Institute consultants and Metis & Associates as the external evaluator, provided guidance in the implementation of single-sex education. Quarterly collaboration sessions were held for teachers and administrators to provide support and feedback regarding the instructional strategies.

❖ **What assurances are provided to insure that single-sex or co-educational options are completely voluntary?**

The schools were required to provide students/parents with informational letters that provided an “opt-in” choice to participate in the single-sex class/course. The “opt-in” form had to be approved and signed by a parent or guardian, kept on file at the school. All schools were instructed to ensure that students/parents had the opportunity to be placed in a co-ed class at any time during the year.

❖ **Are there pre-implementation reviews of proposed single-sex education?**

Yes, prior to implementation, schools interested in offering single-sex education were required to submit a completed CET application packet that described the

rationale for offering single-sex education along with supporting data. The CET packet required review and approval by the assigned Office of School Performance & Accountability director that works with the school. In addition, the Single-Gender Planning Team reviewed all CET packets to ensure all equity and compliance items had been addressed throughout the application process.

❖ **What entities review and approve single-sex options, and what standards do they use?**

The Office of School Performance & Accountability Directors and the Single Gender Planning Team provided approval through the Senior Leadership Team process for this first year of implementation. The standards are based upon Title IX and Florida Statute 1002.31 guidelines.

❖ **Is there assistance from external groups for training or consultation?**

Yes, the Gurian Institute provided both face-to-face and online training as part of the professional learning community for all teachers who had a single-sex class/course. The Gurian Institute visited each teacher at each participating school, provided improvement feedback and participated in a collaborative session to provide additional, targeted instruction to teachers and administrators. In addition, Metis & Associates provided a review of single-sex education implementation that was shared with the school administrators, the school directors and Sr. Managers regarding the status in year one at the schools.

❖ **How does the district monitor to insure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls?**

The monitoring and feedback process includes reviews to ensure strict adherence to equal distribution of resources across genders. All students regardless of gender receive the same instructional content. The reporting format prepared by Metis and Associates provided a format to review data to ensure that equity for all students. This is the first year of implementing single-sex classes/courses and the data is preliminary in its findings, but provides an overview implementation at the six schools.

- ❖ **Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures single-sex education?**

The Office of School Performance & Accountability Director and the Single-Gender Planning Team will continue to monitor the single-sex classes/courses to ensure that there is equity between the single-sex classes/courses and the co-ed classes/courses. A formal review by an external evaluator will be conducted each year and support will be secured to assist teachers and administrators with the implementation of such classes/courses to ensure equity for all students

**Part VII**  
**Single-Sex Schools and Classes**

District: Broward

**Single-Sex Evaluation Verification Form**

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

<b>Names of School/Program</b>	<b>Date Single-Sex Program Began</b>	<b>Date Last Evaluation Completed</b>
Charles Drew Elementary	8/20/12	N/A
Dillard Elementary	8/20/12	N/A
Dr. Martin Luther King Elem.	8/20/12	N/A
Boyd H. Anderson High	8/20/12	N/A
Everglades High	8/20/12	N/A
Nova High	8/20/12	N/A

  
\_\_\_\_\_  
Superintendent Signature

5-6-13  
Date



**PART VII**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
SINGLE - SEX SCHOOLS AND CLASSES**

**Section – A  
Single- Sex Schools**



**PART VII**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
SINGLE - SEX SCHOOLS AND CLASSES**

**Section – B  
Single-Sex Classes**





**Part VII – Single-Sex Schools and Classes  
Part B**

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

<b>School Name: Dr. Martin Luther King Jr. Elementary</b>	<b>2012-13 Single-Sex Courses</b>					
	<b>Male students only</b>		<b>Female students only</b>		<b>Co-Ed students</b>	
	<b># of Classes/ Sections</b>	<b># of Students</b>	<b># of Classes/ Sections</b>	<b># of Students</b>	<b># of Classes/ Sections</b>	<b># of Students</b>
<b>4<sup>th</sup></b>	1	21	1	24	3	23









**PART VII**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
SINGLE - SEX SCHOOLS AND CLASSES**

**Section – C  
Single-Sex Classes – Notices**

## **PART VII - C**

### **2012-2013 EDUCATIONAL EQUITY ACT PLAN Single-Sex Classes Notices**

- ❖ Summer Single Gender Website Announcement
- ❖ Single Gender Parent Night
- ❖ Single Gender FAQ's for Parents and Students
- ❖ Parent Letter

## SAMPLE

### *Summer Single Gender Website Announcement*

We are pleased to announce that we will be offering single gender classes in Grade 9 Algebra and Reading EDGE C here at Boyd H. Anderson High School for the 2012 – 2013 school year. Single gender classes provide students with another type of learning style that may be beneficial to them.

Any student registered for Grade 9 Algebra and/or Reading EDGE C for the 2012-2013 school year has the choice to opt into a single gender class. Copies of the Student Single Gender Opt-In Agreement Form are available in the front office and at the link below.

In addition, there will be a Parent Night held on Wednesday, July 25<sup>th</sup> at 6:30 pm at Nova High School for any interested parents and students. You will have the opportunity to hear from national experts in the single gender field and have your questions answered.

If you are interested in opting into a single gender class for the upcoming school year, please complete the Opt-In Agreement Form. Opt-In Agreement Forms are due back to the school by July 27<sup>th</sup>. If you have any immediate questions, please contact Kelly Pesce our Single Gender Contact at 754-322-0250. Thank you.

SAMPLE

## *Single Gender Parent Night*

*Boyd H. Anderson High School will be offering  
single gender classes for 9<sup>th</sup> graders taking Algebra  
1 and Reading EDGE C*



Nova High School's Auditorium  
on Wednesday, July 25<sup>th</sup> from  
6:30 – 8:00 pm.

Dakota Hoyt, Executive Director of the Gurian  
Institute, will present on Single Gender  
Classrooms.

The Gurian Institute is committed to helping those working with children and their families gain knowledge of how the male and female brain learn, then applying that knowledge to their classrooms, schools, districts, communities and homes. More information can be found on their website at <http://www.gurianinstitute.com/SummerInstitute2012.php>.

Nova High School is located at 3600 College Avenue in Davie.

## Single Gender FAQs for Parents and Students

What is single gender education?	Single Gender education is the practice of conducting <u>education</u> where male and female students attend separate classes or <u>schools</u> .
What are the benefits of single gender classes?	The advantages of single-gender education fall into three categories: (i) expanded educational opportunity, (ii) custom-tailored learning and instruction and (iii) greater autonomy
Why offer Single Gender Education Classes?	Single Gender classrooms are not new to education. Research exists to both support and challenge single gender success. Chances of success are maximized when teachers are properly trained and provided with necessary support. The purpose for this program is for Broward Schools to provide students with another type of learning style that may be beneficial for some students.
What are some of the legal requirements associated with Single Gender classes?	The new regulations allow coeducational public schools (elementary and secondary schools) to offer single-gender classrooms, <b>provided</b> that the schools: <ol style="list-style-type: none"> <li>1) provide a rationale for offering a single-gender class in that subject. A variety of rationales are acceptable, e.g. if very few girls have taken computer science in the past, the school could offer a girls-only computer science class.</li> <li>2) provide a coeducational class in the same subject at the same school.</li> <li>3) conduct a review every two years to determine whether single-gender classes are still meeting the needs of the students.</li> </ol>
Are Single Gender classes unique to Broward County?	No. For the 2011-2012 school year, more than 500 public schools in the United States are offering single gender educational opportunities. About 390 of those schools are co-ed schools which offer single gender classrooms, but which retain at least some coed activities.
Who determines which students take Single Gender courses?	The district has determined that single gender classes may be offered at approved schools in core courses only. However, single gender classes must be available for all students. Schools will select a specific core subject (s) to offer as a single gender class. For example, a school may choose to offer single gender classes for 6 <sup>th</sup> grade Language Arts, and a co-ed option for this class will be offered as well.
Is there an opt-in requirement?	Yes. Participation in this program is voluntary. Students and parents must opt into the program or be scheduled into co-ed classes.
How will parents be informed of this program?	The district has provided schools with a Single Gender Student Packet. Information should also be posted on your school's website.

## Sample Parent Letters

School's Letterhead

Date:

Dear Parent:

This coming school year, beginning in August 2013, \_\_\_\_\_ school will be offering single-gender classes in \_\_\_\_\_ as an alternative learning opportunity for your child. A single gender class enrolls only boys or only girls. The option for your child to attend school in a coed class, boys and girls together, remains the same.

Prior to making the decision to offer this learning alternative, Broward County Schools consulted with national experts and other school districts with single gender classes. They reported improvements in academic achievement and learning motivation for students who are separated by gender. We invite you to explore this learning option for your child.

A parent meeting will be held on *(date to be determined by school)* School, at *(time)* to help you decide which format single gender or coed is best for your child. You will have the opportunity to hear a presentation from a national expert on single gender learning who will also entertain your questions. More information about single gender learning in public schools is available at [www.singlesexschools.org](http://www.singlesexschools.org)

Please return the attached form to indicate your interest in having your child placed in a single gender class on or before June \_\_\_\_\_. You may mail, hand deliver to the school, fax to \_\_\_\_\_ or scan and email to \_\_\_\_\_ your completed response to \_\_\_\_\_ the school.

*Note: All fields of the form must be completed and include your signature of approval for your child to be placed in the single gender class.*

Please contact \_\_\_\_\_, \_\_\_\_\_ via email at \_\_\_\_\_ or by phone at \_\_\_\_\_ if you have further questions about completing the form.

**PART VIII**

**2012-2013 EDUCATIONAL EQUITY ACT PLAN  
TREATMENT OF PREGNANT AND PARENTING STUDENTS**



## **PART VIII**

### **2012-2013 EDUCATIONAL EQUITY ACT PLAN Treatment of Pregnant and Parenting Students**

To ensure that pregnant and parenting students are treated in compliance with the requirements of Title IX and Section 1003.54, F.S., the District was asked to respond to the following questions regarding programs for pregnant and parenting students:

- (1) How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma? How are ancillary services (such as child care, health care, social services, parent education and transportation) provided?
- (2) If the district operates a separate facility for pregnant and parenting students, how are students informed of the different curricula, services or other options available at the facility versus what is available at their home schools? (Attach brochure(s) used to inform pregnant and parenting students of their educational options.)
- (3) How are school counselors and administrators trained to effectively advise pregnant or parenting students of their options to participate in regular classroom activities or enroll in a special program, and their access to curricular, extracurricular, and ancillary service programs?

The District currently has three different locations that offers assistance and guidance to pregnant and parenting students (Dave Thomas Education Center/Charles Drew Family Resource Center, Hallandale Adult Community Center, and Seagull Alternative High School.) Contact persons for this area are: Ms. Tracy Lockhart-Talley, Principal, Dave Thomas Education Center/Charles Drew Family Resource Center, Dr. Linda Lopez, Principal, Hallandale Adult Community Center, and Mr. Bonnie Clemon, Principal, Seagull Alternative High School. The following pages are the Districts response to the above three (3) questions from each location:

## **Dave Thomas Education Center/Charles Drew Family Resource Center**

1. The provision made for pregnant and parenting students to complete coursework is aligned with the graduation requirements of SBBC. Students in the Teen Parent Program are offered an educational alternative for high school completion while their children participate in an on-site child care development program. The Teen Parent Program features a sequential, competency-based curriculum, which allows the student to work at his/her own pace. Additionally, during enrollment the student has the opportunity to receive parenting classes from Healthy Start. On a monthly or as needed basis representatives from the Women's Infants and Children (WIC) visit to provide ancillary services to the teen parents. Regarding transportation, each student receives door to door SBBC transportation to and from school. Currently, there is an on call nurse who comes to the school if there is a crisis. However, we are hopeful that we will be partnering with North Broward Hospital to provide onsite medical services to our students. Charles Drew Family Resource Center has a full clinic available for use.
2. The students are provided the same curriculum that traditional schools receive. Additionally, students are allowed to participate in their home school activities such as sports, homecoming, prom, etc., as long as they are in good academic standing.
3. The counselors and administrators are knowledgeable about the required curriculum and tests required for graduation. Each has attended trainings on new or modified curriculum as well as testing requirements every year. The teen parents have an opportunity to attend the traditional school if that is their choice. However, we emphasize the opportunities at the teen parent center, that can meet the needs of the student as well as the child(ren). Our full time social worker is the link to the program and the outside resources available to our students.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

SCHOOL BOARD MEMBERS



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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 or sexual orientation. Individuals who wish to file a discrimination and/or harassment complaint may call Equal Educational Opportunities at (754) 321-2150 or Teletype Machine TTY (754) 321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine, TTY 754-321-2158.

The School Board of Broward County, Florida expressly prohibits bullying including cyberbullying, by or towards any student or employee. See Policy 5.9: Anti-Bullying for additional information.

Oldemark LLC has entered into an agreement with the express permission of Oldemark, LLC.

DAVE THOMAS EDUCATION CENTER

CHARLES DREW FAMILY RESOURCE CENTER

TRACY LOCKHART-TALLEY, PRINCIPAL  
GLENDA DANIELS, ASSISTANT PRINCIPAL

2600 N.W. NINTH COURT, POMPANO BEACH, FL 33069  
754-321-6700; [www.davethomased.com](http://www.davethomased.com)



TEEN PARENT PROGRAM

SCHEDULED HOURS  
9:30a.m.- 4:15p.m.

GENERAL REGISTRATION INFORMATION

- \* Bring a copy of your withdrawal form your previous school
- \* Immunization requirements have been met for grades 7th-12<sup>th</sup>
- \* Proof of change of address

**PREGNANT STUDENTS** must complete a Physician's Statement of the Pregnancy Verification prior in enrollment

**PARENTING STUDENTS** must produce the following information:

- a) Baby's birth certificate or footprints from the hospital
- b) Baby's social security number (if available)
- c) Shot record (up to date) recorded on blue HRS form #680
- d) Physical Exam Form recorded on yellow form #3040

**Students under the age of 18 MUST** have your parent or legal guardian's signature on registration forms.

**OUT OF COUNTY STUDENTS:**

Bring the correct address and phone number of your previous school.

*Transcript records detailing proof of grades, credits earned, testing, etc. will expedite the registration process.*

**OUT OF STATE STUDENTS:**

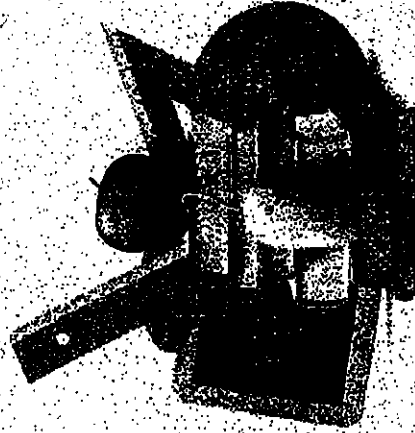
*Your immunization record MUST be transferred to a blue HRS #680 form, and MUST have had a physical examination (yellow #3040 form) within the last 12 months if this is the first time in the Florida school system. Student's birth certificate is required.*



The Charles Drew Family Resource Center provides educational opportunities for pre-school children, teen parents, and adults.

Students in the Teen Parent program are offered an educational alternative for high school completion while their children participate in an on-site child development program. The Teen Parent program features a sequential, competency-based curriculum, which allows the student to work at his/her own rate. Teacher directed instruction is also an integral part of the curriculum, and participation is part of the program. The non-traditional environment increases the individualization of instruction.

Students in this program are enrolled in parenting and child development courses. They are also encouraged to participate in the many mentoring and social programs we offer which include Amanda's Place and Women of Tomorrow. In addition, students are exposed to many cultural events and social topics through field trips and guest speakers. They are also encouraged to join one or more school clubs that include Human Relations Council, Student Council, Teen Speak Out, and Chorus. A Healthy Start nurse and a registered nurse are available in our Health Center.



**"LIVE TO LEARN.....LEARN TO LIVE"**

Our on-site child development program includes childcare and active participation by the teen parents. All children are provided car seats at no charge.

## **Hallandale Adult Community Center**

1. Pregnant and parenting teens 14 years and older and who are in the 7<sup>th</sup> grade and beyond have the choice of enrolling in Hallandale Adult Community Center (HACC), one of three Teen Parent Centers within Broward County Public Schools. Students enrolled in Hallandale Adult Community Center's alternative high school complete coursework through a competency-based curriculum. At Hallandale Adult Community Center, students have greater control of the pace of their learning than would be possible in a traditional high school setting. The school provides a full complement of academic and socio-emotional services for pregnant and parenting teens. Door-to-door transportation to and from school is provided as well as free/reduced breakfast and lunch. A Child Development Center provides onsite brain-based learning activities for the infants and children and are free of charge for the teen moms. Well-trained certified staff address the needs of both the children and the teen parents. Pregnant and parenting teens benefit from an onsite clinic staffed by our full-time school nurse. Additional resources include an onsite, full time Social Worker, and on-site counseling provided by partner agencies. The school also refers 100% of all enrolled parenting and pregnant teens to our two full time specialists from the Healthy Start Coalition, a community organization that provides services for mothers and their children. The specialists are located on campus as a part of the clinic services. All pregnant and parenting teens are enrolled in Child Development classes. While an elective course, it is a requirement for students enrolled in the teen parent program. Classes are structured to meet the specific needs of the young adult parents, addressing topics that are relevant to their lives and with the intent of delivering instruction in areas that will improve their parenting skills.
2. High schools throughout the district have access to assigned district Social Workers who specialize in teen parents. Those Social Workers along with Guidance Counselors in the traditional schools refer students to Hallandale Adult Community Center. Once students are enrolled at HACC, they are oriented to the diploma options available to them, as well as the myriad academic and socio-emotional services that are available on-site. Highly qualified Guidance Counselors work with students individually to place them on a viable path to graduation and post secondary readiness. Students are provided with the Teen Parent Handbook, which provides an

overview of services. The Teen Parent Brochure, an abbreviated version of the Teen Parent Handbook, is accessible via the school website.

3. Guidance Counselors and administrators attend professional development activities to address the needs of the pregnant and parenting teens. The teen parents receive regular services from a designated team, including an Assistant Principal, the Guidance Director, the School Social Worker, and the School Nurse. The team meets regularly to review the overall status of the pregnant and parenting teens, to plan and implement monthly Teen Parent Learning Community activities, and address any matters brought forth by the teachers and support staff. Regular small group meetings with the teens allows the team the opportunity to address any student interests and to complete referrals as necessary for ancillary services.

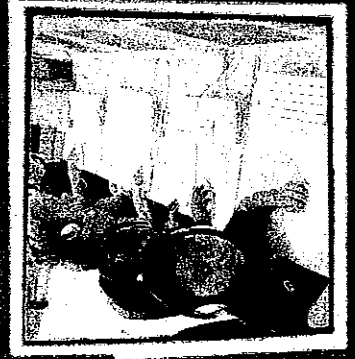
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The philosophy of the Teen Parent Program is to provide academic and socio-emotional support to ensure success among our students.

We offer academic and socio-emotional support, including academic alternatives, child care, counseling, linkages to community resources, all in an effort to ensure a secure future for the student and child.

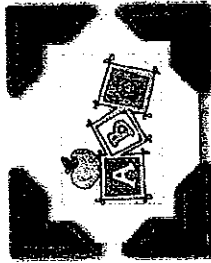
- Three fully accredited diploma options
- Competency-Based Instruction
- Parenting & Child Development Courses
- Full-time On Site School Nurse
- Full-time On Site Social Worker
- Child Development Center
- Monthly Learning Communities for pregnant and parenting teens (TPLC)



HACC is proud to host a Healthy Start office on campus for enrolled pregnant and parenting teens.

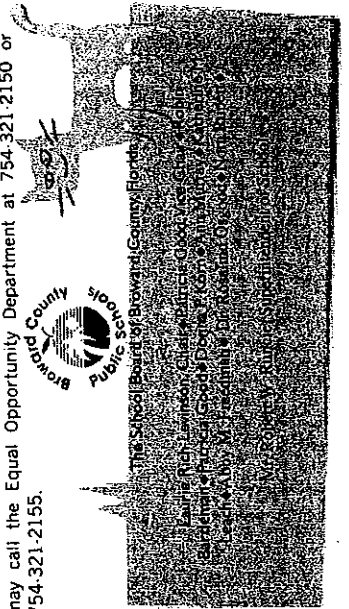
Services Include:

- Prenatal Nutrition
- Childbirth Education
- Breast Feeding Education
- Parenting Education
- Family Counseling Referrals
- Psychosocial Services
- Smoking Cessation Services
- Home Visiting
- Mommy & Me Sessions
- & Much, Much More!



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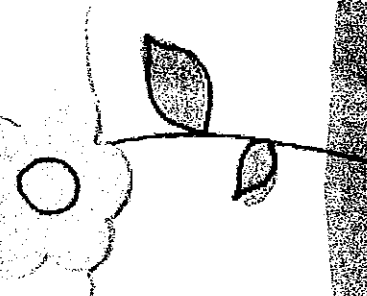
The School Board of Broward County, Florida

Equal Rights: Jimbo Clark, District Director, State College Superintendent, County Board of Commissioners, All Other Educational Services, Public Schools, Broward County, Florida

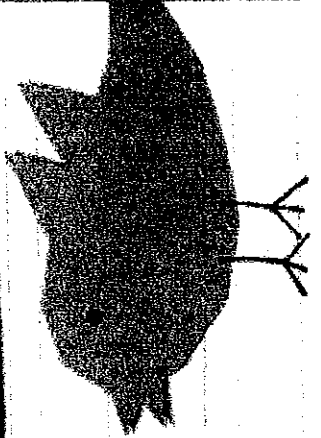
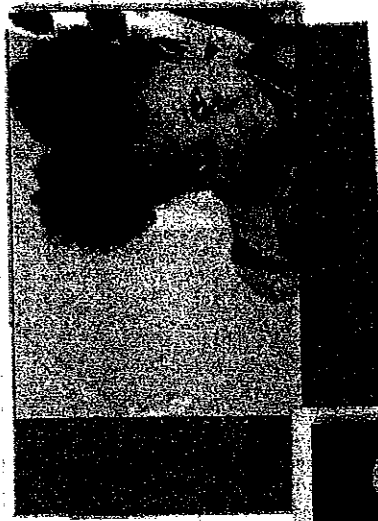


HALLANDALE ADULT COMMUNITY CENTER

# TEEN PARENT GUIDE

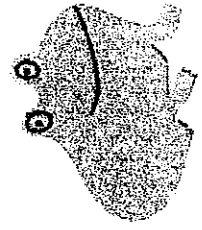


1000 W. Park Street, Hallandale Beach, FL 33009  
Tel: 754-321-7000 Fax: 754-321-7155  
www.haccfl.com



**Some important facts about transportation:**

- A car seat is loaned to each teen parent/child
- Transportation is provided for all teen parents
- Once the initial transportation request is submitted, processing will take about 10 days for pick up to begin
- Regular attendance is required to maintain transportation. As few as 5 days of absence may result in a long-term interruption of transportation
- Call South Area Transportation to advise the driver of an absence: (754) 321-4100



- Teens who ride the bus are dropped off and picked up in front of the school
- Security staff secure the car seat until the end of the day

*Monthly Learning Communities for Pregnant & Parenting Teens address topics that are relevant for our diverse population. The sessions address issues such as Car Seat Safety, Child Abuse, College and Career Readiness, Breast Feeding, Water Safety and much, much more!*

**ENROLLMENT REQUIREMENTS**

HACC provides a safe and nurturing environment for the teen parent and child that will enable the parent to focus on his or her academic pursuits. Teens must be 14 years of age and in the 7th grade or beyond at time of enrollment.

PREGNANT STUDENTS WHO ENTER THE TEEN PARENT PROGRAM

TEEN CHILDREN WHO ENTER THE CHILD DEVELOPMENT PROGRAM



TEEN PARENTS WHO ENTER THE TEEN PARENT PROGRAM

1100 W. UNIVERSITY BLVD  
 GAITHERSBURG, MD 20878  
 TEL: 301-279-1000



# Teen Parents



Hallandale Adult Community Center  
1000 SW 3rd Street  
Hallandale Beach, FL 33009

## HACC provides a safe, nurturing environment for teen parents and children

### Philosophy

This year nearly 500,000 girls in the United States under the age of twenty will become pregnant. To combine the complications of adolescence with pregnancy, it comes as no surprise that pregnant teens run the greatest risk of psychological, social and academic problems. National statistics show only half of all mothers who have children before the age of eighteen finish high school. This lack of education means that the majority of children born to teenaged parents will live in poverty, with parents who are unable to obtain high wage earning jobs.

The philosophy of the HACC Teen Parent Program is to provide academic and socio-emotional support to ensure that our students earn a high school diploma. We provide academic alternatives, child care, counseling,

and linkages to community resources, all in an effort to ensure a secure future for the teen parent and child.

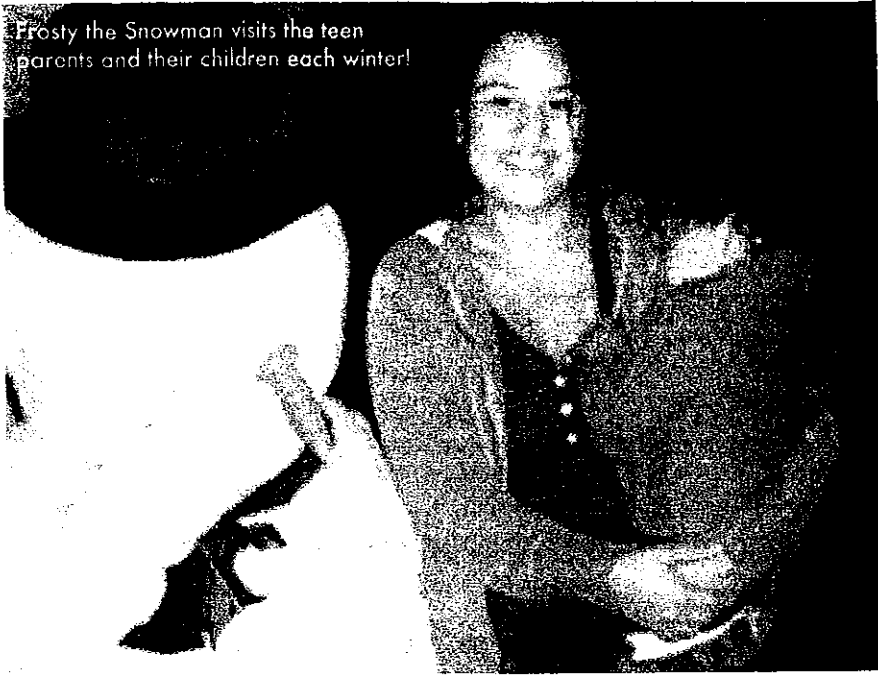
Our goal is to provide a safe and nurturing environment for the teen parent and child that will enable the teen parent to focus on his or her academic pursuits. We offer academic options to securing a State of Florida High School Diploma, including but not limited to competency based classes, online courses, vocational coursework, and Exit Option for those whose class is graduating or has graduated.

The significant transformation in the life of a teen parent is supported by an academic culture that supports learning at one's own pace. At Hallandale Adult, our first priority is the student; our program offerings are coordinated to support the long-term success of each student.

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Our campus is proud to host a Broward Healthy Start office for enrolled teen parents. Healthy Start offers support for prenatal care, postpartum care, delivery, infant care and targeted support services that address identified risks. The range of services available include: information and referral, ongoing care coordination and support to assure access to needed services, psychosocial, nutritional and smoking cessation services, childbirth, breastfeeding and parenting support and education, home visiting, and education and counseling. Our school social worker provides referral information to all new teen parents. To learn more about Broward Healthy Start, visit [www.browardhsc.org](http://www.browardhsc.org).

Frosty the Snowman visits the teen parents and their children each winter!



## Enrollment Requirements

### Requirements for Pregnant Students, Age 14 or Older, and in 7th Grade or Beyond, To Enter the Program

1. Written confirmation from of pregnancy and expected delivery date from your medical doctor
2. Withdrawal form from your Home School
3. Copy of your immunization form if not coming from a Broward County School

### Requirements for Infants/Children to Enter the Child Development Program

1. Babies must be at least 6 weeks old to enter our Child Development Center
2. Copy of birth certificate or official document of birth (certificate with baby's footprints cannot be accepted)
3. Baby/child's Immunization Record, Form 680
4. Baby/child's Physical Exam Form 3040
5. TB Screening for children over 1 year

### Requirements for Parenting Students to Enter the Teen Parent Program

1. Documentation of mother's age 14 or older and 7th grade or beyond, and withdrawal from your Home School
2. Copy of your immunization form if not coming from a Broward County School
3. Copy of baby's birth certificate: Required even if not enrolling baby in the Child Development Program

## Child Development Center Attendance Guidelines

Our center is open to children of students enrolled and attending Hallandale Adult Community Center. For our fee paying adults, space is available on a limited basis. We accept children from 6 weeks to five years of age. Child care is provided while the parent is receiving educational services at Hallandale Adult Community Center. Parents must be onsite the entire time their child is in the Child Development Center. Any deviation in the policy must be approved by an administrator.

For tardiness or absences, please call 754-321-7050, extension 2039.

Our school hours are 9:30 am until 4:30 pm. All children are signed in and out on arrival and departure.

Limited passes for early departure are provided to teen parents. However, all arrivals or departures outside of our scheduled operating time frame must be cleared through our Student Services staff and an administrator.

When arriving on campus, children are to promptly report to the Child Development Center. Each parent is responsible for proper supervision of his/her child while walking on campus. Due to safety and health requirements, only parents enrolled in the teen parent program are permitted inside the Child Development Center.

Play is the work of young children. We promote learning by encouraging children to actively engage in play throughout the school day. Their thinking and experimenting with new things helps them to find out how things work and learn first-hand about the world in which we live.

While no two infants develop exactly the same, they do tend to follow a predictable course of social development. Through interaction with parents, family, other infants/toddlers and caregivers, children develop their own unique personality and relationship with the world around them. We promote supervised interaction among each age group of children in our child development center to enhance each child's social development.

A child's relationship with trusting and caring adults is the foundation of emotional and personality development. Our Child Development Center is staffed with caring, trained/certified adults who foster positive emotional and social growth among our children. We also have the support of a full-time Social Worker who aids the parent with the emotional demands of teenaged parenthood.

### Parenting Class

Upon enrollment at HACC, all teen parents are enrolled in Parenting Class. Parenting Class provides teen parents with learning experiences that will help the teen to feel confident in the role of a parent to an infant or toddler. The course addresses topics such as Infant/Toddler CPR and First Aid, food and nutrition, stress management, swim safety, domestic violence, and infant/toddler brain development.

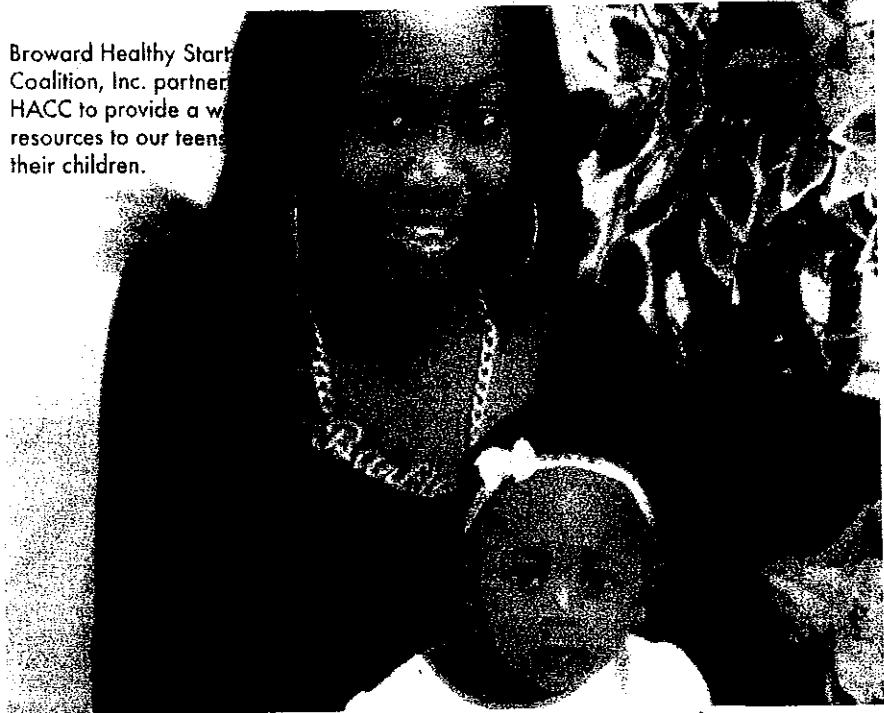
We strive to maintain a healthy center and to provide a stimulating environment for growth

In the event that your child becomes sick on campus, our School Nurse will contact you to advise you of the child's status and required documentation upon his or her return to the Child Development Center. Please keep your child at home if one or more of the following symptoms present: fever, frequent coughing, diarrhea, communicable illness, runny nose (not clear discharge).

HACC provides a hot breakfast lunch from the U.S. Department of Agriculture's School Lunch Program. Through this program, some infant food and formula will be provided for enrolled babies. Please see the administrator to determine the type and quantity of foods available. An afternoon snack will be offered daily.

Teen parents will complete a short application to determine eligibility for the free/reduced program. Teen parents who are ineligible will pay full price for meals or provide a healthy breakfast, lunch and snack from home. The applications are available online at <http://www.applyforlunch.com>.

Broward Healthy Start Coalition, Inc. partner HACC to provide a wide range of resources to our teens and their children.



## Transportation

A car seat is loaned to each teen parent/child enrolled in the program. The seat meets with Broward Schools Bus Transportation requirements. School bus transportation is provided for all teen parents. After the initial transportation request is submitted, processing will take approximately 10 days for approval and pick up to begin. Once approved, students must maintain regular attendance in order to avoid a lapse in transport to and from school. As few as five days of absence may result in a long-term interruption of transportation. We encourage students to contact South Area Transportation at 754-321-4100 to advise the bus driver of an absence prior to morning pick up.

Teens who ride the bus are picked up at home and dropped off in the front of the school. Security staff will secure the car seat until the conclusion of the school day. Parents are expected to hold their own child, or their child's hand during drop off and pick up. Failure to comply with this expectation may result in disciplinary action.

## Supplies and Clothing

For all children enrolled in the Child Development Center, a complete change of clothes, including socks and a bib, must be provided daily. All of the personal items such as clothes, cups, bottles, and diapers are to be labeled. For children who are not toilet trained, please bring at least five (5) diapers daily. Several clean bottles should be provided each day. The number of bottles will vary with each child.

For children twelve (12) months or older, please bring two (2) small towels, flat sheets, blankets or other coverings for nap time. Label each. The items will be sent home each Friday to be laundered. They are to be returned on Monday.

As a safety precaution, children will not be permitted to attend the Child Development Center wearing beads or small accessories in their hair. Jewelry, including necklaces, bracelets and rings will not be allowed. Only post-style earrings are permitted. "Clip on" style pacifiers with a ribbon of six inches or less in length will be acceptable. All walking children and those twelve (12) months of age and older must wear shoes. Children may not have money in school.

Children who show signs of readiness will be encouraged to begin toilet training. Discuss this with the child's teacher or the administrator.

Note: all teen parents are expected to abide by the School Board of Broward County Code of Conduct in relation to dress code and behavioral expectations.

## Special Needs

If your child has special needs that are to be addressed in a specific manner (i.e. health problems, allergies, behaviors, etc.) discuss these with the administrator at the time of placement. Continue to update staff as changes occur.



have clear expectations of the support that each child needs to achieve academic, social, emotional, and stability. Provided are some best guidelines to ensure achievement among our population.



### Parents

Parents will receive a copy of this manual. Parents should call the number on the manual if they have a question or your child's enrollment is important that you be able to contact the appropriate person in a timely manner.

### Lunch & Breaks

Teen parents are expected to remain on campus during break, change of class, and lunch. This is to assure the Child Development Center that you can be reached in the event of an emergency.

### In Class, On Time

Teen parents are to be in their classrooms on time. This is authorized by the teacher or by a nurse.

### Attendance Policy School

You are strongly encouraged to attend school. The school offers a program offering flexible scheduling and complete case training. Once all graduation requirements are met, students will graduate with a standard high school diploma.

### Exit Option

For students whose class is graduating or has graduated, Exit Option may be the choice for your student who select this option will earn passing scores on the FCAT (or ACF) and pass the GED to obtain a high school diploma.

### At-Campus Staff

The staff at the Child Development Center includes a Nurse, a School Nurse, a Health Assistant, and the Pregnancy Control Health Department allows you to attend a course on child care. They include a Full-time Social Worker, a Full-time School Nurse, a Childbirth Instructor, a Healthy Mommy, Healthy Baby Representative, a Florida KidCare Representative, and access to a full network of supportive resources for our teen parents.



## Dispensing Medication in the Child Development Center

In our continued efforts to provide a safe and healthy Child Development Center, the following procedures are outlined for dispensing prescription and over the counter medication to the children we serve in our Child Development Center.

Prescription medication is medication that your young child's doctor has ordered specifically for him or her.

Over-the-counter medication is medication not requiring a doctor's order. These are commonly purchased at a drug or grocery store. Examples include Tylenol, Robitussin, and Mylicon.

### MEDICATION PROCEDURES

1. All prescribed and over-the-counter medication MUST have an Authorization for Medication Form signed and completely filled out by the child's doctor BEFORE it can be given to the child in the Child

Development Center. The following over-the-counter medications do not require a doctor's authorization: diaper ointment, such as Desitin and A&D Ointment, and topical teething medicine, such as Anbesol and Orajel.

2. All prescribed medication must be in original containers and be labeled with the child's name and required dosage on it.

3. The principal's designee, in conjunction with the child's parent, will oversee the administration of all medication as prescribed by the doctor. No variations can be made from the Authorization for Medication Form.

4. The Child Development Administrator or designee must supervise the administration of the medication and log it. Please advise the Child Development Center Administrator immediately upon your arrival to school, as to your child's medication needs.

5. All teen parents are reminded that if their prescription medication or treatment devices are mistakenly left at home, the

child may not be admitted to the Child Development Center that day.

6. Furthermore, no medication will be administered without proper paperwork and authorization. The school nurse, in conjunction with the Child Development Center Administrator and the principal's designee will collaborate to ensure that all medication is dispensed in accordance with physician's explicit instructions.

Health files are checked frequently to ensure that you provide the school with up-to-date:

- Physical Exam form (HS #3040)
- Immunization Record form #480
- TB Skin Test at one (1) year of age
- Birth Certificate





## **Seagull Alternative High School**

1. Seagull Alternative High School (formerly Seagull School) provides alternative educational services/programs to pregnant and parenting students as well as students who are over-aged, behind in credits, and who have not experienced success in the traditional high school. Some of the provisions that the district provides through Seagull is a later start time for students, and authentic curriculum, smaller class sizes, more individual teacher attention, extended time to make up work due to maternity leave beyond the district make-up work policy, and the opportunity to enroll in on-line courses. Seagull offers to its pregnant and parenting students, child-care in the district's only state-licensed Child Care Development Center. Seagull also has on its campus a licensed family counselor, social worker, and nurse who provide social services to all of the students. Health care is provided to many of our students through a partnership formed by the family counselor and the doctor's office of Galen OB-GYN. This partnership provides free transportation to and from the doctor's office and medical care to student and their babies. Housed on Seagull's campus is a Healthy Start Care Coordinator/Educator who provides prenatal and parenting education and care coordination. Programs such as Mommy and Me and breast-feeding classes are available. The district also provides transportation (school buses to the students and babies) from south of Commercial Boulevard to north of State Road 84.
2. Pregnant and Parenting students who attend their home/traditional schools are advised by their Guidance Counselors and Zone Social Workers of the services provided by Seagull. The students are then referred to Seagull.
3. At the District Guidance Directors' Meetings, the Guidance Director of Seagull, shares information and material to the other Guidance Directors about Seagull and its services. Those Guidance Directors then in-service their Guidance Counselors and Administrators at their local schools.

## Hospital / Homebound

These services are dedicated to assist a student with a chronic medical or psychiatric condition who is unable to attend school for a period of time.

The educational services are designed to support the student to be successful academically, regardless of their personal circumstances and/or physical challenges.

For more information:

754-321-2209



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of Broward County, FL

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# Seagull Alternative High School



Bonnie A. Clemon, Jr.  
*Principal*

**"No Goals Too High  
When Seagulls Fly"**

## Seagull Alternative High School

425 SW 28<sup>th</sup> Street

Ft. Lauderdale, FL 33315

754-321-7300 FAX 754-321-7340

[www.browardschools.com](http://www.browardschools.com)

# Why an alternative high school?

Alternative Education is designed to meet the needs of at-risk students who are not succeeding in the traditional setting. Students are provided with a variety of options that can lead to graduation and are supported by services for the student and their immediate family that are essential to success.

*Be Right Back (BRB), Hospital/Homebound Program, and the Teen Parent Program with the Child Development Center* are three alternative programs offered at Seagull.

"The Seagull Child Development Center accepts babies as young as two weeks. The center is fully licensed by the Human Services Department of Broward County and cares for infants, toddlers, and preschool students."

--Barbara Deal, *Children Director*

The Teen Parent Program  
Students who may have otherwise dropped out of school due to pregnancy and parenting issues are given the opportunity to continue their education.

Pregnant and parenting teens at Seagull have the added benefit of a full time school nurse, social worker and Family Counselor.

At the Child Development Center, babies are placed in a family group according to their age and stay with the same certified caregivers as they grow and change. An age-appropriate curriculum combines fun with developmental tasks.

Healthy Start  
Seagull offers Healthy Start services on campus providing students with case management and education in:

- Prenatal Nutrition
- Childbirth
- Breastfeeding
- Parenting
- Developmental testing for the babies

Be Right Back (BRB) Program

Be Right Back (BRB) is a program for recovery and retrieval provided for students who are at risk of dropping out but who do want to finish school with a standard diploma.

BRB allows flexibility. Instruction can be based in course work through the APEX Learning System that allows students to work anywhere with an Internet access. Regular classroom introduction is available.