

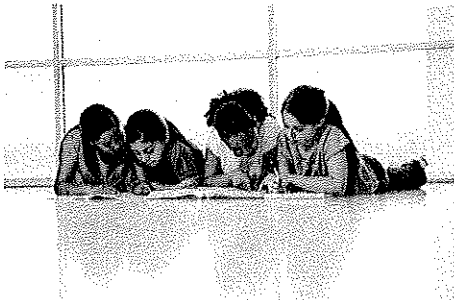


2013-2014

Annual Educational Equity Act Plan



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**2013-2014
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
2013-2014 EDUCATIONAL EQUITY ACT PLAN
The School Board of Broward County, Florida

OVERVIEW

2013-2014 EDUCATIONAL EQUITY ACT PLAN The School Board of Broward County, Florida

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

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

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

For 2013-2014, 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 2009-10 to 2013-14. For AP/IB/AICE, DE, and overall advanced (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

2013-2014 EDUCATIONAL EQUITY ACT PLAN Modification of Procedural Requirements

PART I

2013-2014 EDUCATIONAL EQUITY ACT PLAN Modification of Procedural Requirements

As part of the 2013-2014 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

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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

Page 1

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 and/or employee complaints/charges the District will complete the investigation in approximately 60 working days.~~ For student and/or employee complaints/charges the District will endeavor to complete the investigation in approximately 60 calendar days.
2. The right to confidentiality of the complainant and the respondent shall be protected pursuant to applicable Federal and State regulations.
3. The parents or guardians of students involved in discrimination or harassment complaint/charge shall be notified.
4. The Executive Director, Benefits & EEO Compliance, shall serve as the District's Equity Officer/Title IX Coordinator and Superintendent's representative in discrimination and harassment investigations. The department shall assist in filing appropriate charges, investigating charges, and the resolution of charges made by students, employees, applicants, contractors or individuals participating in a School Board sponsored activity. These persons shall retain the right to file a complaint/charge with the appropriate agency other than the Department of Equal Educational Opportunities. Individuals who wish to contact the District's Equity Officer/Title IX Coordinator may do so via mail at 600 S.E Third Avenue, 14th Floor, Fort Lauderdale, Florida 33301 or via telephone at 754-321-2150 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 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 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.)~~ (The District will endeavor to complete the investigation in approximately 60 calendar 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 complete the investigation in approximately 60 working days.)~~ (The District will endeavor to complete the investigation in approximately 60 calendar 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.)~~ (The District will endeavor to complete the

investigation in approximately 60 calendar days.)

- 9 Both the Complainant and the alleged harasser/perpetrator shall receive a copy of a determination letter.

****** The timelines stipulated in this investigative process are subject to the complexity of the investigation, the severity and extent of the harassment, and the availability of the witnesses based on their school calendar.

****** 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 Commission (EEOC) and (student) has the right to file a claim with the Office for Civil Rights (OCR) or any other agency he/she deems appropriate, at any time. Filing a complaint with the District does not preserve the employee/student rights under Federal or State Law.

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

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

THE Code Book

FOR STUDENT CONDUCT



Broward County Public Schools
2013-2016

A stylized graphic featuring a city skyline with various building silhouettes. Radiating lines emanate from behind the buildings, creating a sunburst effect. In the foreground, there is a row of palm trees on a dark, silhouetted ground. The word "SECTION" is written vertically in a bold, serif font on the left side of the page.

SECTION

X

Right to Appeal and Grievance Procedures

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 Chief Service Quality Officer/designee. The letter asking for the appointment must include a copy of the first written statement and the response.

In the case of Charter Schools: If the problem still has not been resolved within five (5) school days from receipt of the written response, the charter school student may request, in writing, a meeting with the Governing Board.

Items 3-5 below do not apply to Charter School students.

3. Upon receipt of the letter, the Superintendent's/designee will schedule a meeting within five (5) school days with the district student and his or her parent. This meeting will include the person(s) involved in the appeal process, the principal, the district student, the parent(s) and anyone else he or she wishes to attend. An attorney may be present to represent either the district student and/or the school. The Superintendent's/designee has five (5) school days after the date of the meeting to send a written response to the district student.
4. If district 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, district students have the right to appeal to the School Board.
6. A student shall serve his or her suspension during the pendency of any appeals. If the student is successful in his or her appeal, the student's record shall be corrected to remove all indications of the suspension and the absences shall be reflected as "excused," for the period in question. Refer to pages 5-6, regarding make-up work.

GRIEVANCE PROCEDURES for DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES, including SECTION 504 DISCRIMINATION

REPORTING DISCRIMINATION, BULLYING and/or HARASSMENT OFFENSES

If any district school 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

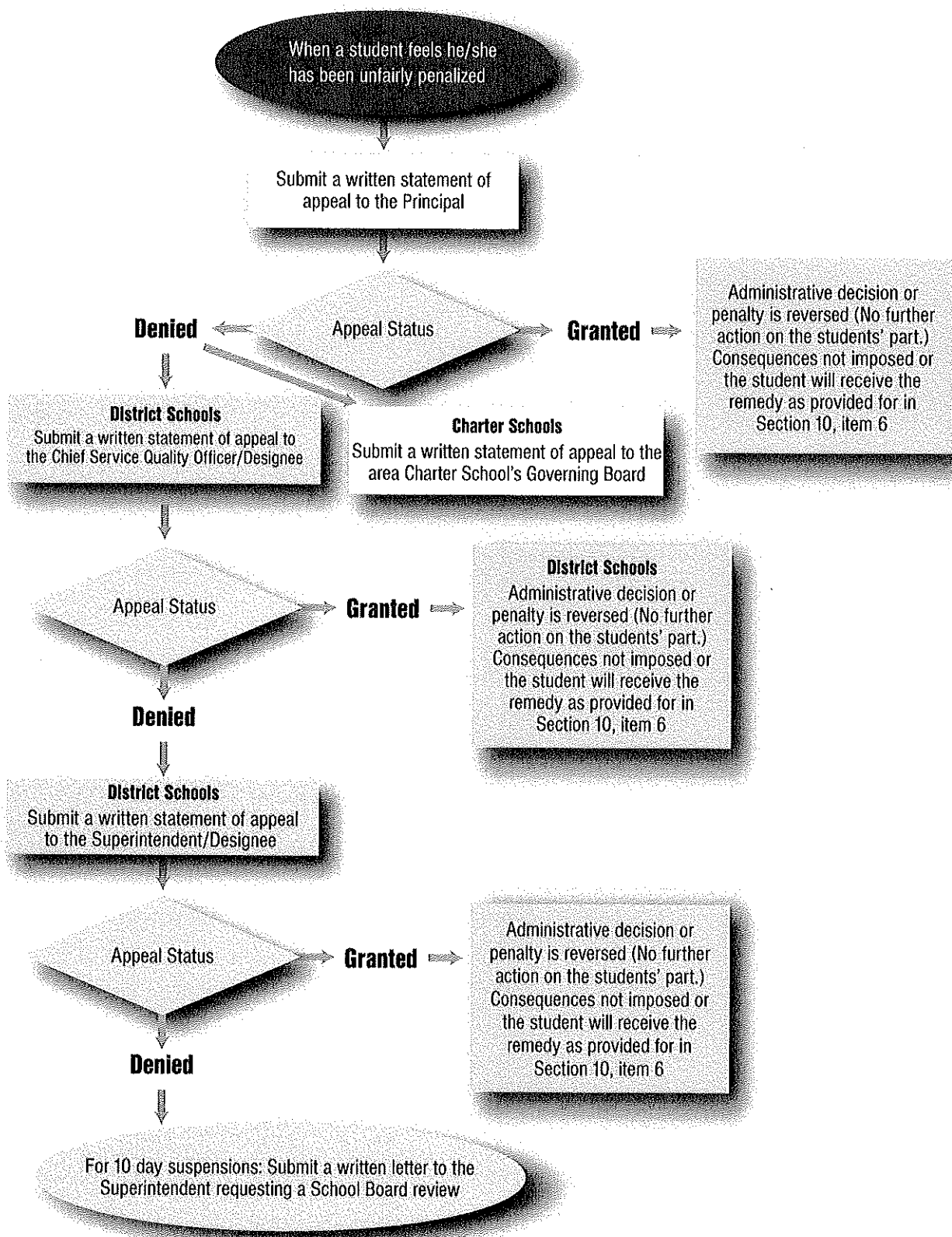
The steps below have been developed to comply with the law for resolution of individual complaints under Section 504/ADA. Persons aggrieved by district school actions are not required by law to exhaust the District's grievance procedures before filing a complaint at the federal or state level.

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

1. If informal discussions do not resolve the issue, the district school student/parent/guardian may obtain a Grievance Filing Form from the principal. The completed form should be submitted to the district school principal within 15 school days.
2. Within 15 school days of receipt of the written grievance, the district school principal shall provide the grievant with a Grievance Resolution Notice that upholds, modifies, or denies the resolution sought.
3. If the district school 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 district school 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 district student was, in fact, discriminated against. A determination of probable cause will include specific recommendations for corrective behavior.



Right to Appeal Process



PART II

2013-2014 EDUCATIONAL EQUITY ACT PLAN Incomplete Items or Pending Action

Part II
2013-2014 EDUCATIONAL EQUITY ACT PLAN
Incomplete Items or Pending Action

NOTE: NO INCOMPLETE ITEMS

PART III

2013-2014 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Part III
2013-2014 EDUCATIONAL EQUITY ACT PLAN
Student Participation
Evaluation of Methods and Strategies

For the 2013-2014 Annual Update, districts will evaluate the effectiveness of their methods and strategies according to data-driven evidence of success based on the 2009-10 benchmark data and accountability measures through 2013-14 in the following program areas:

- (1) Increasing the percentage of Black, Hispanic, Black male, and Hispanic male students enrolled in Advanced Placement (AP), International Baccalaureate (IB) and Advanced International Certificate of Education (AICE) courses (Grades 9-12).
- (2) Increasing the percentage of Black, Hispanic, Black male, and Hispanic male students enrolled in Dual Enrollment (DE) courses (9-12).
- (3) Increasing the overall percentage of Black, Hispanic, Black male, and Hispanic male students enrolled in advanced high school courses, including AP, IB, AICE, DE, honors and other Level 3 courses.

Contact person for this area is: Leslie Brown, Chief Portfolio Services Officer (754) 321-2100. The following pages are the District's comparison of student's participation in the above mentioned areas:

PART III

2013-2014 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Section – 1 Grades 9-12, AP/IB/AICE Courses

EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Advanced Placement courses. In 2009-10, 27% of Whites, 14% of Blacks, and 24% of Hispanics, 23% White Males, 10% of Black Males, and 20% of Hispanic Males were enrolled. In 2013-14, 35% of Whites (an increase of 8 percentage points), 17% of Blacks (an increase of 3 percentage points), 30% of Hispanics (an increase of 6 percentage points), 30% of White Males (an increase of 7 percentage points), 12% of Black Males (an increase of 2 percentage points), and 26% of Hispanic Males (an increase of 6 percentage points) were enrolled.

Grades 9-12 AP/IB/AICE Courses

Grades 9-12 Enrollment 2013-14 (80,934)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
26% 20,652	40% 32,197	29% 23,097

Whites In AP/IB/AICE 2009-10	Whites In AP/IB/AICE 2010-11	Whites In AP/IB/AICE 2011-12	Whites In AP/IB/AICE 2012-13	Whites In AP/IB/AICE 2013-14
27% 6,021	28% 12,371	31% 6,924	34% 7,203	35% 7,174
White Males In AP/IB/AICE 2009-10	White Males In AP/IB/AICE 2010-11	White Males In AP/IB/AICE 2011-2012	White Males In AP/IB/AICE 2012-13	White Males In AP/IB/AICE 2013-14
23% 2,712	24 % 5,570	27% 3,217	30% 3,250	30% 3,243

Blacks In AP/IB/AICE 2009-10	Blacks In AP/IB/AICE 2010-11	Blacks In AP/IB/AICE 2011-12	Blacks In AP/IB/AICE 2012-13	Blacks In AP/IB/AICE 2013-14
14% 4,154	15% 4,809	14% 4,613	16% 4,933	17% 5,370
Black Males In AP/IB/AICE 2009-10	Black Males In AP/IB/AICE 2010-2011	Black Males In AP/IB/AICE 2011-2012	Black Males In AP/IB/AICE 2012-13	Black Males In AP/IB/AICE 2013-14
10% 1,502	11% 1,783	10% 1,715	12% 1,851	12% 1,998

Hispanics In AP/IB/AICE 2009-10	Hispanics In AP/IB/AICE 2010-11	Hispanics In AP/IB/AICE 2011-12	Hispanics In AP/IB/AICE 2012-13	Hispanics In AP/IB/AICE 2013-14
24% 5,261	26% 5,772	26% 5,930	29% 6,462	30% 6,843
Hispanic Males In AP/IB/AICE 2009-10	Hispanic Males In AP/IB/AICE 2010-11	Hispanic Males In AP/IB/AICE 2011-2012	Hispanic Males In AP/IB/AICE 2012-13	Hispanic Males In AP/IB/AICE 2013-14
20 % 2,230	21% 2,460	22% 2,592	25% 2,884	26% 3,025

The evaluation reveals progress in increasing enrollment in AP/IB/AICE courses for Black and Hispanic students in grade 9-12th. Black students increased by 3 percentage points, from 14% in 2009-10 to 17% in 2013-14; Hispanic students also increased by 6 percentage points, from 24% to 30% for the same time period.

Increase the number of Black students in grade 9-12 enrolling In AP/IB/AICE courses by 2 percentage points by the 2014-15 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling In AP/IB/AICE courses by 2 percentage points by the 2014-15 School Year.

Increase the number of Black Male students in grades 9-12 enrolling In AP/IB/AICE courses by 2 percentage points by the 2014-15 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling In AP/IB/AICE courses by 2 percentage points by the 2014-15 School Year.

Strategies for Continued Elimination of Enrollment Gaps:

1. Creation of a school-based AP team consisting of the Principal, Assistant Principal, Guidance staff, and Department Heads.
2. Require schools to use District flags and AP Potential Lists for continued identification of students as capable of AP courses.
3. Increase District monitoring of AP Enrollment in low-income schools. Ensure schools are using all tools to identify and place AP ready students in AP courses in SY 2014-2015.
4. Monitor and support AP Parent/Student recruitment events at the school level. These events should be used to increase parent awareness of the advantage of taking AP courses in the SY 2014-2015.
5. Creation of local endorsement for Advanced Placement teachers focusing on content-area knowledge and advanced pedagogical practices.

Accountability Measures:

1. Creation and dissemination of District gap reports, College Board Reports and PSAT data of eligible students not enrolled in Advanced Placement courses at the beginning of the school year in 2014-2015.
2. Conduct a two week follow-up to measure corrections in enrollment in Advanced Placement courses through the use of District gap reports in 2014-2015.
3. Implementation of self-assessment tool for schools to utilize in evaluating their Advanced Placement Program in the 2014-2015 school year.

PART III

2013-2014 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Section – 2 Grades 11-12, Dual Enrollment (DE)

EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Dual Enrollment courses. In 2009-10, 8% of Whites, 3% of Blacks, and 6% of Hispanics were enrolled. In 2009-10, 6% of White Males, 2% Black Males, and 5% of Hispanic Males were enrolled. In 2013-14, 12% of Whites (an increase of 4 percentage points), 4% of Blacks (an increase of 1 percentage points), 10% of Hispanics (an increase of 4 percentage points), 10% of White Males (an increase of 4 percentage points), 3% of Black Males (an increase of 1 percentage points), and 8% of Hispanic Males (an increase of 3 percentage points) were enrolled.

Grades 11-12 Dual Enrollment

Grades 11-12 Enrollment 2013-2014 (40,479)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
26% 10,379	40% 16,285	28% 11,379

Whites In DE	Whites In DE	Whites In DE	Whites In DE	Whites In DE
2009-10	2010-11	2011-12	2012-13	2013-14
8% 852	9% 1,982	11% 1,226	11% 1,167	12% 1,212
White Males In DE	White Males In DE	White Males In DE	White Males In DE	White Males In DE
2009-10	2010-11	2011-12	2012-13	2013-14
6% 367	7% 818	9% 512	9% 470	10% 522

Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE
2009-10	2010-11	2011-12	2012-13	2013-14
3% 466	4% 667	4% 654	5% 723	4% 693
Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE
2009-10	2010-11	2011-12	2012-13	2013-14
2% 129	2% 187	2% 183	3% 216	3% 223

Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE
2009-10	2010-11	2011-12	2012-13	2013-14
6% 632	8% 871	9% 1,044	10% 1,082	10% 1,121
Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE	Hispanic Males In DE
2009-10	2010-11	2011-12	2012-13	2013-14
5% 242	6% 340	7% 417	8% 433	8% 452

The evaluation reveals progress in increasing enrollment in Dual Enrollment courses for Black and Hispanic students in grades 11-12th. Black students increased by 1 percentage point, from 3% in 2009-10 to 4% in 2013-14; Hispanic student also increase by 4 percentage points from 6% to 10% for the same time period.

PART III

2013-2014 EDUCATIONAL EQUITY ACT PLAN Student Participation Evaluation of Methods & Strategies

Section – 3 Grades 9-12, Level 3 Courses (including AP/IB/AICE, DE and Honors)

EVALUATION OF METHODS AND STRATEGIES

The following percentages reflect within race/ethnicity calculations for students enrolled in Level 3 courses. In 2009-10, 65% of Whites, 44% of Blacks, and 59% of Hispanics were enrolled. In 2009-10, 61% of White Males, 36% of Black Males, and 55% of Hispanic Males were enrolled. In 2013-14, 74% of Whites (an increase of 9 percentage points), 52% of Black (an increase of 8 percentage points), 68% of Hispanics (an increase of 9 percentage points), 70% of White Males (an increase of 9 percentage points), 44% of Black Males (an increase of 8 percentage points), and 64% of Hispanic Males (an increase of 9 percentage points) were enrolled.

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

Grades 9-12 Enrollment 2013-14 (80,934)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>
26% 20,652	40% 32,197	29% 23,097

Whites In Level 3 2009-10	Whites In Level 3 2010-11	Whites In Level 3 2011-12	Whites In Level 3 2012-13	Whites In Level 3 2013-14
65% 14,597	65% 28,563	69% 15,285	71% 14,881	74% 15,359
White Males In Level 3 2009-10	White Males In Level 3 2010-11	White Males In Level 3 2011-12	White Males In Level 3 2012-13	White Males In Level 3 2013-14
61% 7,213	60% 13,816	64% 7,515	67% 7,309	70% 7,517

Blacks In Level 3 2009-10	Blacks In Level 3 2010-11	Blacks In Level 3 2011-12	Blacks In Level 3 2012-13	Blacks In Level 3 2013-14
44% 13,236	45% 14,364	45% 14,740	46% 14,481	52% 16,755
Black Males In Level 3 2009-10	Black Males In Level 3 2010-11	Black Males In Level 3 2011-12	Black Males In Level 3 2012-13	Black Males In Level 3 2013-14
36% 5,527	38% 6,117	38% 6,311	39% 6,246	44% 7,263

Hispanics In Level 3 2009-10	Hispanics In Level 3 2010-11	Hispanics In Level 3 2011-12	Hispanics In Level 3 2012-13	Hispanics In Level 3 2013-14
59% 13,099	62% 13,752	62% 14,282	64% 14,494	68% 15,722
Hispanic Males In Level 3 2009-10	Hispanic Males In Level 3 2010-11	Hispanic Males In Level 3 2011-12	Hispanic Males In Level 3 2012-13	Hispanic Males In Level 3 2013-14
55% 6,208	57% 6,510	58% 6,817	59% 6,926	64% 7,574

The evaluation reveals progress in increasing enrollment in Level 3 courses for Black and Hispanic students in grades 9-12th. Black students increased by 8 percentage points, from 44% in 2009-10 to 52% in 2013-14; Hispanic students also increased by 9 percentage points from 59% to 68% for the same time period.

PART IV

**2013-2014 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

**Section - A
Compliance Verification Form**

Part IV - A

2013-2014 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

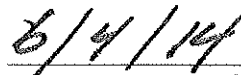
☐

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



Date

PART IV

**2013-2014 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

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

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Blanche Ely High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	19	0	19	Baseball	0	0	0
Basketball	14	9	23	Basketball	13	8	21
Cross Country	25	25	50	Cross Country	0	0	0
Flag Football	0	17	17	Flag Football	0	0	0
Football	64	0	64	Football	0	0	0
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	23	21	44	Soccer	0	11	11
Softball	0	21	21	Softball	0	8	8
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0
Tennis	5	9	14	Tennis	0	0	0
Track & Field	30	27	57	Track & Field	0	0	0
Volleyball	0	16	16	Volleyball	0	11	11
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	13	0	13	Wrestling	0	0	0
Total Varsity Participants	193	145	338	Total JV Participants	13	38	51
% of Varsity Participants	57%	43%	100%	% of JV Participants	25%	75%	100%
Total Student Enrollment by Gender 2013-14	824	1118	1942	Total Student Enrollment by Gender 2013-14	824	1118	1942
% Student Enrollment by Gender 2013-14	42%	58%	100%	% Student Enrollment by Gender 2013-14	42%	58%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Boyd Anderson High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	14	0	14	Baseball	0	0	0
Basketball	14	18	32	Basketball	13	14	27
Cross Country	8	9	17	Cross Country	0	0	0
Flag Football	0	25	25	Flag Football	0	0	0
Football	52	0	52	Football	33	0	33
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	14	16	30	Soccer	0	0	0
Softball	0	15	15	Softball	0	0	0
Swimming/Diving	7	7	14	Swimming/Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	25	22	47	Track & Field	0	0	0
Volleyball	0	20	20	Volleyball	0	14	14
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	11	0	11	Wrestling	0	0	0
Total Varsity Participants	145	132	277	Total JV Participants	46	28	74
% of Varsity Participants	52%	48%	100%	% of JV Participants	62%	38%	100%
Total Student Enrollment by Gender 2013-14	846	837	1683	Total Student Enrollment by Gender 2013-14	846	837	1683
% Student Enrollment by Gender 2013-14	50%	50%	100%	% Student Enrollment by Gender 2013-14	50%	50%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Coconut Creek High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	16	0	16	Baseball	10	0	10
Basketball	13	15	28	Basketball	13	13	26
Cross Country	7	7	14	Cross Country	0	0	0
Flag Football	0	22	22	Flag Football	0	0	0
Football	30	0	30	Football	30	0	30
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	19	39	Soccer	0	17	17
Softball	0	18	18	Softball	0	15	15
Swimming/Diving	5	1	6	Swimming/Diving	0	0	0
Tennis	10	10	20	Tennis	0	0	0
Track & Field	35	24	59	Track & Field	0	0	0
Volleyball	0	12	12	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	14	0	14	Wrestling	10	0	10
Total Varsity Participants	150	128	278	Total JV Participants	63	57	120
% of Varsity Participants	54%	46%	100%	% of JV Participants	53%	47%	100%
Total Student Enrollment by Gender 2013-14	675	636	1311	Total Student Enrollment by Gender 2013-14	675	636	1311
% Student Enrollment by Gender 2013-14	51%	49%	100%	% Student Enrollment by Gender 2013-14	51%	49%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Cooper City High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	21	0	21	Baseball	18	0	18
Basketball	12	15	27	Basketball	11	16	27
Cross Country	23	30	53	Cross Country	0	0	0
Flag Football	0	45	45	Flag Football	0	0	0
Football	50	0	50	Football	35	0	35
Golf	7	0	7	Golf	0	0	0
Lacrosse	22	25	47	Lacrosse	0	0	0
Soccer	22	27	49	Soccer	0	18	18
Softball	0	17	17	Softball	0	17	17
Swimming/Diving	11	18	29	Swimming/Diving	0	0	0
Tennis	8	11	19	Tennis	0	0	0
Track & Field	29	30	59	Track & Field	0	0	0
Volleyball	10	15	25	Volleyball	0	20	20
Water Polo	18	16	34	Water Polo	0	0	0
Wrestling	27	0	27	Wrestling	27	0	27
Total Varsity Participants	260	249	509	Total JV Participants	91	71	162
% of Varsity Participants	51%	49%	100%	% of JV Participants	56%	44%	100%
Total Student Enrollment by Gender 2013-14	1041	1014	2055	Total Student Enrollment by Gender 2013-14	1041	1014	2055
% Student Enrollment by Gender 2013-14	51%	49%	100%	% Student Enrollment by Gender 2013-14	51%	49%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Coral Glades High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	14	0	14	Baseball	19	0	19
Basketball	16	14	30	Basketball	13	9	22
Cross Country	35	22	57	Cross Country	0	0	0
Flag Football	0	13	13	Flag Football	0	18	18
Football	49	0	49	Football	40	0	40
Golf	9	2	11	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	32	26	58	Soccer	0	0	0
Softball	0	16	16	Softball	0	0	0
Swimming/Diving	17	12	29	Swimming/Diving	0	0	0
Tennis	10	10	20	Tennis	0	0	0
Track & Field	33	24	57	Track & Field	0	0	0
Volleyball	11	11	22	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	15	1	16	Wrestling	0	0	0
Total Varsity Participants	241	151	392	Total JV Participants	72	39	111
% of Varsity Participants	61%	39%	100%	% of JV Participants	65%	35%	100%
Total Student Enrollment by Gender 2013-14	1126	1189	2315	Total Student Enrollment by Gender 2013-14	1126	1189	2315
% Student Enrollment by Gender 2013-14	49%	51%	100%	% Student Enrollment by Gender 2013-14	49%	51%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

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	16	0	16	Baseball	16	0	16
Basketball	14	16	30	Basketball	14	14	28
Cross Country	14	26	40	Cross Country	0	0	0
Flag Football	0	25	25	Flag Football	0	25	25
Football	55	0	55	Football	45	0	45
Golf	4	2	6	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	14	25	39	Soccer	0	20	20
Softball	0	20	20	Softball	0	14	14
Swimming/Diving	15	16	31	Swimming/Diving	0	0	0
Tennis	8	12	20	Tennis	0	0	0
Track & Field	44	55	99	Track & Field	0	0	0
Volleyball	0	18	18	Volleyball	0	18	18
Water Polo	14	10	24	Water Polo	0	0	0
Wrestling	25	0	25	Wrestling	15	0	15
Total Varsity Participants	223	225	448	Total JV Participants	90	91	181
% of Varsity Participants	50%	50%	100%	% of JV Participants	50%	50%	100%
Total Student Enrollment by Gender 2013-14	1257	1157	2414	Total Student Enrollment by Gender 2013-14	1257	1157	2414
% Student Enrollment by Gender 2013-14	52%	48%	100%	% Student Enrollment by Gender 2013-14	52%	48%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

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				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	16	0	16	Baseball	16	0	16
Basketball	14	18	32	Basketball	14	16	30
Cross Country	12	20	32	Cross Country	0	0	0
Flag Football	0	36	36	Flag Football	0	24	24
Football	65	0	65	Football	60	0	60
Golf	8	13	21	Golf	0	0	0
Lacrosse	30	24	54	Lacrosse	0	18	18
Soccer	22	22	44	Soccer	0	24	24
Softball	0	20	20	Softball	0	14	14
Swimming/Diving	22	28	50	Swimming/Diving	0	0	0
Tennis	8	14	22	Tennis	0	0	0
Track & Field	62	56	118	Track & Field	0	0	0
Volleyball	10	22	32	Volleyball	0	24	24
Water Polo	17	20	37	Water Polo	0	0	0
Wrestling	16	0	16	Wrestling	14	2	16
Total Varsity Participants	302	293	595	Total JV Participants	104	122	226
% of Varsity Participants	51%	49%	100%	% of JV Participants	46%	54%	100%
Total Student Enrollment by Gender 2013-14	2180	2157	4337	Total Student Enrollment by Gender 2013-14	2180	2157	4337
% Student Enrollment by Gender 2013-14	50%	50%	100%	% Student Enrollment by Gender 2013-14	50%	50%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Deerfield Beach High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	15	0	15	Baseball	15	0	15
Basketball	15	17	32	Basketball	15	17	32
Cross Country	17	25	42	Cross Country	0	0	0
Flag Football	0	20	20	Flag Football	0	25	25
Football	50	0	50	Football	50	0	50
Golf	7	10	17	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	20	40	Soccer	0	25	25
Softball	0	20	20	Softball	0	25	25
Swimming/Diving	20	25	45	Swimming/Diving	0	0	0
Tennis	10	15	25	Tennis	0	0	0
Track & Field	20	20	40	Track & Field	0	0	0
Volleyball	13	20	33	Volleyball	0	20	20
Water Polo	15	15	30	Water Polo	0	0	0
Wrestling	25	0	25	Wrestling	0	0	0
Total Varsity Participants	227	207	434	Total JV Participants	80	112	192
% of Varsity Participants	52%	48%	100%	% of JV Participants	42%	58%	100%
Total Student Enrollment by Gender 2013-14	1142	1196	2338	Total Student Enrollment by Gender 2013-14	1142	1196	2338
% Student Enrollment by Gender 2013-14	49%	51%	100%	% Student Enrollment by Gender 2013-14	49%	51%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Dillard High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	13	0	13	Baseball	0	0	0
Basketball	15	15	30	Basketball	15	12	27
Cross Country	9	4	13	Cross Country	0	0	0
Flag Football	0	17	17	Flag Football	0	0	0
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	13	18	31	Soccer	0	0	0
Softball	0	17	17	Softball	0	0	0
Swimming/Diving	9	11	20	Swimming/Diving	0	0	0
Tennis	5	10	15	Tennis	0	0	0
Track & Field	21	32	53	Track & Field	0	0	0
Volleyball	0	16	16	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	9	0	9	Wrestling	0	0	0
Total Varsity Participants	154	140	294	Total JV Participants	55	27	82
% of Varsity Participants	52%	48%	100%	% of JV Participants	67%	33%	100%
Total Student Enrollment by Gender 2013-14	853	857	1710	Total Student Enrollment by Gender 2013-14	853	857	1710
% Student Enrollment by Gender 2013-14	50%	50%	100%	% Student Enrollment by Gender 2013-14	50%	50%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Everglades High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	22	0	22	Baseball	12	0	12
Basketball	15	12	27	Basketball	8	9	17
Cross Country	12	16	28	Cross Country	0	0	0
Flag Football	0	16	16	Flag Football	0	13	13
Football	59	0	59	Football	25	0	25
Golf	1	0	1	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	15	18	33	Soccer	0	0	0
Softball	0	18	18	Softball	0	0	0
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0
Tennis	9	10	19	Tennis	0	0	0
Track & Field	41	58	99	Track & Field	0	0	0
Volleyball	14	18	32	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	14	0	14	Wrestling	0	0	0
Total Varsity Participants	202	166	368	Total JV Participants	45	34	79
% of Varsity Participants	55%	45%	100%	% of JV Participants	57%	43%	100%
Total Student Enrollment by Gender 2013-14	1276	1155	2431	Total Student Enrollment by Gender 2013-14	1276	1155	2431
% Student Enrollment by Gender 2013-14	52%	48%	100%	% Student Enrollment by Gender 2013-14	52%	48%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Flanagan High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	22	0	22	Baseball	21	0	21
Basketball	12	18	30	Basketball	12	16	28
Cross Country	13	15	28	Cross Country	0	0	0
Flag Football	0	30	30	Flag Football	0	15	15
Football	52	0	52	Football	36	0	36
Golf	6	8	14	Golf	0	0	0
Lacrosse	25	22	47	Lacrosse	0	0	0
Soccer	25	25	50	Soccer	0	0	0
Softball	0	25	25	Softball	0	18	18
Swimming/Diving	23	26	49	Swimming/Diving	0	0	0
Tennis	12	9	21	Tennis	0	0	0
Track & Field	40	30	70	Track & Field	0	0	0
Volleyball	16	18	34	Volleyball	0	15	15
Water Polo	14	16	30	Water Polo	0	0	0
Wrestling	6	0	6	Wrestling	0	0	0
Total Varsity Participants	266	242	508	Total JV Participants	69	64	133
% of Varsity Participants	52%	48%	100%	% of JV Participants	52%	48%	100%
Total Student Enrollment by Gender 2013-14	1469	1369	2838	Total Student Enrollment by Gender 2013-14	1469	1369	2838
% Student Enrollment by Gender 2013-14	52%	48%	100%	% Student Enrollment by Gender 2013-14	52%	48%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Fort Lauderdale High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	18	0	18	Baseball	15	0	15
Basketball	9	12	21	Basketball	10	12	22
Cross Country	5	7	12	Cross Country	0	0	0
Flag Football	0	18	18	Flag Football	0	18	18
Football	48	0	48	Football	34	0	34
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	18	25	43	Soccer	0	25	25
Softball	0	18	18	Softball	0	0	0
Swimming/Diving	21	37	58	Swimming/Diving	0	0	0
Tennis	5	7	12	Tennis	0	0	0
Track & Field	36	43	79	Track & Field	0	0	0
Volleyball	0	20	20	Volleyball	0	25	25
Water Polo	15	23	38	Water Polo	0	0	0
Wrestling	10	0	10	Wrestling	7	1	8
Total Varsity Participants	185	210	395	Total JV Participants	66	81	147
% of Varsity Participants	47%	53%	100%	% of JV Participants	45%	55%	100%
Total Student Enrollment by Gender 2013-14	931	1142	2073	Total Student Enrollment by Gender 2013-14	931	1142	2073
% Student Enrollment by Gender 2013-14	45%	55%	100%	% Student Enrollment by Gender 2013-14	45%	55%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Hallandale High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	21	0	21	Baseball	0	0	0
Basketball	10	9	19	Basketball	11	10	21
Cross Country	8	17	25	Cross Country	0	0	0
Flag Football	0	16	16	Flag Football	0	0	0
Football	49	0	49	Football	40	0	40
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	21	21	42	Soccer	0	0	0
Softball	0	24	24	Softball	0	0	0
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0
Tennis	0	10	10	Tennis	0	0	0
Track & Field	29	13	42	Track & Field	0	0	0
Volleyball	0	14	14	Volleyball	0	0	0
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	12	0	12	Wrestling	0	0	0
Total Varsity Participants	150	124	274	Total JV Participants	51	10	61
% of Varsity Participants	55%	45%	100%	% of JV Participants	84%	16%	100%
Total Student Enrollment by Gender 2013-14	586	594	1180	Total Student Enrollment by Gender 2013-14	586	594	1180
% Student Enrollment by Gender 2013-14	50%	50%	100%	% Student Enrollment by Gender 2013-14	50%	50%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Hollywood Hills High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	17	0	17	Baseball	15	0	15
Basketball	14	9	23	Basketball	13	0	13
Cross Country	7	7	14	Cross Country	0	0	0
Flag Football	0	22	22	Flag Football	0	16	16
Football	43	0	43	Football	21	0	21
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	15	15	Lacrosse	0	0	0
Soccer	22	22	44	Soccer	0	0	0
Softball	0	12	12	Softball	0	11	11
Swimming/Diving	18	20	38	Swimming/Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	12	6	18	Track & Field	0	0	0
Volleyball	10	12	22	Volleyball	0	14	14
Water Polo	8	14	22	Water Polo	0	0	0
Wrestling	11	0	11	Wrestling	0	0	0
Total Varsity Participants	162	139	301	Total JV Participants	49	41	90
% of Varsity Participants	54%	46%	100%	% of JV Participants	54%	46%	100%
Total Student Enrollment by Gender 2013-14	1057	874	1931	Total Student Enrollment by Gender 2013-14	1057	874	1931
% Student Enrollment by Gender 2013-14	55%	45%	100%	% Student Enrollment by Gender 2013-14	55%	45%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: McArthur High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	20	0	20	Baseball	12	0	12
Basketball	13	14	27	Basketball	10	0	10
Cross Country	15	21	36	Cross Country	0	0	0
Flag Football	0	15	15	Flag Football	0	22	22
Football	40	0	40	Football	24	0	24
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	19	22	41	Soccer	0	0	0
Softball	0	14	14	Softball	0	16	16
Swimming/Diving	20	21	41	Swimming/Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	21	47	68	Track & Field	0	0	0
Volleyball	10	22	32	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	14	2	16	Wrestling	9	6	15
Total Varsity Participants	172	178	350	Total JV Participants	55	56	111
% of Varsity Participants	49%	51%	100%	% of JV Participants	50%	50%	100%
Total Student Enrollment by Gender 2013-14	1058	1035	2093	Total Student Enrollment by Gender 2013-14	1058	1035	2093
% Student Enrollment by Gender 2013-14	51%	49%	100%	% Student Enrollment by Gender 2013-14	51%	49%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Miramar High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	14	0	14	Baseball	7	0	7
Basketball	18	22	40	Basketball	10	15	25
Cross Country	17	19	36	Cross Country	0	0	0
Flag Football	0	35	35	Flag Football	0	11	11
Football	60	0	60	Football	35	0	35
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	22	28	50	Soccer	0	0	0
Softball	0	20	20	Softball	0	18	18
Swimming/Diving	12	16	28	Swimming/Diving	0	0	0
Tennis	8	12	20	Tennis	0	0	0
Track & Field	31	38	69	Track & Field	0	0	0
Volleyball	11	28	39	Volleyball	0	18	18
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	13	0	13	Wrestling	7	0	7
Total Varsity Participants	206	218	424	Total JV Participants	59	62	121
% of Varsity Participants	49%	51%	100%	% of JV Participants	49%	51%	100%
Total Student Enrollment by Gender 2013-14	1250	1320	2570	Total Student Enrollment by Gender 2013-14	1250	1320	2570
% Student Enrollment by Gender 2013-14	49%	51%	100%	% Student Enrollment by Gender 2013-14	49%	51%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Monarch High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	18	0	18	Baseball	14	0	14
Basketball	14	16	30	Basketball	11	13	24
Cross Country	16	16	32	Cross Country	0	0	0
Flag Football	0	30	30	Flag Football	0	0	0
Football	44	0	44	Football	27	0	27
Golf	10	3	13	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	25	26	51	Soccer	0	0	0
Softball	0	17	17	Softball	0	0	0
Swimming/Diving	25	27	52	Swimming/Diving	0	0	0
Tennis	8	14	22	Tennis	0	0	0
Track & Field	38	50	88	Track & Field	0	0	0
Volleyball	14	15	29	Volleyball	0	26	26
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	27	0	27	Wrestling	0	0	0
Total Varsity Participants	239	214	453	Total JV Participants	52	39	91
% of Varsity Participants	53%	47%	100%	% of JV Participants	57%	43%	100%
Total Student Enrollment by Gender 2013-14	1115	1039	2154	Total Student Enrollment by Gender 2013-14	1115	1039	2154
% Student Enrollment by Gender 2013-14	52%	48%	100%	% Student Enrollment by Gender 2013-14	52%	48%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Northeast High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	15	0	15	Baseball	10	0	10
Basketball	11	9	20	Basketball	15	0	15
Cross Country	16	6	22	Cross Country	0	0	0
Flag Football	0	12	12	Flag Football	0	0	0
Football	42	0	42	Football	25	0	25
Golf	3	0	3	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	18	20	38	Soccer	0	0	0
Softball	0	16	16	Softball	0	0	0
Swimming/Diving	10	18	28	Swimming/Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	23	20	43	Track & Field	0	0	0
Volleyball	0	15	15	Volleyball	0	15	15
Water Polo	12	9	21	Water Polo	0	0	0
Wrestling	18	0	18	Wrestling	7	0	7
Total Varsity Participants	168	125	293	Total JV Participants	57	15	72
% of Varsity Participants	57%	43%	100%	% of JV Participants	79%	21%	100%
Total Student Enrollment by Gender 2013-14	910	861	1771	Total Student Enrollment by Gender 2013-14	910	861	1771
% Student Enrollment by Gender 2013-14	51%	49%	100%	% Student Enrollment by Gender 2013-14	51%	49%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. **(Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)**

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Nova High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	18	0	18	Baseball	18	0	18
Basketball	15	12	27	Basketball	15	11	26
Cross Country	11	16	27	Cross Country	0	0	0
Flag Football	0	21	21	Flag Football	0	0	0
Football	44	0	44	Football	40	0	40
Golf	6	0	6	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	22	27	49	Soccer	0	20	20
Softball	0	18	18	Softball	0	16	16
Swimming/Diving	20	31	51	Swimming/Diving	0	0	0
Tennis	7	9	16	Tennis	0	0	0
Track & Field	20	23	43	Track & Field	0	0	0
Volleyball	10	22	32	Volleyball	0	16	16
Water Polo	16	21	37	Water Polo	0	0	0
Wrestling	13	0	13	Wrestling	12	0	12
Total Varsity Participants	202	200	402	Total JV Participants	85	63	148
% of Varsity Participants	50%	50%	100%	% of JV Participants	57%	43%	100%
Total Student Enrollment by Gender 2013-14	958	1149	2107	Total Student Enrollment by Gender 2013-14	958	1149	2107
% Student Enrollment by Gender 2013-14	45%	55%	100%	% Student Enrollment by Gender 2013-14	45%	55%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

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				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	22	0	22	Baseball	0	0	0
Basketball	13	15	28	Basketball	22	15	37
Cross Country	6	2	8	Cross Country	0	0	0
Flag Football	0	29	29	Flag Football	0	30	30
Football	42	0	42	Football	48	0	48
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	24	32	56	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	24	24	48	Track & Field	0	0	0
Volleyball	15	15	30	Volleyball	0	25	25
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	29	2	31	Wrestling	0	0	0
Total Varsity Participants	175	134	309	Total JV Participants	70	70	140
% of Varsity Participants	57%	43%	100%	% of JV Participants	50%	50%	100%
Total Student Enrollment by Gender 2013-14	1409	1202	2611	Total Student Enrollment by Gender 2013-14	1409	1202	2611
% Student Enrollment by Gender 2013-14	54%	46%	100%	% Student Enrollment by Gender 2013-14	54%	46%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Plantation High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	16	0	16	Baseball	16	0	16
Basketball	16	12	28	Basketball	14	7	21
Cross Country	7	6	13	Cross Country	0	0	0
Flag Football	0	31	31	Flag Football	0	18	18
Football	43	0	43	Football	38	0	38
Golf	6	5	11	Golf	0	0	0
Lacrosse	29	22	51	Lacrosse	0	0	0
Soccer	30	24	54	Soccer	0	0	0
Softball	0	17	17	Softball	0	15	15
Swimming/Diving	9	9	18	Swimming/Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	35	23	58	Track & Field	0	0	0
Volleyball	0	23	23	Volleyball	0	11	11
Water Polo	12	0	12	Water Polo	0	0	0
Wrestling	20	1	21	Wrestling	0	0	0
Total Varsity Participants	223	173	396	Total JV Participants	68	51	119
% of Varsity Participants	56%	44%	100%	% of JV Participants	57%	43%	100%
Total Student Enrollment by Gender 2013-14	1076	981	2057	Total Student Enrollment by Gender 2013-14	1076	981	2057
% Student Enrollment by Gender 2013-14	52%	48%	100%	% Student Enrollment by Gender 2013-14	52%	48%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Pompano Beach	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	16	0	16	Baseball	15	0	15
Basketball	16	13	29	Basketball	16	16	32
Cross Country	8	4	12	Cross Country	0	0	0
Flag Football	0	22	22	Flag Football	0	0	0
Football	25	0	25	Football	25	0	25
Golf	6	6	12	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	17	20	37	Soccer	0	14	14
Softball	0	15	15	Softball	0	13	13
Swimming/Diving	18	25	43	Swimming/Diving	0	0	0
Tennis	8	8	16	Tennis	0	0	0
Track & Field	22	16	38	Track & Field	0	0	0
Volleyball	13	12	25	Volleyball	0	14	14
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	0	0	0	Wrestling	0	0	0
Total Varsity Participants	149	141	290	Total JV Participants	56	57	113
% of Varsity Participants	51%	49%	100%	% of JV Participants	50%	50%	100%
Total Student Enrollment by Gender 2013-14	519	658	1177	Total Student Enrollment by Gender 2013-14	519	658	1177
% Student Enrollment by Gender 2013-14	44%	56%	100%	% Student Enrollment by Gender 2013-14	44%	56%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: South Broward High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	12	0	12	Baseball	10	0	10
Basketball	15	13	28	Basketball	16	14	30
Cross Country	19	23	42	Cross Country	0	0	0
Flag Football	0	18	18	Flag Football	0	0	0
Football	42	0	42	Football	41	0	41
Golf	0	0	0	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	25	45	Soccer	0	0	0
Softball	0	15	15	Softball	0	0	0
Swimming/Diving	14	26	40	Swimming/Diving	0	0	0
Tennis	6	13	19	Tennis	0	0	0
Track & Field	28	29	57	Track & Field	0	0	0
Volleyball	10	14	24	Volleyball	0	15	15
Water Polo	14	19	33	Water Polo	0	0	0
Wrestling	14	0	14	Wrestling	10	0	10
Total Varsity Participants	194	195	389	Total JV Participants	77	29	106
% of Varsity Participants	50%	50%	100%	% of JV Participants	73%	27%	100%
Total Student Enrollment by Gender 2013-14	986	942	1928	Total Student Enrollment by Gender 2013-14	986	942	1928
% Student Enrollment by Gender 2013-14	51%	49%	100%	% Student Enrollment by Gender 2013-14	51%	49%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (**Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.**)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: South Plantation	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	13	0	13	Baseball	12	0	12
Basketball	12	12	24	Basketball	12	12	24
Cross Country	10	19	29	Cross Country	0	0	0
Flag Football	0	30	30	Flag Football	0	23	23
Football	51	0	51	Football	47	0	47
Golf	3	3	6	Golf	3	3	6
Lacrosse	18	25	43	Lacrosse	0	25	25
Soccer	15	22	37	Soccer	0	0	0
Softball	0	20	20	Softball	0	0	0
Swimming/Diving	17	30	47	Swimming/Diving	0	0	0
Tennis	6	15	21	Tennis	0	0	0
Track & Field	23	40	63	Track & Field	0	0	0
Volleyball	9	15	24	Volleyball	0	0	0
Water Polo	7	9	16	Water Polo	0	0	0
Wrestling	12	4	16	Wrestling	0	0	0
Total Varsity Participants	196	244	440	Total JV Participants	74	63	137
% of Varsity Participants	45%	55%	100%	% of JV Participants	54%	46%	100%
Total Student Enrollment by Gender 2013-14	1121	1167	2288	Total Student Enrollment by Gender 2013-14	1121	1167	2288
% Student Enrollment by Gender 2013-14	49%	51%	100%	% Student Enrollment by Gender 2013-14	49%	51%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (**Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.**)

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	23	0	23	Baseball	22	0	22
Basketball	13	16	29	Basketball	11	9	20
Cross Country	29	41	70	Cross Country	0	0	0
Flag Football	0	20	20	Flag Football	0	21	21
Football	42	0	42	Football	42	0	42
Golf	7	10	17	Golf	0	0	0
Lacrosse	25	25	50	Lacrosse	0	0	0
Soccer	22	25	47	Soccer	0	15	15
Softball	0	18	18	Softball	0	10	10
Swimming/Diving	28	30	58	Swimming/Diving	0	0	0
Tennis	14	20	34	Tennis	0	0	0
Track & Field	45	50	95	Track & Field	0	0	0
Volleyball	18	16	34	Volleyball	0	15	15
Water Polo	18	18	36	Water Polo	0	0	0
Wrestling	22	0	22	Wrestling	0	0	0
Total Varsity Participants	306	289	595	Total JV Participants	75	70	145
% of Varsity Participants	51%	49%	100%	% of JV Participants	52%	48%	100%
Total Student Enrollment by Gender 2013-14	1548	1418	2966	Total Student Enrollment by Gender 2013-14	1548	1418	2966
% Student Enrollment by Gender 2013-14	52%	48%	100%	% Student Enrollment by Gender 2013-14	52%	48%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Stranahan High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	15	0	15	Baseball	0	0	0
Basketball	13	24	37	Basketball	10	15	25
Cross Country	12	17	29	Cross Country	0	0	0
Flag Football	0	29	29	Flag Football	0	33	33
Football	46	0	46	Football	31	0	31
Golf	4	0	4	Golf	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0
Soccer	20	24	44	Soccer	0	0	0
Softball	0	23	23	Softball	0	0	0
Swimming/Diving	7	15	22	Swimming/Diving	0	0	0
Tennis	0	0	0	Tennis	0	0	0
Track & Field	23	28	51	Track & Field	0	0	0
Volleyball	0	20	20	Volleyball	0	0	0
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	16	0	16	Wrestling	0	0	0
Total Varsity Participants	156	180	336	Total JV Participants	41	48	89
% of Varsity Participants	46%	54%	100%	% of JV Participants	46%	54%	100%
Total Student Enrollment by Gender 2013-14	682	801	1483	Total Student Enrollment by Gender 2013-14	682	801	1483
% Student Enrollment by Gender 2013-14	46%	54%	100%	% Student Enrollment by Gender 2013-14	46%	54%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: Taravella High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	18	0	18	Baseball	18	0	18
Basketball	12	13	25	Basketball	10	12	22
Cross Country	15	14	29	Cross Country	0	0	0
Flag Football	0	20	20	Flag Football	0	20	20
Football	45	0	45	Football	30	0	30
Golf	6	6	12	Golf	0	0	0
Lacrosse	24	20	44	Lacrosse	0	0	0
Soccer	25	20	45	Soccer	0	20	20
Softball	0	18	18	Softball	0	16	16
Swimming/Diving	20	22	42	Swimming/Diving	0	0	0
Tennis	9	10	19	Tennis	0	0	0
Track & Field	32	38	70	Track & Field	0	0	0
Volleyball	12	13	25	Volleyball	0	12	12
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	22	3	25	Wrestling	0	0	0
Total Varsity Participants	240	197	437	Total JV Participants	58	80	138
% of Varsity Participants	55%	45%	100%	% of JV Participants	42%	58%	100%
Total Student Enrollment by Gender 2013-14	1516	1478	2994	Total Student Enrollment by Gender 2013-14	1516	1478	2994
% Student Enrollment by Gender 2013-14	51%	49%	100%	% Student Enrollment by Gender 2013-14	51%	49%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

MONITORING FORMS

COMPONENT 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School: West Broward	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	20	0	20	Baseball	20	0	20
Basketball	13	12	25	Basketball	10	0	10
Cross Country	10	19	29	Cross Country	0	0	0
Flag Football	0	25	25	Flag Football	0	23	23
Football	35	0	35	Football	35	0	35
Golf	8	8	16	Golf	0	0	0
Lacrosse	24	24	48	Lacrosse	0	0	0
Soccer	19	25	44	Soccer	0	24	24
Softball	0	15	15	Softball	0	0	0
Swimming/Diving	21	24	45	Swimming/Diving	0	0	0
Tennis	6	12	18	Tennis	0	0	0
Track & Field	29	29	58	Track & Field	0	0	0
Volleyball	14	15	29	Volleyball	0	15	15
Water Polo	0	0	0	Water Polo	0	0	0
Wrestling	22	0	22	Wrestling	0	0	0
Total Varsity Participants	221	208	429	Total JV Participants	65	62	127
% of Varsity Participants	52%	48%	100%	% of JV Participants	51%	49%	100%
Total Student Enrollment by Gender 2013-14	1340	1288	2628	Total Student Enrollment by Gender 2013-14	1340	1288	2628
% Student Enrollment by Gender 2013-14	51%	49%	100%	% Student Enrollment by Gender 2013-14	51%	49%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

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: Western High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	24	0	24	Baseball	21	0	21
Basketball	14	13	27	Basketball	21	0	21
Cross Country	7	14	21	Cross Country	0	0	0
Flag Football	0	30	30	Flag Football	0	26	26
Football	60	0	60	Football	100	0	100
Golf	17	10	27	Golf	0	0	0
Lacrosse	42	28	70	Lacrosse	0	0	0
Soccer	34	15	49	Soccer	0	23	23
Softball	0	14	14	Softball	0	9	9
Swimming/Diving	27	25	52	Swimming/Diving	0	0	0
Tennis	7	6	13	Tennis	0	0	0
Track & Field	36	17	53	Track & Field	0	0	0
Volleyball	16	15	31	Volleyball	0	15	15
Water Polo	19	11	30	Water Polo	0	0	0
Wrestling	20	0	20	Wrestling	23	0	23
Total Varsity Participants	323	198	521	Total JV Participants	165	73	238
% of Varsity Participants	62%	38%	100%	% of JV Participants	69%	31%	100%
Total Student Enrollment by Gender 2013-14	1453	1475	2928	Total Student Enrollment by Gender 2013-14	1453	1475	2928
% Student Enrollment by Gender 2013-14	50%	50%	100%	% Student Enrollment by Gender 2013-14	50%	50%	100%

Note: Participation opportunities for males and females are substantially proportionate to their enrollment in the institution. (Substantially proportionate is defined as equal to the representation of female students in the school population – not within five percentage points as in the past.)

PART IV

**2013-2014 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

**Section - C
Corrective Action Plans for 2014-2015**

Part IV - C

2013-2014 EDUCATIONAL EQUITY ACT PLAN Corrective Action Plans for 2014-2015

The High Schools that are found to be out of compliance for 2013-2014 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
- Cooper City
- Coral Glades
- Deerfield Beach
- Dillard
- Everglades
- Fort Lauderdale
- Flanagan
- Hallandale
- McArthur
- Monarch
- Northeast
- Nova
- Piper
- Plantation
- Pompano Beach
- South Broward
- South Plantation
- Stoneman Douglas
- Taravella
- West Broward
- Western

2012-2013 Missing Items

Flanagan
McArthur
Stoneman Douglas

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

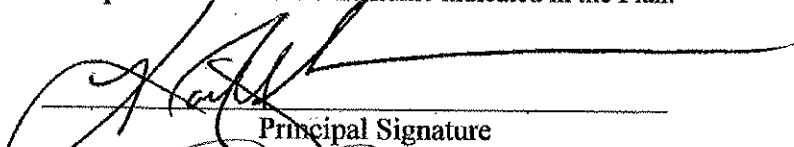
District: Broward

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	August 2014- June 2015
	In the Spring of 2015 each sport will host a one day camp open to middle school female students whose school feed to Blanche Ely.	Andrea Johnson- AD Coach C. Patterson, Goodman, Barrow, and Hilliard.	March-June 2015
	The Athletic Department will attempt for field a JV girls softball, soccer, and flag football team.	Andrea Johnson Coach Phillips, Rohoman, and Goodman	August 2014
	The Athletic Department will hold recruiting sessions during school wide open house event and both magnet open house events	Athletic Director- Andrea Johnson	August 2014 -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

4/11/14
Date


Chief School Performance & Accountability Officer Signature

5-23-14
Date


Superintendent Signature

6/4/14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

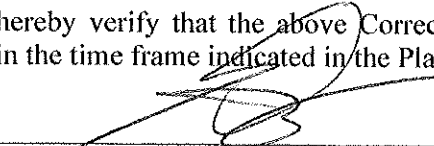
District: Broward

School: Boyd H. Anderson High

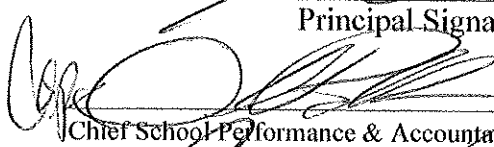
Gender Equity in Athletics Corrective Action Plan

(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 Davis-Twitty, Director of Athletics	A. Aug. 2014
	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 Davis-Twitty, Director of Athletics	B. Sept. 2014
	C. Continued to implement public relations initiative w/ the slogan "Young ladies are Student Athletes too.... Become part of a team"	C. Patricia Davis-Twitty, Director of Athletics	C. Aug 2014 – May 2015
	D. Invite feeder middle school female athletes and their families to attend sporting events	D. Patricia Davis-Twitty, Director of Athletics and coaching staff	D. Sept 2014 - May 2015
	E. Implement Intramural activities for softball, basketball and soccer	E. Patricia Davis-Twitty, Director of Athletics and coaching staff.	E. Feb 2015 – May 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



 Chief School Performance & Accountability Officer Signature



 Superintendent Signature

4/8/14

 Date

5-23-14

 Date

6-4-14

 Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

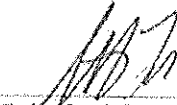
District: Broward

School: Coconut Creek HS


Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interest and abilities of both members of both sexes.	<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>Athletic 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>	Charles Hendrix (AD) Chandler Sanzari (Asst. AD) Scott Fiske (Principal)	Present the following school year.


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




 Principal Signature



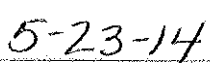
 Chief School Performance & Accountability Officer Signature




 Superintendent Signature



 Date



 Date



 Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

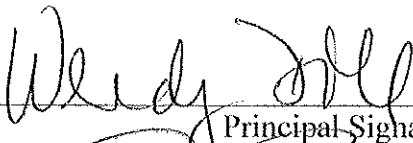
District: Broward

School: Cooper City 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
Sports and level of completion effectively accommodate the interests and abilities of members of both sexes.	<p>Flyers will be passed out to females at school to advertising the sport and laocation of where they can meet the coach.</p> <p>Banner will be hung around school to promote female sports.</p> <p>Announcements in school as well as on the school website will be made to notify all female athletes of their opportunity to become part of an athletic team.</p>	Paul Megna (954) 319-6656	<p>8/23-8/25</p> <p>9/27-9/28</p> <p>1/10-1/15</p> <p>Dates prior to the start of each sport season.</p>

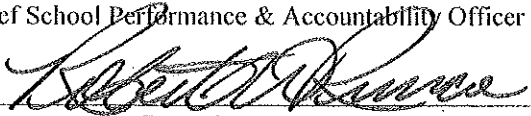
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



 Principal Signature



 Chief School Performance & Accountability Officer Signature



 Superintendent Signature

4-11-14
 Date

5-23-14
 Date

6-4-14
 Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan


District: Broward


School: Coral Glades


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 both members of both sexes.	1. Increase participation of females in the following sports: Softball 2. Have weekly announcements and quarterly videos running in the café during lunch to promote female sports.	1. Athletic Director R. Farris, Softball Coach 2. Athletic Director R. Farris	Spring 2015 Spring 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


Chief School Performance & Accountability Officer Signature


Superintendent Signature

4/10/14
Date

5-23-14
Date

6-4-14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

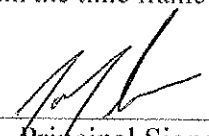
District: Broward

School: Deerfield Beach High


Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
#8	May 2014 – Visit to DBMS with all coaches to talk to all 8 th graders with an emphasis on female sports.	Vincent Tozzi – AD 754-322-0671	By June 2014
#8	Hire more female coaches for female sports such as volleyball, basketball and softball	Vincent Tozzi – AD 754-322-0671	By August 2014
#8	Create more school spirit amongst females at our school by physically promoting athletics	Vincent Tozzi – AD 754-322-0671	By 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.



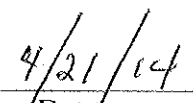
 Principal Signature



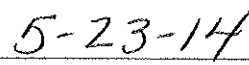
 Chief School Performance & Accountability Officer Signature




 Superintendent Signature



 Date



 Date



 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 embers of both sexes	1. Recruit female students to participate in Flag Football and Volleyball programs at Freshman Orientation.	Tracie Latimer, Athletic Director	Aug. 2014
	2. Increase number of female athletes participating in JV Soccer.	Tracie Latimer, Athletic Director	Aug 2014
	3. Recruitment drive for more cross sports participation in female athletics. Spring/Fall	Tracie Latimer, Athletic Director	Aug. 2014
	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	May 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.



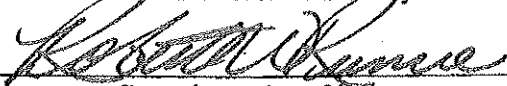
Principal Signature

4/24/14
Date



Chief School Performance & Accountability Officer Signature

5-23-14
Date



Superintendent Signature

6-4-14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

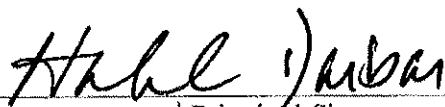
District: Broward

School: Everglades High

Gender Equity in Athletics Corrective Action Plan

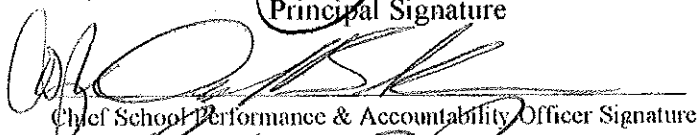
(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Replace Cheerleading	2014-15 Everglades High will start girls J.V soccer.	Fred Azrak	2014-15

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

4/7/14
Date



Chief School Performance & Accountability Officer Signature

5-23-14
Date



Superintendent Signature

6-4-14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Broward

School: Fort Lauderdale High

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Total Female School Population compared to Varsity Student Athlete Population not equal	<p>Encourage more female participation in Varsity Volleyball, Varsity Basketball, Varsity Swimming & Diving, Varsity Softball, and Varsity Water Polo.</p> <p>Side Note-</p> <p>The State should reconsider allowing Competitive Cheerleading to count as in past years. We would have been in compliance this year if that ruled had remained in effect. It is also disrespectful to the athletes who compete in cheer when they are differentiated from other athletes.</p> <p>If they revert to accepting competitive cheer next year, we will easily be in compliance again.</p>	<p>TJ Lawrence 754-505-3034 tjlawrence@browardschools.com</p>	2014/15 School Year

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


Principal Signature

4/14/14
Date


Chief School Performance & Accountability Officer Signature

5-23-14
Date


Superintendent Signature

6-4-14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

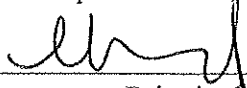
District: Broward

School: Flanagan HS: 2012-2013

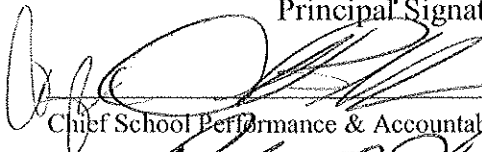
Gender Equity in Athletics Corrective Action Plan

(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- Interest and abilities of both sexes	<ul style="list-style-type: none"> • Make more announcements for female sports. • Hang up posters representing the various sports available to the female students. • Have coaches walk around during their lunch periods so they can talk to the female students about joining their teams. 	Albert Guzzo (754) 323-0707 Albert.guzzo@browardschools.com	May 1 2014- next school year
	Incoming freshmen at Flanagan HS will receive orientation on the various sports for the female athletes.	School Athletic Director	August 2014
	Efforts will be made to solicit a showing of interest for girls varsity & junior varsity Sports programs	School Athletic Director	August 2014-April 2015
	The coaches of the female sports will visit the various middle schools in the Flanagan HS Boundary to let the 8 th graders know and understand what sports pertain to them	Principal/ School Athletic Director & coaches	May 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



Chief School Performance & Accountability Officer Signature



Superintendent Signature

4/9/14
Date

5-23-14
Date

6-4-14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

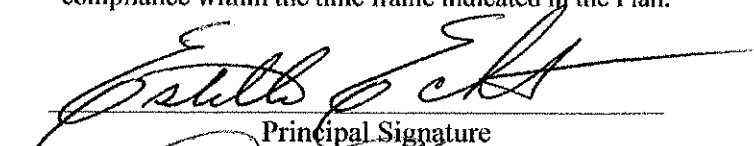
District: Broward

School: Hallandale High School

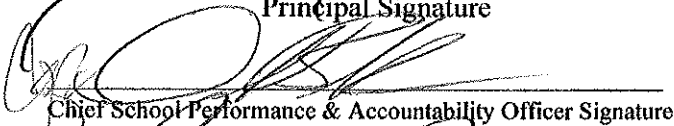
Gender Equity in Athletics Corrective Action Plan

(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>Create fliers to put on our school website, place in incoming 9th grader packets, and to give to our feeder schools to place on their website as well.</p> <p>Present information about our Athletic Programs at our 9th grade orientations. (April and August)</p>	<p>Athletic Director Anthony Shinhoster Anthony.Shinhoster@browardschools.com 754-323-0960(Office) 305-849-0544(Cell)</p> <p>Assistant Athletic Director Frederica Carter Frederica.Carter@browardschools.com 754-462-3076(Office)</p>	<p>Following School year</p> <p>Beginning Of the Sports Seasons 2014</p>

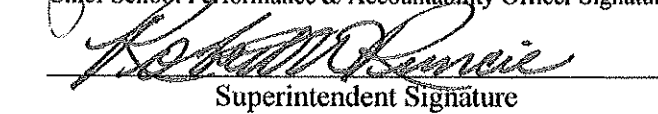
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.


Principal Signature

4/15/14
Date


Chief School Performance & Accountability Officer Signature

5-23-14
Date


Superintendent Signature

6-4-14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

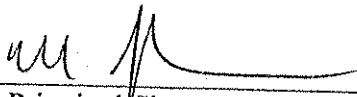
District: Broward

School: McArthur High School

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.	<p>Flyers will be passed out to the females at the school advertising the sports and location of where they can meet the coach.</p> <p>More banners will be hung around the school concerning the location of female sports meetings.</p> <p>More morning and afternoon announcements will be made to advertise where to meet the coaches to try out for teams.</p>	Dennis Dillon 954-483-4093	<p>8/23-8/25</p> <p>9/27-9/28</p> <p>1/10-1/15</p> <p>These dates are Just before the start of each season</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

4/10/14
Date


Chief School Performance & Accountability Officer Signature

5-23-14
Date


Superintendent Signature

6-4-14
Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

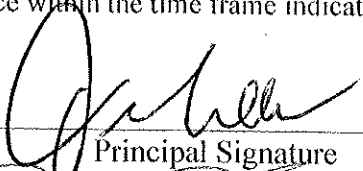
District: Broward

School: Monarch

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
Do not have enough girls participating in JV and Varsity Sports	<p>We will meet with 8th Graders at Middle Schools during the Month of May.</p> <p>We will go to Coconut Creek Parks and Recreation summer programs to promote our sports offerings at Monarch and search for female coaches.</p> <p>Will try to add JV Softball, Soccer, and Flag Football by the school year 2015.</p>	<p>James E. Klemke 561-706-1855 James.Klemke@browardschools.com</p>	<p>Hope to have enough girls participating in athletics by the 2015-2016 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

4-7-14
Date


Chief School Performance & Accountability Officer Signature

5-23-14
Date


Superintendent Signature

6-4-14
Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Broward

School: Northeast High School

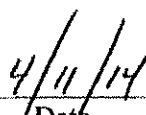
Gender Equity in Athletics Corrective Action Plan

(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 Interest and Abilities	Northeast will promote Girls Tennis and recruit more female athletes for Girls Basketball to increase to 15 members.	Dawn Conrad Athletic Director 754-322-1552 dawn.conrad@browardschools.com	2014-2015


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



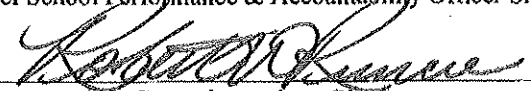
Date



Chief School Performance & Accountability Officer Signature



Date



Superintendent Signature



Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

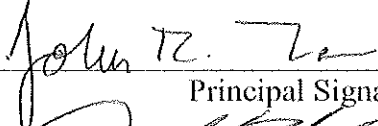
District: Broward


School: Nova High School

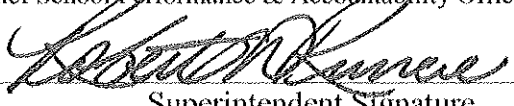
Gender Equity in Athletics Corrective Action Plan

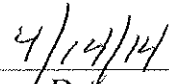
(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Component #1: Our female enrollment (55%) is drastically higher than our male enrollment (45%)	Recruit/promote Varsity and JV programs in: Girls Basketball (JV) Cross Country Flag Football (JV) Golf Softball (JV) Tennis Track & Field	Heidi J. Jones (754)323-1742	Fall Sept. 2014 Winter Dec. 2014 Spring Jan. 2015

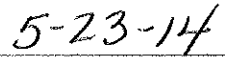
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



 Principal Signature


 Chief School Performance & Accountability Officer Signature


 Superintendent Signature


 Date


 Date


 Date

GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: **Broward**

School: **PIPER HIGH SCHOOL**

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
1. Sports and levels of competition effectively accommodate the interests and abilities of member of both sexes.	Seek sufficient showing of interest to start a JV Girls Soccer, JV Girls Softball, & Girls Basketball team.	Athletic Director - Javier Gonzalez 754-323-1700	Will seek interest from girl student athletes to form a JV Soccer, JV Softball, & a JV Basketball team by August 31, 2014.
6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams.	Due to continued lack of funds in the Capital Budget this past year, the District was not able to move the existing portable for renovation of our on-campus softball field. Piper High School formed a partnership with the City of Sunrise to utilize their City Softball facilities for games and practices. Transportation has been provided on a daily basis for practices and games. The School Board will be reassessing the situation this coming year.	Athletic Director - Javier Gonzalez 754-322-1700 School Board of Broward County, Florida, Dr. Desmond Blackburn, Chief School and Accountability Officer 754-322-3800 Damian Hurrenhoft, Director of Athletic and Student Activities 754-322-2550	Due to the lack of funds in the Capital Budget Piper High School formed a partnership with the City of Sunrise to utilize their City Softball facilities for games and practices.

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

Principal Signature

04/10/14
Date

Chief School Performance & Accountability Officer Signature

5-23-14
Date

Superintendent Signature

6-4-14
Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

District: Broward

School: Plantation 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
Sports and level of completion effectively accommodate the interests and abilities of members of both sexes	<p>Flyers will be passed out to females at school to advertise the sport and location of where they can meet the coach.</p> <p>Banners will be hung around school to promote female sports.</p> <p>Announcements in school as well as on the school website will be made to notify all female athletes of their opportunity to become part of an athletic team.</p>	Ozell White (954) 629-6547	<p>8/23-8/25</p> <p>9/27-9/28</p> <p>1/10-1/15</p> <p>Dates prior to the start of each sport season.</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

4-15-14
Date


Chief School Performance & Accountability Officer Signature

5-23-14
Date


Superintendent Signature

6-4-14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District:

Broward

School:

Pompano Beach High

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
	<ol style="list-style-type: none"> 1. Continue to push and improve the recruitment of female athletes through announcements and hand-outs. 2. Work with teachers interested in coaching to help fill positions that involve girls. 3. Using the website we will push tryout dates so everyone knows the dates. 4. Work with booster club and student organizations to find out about possible athletes. 	<p>Jason Frey 954-801-0211</p>	<p>Yearlong</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

Date

Chief School Performance & Accountability Officer Signature

Date

Superintendent Signature

Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

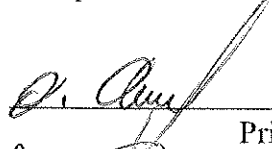
District: Broward

School: South Broward High

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
6. 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©(7)]	1. Submit Work order to continue to have drainage on softball field fixed.	Doug Smith douglas.smith@browardschools.com Darius Saunders Darius.saunders@browardschools.com 754-323-1800	1. Submit orders by July 2014so maintenance can work on fields over summer

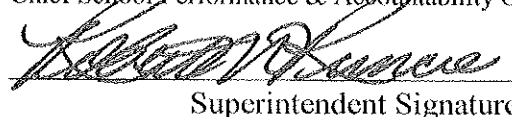
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.


Principal Signature

4/14/14
Date


Chief School Performance & Accountability Officer Signature

5-23-14
Date


Superintendent Signature

6-4-14
Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Broward

School: South Plantaiton

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
We are out of compliance with my girls' JV participation.	<p>I will create a sports news and updates center in the girls' locker room. To post all important dates</p> <p>I will encourage coaches to do lunchtime sign ups to increase participation.</p> <p>I will arranged a "meet the coach day" at each feeder middle school to inform incoming freshman.</p>	<p>Mike Collins AD Michael.r.collins@browardschools.com</p>	<p>Start of school to end of school.</p> <p>Beginning of each sport season.</p> <p>Before school gets out for summer.</p>

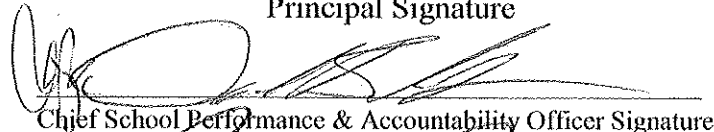
We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Principal Signature




Date




Chief School Performance & Accountability Officer Signature



Date



Superintendent Signature



Date

PART IV **GENDER EQUITY IN ATHLETICS**

Corrective Action Plan

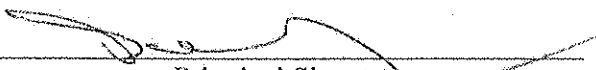
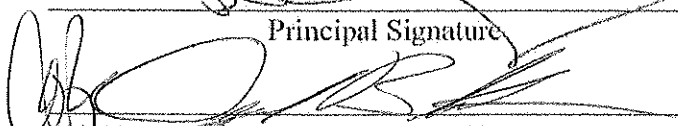

District: Broward

School: Stoneman Douglas

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Sports and levels of competition effectively accommodate the interests and abilities of both sexes	1- Have athletic presentations during Curriculum Night, and Freshman Orientation	Mitch Kaufman - AD	August 2013
	2- Recruitment posters will be printed by athletic department and posted throughout the school.	Mitch Kaufman - AD	August 2013
	3- Coaches will visit feeder schools and discuss athletic opportunities to all students.	Mitch Kaufman - AD	August 2013
	4- Utilize PA announcements to promote athletic events and accomplishments	Mitch Kaufman - AD	August 2013
	5- Discussion with Coaches during pre - school meetings the importance of promoting their sports.	Mitch Kaufman - AD	August 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

4-11-14
 Date
 5-23-14
 Date
 6-4-14
 Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District:

Broward


School:

Taravella

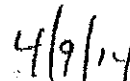
Gender Equity in Athletics Corrective Action Plan

(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
Not in compliance with the percentage of female athletes against the percentage of female in the school. 49% is the percent of female enrollment. We had 45% of female involvement with athletics. Missed by 4%	<ol style="list-style-type: none"> 1. Coaches to feeder middle schools 2. Put tryout/conditioning dates on the morning announcements 3. All coaches will be at freshman orientation 	Jason Stein 954-592-5408 Jason.stein@browardschools.com	2014-15 school year

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



Principal Signature



Date



Chief School Performance & Accountability Officer Signature



Date



Superintendent Signature



Date

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Broward

School: West Broward 2013 - 2014

Gender Equity in Athletics Corrective Action Plan

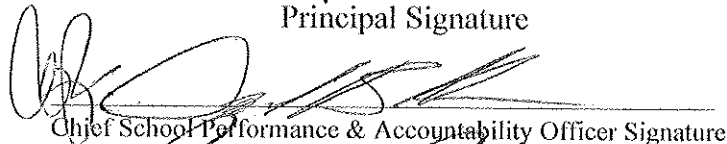
(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes	<ol style="list-style-type: none"> 1) Market the Girls programs here on campus, and at the feeder Middle Schools. 2) Summer Camps offered by coaching staff to draw off campus students, and on campus students, to participate in a non-competitive environment. 3) Open facilities for use to support, and encourage participation in, female teams. 4) Focus on re-development of Girls Basketball program to add back a JV program. 	Jim Darr-(754)323-2662	6/13 - present

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

4/11/14
Date



Chief School Performance & Accountability Officer Signature

5-23-14
Date



Superintendent Signature

6-4-14
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
	We will continue to promote female participation at all grade levels. Concentrating on the 9 th grade round up, open house, class meetings and at the middle school in the Spring,	Dave Olafson -- AP Catherine McCarthy - AD	2014-2015


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



 Chief School Performance & Accountability Officer Signature



 Superintendent Signature

4-16-14
 Date

5-23-14
 Date

6-4-14
 Date

PART IV

**2013-2014 EDUCATIONAL EQUITY ACT PLAN
Gender Equity in Athletics**

**Section - D
Status Reports for 2012-2013**

Part IV - D

2013-2014 EDUCATIONAL EQUITY ACT PLAN Status Report Forms 2012-2013

The District submitted Corrective Action Plans in the 2012-2013 Equity Update for: Blanche Ely, Boyd Anderson, Coconut Creek, Coral Glades, Dillard, Fort Lauderdale, Miramar, Northeast, Nova, Piper, South Broward, and Western. This section includes the status reports of the Corrective Action Plans that were previously submitted.

**PART IV
ISSUES IN ATHLETICS**

**(STATUS REPORT)
2013-2014**

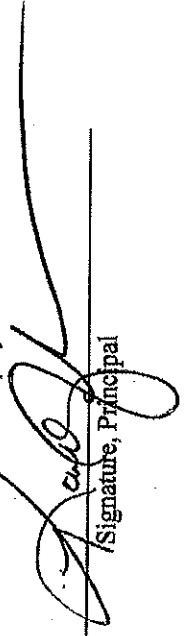
District: **Broward**

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
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: 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. The Athletic Department will attempt to add a JV girls team softball and soccer team The Athletic Department will hold a semi annual meeting to discuss female in sports and the recruitment and scholarship process.	Andrea Johnson - Athletic Director	June 2014	Completed
		Andrea Johnson - Athletic Director Coaches - Fleming, Duncan, Goodman, Barrow Andrea Johnson - Athletic Director, Coach Phillips, Coach Goodman	June/July/2013	Completed July 2013
		Athletic Director - Andrea Johnson	August 2013	Completed May 2014
			November 2013 March 2014	Completed

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.


Signature, Principal

4/11/14
Date

PART IV
ISSUES IN ATHLETICS
(STATUS REPORT)

District: Broward

School: Boyd Anderson 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.	<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>Accomplished Sept 2013</p> <p>Accomplished May 2014</p> <p>Accomplished May 2014</p> <p>Accomplished/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

Date

4/8/14

**PART IV
ISSUES IN ATHLETICS**

**(STATUS REPORT)
2013-2014**

District: Broward

School: Coconut Creek 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 both members of both sexes.	<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 brochure 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 meeting at zoned feeder schools to encourage female participation in athletics.</p>	<p>Charles Hendrix (AD) Chandler Sanzari (Asst. AD) Scott Fiske (Principal)</p>	Present the following school year.	Ongoing

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.



Signature, Principal

4/28/14

Date

PART IV ISSUES IN ATHLETICS

(STATUS REPORT) 2013-2014

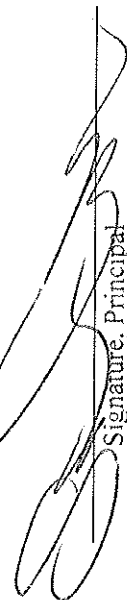
District: Broward

School: Coral Glades 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 both members of both sexes.	1. Increase participation of females in the following sports: Cross Country and Softball 2. Have weekly videos running in the café during lunch to promote female sports.	1. Athletic Director R. Farris, Softball Coach 2. Athletic Director R. Farris	Spring 2013 Spring 2013	Completed In progress

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.


Signature, Principal

4/10/14
Date

**PART IV
ISSUES IN ATHLETICS**

(STATUS REPORT)

2013-2014

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 interest and abilities of both members of both sexes.	<ol style="list-style-type: none"> 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. 	<p>Tracie Latimer, Athletic Director</p> <p>Tracie Latimer, Athletic Director</p> <p>Tracie Latimer, Athletic Director</p> <p>Tracie Latimer, Athletic Director</p>	<p>Aug. 2013</p> <p>Aug. 2013</p> <p>Aug. 2013</p> <p>May 2014</p>	<p>Completed March/2014</p> <p>Completed January/2014</p> <p>Completed April/2014</p> <p>Completed and following-up April/May 2014</p>

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.


 Signature, Principal

4/11/14
 Date

PART IV
ISSUES IN ATHLETICS
(STATUS REPORT)
2013-2014

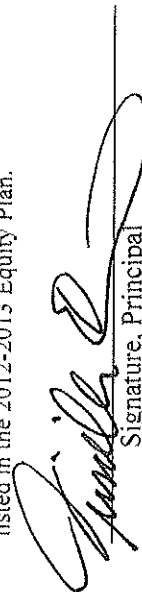
District: Broward

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
1. Sports and levels of competition effectively accommodate the interest and abilities of members of both sexes.	Will add JV Cheerleading in fall of 2013. We were approximately 2-3 students athletes off, this will not be a problem for next school year.	Timothy Lawrence Athletic Director 754-322-1155 tlawrence@browardschools.com	Immediately starting 2013/14 school year, August 2013	Cheerleading no longer counted. However, our Girls' Volleyball and Girls' Soccer programs saw record number of participants. We will be in compliance this year.
Female JV Participation fell 9% out of compliance 6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. Softball Scoreboard.	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.	Timothy Lawrence Athletic Director 754-322-1155 tlawrence@browardschools.com	Fall 2013	County had no idea how to install scoreboard, going as far as saying that we should find our own architect and engineer. Project manager gave us the requirements for the installer. Installer has been picked. And process and requirements in place to install scoreboard.

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.


Signature, Principal

4/3/14
Date

**PART IV
ISSUES IN ATHLETICS**

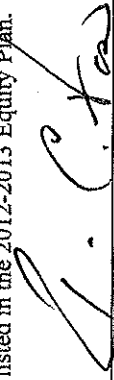
**(STATUS REPORT)
2013-2014**

District: Broward

School: Miramar 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
<ul style="list-style-type: none"> Increase number of female participants in athletics 	<ul style="list-style-type: none"> Continue to make morning announcements for female sports Announcements during Freshman/new student orientation Posters throughout school During the beginning of the school year coaches meeting, our school's correction action plan will be shared with our coaches. 	<ul style="list-style-type: none"> Alexander Francois Horatio Major Semetria Moten 	<ul style="list-style-type: none"> Throughout the remainder of the 2012-2013 school year During Summer team practices and activities August 2013 	<ul style="list-style-type: none"> Miramar High School implemented all of the actions listed in Section 2 and has met Gender Equity requirements for the 2013-2014 school year.

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.


Signature, Principal

4/11/14
Date

**PART IV
ISSUES IN ATHLETICS**

(STATUS REPORT)

2013-2014

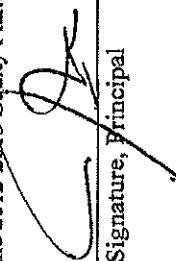
District: Broward

School: Northeast 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
Accommodation of Interest and Abilities	Northeast High School will actively recruit more female athletes in Track & Field, Bowling, and Softball.	Dawn Conrad-Boothe	2013-2014	Increased female participants in the following sports: Cross County 0 to 9 Soccer 19 to 20 Softball 11 to 16 Track & Field 8 to 20 Volleyball 12 to 15

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.



Signature, Principal

4/11/14

Date

PART IV
ISSUES IN ATHLETICS

(STATUS REPORT)
2013-2014

District: Broward

School: Nova 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
Component #1	<p>Recruit/promote JV programs in:</p> <ul style="list-style-type: none"> - Girls basketball - Softball - Flag football <p>Recruit/promote female athletics on school website, newsletters and orientation to increase female participation.</p>	Heidi J. Jones	<p>Sept. 2013 Jan. 2014 Jan. 2014</p>	<p>Nova High School recruited and promoted female athletics utilizing the school website, school newsletter, both orientations, open house and daily announcements. We were able to field a JV Girls Basketball team (11) as well as a JV Softball team (16).</p> <p>We will continue to promote and recruit females to participate in athletics for the 2014-2015 school year.</p>

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.

John R. Jones
Signature, Principal

4/11/14
Date

**PART IV
ISSUES IN ATHLETICS**

(STATUS REPORT)
2013-2014


District: Broward

School: Piper 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.	Seek sufficient showing of interest to start a JV girls' soccer & JV girls' softball team.	Athletic Director - Javier Gonzalez, 754-322-1700	Will seek interest from girl student athletes to form a JV Soccer, Softball, & Basketball team by August 31, 2014	During the 2014 9 th 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.
6. Locker rooms, practice facilities and competitive facilities are comparable quality for male and female teams.	Due to continued lack of funds in the Capital Budget this past year, the District was not able to move the renovation of our on-campus softball field. Piper High School formed a partnership with the City of Sunrise to utilize their city softball facilities for games and practices. Transportation has been provided on a daily basis for practices and games. The School Board will be reassessing the situation this coming year.	Athletic Director - Javier Gonzalez, 754-322-1700 School Board of Broward County, Florida Dr. Desmond Blackburn, Chief School and Accountability Officer 754-322-3800 Damian Huttenhoff, Director of Athletics and Student Activities 754-321-2550	Due to 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	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.

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.



Signature, Principal

04/10/14
Date

**PART IV
ISSUES IN ATHLETICS**

**(STATUS REPORT)
2013-2014**

District: **Broward**


School: **South Broward 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
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©(7)]	<ol style="list-style-type: none"> 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. 	<p>Chris Hixon 754-323-1874 Christopher.hixon@browardschools.com</p>	<ol style="list-style-type: none"> 1. Submit orders by July 2013 so maintenance can work on fields over summer 2. To have funding by June 2015. 	<ol style="list-style-type: none"> 1. Keep submitting work orders field is improving. 2. 2 concession stands complete. Need to finish 1 concession stand. No full funding grants for lights. 3. Track surface upgraded and pool construction completed.

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.



Signature, Principal



Date

**PART IV
ISSUES IN ATHLETICS**

(STATUS REPORT)
2013-2014

District: Broward

School: Western 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 for members of both sexes.	Still promoting female participation at the 9 th grade round-up, open house, class meetings and middle school.	Mike Works – AP Catherine McCarthy – AD 754-323-2400	Aug. 2013- June 2014	JV flag football was reinstated. Competitive cheerleading and jv softball added more participants.
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 Dave Olafson(AP) replaced Mike Works	Aug. 2013 – June 2014	The practice area near the tennis courts was leveled and sodded by the facilities department. (Rich Ellis)

I hereby verify that the above update status of the Corrective Action Plan has been implemented to bring our school into compliance within the time frame listed in the 2012-2013 Equity Plan.

Signature:  Principal

Date

4-10-14

PART V

2013-2014 EDUCATIONAL EQUITY ACT PLAN Vocational Technical Centers: Status Report on Implementation of Substitution Requirements

PART V

2013-2014 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. Districts that offer postsecondary vocational programs must submit a report identifying the methods used to notify students and prospective students of the availability of substitutions; and the number of request for substitutions, courses substituted, and the number of students that were granted substitutions.

Reasonable substitutions should be available for:

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

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

If not applicable type: N/A

All courses within a program are required for completion since there are no viable courses to permit for substitution. For example, in Practical Nursing, if a student fails the Basic Healthcare Worker Course HSC0003, there is no other course offered that fulfills the same requirements that include skills such as CPR, blood borne diseases, professional ethics, legal responsibilities, etc. In Automotive Service Technology, if a student fails Automotive Brake System Technician AER0418, there is no alternate course or substitution.

In now having a clearer understanding of the information requested for this year's Educational Equity Act Plan, we believe that the data that we reported last year may not have correctly addressed the areas of reasonable substitutions.

PART VI

2013-2014 EDUCATIONAL EQUITY ACT PLAN EMPLOYMENT EQUITY

PART VI

2013-2014 EDUCATIONAL EQUITY ACT PLAN EMPLOYMENT EQUITY

Section – A Administrative & Instructional positions

PART VI - A **EMPLOYMENT EQUITY**

District: Broward		2013 – 2014 School District Administrative Positions											
Administrative Positions	Total	Black		Hispanic		White		Other		Female		Male	
		#	%	#	%	#	%	#	%	#	%	#	%
Student Demographics	224,955	89,571	40%	64,868	29%	55,764	25%	14,752	6%	108,266	48%	116,689	52%
District Level Admin	712	187	26%	120	17%	377	52%	28	4%	410	58%	302	42%
Principals													
Elementary	157	46	29%	25	16%	78	50%	8	5%	115	73%	42	27%
Middle	44	18	41%	3	7%	22	50%	1	2%	17	39%	27	61%
High	41	12	29%	6	15%	23	56%	0	0%	19	46%	22	54%
Other Schools	22	11	50%	1	5%	9	40%	1	5%	13	59%	9	41%
Total Principals	264	87	33%	35	13%	132	50%	10	4%	164	62%	100	38%
Assistant Principals													
Elementary	144	63	44%	28	19%	51	35%	2	2%	116	81%	28	19%
Middle	130	49	38%	23	18%	54	41%	4	3%	76	58%	54	42%
High	142	57	40%	25	18%	60	42%	0	0%	79	56%	63	44%
Other Schools	35	13	37%	2	6%	18	51%	2	6%	20	57%	15	43%
Total Assistant Principals	451	182	40%	78	17%	183	41%	8	2%	291	65%	160	35%

PART VI - A
EMPLOYMENT EQUITY
(continued)

District: Broward		2013 – 2014 School District Instructional Positions											
Teachers		Black		Hispanic		White		Other		Female		Male	
Fall 2013	Total	#	%	#	%	#	%	#	%	#	%	#	%
Student Population	224,955	89,571	40%	64,868	29%	55,764	25%	14,752	6%	108,266	48%	116,689	52%
Classroom Teachers													
Elementary	6,216	1,420	23%	1,123	18%	3,506	56%	167	3%	5,639	91%	577	9%
Middle	2,678	888	33%	386	14%	1,312	49%	92	4%	1,997	75%	681	25%
High	3,366	903	27%	478	14%	1,864	55%	121	4%	2,037	61%	1,329	39%
Other Schools	2,443	549	22%	331	14%	1,504	62%	59	2%	2,131	87%	312	13%
Total Teachers	14,703	3,760	25%	2,318	16%	8,186	56%	439	3%	11,804	80%	2,899	20%
New Hires Fall 2013	1,318	469	36%	268	20%	544	41%	37	3%	1,009	77%	309	23%
Guidance Counselors													
Elementary	122	46	38%	18	15%	57	46%	1	1%	116	95%	6	5%
Middle	100	40	40%	23	23%	33	33%	4	4%	82	82%	18	18%
High	163	68	42%	30	18%	63	39%	2	1%	134	82%	29	18%
Other Schools	120	26	22%	20	16%	71	59%	3	3%	94	78%	26	22%
Total Guidance Counselors	505	180	36%	91	18%	224	44%	10	2%	426	84%	79	16%

PART VI

2013-2014 EDUCATIONAL EQUITY ACT PLAN EMPLOYMENT EQUITY

Section – B Explanation of Ethnic and Gender Representation

PART VI

2013-2014 EDUCATIONAL EQUITY ACT PLAN EMPLOYMENT EQUITY

Section – B Explanation of Ethnic and Gender Representation

PART VI - B
2013-2014 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;

In Broward County Public Schools, 26% of District Administrators are Black compared to 40% of the student population; 17% of District Administrators identify themselves as Hispanic as compared to 29% of the student population; 52% of District Administrators identify themselves as White as compared to 25% of the student population, and 4% of District Administrators identify themselves as "Other" as compared with 6% of the student population.

While 58% of District Administrators are Female, 48% of the student population is Female. Forty-two percent of District Administrators are Male compared with 52% of the student population.

When considering the total number of principals employed by Broward County Public Schools, 33% of all principals are Black (compared with

40% Black student population). 13% are Hispanic (compared with 29% Hispanic student population), 50% are White (compared with 25% White student population), and 4% of principals identify themselves as "Other" (compared with 6% Other student population).

Sixty-two percent of all principals are Female compared with 48% of the student population of Broward County Public Schools. While 52% of the student population is comprised of Males, only 38% of all principals are male.

When considering the total number of assistant principals employed by Broward County Public Schools, 40% are Black (compared to 40% Black student population), 17% are Hispanic (compared with 29% Hispanic student population), 41% are White (compared with 25% White student population), and 2% of assistant principals identify themselves as "Other" compared with 6% Other student population.

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

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

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

In addition, recruitment efforts continue to be redoubled through active involvement in the National Association of Black School Educators (NABSE) and the Association of Latino Administrators and Superintendents (ALAS). In an effort to attract a more diverse applicant pool, the Non-Instructional Staffing Department has increased the frequency of advertising select senior management positions (such as Chief Information Officer, Chief Facilities Officer, etc.) through state and national media.

PART VII

2013-2014 EDUCATIONAL EQUITY ACT PLAN SINGLE - SEX SCHOOLS AND CLASSES

PART VII
2013-2014 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. This will be the second year The School Board of Broward County, Florida offered single-sex classes. Contact persons for this area are: Leslie Brown, Chief Portfolio Services Officer 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

2013-2014 EDUCATIONAL EQUITY ACT PLAN SINGLE - SEX SCHOOLS AND CLASSES

Section – A Single- Sex Schools

2013-2014 EDUCATIONAL EQUITY ACT PLAN

Single-Sex Schools

[illegible]

PART VII

2013-2014 EDUCATIONAL EQUITY ACT PLAN SINGLE - SEX SCHOOLS AND CLASSES

Section – B Single-Sex Classes

2013-2014 EDUCATIONAL EQUITY ACT PLAN

Single-Sex Classes

[illegible]

PART VII - B

2013-2014 EDUCATIONAL EQUITY ACT PLAN

Single-Sex Classes

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.

[illegible]

2013-2014 EDUCATIONAL EQUITY ACT PLAN

Single-Sex Classes

[illegible]

2013-2014 EDUCATIONAL EQUITY ACT PLAN

Single-Sex Classes

[illegible]

2013-2014 EDUCATIONAL EQUITY ACT PLAN

Single-Sex Classes

[illegible]

PART VII

2013-2014 EDUCATIONAL EQUITY ACT PLAN SINGLE - SEX SCHOOLS AND CLASSES

Section – C Single-Sex Classes – Questions

PART VII - C

2013-2014 EDUCATIONAL EQUITY ACT PLAN Single-Sex Classes Questions

Questions about implementation of Title 1X, 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 and the 2013-2014 school years.

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

Single-sex education was offered at five schools within the District during the 2013-2014 school year. The schools requested to offer single-sex education based upon their alignment with the District's Strategic Plan to improve student achievement and provide 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 continued the work of the Single-Gender Planning Team comprised of representatives from several departments including: Innovative Programs Design/Support, Instruction and Interventions, Talent Development, Research Services, and the Office of School Performance and Accountability. Representatives from the team reviewed Title IX and Section 1002.311, Florida Statutes, and worked with a national expert on single sex research. The team updated the Compliance/Equity/Training (CET) application packet for the 2013-2014 school year. School's interested in implementing single-sex programming entered data into the CET packet aligned with the rationale for making single-sex available to students. The schools were required to provide a program rationale, the anticipated single-sex course(s) they intended to offer, and an agreement from teachers to 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 Statutes.

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

The District provided a technical assistance meeting regarding Title IX and Section 1002.31, Florida Statutes, and the importance of compliance, equity, and training to all schools, interested in offering single-sex classes. Subsequent to the meeting, Single-Gender schools were required to submit a 2013-2014 CET application packet designed to ensure equity both in class section 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 received 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 2013-2014 school year. This document was reviewed and approved by the school's Office of School Performance and Accountability Director. The document included the anticipated courses/classes and interested teachers. 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.

❖ **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 packet to the Office of School Performance and Accountability Director and the Single-Gender Planning Team 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 and included an assessment to determine interest. The teachers were required to participate in 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 Florida, to provide an external review of the second year of implementation at Single-Gender schools. During the school year, members of the District Single-Gender Team met with administrators and teachers and visited schools to provide technical support.

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

The Single Gender Planning Team, Gurian Institute consultants, and Metis and Associates as the external evaluator, provided guidance in the implementation of single-sex education. Quarterly leadership sessions were held for school and district administrators to provide support and feedback regarding the single-sex program implementation. Single-Gender teachers and administrators participated in professional development collaboration sessions throughout the year to learn, practice, and discuss the application of Single-Gender instructional strategies. Also, quarterly classroom observations were conducted by Single Gender Planning Team members to provide feedback to administrators about the implementation of 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 and 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 and Accountability Director that works with the school and submission to the Single-Gender Planning Team.

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

The Office of School Performance and Accountability Directors and the Single Gender Planning Team provided approval through senior leaders to continue Single-Gender programs for a second year. The standards are based upon Title IX and Section 1002.31, Florida Statutes, guidelines.

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

Yes, the Gurian Institute provided 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 and Associates provided a review of single-sex education

implementation, that was shared with the school administrators, regarding the status of the achievement of program rationales for programming.

- ❖ **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 equity for all students.

- ❖ **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?**

School level administration will continue to monitor the single-sex classes/courses to ensure that there is equity between the single-sex classes/courses and the coed 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

2013-2014 EDUCATIONAL EQUITY ACT PLAN SINGLE - SEX SCHOOLS AND CLASSES

Section – D Single-Sex Classes – Notices

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

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.

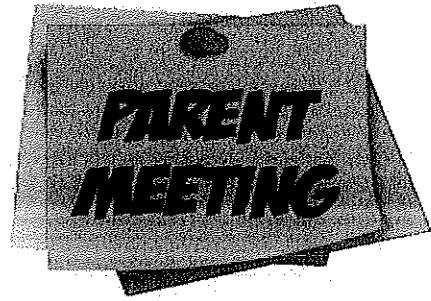
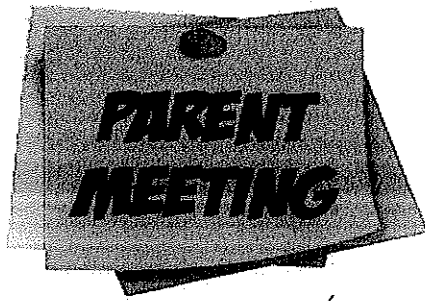
Note: All fields of the form must be completed and include your signature of approval for your child to be placed in the single gender class.

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

Single Gender FAQs

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, provided that the schools: 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.
What support can I expect from the District Level?	The District has assembled a Single Gender support team to answer questions and help with any issues that may arise. In addition, your teachers and single gender coordinator will receive comprehensive professional development not only in effective learning strategies but follow up training during the year to overcome obstacles and share success with other single gender teachers. Finally, the district will assess the progress of this program with data pulls. Benchmarks related to your program rationale will be measured to determine program effectiveness.
Who determines which students take Single Gender courses?	The district has determined that single gender classes may be offered to all three levels for core courses only. However, single gender classes must be offered to all students. You may select a specific core subject, but may not target an individual demographic. For example, you may choose to offer single gender classes for 6 th grade language arts, but must offer a co-ed option for this class as well.
Is there an opt-in and opt-out policy?	Yes. Participation in this program is voluntary. Students and parents must be able to opt out of the program and return to regular classes if they choose and must opt into the Single Gender Program.
How will parents be informed of this program?	The district has provided you with a template of a parent letter. This letter will ensure that legal requirements are met and that your parents are educated to the specifics of this program. In addition, the district recommends each school hosts a parent night where they can learn about the Single Gender initiative at your school.
How should teachers be identified to teach a Single Gender class:	Based on the school's data, core courses will be identified. Rationale regarding why Single Gender instruction will be utilized to support student achievement must be described. Teacher surveys will be given to those individuals teaching in the identified core courses to determine their level of interest and classroom preference. The potential teachers must be willing to participate in Single Gender Professional Learning, and implement instructional strategies in their classroom with fidelity.

Single Gender Parent Night



Dillard Elementary School's Cafeteria
on Friday, August 16, 2013

from 1:00 – 1:30 pm.

Angela Brown, Principal of the Dillard
Elementary will present on Single
Gender Classrooms.

PART VII

2013-2014 EDUCATIONAL EQUITY ACT PLAN SINGLE - SEX SCHOOLS AND CLASSES

Section – E Single-Sex Classes – Evaluation Verification Form

Part VII
Single-Sex Schools and Classes

Part E

District: Broward County

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.

Names of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed
Boyd Anderson High	8/20/2012	3/31/2014
Charles Drew Elementary	8/20/2012	3/31/2014
Dillard Elementary	8/20/2012	3/31/2014
Nova High	8/20/2012	3/31/2014
Pompano Beach Elementary	8/19/2013	3/31/2014


Superintendent Signature

4-16-14
Date

PART VIII

2013-2014 EDUCATIONAL EQUITY ACT PLAN TREATMENT OF PREGNANT AND PARENTING STUDENTS

PART VIII

2013-2014 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 offer 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, Bardetta D. Haygood, Principal, Hallandale Adult Community Center, and Mr. Bonnie Clemon, Principal, Seagull Alternative High School. The following pages provides the District's response to the above three (3) questions from each location:

Dave Thomas Education Center/Charles Drew Family Resource Center

1. The Teen Parent Program at Charles Drew Family Resource Center is a part of Dave Thomas Education Center, an alternative school that provides an educational opportunity for parenting teens in the north end of Broward County. A small staff instructs students in grades 7-12 in all subjects required for promotion and high school graduation. A competency-based curriculum, aligned to state standards, is used for students to earn credits and prepare students for assessments such as; FCAT and EOCs. Through this program the students are able to work at his/her pace to complete courses required for graduation.

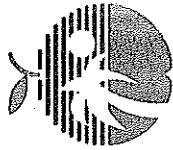
Additionally, the students have the luxury of having their child(ren) on the campus while they are receiving their education. The teen parent child(ren) receives free quality childcare from our caregivers in the school's nursery. Learning is extended to the babies of the teen mothers through the use of a Creative Curriculum that prepares them for Headstart.

Other on-site staff includes a guidance counselor, speech pathologist, child development center director, security specialist, and campus monitor. A full-time Healthy Start nurse and a part-time social worker work collaboratively to ensure students are receiving in-house referrals, as well as outside agencies referrals to address their various needs, i.e.: WIC, Food Stamps, Child Support, and Health Care providers.

2. The district social worker and the school's social worker continually communicate with home school staff about referrals into the program. Members of the guidance team conduct presentations that explain the program to schools in our feeder pattern. The school's website and brochures are used to inform the public about the offerings available in the program.
3. Our School counselors and administrators receive ongoing staff development from district staff, school social worker, Amanda's Place staff and the Health Start nurse. These trainings provide staff with the necessary tools to address the various needs of our teen parent population.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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Superintendent of Schools

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call Equal Educational Opportunities (EEQ) 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.

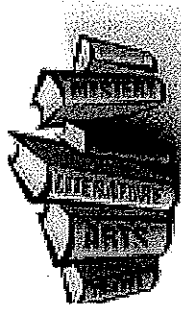
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DAVE THOMAS EDUCATION CENTER

CHARLES DRENFAMILY RESOURCE CENTER

TRACY LOCKHART-TALLEY, PRINCIPAL
GLENDA DANIELS, ASSISTANT PRINCIPAL

2600 N.W. NINTH COURT, POMPA NO BEACH, FL 33069
754-321-6700; 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-12th
- * Proof of change of address

PREGNANT STUDENTS must complete a Physician's Statement of the Pregnancy Verification prior to 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

Official, sealed 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.

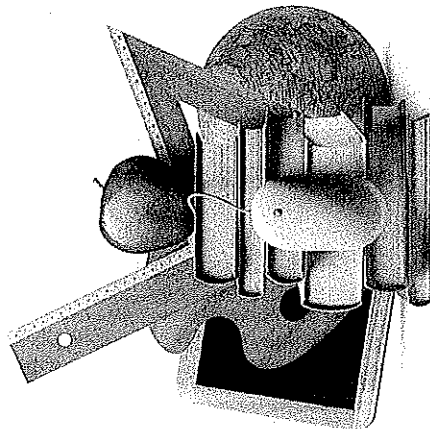
Students in the Teen Parent program are offered an educational alternative for high school completion while their children participate in an on-site child development program. The Teen Parent program features a sequential, competency-based curriculum, which allows the student to work at his/her own rate. 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.

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

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



Hallandale Adult Community Center

1. Hallandale Adult Community Center is one of three schools within the district that provides services for pregnant and parenting students. They are provided with full educational opportunities on campus in an alternative high school setting. Teen parents have access to free child care in our child development center, the support of two full time, on-site social workers, support via referral at school and in-home counseling provided by the school's partner – Henderson Behavioral Center, a full time school nurse, the support of 2 Healthy Start Coalition staff members provided by our partner Memorial Hospital, the opportunity to complete their high school education to earn a standard diploma, a performance-based diploma or even a GED depending on their specific academic disposition. Transportation from their doorstep to the school is also provided.
2. Traditional schools within our feeder pattern are inserviced on the offerings at Hallandale Adult Community Center. Our school social workers maintain constant communication with other social workers to identify referrals, and we provide brochures in hard copy to local schools and other agencies, as well as post the brochures on our school website.
3. School counselors and administrators are regularly trained by our school social workers and we seek support and assistance from our partners including the school nurse, Memorial Hospital and Children's Service Council when applicable to ensure that all key staff members have adequate training to provide support to the targeted pregnant and parenting teens.

Hallandale Adult Community Center offers the following to Teen Parents and expecting teen parent:

- Child development classes
- Monthly seminars for all teen parents on various topics
- Broward Healthy Start Coalition, Inc.
- Partners with Henderson Behavioral Health Clinic who provides free counseling and support for our teen parents.
- A full time Nurse on the school's campus
- Teen parent classes
- Free child care for teen parents with children 6 weeks -5 years old
- Door to door transportation to and from school
- Full time Social Worker assigned to all teen parents
- Access to regular classes
- Mommy and Me classes
- Periodic conferences with childcare in order to monitor progress
- Information about the Teen Parent Program is listed on the school's website
- Teen Parent brochures are available for anyone who inquires about the program
- Teen parents receive a comprehensive handbook when they register at HACC

a b c

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.

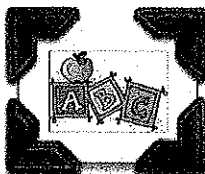
- Three fully accredited diploma options
- Competency-Based Instruction
- Parenting & Child Development Courses
- Full-time On Site School Nurse
- Full-time On Site Social Worker
- Child Development Center
- Monthly Learning Communities for pregnant and parenting teens (TPLC)



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!



Healthy Start at HACC

All enrolled teen-parents are referred to our on-campus Healthy Start Office. The range of services offered are provided to help our students navigate the critical transition to parenthood.



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HALLANDALE ADULT COMMUNITY CENTER

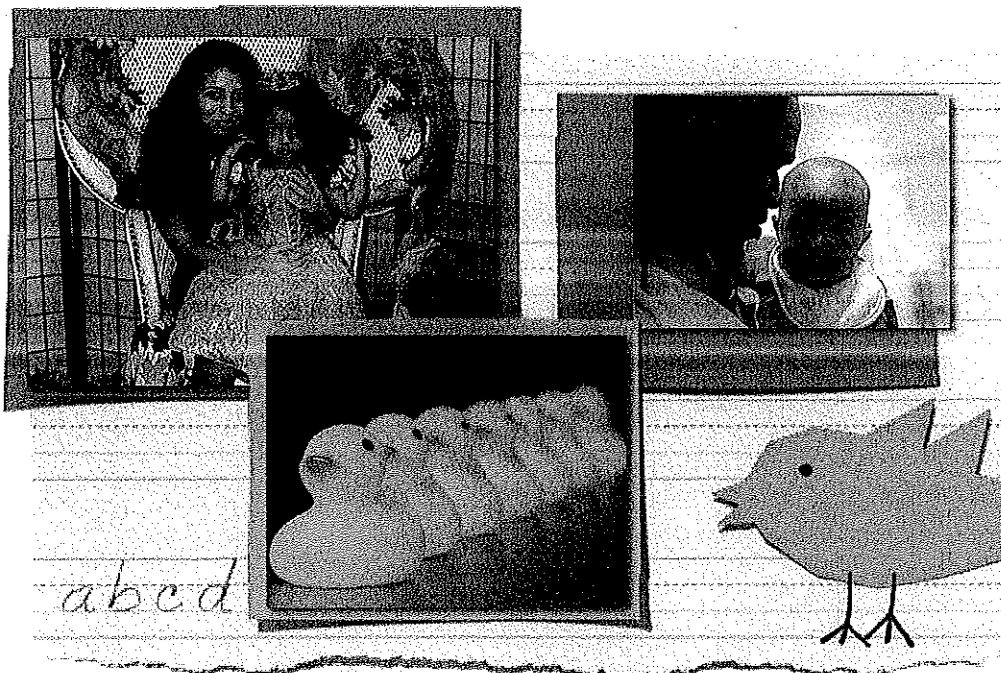
TEEN PARENT GUIDE



1000 SW 3rd Street Hallandale Beach, FL 33009

T: (754) 321-7050 F: (754) 321-7135

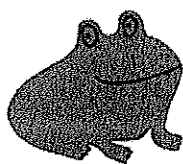
W: www.healthystart.org



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!

Our On Site Child Development Center...

Provides an engaging and nurturing environment to promote brain development. Highly qualified staff members guide interaction among each age group to enhance academic and social development among all children who receive care.

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 or older and in the 7th grade or beyond at time of enrollment.

PREGNANT STUDENTS WHO ENTER THE TEEN PARENT PROGRAM

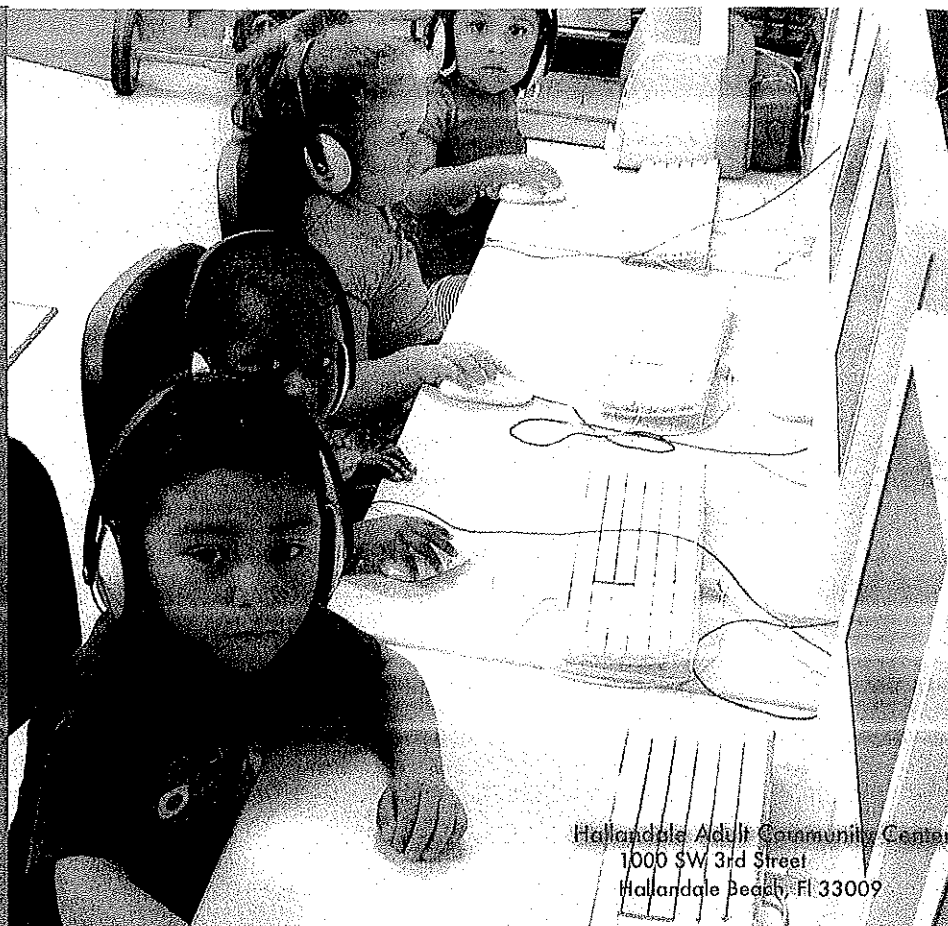
INFANTS/CHILDREN WHO ENTER THE CHILD DEVELOPMENT PROGRAM



PARENTING STUDENTS WHO ENTER THE TEEN PARENT PROGRAM

TeenParent

HANDBOOK



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 750,000 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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Healthy Start at HACC



2014

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.



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 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.

Your Developing Child

Intellectual Development

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.

Social Development

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.

Emotional 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 Classes

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.

Food & Nutrition

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

Healthy Baby

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).

Snack Time & Meals

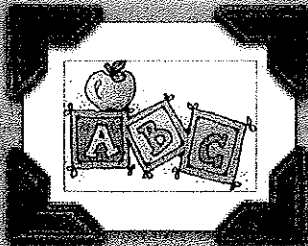
HACC provides a hot breakfast and lunch from the U.S. Department of Agriculture's School Lunch Program. Through this program, some infant food and formula will be provided for enrolled babies. Please see the administrator to determine the type and quantity of foods available. An afternoon snack will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

Free/Reduced Lunch Eligibility

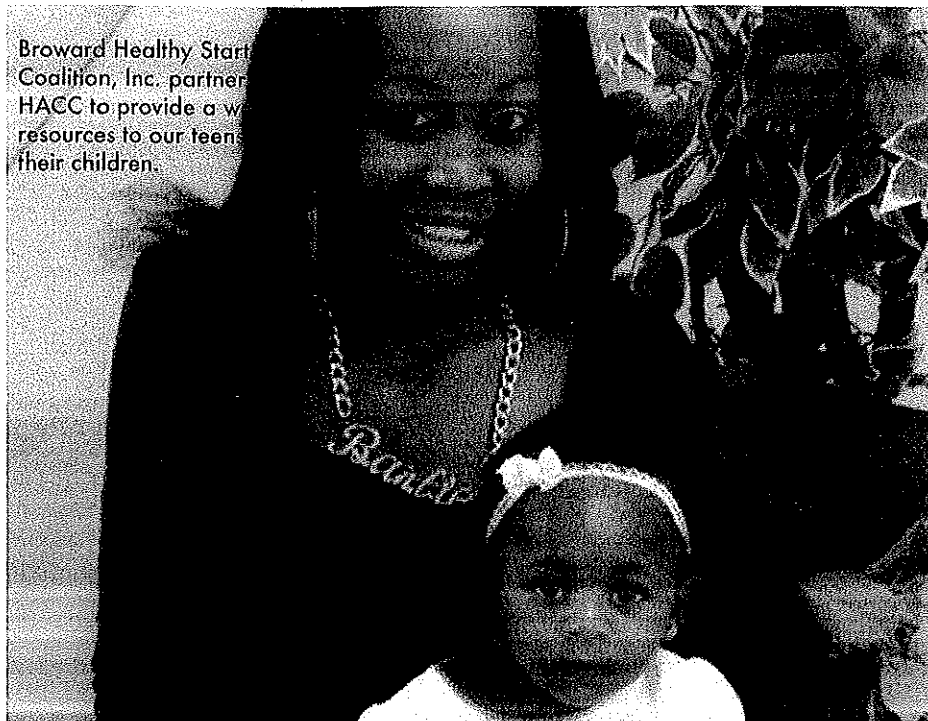
Teen parents will complete a short application to determine eligibility for the free/reduced program. Teen parents who are ineligible will pay full price for meals or provide a healthy breakfast, lunch and snack from home. The applications are available online at <http://www.applyforlunch.com>.

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.



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 the 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.

Teen Parent Guidelines

Navigating the world of teenaged parenthood is at times an overwhelming challenge. HACC works to ensure that our teen parents have clear expectations and the support they need to achieve academic success and social/emotional stability. Provided are some basic guidelines to support achievement among our population.



Responsibility

Records

Be sure to keep all school records, especially contact persons, phone numbers, and email addresses current. Should you or your child become ill, it is important that we be able to contact the appropriate persons in a timely manner.

Lunch & Breaks

Teen parents are expected to remain on campus during breaks, change of class, and lunch. The 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 assigned class at all times unless authorized by the teacher to be on a pass.

Academics

Alternative High School

Broward County residents ages 15 to 21, may enroll at any time in the high school program offering flexible scheduling and competency-based learning. 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 you! Students who select this option will earn passing scores on the FCAT (or ACT) and pass the GED to obtain a high school diploma.

Support

HACC Support Staff

Our special relationship with Broward Healthy Choice Coalition, Inc., Memorial Regional Healthcare and the Broward County Health Department allows us to have unique resources on our campus. They include: A full time Social Worker, a full time School Nurse, a Childbirth Instructor, a Healthy Moms/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, so be sure that you provide the school with up-to-date:

- Physical Exam Form HRS #3040
- Immunization Record Form #680
- TB Skin Test at one (1) year of age
- Birth Certificate

Important Numbers

Hallandale Adult Community
Center
(754) 321-7050

HACC Health Center
(754) 321-7070

HACC Social Worker
(754) 321-7084

HACC Child Development Ctr.
(754) 321-7093

South Area Bus Transportation
(754) 321-4100

Broward Healthily Start
(954) 563-7583

Covenant House
Emergency Housing
(954) 561-5559

Child Abuse Hotline
(800) 962-2873

Joe DiMaggio's
Children's Hospital
(954) 265-5324

Teen Dating Abuse
Hotline
(800) 331-9474

Woman In Distress
Crisis Hotline
(954) 761-1133

Teen Parent Program FAQs

Q. How soon can I return to school after my delivery?

A. If you are returning with your baby, you will need to wait 6 weeks. It is important that you spend the first weeks bonding with your baby and recovering from delivery.



Make sure you receive your postpartum check-up 6 weeks after delivery.

Q. When can I visit my baby in the Child Development Center?

A. You may visit during lunch. While the children have two breaks during the day, we discourage visits during the breaks because some children may become upset with the frequent interruptions to their day. We ease the pain of separation anxiety by allowing the infants/toddlers to bond with their daytime caregiver throughout the day with limited interruption. For further clarification, the Administrator will address the matter one-to-one with parent and child.

Q. Whom do I see if I have a concern or question about the Child Development Center?

A. The Child Development Center Administrator will discuss any concerns and answer any questions you may have about the Child Development Program.

Q. When can I give medication to my child?

A. Medication should be administered as directed by the child's physician. Please schedule doses at times that the child is not normally napping. All medication (whether prescription or over-the-counter) must be administered in the

presence of either the Principal or her designee. All prescribed medication must have an Authorization for Medication form completed and signed by your doctor before medication can be given. A log will be kept of all medications given while at school.

Q. What is the role of the school nurse?

A. The school nurse provides health counseling, evaluates and assesses health needs, monitors a student's compliance with state immunization laws, assists with dispensing medication in accordance with the physician's orders, works as part of the educational team promoting wellness, as well as a resource person. The nurse is available Monday through Friday, from 9:30 am until 3:30 pm, in Portable 6.

Transitioning Beyond High School

Our BRACE ADVISOR provides teen parents and all other Alternative High School Students, including those who select Exit Option, in making decisions about the next phase of their academic lives. Whether its a two year, four year degree or technical training and certification that you seek, the BRACE Advisor is on hand to help our teen parents to navigate the path to post-secondary success!

The School Board of Broward County, Florida

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Ms. Bardenia D. Haygood, Principal
Hallandale Adult Community Center

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Seagull Alternative High School

1. Seagull Alternative High 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.
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. Seagull offers childcare to its pregnant and parenting students in the District's only state-licensed Child Care Development Center.
3. Seagull has a licensed Family Counselor, Social Worker, and Registered Nurse on its campus, providing social partnership formed by the Family Counselor and the doctor's office and medical care to students 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 for the students and babies) from south of Commercial Boulevard to north of State Road 84. At the District Guidance Directors' Meetings, the Guidance Director of Seagull shares information and material with the other Guidance Directors about Seagull and its services. Those Guidance Directors, in turn, train their Guidance Counselors and Administrators at their local schools.

Adults with Abilities (AWA)

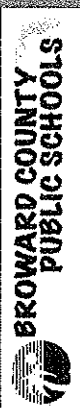
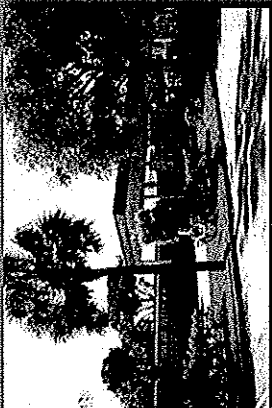
This educational program enables students to acquire and develop skills to gain self-sufficiency and increase their level of independence. Programs are tailored to meet the needs of adults with disabilities in specialized school and community-based programs.

The curriculum extends beyond the classroom into the community to make instruction relevant.

The program design addresses skills in three major areas:

- ❖ Lifelong Learning
- ❖ Quality of Life
- ❖ Workforce Preparation

For more information call Arlene Marcus,
Program Specialist at 754-321-7337.



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Robin Bartleman*

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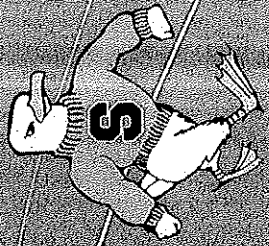
Nora Rupert

*Robert W. Runcie
Superintendent of Schools*

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www.browardschools.com



Seagull Alternative High School



Bonnie A. Clemon, Jr.
Principal

Charisse E. Mosley
Intern Principal

Seagull Alternative High School

425 SW 28th Street

Ft. Lauderdale, FL 33315

754-321-7300 FAX 754-321-7340

<http://seagull.browardschools.com/>

"No Goals Too High When Seagulls Fly"



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.

Credit Recovery Program, Adults with Abilities (AWA), and the Teen Parent Program with the Child Development Center are alternative programs



"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, *Childcare 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

For more information: 754-321-7300

Credit Recovery Program

The Credit Recovery Program is a computer based, teacher instructed program where students can recover credits toward earning a standard high school diploma.

Our diploma is the same as the diploma awarded to other high school graduates in your school district. Both meet the requirements of the school district and the state.

We help all of our students plan their next steps after high school. College, employment, military service, are among the many options to choose. We will help you achieve the one that fits best with your goals.