

Seminole County Public Schools Educational Equity Act Plan



**School Board Members:
Karen Almond, Tina Calderone, Ed.D.,
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Serita D. Beamon, Superintendent**

2021-2022

Educational Equity Act Plan (2021-2022)

District/Agency Name	Contact Person Name	Contact Person Title	Contact Person Phone
Seminole	Mark Russi	Assistant Superintendent, Human Resources and Professional Standards	(407) 320-0198
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Certification

The filing of this plan has been authorized by the governing body of the applicant and the undersigned representatives have been duly authorized to file this plan and act as the authorized representatives of the applicant in connection with this plan.

We do hereby certify that all facts, figures, and representations made in this plan are true and correct. We further certify that the plan will be implemented as developed, adopted and submitted and that periodic review to determine compliance will be conducted.

Signature of Superintendent of School District

Signature of Chairman of the School Board

Date of Governing Body Approval

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PART I

PROCEDURAL REQUIREMENTS

A. Changes to Nondiscrimination and Anti-Harassment Policies or Grievance Procedures

The School Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits Sexual Harassment that occurs within its education programs and activities. When the District has actual knowledge of Sexual Harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating Sexual Harassment and will take appropriate action when an individual is determined responsible for violating this policy. Board employees, students, third-party vendors and contractors, guests, and other members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the district's education programs and activities.

The following Board policies were adopted on October 30, 2018:

1122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The School Board does not discriminate on the basis of race, color, national or ethnic origin, gender, disability, pregnancy, marital status, age (except as authorized by law), religion, political, or religious beliefs, or any other basis prohibited by law in its programs and activities, including employment opportunities.

It is the legal obligation and the policy of the Board to employ only those persons who are best qualified, with or without reasonable accommodations.

The Superintendent shall appoint a compliance officer whose responsibility it will be to require that Federal and State regulations are complied with and that any inquiries or complaints are dealt with promptly in accordance with law. The Superintendent shall also require that proper notice of nondiscrimination for Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and the Age Discrimination in Employment Act.

Compliance Officer

The following person is designated as the Compliance Officer (CO):

Ryan Dufrain
Coordinator Human Resources/District Equity Administrator
407-320-0317
400 East Lake Mary Boulevard
Sanford, Florida 32773
ryan_dufrain@scps.k12.fl.us

The name, title, and contact information of this individual will be published annually on the School District's website.

Complaint Procedures

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

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

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

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination. This complaint procedure is not available to unsuccessful applicants. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies.

- A. An employee with a complaint based on alleged discrimination may first discuss the problem with the compliance officer.

If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the compliance officer. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, describe the alleged discriminatory action in sufficient detail to inform the compliance officer of the nature and date of the alleged violation and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint unless the time for filing is extended by the compliance officer for good cause.

- B. The compliance officer will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The compliance officer will provide the complainant with a written disposition of the complaint within thirty (30) work days. If no decision is rendered within thirty (30) work days, or the decision is unsatisfactory in the opinion of the complainant, the employee may file, in writing, an appeal with the Superintendent. The compliance officer shall maintain the District's files and records relating to the complaint.
- C. The Superintendent will, within thirty (30) work days of receiving the written appeal, conduct a hearing with attempt to resolve the complaint. The Superintendent will render his/her decision within thirty (30) work days of the hearing.
- D. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.
- E. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

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

At any time, if an employee believes that s/he has been subjected to unlawful discrimination, the individual may file a complaint with a local, State, or Federal agency.

Retaliation

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

Training

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

Notice

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

1362 - ANTI-HARASSMENT

General Policy Statement

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

The Superintendent will vigorously enforce its prohibition against discriminatory harassment on the basis of race, color, national origin, sex, disability, pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Superintendent will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Superintendent will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

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

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

Other Violations of the Anti-Harassment Policy

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

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

Definitions

Bullying

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

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

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

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

Sexual Harassment

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

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

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

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

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

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

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

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

Sexual Cyber Harassment

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

Race/Color Harassment

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

Religious (Creed) Harassment

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

National Origin Harassment

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

Disability Harassment

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

Pregnancy Harassment

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

Reports and Complaints of Harassing Conduct

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

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

If, during an investigation of reported act of bullying and/or harassment in accordance with Policy 5517.01 – Bullying and Harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile work environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion, or disability, the principal or his/her designee will report the act of bullying and/or harassment to one of the Compliance Officers who shall investigate the allegation in accordance with this policy. While the Compliance Officer investigates the allegation, the Principal shall suspend his/her Policy 5517.01 investigation to await the Compliance Officer's written report. The Compliance Officer shall keep the Principal informed of the status of the Policy 1362 investigation and provide him/her with a copy of the resulting written report.

Anti-Harassment Compliance Officer

The following individual serves as the District's Anti-Harassment Officer:

Ryan Dufrein
Coordinator Human Resources/ Anti-Harassment Officer
407-320-0317
400 East Lake Mary Boulevard
Sanford, Florida 32773
ryan_dufrein@scps.k12.fl.us

The name, title and /or contact information of this individual will be published annually on the School District's website.

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

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

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

Investigation and Complaint Procedure

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

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

The informal and formal procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful harassment or retaliation with a local, State, or Federal agency.

Informal Complaint Procedure

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

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

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

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

As an initial course of action, if an individual feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. Such direct communication should not be utilized in circumstances involving sexual violence. The complaining individual should address the allegedly harassing conduct as soon

after it occurs as possible. The Compliance Officers is available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

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

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

The School District's informal complaint procedure is designed to provide employees, other members of the School District community, or third parties who believe they are being unlawfully harassed by another individual with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

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

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officers or designee will exercise his/her authority to attempt to resolve all informal complaints within thirty (30) calendar days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

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

Formal Complaint Procedure

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

This formal complaint process is not intended to interfere with the rights of an employee, other member of the School District community, or third party to pursue a complaint of unlawful harassment with a local, State, or Federal agency.

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

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

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

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

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

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

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

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within thirty (30) calendar days of receiving the formal complaint. The investigation will include:

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

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

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

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation should be completed within fifteen (15) business days. At the conclusion of the additional investigation, the Superintendent must issue a final written decision as described above.

With respect to the employee's procedural rights for suspension and dismissal, the decision of the Superintendent shall be final.

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

Privacy/Confidentiality

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

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

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

Sanctions and Monitoring

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

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

Retaliation

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

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

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

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

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

Mandatory Reporting of Misconduct by Certificated Employees

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

Education and Training

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

5517.01 - BULLYING AND HARASSMENT

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

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

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

This policy has been developed and reviewed in consultation with District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies as prescribed in F.S. 1006.147 and in conformity with the Florida Department of Education (FLDOE).

Pursuant to State law, District students, parents, teachers, administrators, school staff, school volunteers, community representatives, and local law enforcement agencies shall be involved in any review of this policy. After the revised policy has been adopted, it shall be submitted to the Florida Department of Education.

This review process shall be conducted not less than every three (3) years.

Definitions

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

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

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

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

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

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

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

- A. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
- B. Perpetuation of conduct listed in the definition of bullying and/or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - 1. incitement or coercion;
 - 2. accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system; or
 - 3. acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

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

Sexual Cyberharassment

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

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

Expected Behavior

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

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

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

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

Consequences

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

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

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

Procedure for Reporting

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

All school employees are required to report alleged violations of this policy and alleged acts of bullying and harassment to the principal or as described above. The alleged violations and acts must be reported by school employees to the principal.

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

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

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

Procedure for Investigation

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

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

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

If, during an investigation of reported acts of bullying and/or harassment, the principal or his/her designee believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on race, color, national origin, sex (including sexual

orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information which are classes protected by State and/or Federal law (collectively "protected classes"), the principal or his/her designee will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

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

- A. complete a bullying and harassment complaint form (Form 5517.01 F1); and
- B. if substantiated, make a recommendation of remedial steps necessary to stop the bullying and/or harassing behavior.

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

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

Scope

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

Parent Notification

The principal shall report the occurrence of an incident of bullying as defined by District policy to the parent/guardian of all students known to be involved in the incident on the same day an investigation of the incident has been initiated.

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

Counseling Referral

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

- A. a process by which the teacher or parent may request informal consultation with school staff (e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern;
- B. a referral process to provide professional assistance or services that may include a process by which school personnel or parent/guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services (parent/guardian involvement is required at this point); or

If a formal discipline report or formal complaint is made, the principal must refer the student(s) to the school intervention team for determination of counseling support and interventions (parent/guardian is required at this point).

- C. a school-based action to address intervention and assistance as determined appropriate by the intervention team that includes:
 - 1. counseling and support to address the needs of the victim(s) of bullying or harassment;
 - 2. interventions to address the behavior of students who bully and harass others (e.g., empathy training, anger management, etc.);
 - 3. interventions which include assistance and support for parents, as may be deemed necessary or appropriate.

Data Report

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

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

Training and Instruction

Students, parents, teachers, school administrators, counseling staff, and school volunteers shall be provided training and instruction, at least annually, on the District's policy and administrative procedures regarding bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as information about how to effectively identify and respond to bullying in schools. Instruction regarding bullying, harassment, and the District's violence prevention and school safety efforts shall be integrated into District curriculum at the appropriate grade levels. The training and instruction shall include recognizing behaviors that lead to bullying and harassment and taking appropriate preventative action based on those observations.

Victim's Parent Reporting

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

Policy Publication

At the beginning of each school year, the Superintendent shall, in writing, inform school staff, parents/guardians/other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.

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

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

Immunity

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

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

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative procedures shall be maintained as confidential to the extent permitted by law.

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

Retaliation/False Charges

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

B. Annual Notification of Nondiscrimination for Vocational Education Programs and Continuing Notice

1. Annual Notification of Nondiscrimination for Vocational Education Programs

Employees, students, parents, and the general public receive notification on the district's Notice of Nondiscrimination throughout the year in the district newsletter, the Student Conduct and Discipline Code, the Calendar and Parent Guide, district website, etc. Listed below are the district's Notice of Nondiscrimination and sample communications.

Educational Equity – Notice of Nondiscrimination

The Educational Equity Administrator for Seminole County Public Schools has the responsibility of assuring compliance with the educational equity requirements by providing technical expertise, monitoring activities or programs related to compliance, and responding to equity complaints. One of the responsibilities is to administer the Educational Equity Complaint/Grievance Procedures as adopted by the School Board.

It is the policy of the School Board of Seminole County, Florida, that no employee, student, or applicant shall - on the basis of race, color, national origin, sex, disability, marital status, age, religion, or any other basis prohibited by law - be excluded from participating in, be denied the benefits of, or be subjected to discrimination and harassment under any educational programs, activities, or in any employment conditions, policies, or practices conducted by the District. Additionally, the School board of Seminole County provides equal access to public school facilities for the Boy Scouts of America and other designated youth groups as required by 34 C.F.R. 108.6

Every employee, student, or applicant for employment at Seminole County Public Schools has a solemn right to be treated fairly, equally, equitably, and with dignity. If for any reason you - the employee, student, or applicant for employment - find that you have been victimized by acts of discrimination and or harassment, whether intentional or unintentional, you are strongly encouraged to file an Educational Equity Complaint or Grievance with the Educational Equity Administrator, or any county or school-level administrator. All such complaints must be immediately forwarded to the Educational Equity Administrator for dissemination, action, and resolution. Forward to: SCPS Educational Equity Administrator, Seminole County Public Schools, Educational Support Center, 400 E. Lake Mary Blvd., Sanford, FL 32773-7127. (407) 320-0317.

Equidad Educativa - Aviso a No Discriminar

El/la administrador/a de equidad educativa para las Escuelas Públicas del Condado de Seminole tiene la responsabilidad de asegurar el cumplimiento de los requisitos de equidad educativa proveyendo dominio técnico, monitorizando actividades o programas relacionados con el cumplimiento y respondiendo a las denuncias por equidad. Una de las responsabilidades es administrar las denuncias por equidad educativa/procedimientos de querellas como está aprobado por el Consejo Escolar.

Es la política del Consejo Escolar del Condado de Seminole, Florida, que ningún empleado, estudiante o solicitante deberá – basado en la raza, color, origen nacional, sexo, discapacidad, estado civil, religión o cualquier otro prohibido por ley – ser excluido/a de participar en, se le nieguen los beneficios de o es sujeto a discriminación y acoso bajo cualquier programa educativo, actividades o en cualquier condición de empleo, políticas o prácticas conducidas por el distrito. Adicionalmente, el Consejo Escolar del Condado de Seminole provee acceso igualatorio a las facilidades de las escuelas públicas para los Boy Scouts of America y otros grupos juveniles designados como lo requiere 34 C.F.R. 108.9

Cada empleado, estudiante o solicitante de empleo en las Escuelas Públicas del Condado de Seminole tiene derecho solemne a ser tratado/a justamente, con igualdad, con equidad y con dignidad. Si por cualquier razón, usted – el/la empleado/da, estudiante o solicitante a empleo – descubre que ha sido víctima de actos de discriminación y/o acoso, ya sea intencional o sin intención, se le recomienda, encarecidamente, que presente una denuncia de equidad educativa o una querella con la Administración de Equidad Educativa, o con cualquier administrador/a nivel del condado o a nivel escolar. Todas las denuncias o querellas deben enviarse inmediatamente al/a la administrador/a de equidad educativa para su difusión, acción y resolución. Envíe a: SCPS Educational Equity Administrator, Seminole County Public Schools, Educational Support Center, 400 E. Lake Mary Blvd., Sanford, FL 327737127 (407-320-0317).



FOR MORE INFORMATION

400 East Lake Mary Blvd.
Sanford, FL 32773
ePathways@scps.k12.fl.us
www.scps.k12.fl.us/ePathways

Reasonable Accommodation(s)

Seminole County Public Schools (SCPS) is committed to serving those that have a disability that may require reasonable accommodation(s). The SCPS Equity and ADA Administrator is available to assist at (407) 320-0317. Qualified applicants are entitled to reasonable accommodation(s) during the application and interview process. Applicants requesting an accommodation may call (407) 320-0231.

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Every employee, student, or applicant for employment at Seminole County Public Schools has a solemn right to be treated fairly, equally, equitably, and with dignity. If for any reason you - the employee, student, or applicant for employment - find that you have been victimized by acts of discrimination and/or harassment, whether intentional or unintentional, you are strongly encouraged to file an Educational Equity Complaint or Grievance with the Educational Equity Administrator, or any county or school-level administrator. All such complaints must be immediately forwarded to the Educational Equity Administrator for dissemination, action, and resolution. Forward to: SCPS Educational Equity Administrator, Seminole County Public Schools – Human Resources, Educational Support Center, 400 E. Lake Mary Blvd., Sanford, FL 32773-7127. 407.320.0317.

Revised 11/21

CTE Catalog:

<https://www.scps.k12.fl.us/core/fileparse.php/1017/urlt/21-22-cte-catalog.pdf>



Karen Almond
Chairman



Tina Calderone, Ed.D
Board Member



Kristine Kraus
Board Member



Amy Pennock
Vice Chair



Abby Sanchez
Board Member

Our Mission

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



400 E. Lake Mary Blvd.
Sanford, FL 32773
407-320-0000
www.scps.us

Connect with us:



Seminole County Public Schools Educational Equity - Notice of Nondiscrimination

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Educational Equity

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Student Progression plan:

https://www.scps.k12.fl.us/_resources/documents/StudentProgressionPlan.pdf

Educational Equity Board Policy 2131, Excellence and Equity, outlines that the School Board of Seminole County believes that a high-quality education is a fundamental right of every child, that all children can learn, and that every student should have the opportunity to succeed. The Board is committed to maintaining a high-quality school system that provides excellence and equity for all students.

In particular, the Board believes, and research supports, that quality education is most effective in a diverse setting. In Seminole County, this diversity includes socioeconomic status, gender, race/ethnicity, English Speakers of Other Languages (ESOL), and disability. One of the key educational benefits associated with diversity is improved achievement for all students.

Additionally, Board Policy 2260.01, Section 504/ADA Prohibition against discrimination based on disability, provides that the School Board does not discriminate in admission or access to, or participation in, or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.
District Compliance Officer(s)

The following person(s) is/are designated as the District Compliance Officer(s) ("Compliance Officer(s)") for receiving complaints pertaining to Section 504 and/or the ADA:

Ryan Dufrein
Human Resource Coordinator EEO/Equity Officer; ADA Coordinator
Seminole County Public Schools
400 E Lake Mary Blvd Sanford, FL 32773
Phone: 407-320-0317 Fax: (407) 320-1348

Amy Elwood
Director of Intervention Services Student Support Services Department
407-320- 2011
amy_elwood@scps.k12.fl.us

The name(s), title(s), and contact information of this/these individual(s) will be published annually on the School District's website.

The Compliance Officers are responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the Compliance Officer. The Compliance Officer(s) will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing.

504/ Equity:

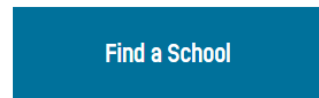
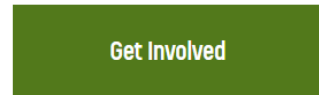
<https://www.scps.k12.fl.us/resources/documents/Section504.pdf>

Seminole County Public Schools Educational Equity - Notice of Nondiscrimination

The Educational Equity Administrator for Seminole County Public Schools has the responsibility of assuring compliance with the educational equity requirements by providing technical expertise, monitoring activities or programs related to compliance, and responding to equity complaints. One of the responsibilities is to administer the Educational Equity Complaint/Grievance Procedures as adopted by the School Board.

It is the policy of the School Board of Seminole County, Florida, that no employee, student, or applicant shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination and/or harassment under any educational programs, activities, or in any employment conditions, policies, or practices conducted by the District. The School Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age, religion, ancestry, or genetic information which are classes protected by State and/or Federal law in its programs and activities, including employment opportunities. Additionally, the School board of Seminole County provides equal access to public school facilities for the Boy Scouts of America and other designated youth groups as required by 34 C.F.R. 108.6.

Every employee, student, or applicant for employment at Seminole County Public Schools has a solemn right to be treated fairly, equally, equitably, and with dignity. If for any reason you - the employee, student, or applicant for employment - find that you have been victimized by acts of discrimination and or harassment, whether intentional or unintentional, you are strongly encouraged to file an Educational Equity Complaint or Grievance with the Educational Equity Administrator, or any county or school-level administrator. All such complaints must be immediately forwarded to the Educational Equity Administrator for dissemination, action, and resolution. Forward to: SCPS Educational Equity Administrator, Seminole County Public Schools, Educational Support Center, 400 E. Lake Mary Blvd., Sanford, FL 32773-7127. 407.320.0317.



EDUCATIONAL EQUITY – NOTICE OF NONDISCRIMINATION

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The School Board of Seminole County recognizes that the education of children is a process that involves a partnership between a child's parent(s), teachers, school administrators, and other school and school board personnel. School and school district personnel will treat all visitors on School Board property with courtesy and respect. The School Board asks that visitors treat school and school district personnel with the same courtesy and respect.

School Board Policy 3380 Civility and Conduct of Parents, Other Visitors to Schools and School District Facilities, and District Employees

Student Code of Conduct:

<https://www.scps.k12.fl.us/resources/documents/StudentConductDisciplineCode.pdf>

JOIN OUR DISTRICT

Seminole County Public Schools (SCPS) is looking for additional members to join our educational team!

Provided are the resources and information you will need to successfully apply for one of Seminole County Public Schools' (SCPS) open positions.

Seminole County Public Schools is committed to serving those that have a disability that may require reasonable accommodation(s). The SCPS Equity and ADA Administrator is available at (407) 320-0148.

Qualified applicants are entitled to reasonable accommodation(s) during the application and interview process. Applicants requesting an accommodation may call (407) 320-0231.

We're thrilled you have chosen to pursue a career with us!

Employment Application And Vacancies

To begin the online application process, view SCPS Job Vacancies, and submit resumes electronically, [click here](#).



Human Resources

- Becoming An SCPS Teacher
- Certification Information
- Contact Us
- General Employment Info
- How To Apply
- Job Vacancies
- Paraprofessional Information
- Substitute Teacher Information
- Teacher Evaluation
- Title IX Coordinators
- Title IX/Educational Equity
- Union Contracts

Hey Parents, Faculty & Staff

Notice for Availability of Reasonable Accommodations to Applicants for Employment:

<https://www.scps.k12.fl.us/district/departments/human-resources/how-to-apply.stml>

PART II
INCOMPLETE ITEMS
OR
PENDING ACTIONS

The following are the action items that have been articulated in the Monitoring Work Plan:

PART 1: PROCEDURAL REQUIREMENTS

The district did not submit any new policies. The district should ensure that the following requirements are met to be in compliance with the new Title IX requirements dated August 14, 2020:

- *The Website should Clearly list the Title IX Coordinators name and contact information*

1	School Name	Principal	Title IX Coord.	School Address	Main
2	Altamonte Elementary School	Dr. Tony Oglesby	Dr. Tony Oglesby	525 Pineview Street Altamonte Springs Florida 32701	(407) 746-2950
3	Bear Lake Elementary School	Kristen Ramkissoon	Kristen Ramkissoon	3399 Gleaves Court Apopka Florida 32703	(407) 746-5550
4	Bentley Elementary	Martha Garcia	Martha Garcia	2190 Oregon Avenue Sanford Florida 32771	(407) 871-9950
5	Carillon Elementary School	Dr. Daniel Windish	Teddy Adames	3200 Lockwood Boulevard Oviedo Florida 32765	(407) 320-4650
6	Casselberry Elementary School	Mallory Lambert	Mary Walters-Clark	1075 Crystal Bowl Circle Casselberry Florida 32707	(407) 746-2550
7	Crooms Academy of Information Technol	Dr. Brandon Hanshaw	Brittany Campbell	2200 West 13th Street Sanford Florida 32771	(407) 320-5750
8	Crystal Lake Elementary School	Ricky Carver	Jeff Fose	231 Rinehart Road Lake Mary Florida 32746	(407) 871-8150
9	Detention Center	Deirdre Games	Siobhan Pitters		
10	Eastbrook Elementary School	Rodney Dunaye	Janice Zeiger	5525 Tangerine Avenue Winter Park Florida 32792	(407) 746-7950
11	Endeavor School	Paul Harshman	Carissa Curran	3010 Old Lake Mary Rd Lake Mary Florida 32746	(407) 320-3350
12	English Estates Elementary School	Shannon Akerson	Jodi Farbstein	299 Oxford Road Fern Park Florida 32730	(407) 746-2850
13	Eugene Gregory Academy	Deirdre Games	Siobhan Pitters	1151 E. 28th Street Sanford Florida 32773	(407) 707-7651
14	Evans Elementary School	Carol Ann Darnell	Carol Ann Darnell	100 East Chapman Road Oviedo Florida 32765	(407) 320-9850
15	Forest City Elementary School	Paul Senko	Joseph Avellino	1010 Sand Lake Road Altamonte Springs Florida 32714	(407) 746-1050
16	Geneva Elementary School	Aimee Padilla	Aimee Padilla	275 First Street Geneva Florida 32732	(407) 320-4950
17	Goldsboro Elementary Magnet School	Chris Mulholland	Chris Mulholland	1300 West 20th Street Sanford Florida 32771	(407) 320-5850
18	Greenwood Lakes Middle School	Breezi Erickson	Rendon Fletcher	601 Lake Park Drive Lake Mary Florida 32746	(407) 320-7650
19	Hagerty High School	Robert Frasca Jr.	Christy Tibbitts-Bryce	3225 Lockwood Boulevard Oviedo Florida 32765	(407) 871-0750
20	Hamilton Elementary School	Michael Pfeiffer	Michael Pfeiffer	1501 East 8th Street Sanford Florida 32771	(407) 320-6050
21	Heathrow Elementary School	Brett White	Brett White	5715 Markham Woods Road Lake Mary Florida 32746	(407) 320-6850
22	Highlands Elementary School	Robert Navarro	Robert Navarro	1600 Shepard Road Winter Springs Florida 32708	(407) 746-6650
23	Hopper Center	Paul Harshman	Carissa Curran	612 Newport Avenue Altamonte Springs Florida 32701	(407) 746-2650
24	Idyllwild Elementary School	Lenore Logsdon	Keith Erickson (AP on Assignment)	430 Vihlen Road Sanford Florida 32771	(407) 320-3750
25	Indian Trails Middle School	Dr. Craig Johnson	Stephanie Gaudio	415 Tuskawilla Road Winter Springs Florida 32708	(407) 320-4350
26	Jackson Heights Middle School	Sarah Mansur	Chad Duff	41 Academy Avenue Oviedo Florida 32765	(407) 320-4550
27	John Polk Alternative	Deirdre Games	Siobhan Pitters	211 Eslinger Way Sanford Florida 32773	(407) 665-1405

28	Journeys Academy	Kenneth V. Bevan Jr.	Kenneth V. Bevan Jr.	1722 W. Airport Boulevard Sanford, Florida 32771	(407)-320-7850
29	Keeth Elementary School	Joanne Krampferth	Tracey Krajewski	425 Tuskawilla Road Winter Springs Florida 32708	(407) 320-5350
30	Lake Brantley High School	Brian Blasewitz	Jose Sanchez	991 Sand Lake Road Altamonte Springs Florida 32714	(407) 746-3450
31	Lake Howell High School	Michael Howard	Tonya Thompson	4200 Dike Road Winter Park Florida 32792	(407) 746-9050
32	Lake Mary Elementary School	Pam Gamble	Pam Gamble	132 South Country Club Road Lake Mary Florida 32746	(407) 320-5650
33	Lake Mary High School	Dr. Mickey Reynolds	Michael Hennessy	655 Longwood Lake Mary Road Lake Mary Florida 32746	(407) 320-9550
34	Lake Orienta Elementary School	Christine Peacock	Christine Peacock	612 Newport Avenue Altamonte Springs Florida 32701	(407) 746-2650
35	Lawton Chiles Middle School	Dr. Melissa Laudani	Dana Richardson	1240 Sanctuary Drive Oviedo Florida 32766	(407) 871-7050
36	Lawton Elementary School	Dr. Leslie Durias	Dr. Leslie Durias	151 Graham Avenue Oviedo Florida 32765	(407) 320-6350
37	Layer Elementary School	Cheryl Nicholas	Cheryl Nicholas	4201 SR 419 Winter Springs Florida 32708	(407) 871-8050
38	Longwood Elementary School	Brian Emmans	Leigh Jones	840 Orange Avenue Longwood Florida 32750	(407) 74605250
39	Lyman High School	Mike Rice	Mick Showalter	865 S. Ronald Reagan Blvd Longwood Florida 32750	(407) 746-2050
40	Markham Woods Middle School	Linda Mumey	Chuck Bennett	6003 Markham Woods Road Lake Mary Florida 32746	(407) 871-1750
41	Midway Elementary School	Cathy Lambert	Cathy Lambert	2368 Brisson Avenue Sanford Florida 32771	(407) 320-5950
42	Millennium Middle School	Dr. John Antmann	Trina Grenon	21 Lakeview Drive Sanford Florida 32773	(407) 320-6550
43	Milwee Middle School	James Kubis	Christen Brundidge	1341 S. Ronald Reagan Boulevard Longwood Florida 32750	(407) 746-3850
44	Oviedo High School	Dr. Trent Daniels	Drew Morgan	601 King Street Oviedo Florida 32765	(407) 320-4050
45	Partin Elementary School	Nancy Urban	Nancy Urban	1500 Twin Rivers Boulevard Oviedo Florida 32766	(407) 320-4850
46	Pine Crest Elementary School	Alex Agosto	Alex Agosto	405 West 27th Street Sanford Florida 32773	(407) 320-5450
47	Rainbow Elementary School	Kristina Marshall	Kristina Marshall	1412 Rainbow Trail Winter Springs Florida 32708	(407) 320-8450
48	Red Bug Elementary School	Christine Sharpe	Christine Sharpe	4000 Red Bug Road Casselberry Florida 32707	(407) 746-8350
49	Rock Lake Middle School	Martin Dunlop	Nicole Wysong	250 Slade Drive Longwood Florida 32750	(407) 746-9350
50	Sabal Point Elementary School	Dr. Tina Langdon	Dr. Tina Langdon	960 Wekiva Springs Road Longwood Florida 32779	(407) 746-3050
51	Sanford Middle School	Byron Durias	Byron Durias	1700 French Avenue Sanford Florida 32771	(407) 320-6150
52	Seminole Academy of Digital Learning	Dr. Deborah Camilleri	Dr. Deborah Camilleri	840 Orange Ave Longwood Florida 32750	(407) 871-7287
53	Seminole County Virtual School	Dr. Deborah Camilleri	Dr. Deborah Camilleri	840 Orange Ave Longwood Florida 32750	(407) 871-7287
54	Seminole Detention Center	Deirdre Garnes	Siobhan Pitters	100 Eslinger Way Sanford Florida 32773	(407) 708-7680

55	Seminole High School	Dr. Jordan Rodriguez	Cindy Nelson	2701 Ridgewood Avenue Sanford Florida 32773	(407) 320-5050
56	South Seminole Middle School	Dr. Mia Coleman-Baker	Christopher Mertz	101 South Winter Park Drive Casselberry Florida 32707	(407) 746-1350
57	Spring Lake Elementary School	Kelly Mitchell	Kelly Mitchell	695 Orange Avenue Altamonte Springs Florida 32714	(407) 746-1650
58	Stenstrom Elementary School	Jacob Novak	Jacob Novak	1800 Alafaya Woods Boulevard Oviedo Florida 32765	(407) 320-2450
59	Sterling Park Elementary School	Dumarie Rodriguez-Dillard	Dumarie Rodriguez-Dillard	905 Eagle Circle South Casselberry Florida 32707	(407) 746-8250
60	Teague Middle School	Dr. Connie Collins	Dr. Connie Collins	1350 McNeil Road Altamonte Springs Florida 32714	(407) 320-1550
61	Tuskawilla Middle School	Randy Shuler	Jessica Webb	1801 Tuskawilla Road Oviedo Florida 32765	(407) 746-8550
62	Walker Elementary School	Debbie Jose	Debbie Jose	3101 Snowhill Rd Chuluota Florida 32766	(407) 871-7350
63	Wekiva Elementary School	Keaton Schreiner	Keaton Schreiner	1450 East Wekiva Trail Longwood Florida 32779	(407) 746-3150
64	Wicklow Elementary School	Martina Herndon	Claude Archie	100 Placid Lake Drive Sanford Florida 32771	(407) 320-1250
65	Wilson Elementary School	Ryan Gard-Harold	Jaimee Borrero	985 Orange Boulevard Sanford Florida 32771	(407) 320-6950
66	Winter Springs Elementary School	Amy Barone	Amy Barone	701 West S.R. 434 Winter Springs Florida 32708	(407) 320-0650
67	Winter Springs High School	Peter Gaffney III	Dr. Kejuana Carpenter	130 Tuskawilla Road Winter Springs Florida 32708	(407) 320-8750
68	Woodlands Elementary School	Patricia May	Patricia May	1420 E.E. Williamson Road Longwood Florida 32750	(407) 746-2750

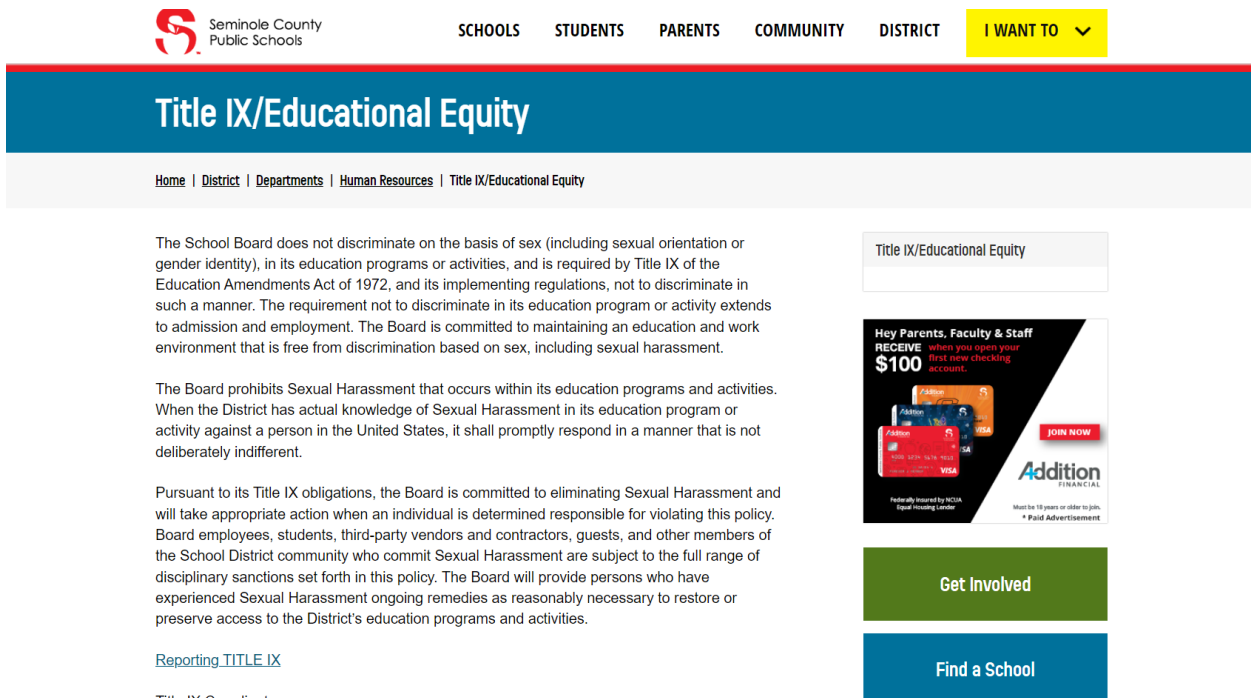
<https://www.scps.k12.fl.us/core/fileparse.php/1128/urlt/Title-IX-Coordiators-02-25-2021.pdf>

- The Website should meet Title IX compliance with trainings posted.

- Title IX Basics: <https://icslawyer.com/posting-for-review-k12-title-ix-basics/>
- Title IX Investigator / Decision-Maker Level 1: <https://icslawyer.com/posting-forreview-k12-title-ix-investigator-decision-maker-level-1/>
- Title IX Coordinator: <https://icslawyer.com/posting-for-review-k-12-title-ix-coordinator/>
- Title IX Decision-Maker Appeals: <https://icslawyer.com/posting-for-review-k12-title-ixappellate-decision-makers/>
- Title IX Informal Resolution: <https://icslawyer.com/posting-for-review-k-12-title-ixinformal-resolution/>
- Title IX Athletics: <https://icslawyer.com/posting-for-review-k-12-title-ix-athletics/>
- Title IX Putting Policy Into Practice Series: <https://icslawyer.com/posting-for-reviewputting-policy-into-practice-k-12/>

<https://www.scps.k12.fl.us/district/departments/human-resources/title-ix/>

- Title IX information on the website should be prominently posted for easy access.



The screenshot shows the website header with the Seminole County Public Schools logo and navigation menu. Below the header is a blue banner with the text "Title IX/Educational Equity". Underneath the banner is a breadcrumb trail: Home | District | Departments | Human Resources | Title IX/Educational Equity. The main content area contains three paragraphs of text regarding the School Board's non-discrimination policy, the prohibition of sexual harassment, and the Board's commitment to eliminating sexual harassment. A link for "Reporting TITLE IX" is provided. On the right side, there is a sidebar with a search bar for "Title IX/Educational Equity" and two buttons: "Get Involved" and "Find a School". An advertisement for Addition Financial is also visible in the sidebar.

<https://www.scps.k12.fl.us/district/departments/human-resources/title-ix/>

Annual Notification of Nondiscrimination for Vocational Education Programs

The district should submit evidence with the 2021-22 Equity Update that the annual notice of nondiscrimination was published in a medium such as, the local newspaper or radio/TV prior to the beginning of each school year. The district should ensure that the annual notice of nondiscrimination is updated and disseminated annually to students, parents, legal guardians and the general public prior to the beginning of each school year as required by the Vocational Guideline. Further, the district should continue to publish and disseminate the annual notice in languages with a community of minority persons with limited English language skills. The district should provide evidence of the publication of its annual notice of nondiscrimination to the OEEO with the 2021-22 update.

Notification is published in many mediums printed and distributed at the beginning of each year.



SCHOOLS

STUDENTS

PARENTS

COMMUNITY

DISTRICT

I WANT TO ▾

Equidad Educativa - Aviso a No Discriminar

El/la administrador/a de equidad educativa para las Escuelas Públicas del Condado de Seminole tiene la responsabilidad de asegurar el cumplimiento de los requisitos de equidad educativa proveyendo dominio técnico, monitorizando actividades o programas relacionados con el cumplimiento y respondiendo a las denuncias por equidad. Una de las responsabilidades es administrar las denuncias por equidad educativa/procedimientos de querellas como está aprobado por el Consejo Escolar.

Es la política del Consejo Escolar del Condado de Seminole, Florida, que ningún empleado, estudiante o solicitante deberá – basado en la raza, color, origen nacional, sexo, discapacidad, estado civil, religión o cualquier otro prohibido por ley – ser excluido/a de participar en, se le nieguen los beneficios de o es sujeto a discriminación y acoso bajo cualquier programa educativo, actividades o en cualquier condición de empleo, políticas o prácticas conducidas por el distrito. Adicionalmente, el Consejo Escolar del Condado de Seminole provee acceso igualatorio a las facilidades de las escuelas públicas para los Boy Scouts of America y otros grupos juveniles designados como lo requiere 34 C.F.R. 108.9

Cada empleado, estudiante o solicitante de empleo en las Escuelas Públicas del Condado de Seminole tiene derecho solemne a ser tratado/a justamente, con igualdad, con equidad y con dignidad. Si por cualquier razón, usted – el/la empleado/da, estudiante o solicitante a empleo – descubre que ha sido víctima de actos de discriminación y/o acoso, ya sea intencional o sin intención, se le recomienda, encarecidamente, que presente una denuncia de equidad educativa o una querrela con la Administración de Equidad Educativa, o con cualquier administrador/a nivel del condado o a nivel escolar. Todas las denuncias o querellas deben enviarse inmediatamente al/a la administrador/a de equidad educativa para su difusión, acción y resolución. Envíe a: SCPS Educational Equity Administrator, Seminole County Public Schools, Educational Support Center, 400 E. Lake Mary Blvd., Sanford, FL 327737127 (407-320-0321).

Programs



2021-2022

FACT SHEET

www.scps.us | 407-320-0000



MISSION STATEMENT



The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Reasonable Accommodation(s):

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Revised 06/21

<https://www.scps.k12.fl.us/core/fileparse.php/1040/urlt/pocket-guide-web.pdf>

Continuous Notification of Nondiscrimination

The district should revise its continuous notification of nondiscrimination to include the statement that the district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boys Scout of America Equal Access Act. The notice should also be published in documents such as the parent/student handbook, student code of conduct handbook, promotional / recruitment materials, application forms and/or posters. The district should ensure that the continuous notification of nondiscrimination is published and distributed to students, parents, legal guardians, employees, and the general public as outlined in Title IX.

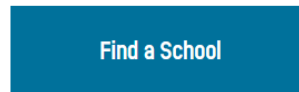
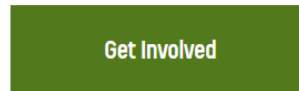


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Part III: Student Participation

The district should monitor the implementation of its strategies and modify as necessary to ensure that they are effective at increasing the enrollment of minority students in advanced courses and reducing or eliminating the enrollment gaps. Updated strategies and accountability measures should be submitted to OEE0 in the 2021-22 Equity Update.

Please see Section III for these updates and accountability measures.

Part IV Gender Equity in Athletics

The district should monitor progress of the corrective action plans and submit an update in the 2021-2022 Equity Update.

Please see Part IV.

Part V Employment Equity

The district should continue to implement strategies to address underrepresentation of minority and male employees, and report progress in the 2021-22 Equity Update.

Please see Part V for strategies to address underrepresentation.

Part VII Pregnant and Parenting Students

The district should continue to ensure that pregnant and parenting students are given access to the same curricular and extra-curricular activities and programs as other students, including access to career and technical education programs.

Please see Part VII.

PART III

STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

(1) Grades 9-12, Advanced Placement (AP), IB and AICE

Grades 9-12 Total Enrollment 2021-22 (21,631)

White *Black* *Hispanic* *ELL Students*
 48% (10,397) 14% (3,082) 28% (6,092) 4% (823)

Whites In AP/IB/AICE	Whites In AP/IB/AICE	Whites In AP/IB/AICE	Whites In AP/IB/AICE	Whites In AP/IB/AICE
2017-18 42% (4,880)	2018-19 41% (4,736)	2019-20 42% (4,577)	2020-21 42% (4,461)	2021-22 39% (4,030)
White Males In AP/IB/AICE	White Males In AP/IB/AICE	White Males In AP/IB/AICE	White Males In AP/IB/AICE	White Males In AP/IB/AICE
2017-18 36% (2,139)	2018-19 35% (2,060)	2019-20 37% (2,057)	2020-21 37% (2,007)	2021-22 35% (1,846)
Blacks In AP/IB/AICE	Blacks In AP/IB/AICE	Blacks In AP/IB/AICE	Blacks In AP/IB/AICE	Blacks In AP/IB/AICE
2017-18 17% (552)	2018-19 17% (523)	2019-20 18% (558)	2020-21 18% (570)	2021-22 16% (502)
Black Males In AP/IB/AICE	Black Males In AP/IB/AICE	Black Males In AP/IB/AICE	Black Males In AP/IB/AICE	Black Males In AP/IB/AICE
2017-18 12% (184)	2018-19 12% (191)	2019-20 14% (217)	2020-21 13% (199)	2021-22 12% (187)
Hispanics In AP/IB/AICE	Hispanics In AP/IB/AICE	Hispanics In AP/IB/AICE	Hispanics In AP/IB/AICE	Hispanics In AP/IB/AICE
2017-18 28% (1,517)	2018-19 28% (1,542)	2019-20 29% (1,631)	2020-21 28% (1,640)	2021-22 25% (1,498)
Hisp. Males In AP/IB/AICE	Hisp. Males In AP/IB/AICE	Hisp. Males In AP/IB/AICE	Hisp. Males In AP/IB/AICE	Hisp. Males In AP/IB/AICE
2017-18 23% (628)	2018-19 23% (632)	2019-20 24% (671)	2020-21 23% (692)	2021-22 20% (616)
ELL Students In AP/IB/AICE	ELL Students In AP/IB/AICE	ELL Students In AP/IB/AICE	ELL Students In AP/IB/AICE	ELL Students In AP/IB/AICE
2017-18 16% (116)	2018-19 16% (127)	2019-20 16% (133)	2020-21 13% (110)	2021-22 10% (83)

Evidence of Success

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. **Evaluation must include 2017-18 to 2021-22.***

SCPS continues to experience slight declines in enrollment for Advanced Placement courses, both in the aggregate and within nearly all subgroups. These declines can be attributed to two factors:

- 1) Declining enrollment within SCPS, likely attributable to growth in family exercise of choice options such as home education, charter schools, and scholarship programs.
- 2) Increasing participation within dual enrollment (see Table 2 below), likely attributable to the maturity of two (2) early college programs that allow students to earn AA degrees at the same time as a high school diploma, and growing student interest in online, asynchronous course experiences—which seems to have accelerated since the pandemic. Some families have also indicated that they perceive it is easier to earn post-secondary credit by passing a dual enrollment course than by passing an Advanced Placement examination.

It is important to note that declines in enrollment for minority subgroups are not greater than declines in enrollment for white students, indicating that the school district's prior strategies for minority student recruitment are sustaining course registrations. These changes are likely the result of a corresponding increase in participation in Dual Enrollment (see Table 2 below) and other Honors courses (see Table 3 below; minority student subgroups are experiencing large growth in honors course enrollment). ELL student enrollment in AP/IB declined in 2020-21 and 2021-22 after modest increases from prior years, which may be the result of the limited availability of AP world language courses at Seminole County Virtual School, where thousands more students took courses in 2020-21 due to family choices about student learning modality because of COVID-19.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in AP/IB/AICE courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

Seminole County Public Schools district and school staff will maintain and expand the strategies currently implemented to increase enrollment for minority and ELL students in AP/IB courses and to close the achievement gaps for Black, Hispanic, Black male, Hispanic male and ELL students.

The following strategies are designed to both increase enrollment and simultaneously close the achievement gap for the targeted populations. Seminole County Public School efforts include, but are not limited to:

- The Superintendent has established the Advanced Opportunities initiative that requires all K-12 principals to review student achievement data, identify evidence of the capacity for Black, Hispanic, ELL and Free/Reduced Lunch students to successfully complete an advanced course, and then work with families to apply for IB programs and/or enroll students in advanced course work, including Advanced Placement (AP) and Dual Enrollment (DE) courses. For 2022-23, parameters related to Advanced Opportunities

are being adjusted to encourage schools to focus on enrollment of students into AP and DE courses, and to de-emphasize the strategy of enrollment in non-core discipline honors courses that may not progress to AP or DE coursework.

- The Superintendent, Deputy Superintendent, or an Assistant Superintendent will meet with each school principal in K-12 feeder pattern clusters and address the placement of Advanced Opportunity students, in particular, Black, Hispanic, and ELL students, with the goal of ensuring appropriate enrollment in AP/IB courses. For 2022-23, district funding will be made available to feeder pattern clusters that request resources to implement initiatives focused on Advanced Opportunities.
- The Assistant Superintendents of Elementary Education and Secondary Education will ensure that each Principal performance review includes data that reflects the expectation of increases in enrollment into higher level courses for Black, Hispanic, and ELL students.
- In 2015, Seminole County, in partnership with the University of Central Florida, was awarded a five-year, \$2.4 million federal Javits grant, titled Project ELEVATE, to expand gifted education to a broader base of students. ELEVATE, short for “English Learner Excellence eVolving through Advanced Teacher Education,” reflects the program’s focus on training teachers to better recognize potential giftedness. This work has resulted in many more students qualifying for gifted services and advanced course work. Teacher training will continue to be implemented, and these efforts will be sustained after grant funding has concluded. For 2022-23, the district has applied for an additional Javits grant to intensify identification and enrichment activities, especially related to students with disabilities and English Language Learners.
- School staff will conduct parent information nights and/or curriculum nights featuring high school AP/IB teachers. In addition, middle school students are encouraged to enroll in advanced coursework in preparation for high school courses.
- Beginning in the 2017-18 school year, Seminole County Public Schools established free PSAT or SAT school days for students in grades 8, 9, 10 (grade 10 is paid for by the state), 11 and 12. All students take the relevant exam during the school day free of charge. Data is then used to identify students for advanced course enrollment. In addition, students are directed to free Khan Academy support lessons to improve their PSAT and SAT scores. Beginning in 2020-21, Seminole County Public Schools leveraged state funding to also offer one ACT administration free of charge to students, and this effort was expanded in 2021-22 to add a second free administration. These efforts will be sustained using a variety of funding sources in 2022-23.
- Black, Hispanic, and ELL students will be invited to participate in AP Courses based on their PSAT predictor scores, their teachers’ recommendations or self-interest.
- Students will be invited to participate in AP courses and apply for the International Baccalaureate Diploma program. If he/she is willing to do the work, specific support options such as tutoring both during and before/after the school day, will be provided.
- Skill-building courses will be offered to first-time AP/IB students. One IB program also offers a summer preparation program for rising 9th grade students.
- The Director of ESOL World Languages and Student Access has designed specific outreach strategies for ELL students and parents. In addition, Latinos in Action clubs have been implemented at seven high schools and one middle school.
- A districtwide parent academy was held virtually in 2020-21 and in-person in 2021-22 to ensure all families are aware of and understand the open access and benefits to advanced coursework. Parent academies will continue to be held during the 2022-23 school year.

- During 2021-22, district and school administrators participated in an AP Equity Workshop facilitated by the College Board; selected staff also attended the College Board *Dream Deferred* and *Prepare* conferences. Strategies learned at all of these events will be shared with school staffs and emphasized during 2022-23.
- For 2022-23 and beyond, SCPS will prioritize the identification and training of teachers from under-represented minority groups to become Advanced Placement instructors.
- SCPS has expressed to the College Board its interest in participating in the forthcoming AP African American Studies course.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in AP/IB/AICE courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years, but specify increase for each year.

- Increase the number of Black students in grades 9-12 enrolling in AP/IB courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Black Male students in grades 9-12 enrolling in AP/IB courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of ELL students in grades 9-12 enrolling in AP/IB courses by 1 percentage point by the 2022-23 School Year.

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

Grades 9-12 Total Enrollment 2021-22 (21,631)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
48% (10,397)	14% (3,082)	28% (6,092)	4% (823)	

Whites In DE	Whites In DE	Whites In DE	Whites In DE	Whites In DE
2017-18	2018-19	2019-20	2020-21	2021-22
5% (610)	6% (687)	8% (848)	10% (1,054)	9% (911)

White Males In DE	White Males In DE	White Males In DE	White Males In DE	White Males In DE
2017-18	2018-19	2019-20	2020-21	2021-22
5% (324)	6% (372)	7% (411)	9% (508)	8% (423)

Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE	Blacks In DE
2017-18	2018-19	2019-20	2020-21	2021-22
3% (91)	4% (111)	4% (125)	4% (129)	4% (116)

Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE	Black Males In DE
2017-18	2018-19	2019-20	2020-21	2021-22
3% (40)	3% (54)	3% (39)	3% (50)	3% (41)

Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE	Hispanics In DE
2017-18	2018-19	2019-20	2020-21	2021-22
4% (199)	4% (199)	5% (272)	6% (336)	5% (314)

Hisp. Males In DE	Hisp. Males In DE	Hisp. Males In DE	Hisp. Males In DE	Hisp. Males In DE
2017-18	2018-19	2019-20	2020-21	2021-22
4% (98)	3% (93)	4.5% (128)	5% (151)	5% (142)

ELL Students In DE	ELL Students In DE	ELL Students In DE	ELL Students In DE	ELL Students In DE
2017-18	2018-19	2019-20	2020-21	2021-22
0.54% (4)	0.86% (7)	.01% (1)	0.6% (5)	1.1% (9)

Evidence of Success

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in dual enrollment courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. **Evaluation must include 2017-18 to 2021-22.***

The following data reflect within race/ethnicity calculations for students enrolled in Dual Enrollment courses. The evaluation reveals that from 2017-18 to 2021-22, Seminole County Public Schools targeted categories of students enrolled in AP/IB courses increased as follows:

- The total number of Black students who participated in Dual Enrollment increased (from 91 to 116, an improvement of 1 percentage point)
- The total number of Black Male students who participated in Dual Enrollment increased slightly (from 40 to 41 students)
- The total number of Hispanic students who participated in Dual Enrollment increased (from 199 to 314, an improvement of 1 percentage point)
- The total number of Hispanic Male students who participated in Dual Enrollment increased (from 98 to 142, an improvement of 1 percentage point)
- The total number of ELL students who participated in Dual Enrollment increased slightly (from 4 to 9).

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in dual enrollment courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Strategies should include specific action steps by the schools/district to close enrollment gaps.

Seminole County Public Schools district and school staff will maintain and expand the strategies currently implemented to increase enrollment for minority and ELL students in Dual Enrollment courses and to close the achievement gaps for Black, Hispanic, Black male, Hispanic male and ELL students.

The following strategies are designed to both increase enrollment and simultaneously close the achievement gap for the targeted populations. Particular emphasis will continue to be placed on outreach to ELL students and to their families to ensure all understand the opportunity to enroll in Dual Enrollment Courses and the advantages of participation. Seminole County Public School efforts include, but are not limited to:

- Identifying and implementing the relevant AP/IB strategies included in the response to *Part III, (1) Grades 9-12, Advanced Placement (AP), IB* and ensuring students are counseled regarding DE courses as opportunities are presented.
- Dual Enrollment course options are continuously reviewed by a joint planning team from Seminole County Public Schools and Seminole State College. For 2022-23 and beyond, the joint planning team will study both DE and AP course enrollment trends to identify the specific DE courses that yield the greatest marginal benefit over corresponding AP courses in order to prioritize the expansion of those DE courses. The planning team will also review academic course prerequisites and discuss how to reduce barriers to student participation in DE.
- In order to ensure students and families are aware of DE course offerings, marketing materials prepared jointly by SCPS and Seminole State College will be shared and

discussed with students and their families. Seminole State College representatives will visit high school campuses and work with school counselors to ensure the DE course opportunities are communicated to our targeted subgroups. Beginning in spring of 2021-22 and continuing into 2022-23, marketing administrators from both institutions are meeting together regularly to identify specific opportunities for strategic action.

- The Director of ESOL, World Languages and Student Access will work with ELL students and parents to ensure they have knowledge of DE opportunities. In addition, specific strategies to support ELL student success will be discussed, implemented and evaluated.
- During the 2022-23 school year, each SCPS High School will continue to offer a Program of Emphasis curriculum strand aligned with the Florida Department of Economic Opportunity State/Regional Occupational Demand List. These programs of emphasis are designed to promote college and career readiness. SCPS staff members continue to work with Seminole State College staff to align DE opportunities for students participating in these programs; however, some students have shared that they would rather take a course that results in an industry certification than a DE credit.
- During the 2022-23 school year, the course sequences for both of the early college programs operated by SCPS and SSC will be reviewed to ensure that student interest is strong and that progressions are designed to maximize student success.
- Each high school offers a dual enrollment course, *College Success or Life and Career Planning*, on its campus. Students who have not taken a Dual Enrollment or Advanced Placement course and who do not have an industry certification are targeted for enrollment in this course. A demographic analysis of students selecting this course will be conducted to ensure that schools are using equitable recruiting strategies for enrolling students into this course.
- It is important to note that SCPS has a robust AP program as verified in Question #1. In prior years, students and parents expressed a preference for AP courses over Dual Enrollment courses due to the transferability of AP courses to colleges and universities throughout the country, but recent data suggest that trend is shifting toward higher interest in dual enrollment, likely attributable to both changing perceptions of comparative difficulty of DE and AP courses as well as growing family interest in college affordability.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in dual enrollment courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years, but specify increase for each year.

- Increase the number of Black students in grades 9-12 enrolling in Dual Enrollment courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Hispanic students in grades 9-12 enrolling in Dual Enrollment courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Black Male students in grades 9-12 enrolling in Dual Enrollment courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in Dual Enrollment courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of ELL students in grades 9-12 enrolling in Dual Enrollment courses by 1 percentage point by the 2022-23 School Year.

(3) Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)

Grades 9-12 Total Enrollment 2021-22 (21,631)

<i>White</i> 48% (10,397)	<i>Black</i> 14% (3,082)	<i>Hispanic</i> 28% (6,092)	<i>ELL Students</i> 4% (823)	
Whites All Level 3 2017-18 79% (9,193)	Whites All Level 3 2018-19 80% (9,264)	Whites All Level 3 2019-20 82% (8,992)	Whites All Level 3 2020-21 84% (9,011)	Whites All Level 3 2021-22 84% (8,752)
White Males All Level 3 2017-18 75% (4,451)	White Males All Level 3 2018-19 77% (4,506)	White Males All Level 3 2019-20 78% (4,389)	White Males All Level 3 2020-21 81% (4,419)	White Males All Level 3 2021-22 81% (4,297)
Blacks All Level 3 2017-18 52% (1,644)	Blacks All Level 3 2018-19 56% (1,723)	Blacks All Level 3 2019-20 58% (1,767)	Blacks All Level 3 2020-21 63% (1,956)	Blacks All Level 3 2021-22 60% (1,853)
Black Males All Level 3 2017-18 44% (703)	Black Males All Level 3 2018-19 49% (772)	Black Males All Level 3 2019-20 50% (773)	Black Males All Level 3 2020-21 55% (859)	Black Males All Level 3 2021-22 54% (823)
Hispanics All Level 3 2017-18 62% (3,368)	Hispanics All Level 3 2018-19 66% (3,631)	Hispanics All Level 3 2019-20 69% (3,839)	Hispanics All Level 3 2020-21 73% (4,256)	Hispanics All Level 3 2021-22 72% (4,384)
Hisp. Males All Level 3 2017-18 57% (1,547)	Hisp. Males All Level 3 2018-19 61% (1,709)	Hisp. Males All Level 3 2019-20 63% (1,806)	Hisp. Males All Level 3 2020-21 70% (2,060)	Hisp. Males All Level 3 2021-22 69% (2,129)
ELL Students All Level 3 2017-18 38% (280)	ELL Students All Level 3 2018-19 42% (339)	ELL Students All Level 3 2019-20 46% (389)	ELL Students All Level 3 2020-21 58% (471)	ELL Students All Level 3 2021-22 52% (427)

Evidence of Success

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. **Evaluation must include 2017-18 to 2021-22.***

The following data reflect within race/ethnicity calculations for students enrolled in Grades 9-12, All Level 3 courses, including AP, IB, AICE, DE and honors courses. The evaluation reveals that from 2017-18 to 2021-22, Seminole County Public Schools targeted categories of students enrolled in AP, IB, DE, and honors courses increased in all areas as follows:

- Black student course enrollment increased by 8 percentage points (52% to 60%)
- Black Male student course enrollment increased by 10 percentage points, (44% to 54%)
- Hispanic student course enrollment increased by 10 percentage points (62% to 72%)
- Hispanic Male student enrollment increased by 12 percentage points (57% to 69%)
- ELL student enrollment increased by 14 percentage points (38% to 52%)

It is also notable that numerical and percentage increases in all of these subgroups are outpacing the percentage increases in the enrollment of White students and White Male students into Level 3 courses (White and White male student enrollment declines are outpacing declines in Level 3 enrollment, resulting in higher percentages but lower numbers). Overall, the data suggest that the SCPS Advanced Opportunities initiative is continuing to close gaps as intended. Participation in AP/IB (Table 1 above) and Dual Enrollment (Table 2 above) should also accelerate with additional emphasis on recruitment of students past the honors level, especially with SCPS redefining its Advanced Opportunities metrics in 2022-23 to prioritize student enrollment in honors courses within core disciplines, which are more likely to lead to progression into AP and DE courses.

Methods and Strategies

Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority students in all advanced courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Strategies should include specific action steps taken by the schools/district to close enrollment gaps.

Due to the evidence of success that Black students, Black Males, Hispanic students, Hispanic Males and ELL students have increased participation and closed gaps in Level 3 courses from 2017-18 to 2021-22, the previously identified strategies will be continued and expanded. The Superintendent established the Advanced Opportunities initiative that requires all K-12 principals to review student achievement data, identify evidence of the capacity for Black, Hispanic, ELL and Free/Reduced Lunch students to successfully complete an advanced course, and then work with families to apply for IB programs and/or enroll students in advanced course work, including Advanced Placement (AP), Dual Enrollment and Honors courses.

FLDOE Action Required for Part III: “The district has shown a slight increase in minority student enrollment in some advance courses; however, enrollment gaps persist. The district should monitor the implementation of its strategies and modify as necessary to ensure that they are effective at increasing enrollment of minority students in advanced courses and reducing or eliminating the enrollment gaps. Updated strategies and accountability measures should be submitted to OEE0 in the 2021-22 Equity Update.”

In reference to the FLDOE ACTION REQUIRED FOR PART III, it is important to confirm that Seminole County Public Schools strategies are effective in increasing the percentages of Black students, Black Males, Hispanic students, Hispanic Males, and ELL students as detailed in the Evidence of Success response above along with modest improvements in gap closure. Review of the White and White Male student Honors course enrollment indicates that in 2017-18 White student enrollment in Honors courses was 79% and in 2021-22 White Student enrollment in Honors courses increased to 84%, an increase of 5 percentage points. In 2017-18 White Male student enrollment was 75% and in 2021-22, White Male enrollment increased to 81%, a 6 percentage point increase. Closing the achievement gap requires all subgroups to increase, and the minority subgroups to increase at a greater rate so the gap can be closed. As shown above, all subgroups are increasing (percentage growth from 2017-18 to 2021-22: Black students +8, Black Male students +10, Hispanic students +10, Hispanic Male students +12, ELL students +14) and at a rate greater than White and White Male students.

In terms of continuing these improvements, SCPS acknowledges that two factors—declining enrollment and the adverse operational and educational impacts of COVID-19, especially with regards to student behavioral and mental health supports—are likely competing for resources such as staff time and contributing to “initiative creep.” It will be important in 2022-23, to the extent practicable, to remind stakeholders of the importance of the SCPS equity journey related to advanced coursework, review the data available, identify the evidence-based practices that should be implemented, and establish high expectations for improvement.

Specifically:

- The Superintendent established the Advanced Opportunities initiative that requires all K-12 principals to review student achievement data, identify evidence of the capacity for Black, Hispanic, ELL and Free/Reduced Lunch students to successfully complete an advanced course, and then work with families to apply for IB programs and/or enroll students in advanced course work, including Advanced Placement (AP), Dual Enrollment and Honors courses.
- For 2022-23, parameters related to Advanced Opportunities are being adjusted to encourage schools to focus on enrollment of students into AP and DE courses, and to de-emphasize the strategy of enrollment in non-core discipline honors courses that may not progress to AP or DE coursework.
- A multi-department district team will lead a comprehensive professional development session for school-based stakeholders on the AO methodology to ensure that stakeholders understand the importance of the work, that its focus is unchanged despite multiple changes in district leadership, and that there are expectations for improved outcomes for students. This training will be conducted in summer 2022.
- Data tables will be reviewed with a variety of stakeholders, including the Superintendent’s Cabinet, Assistant Superintendents who supervise principals, and school administrative teams.
- For 2022-23, the SCPS cluster system (groupings of schools based on geographic feeder patterns) will focus on the Advanced Opportunities initiative. District funding will be made available to feeder pattern clusters that request resources to implement initiatives focused on Advanced Opportunities.
- The Assistant Superintendents of Elementary Education and Secondary Education will ensure that each Principal performance review includes data that reflects the expectation of increases in enrollment into higher level courses for Black, Black Male, Hispanic, Hispanic Male, and ELL students.

- Principals will work with minority students (Black, Black Males, Hispanic, Hispanic Males, and ELLs) to develop strategies for tutorial and support that will help students successfully complete all Level 3 courses. In particular, success in Honors-level courses may yield subsequent enrollment into AP and DE courses.
- Work aligned with the Javits grant to expand gifted education to a broader base of students will continue and expand. Teacher training will continue to be implemented.
- School staff will conduct parent information nights and/or curriculum nights featuring high school AP/IB, DE and Honors courses teachers. In addition, middle school students are encouraged to enroll in advanced course work in preparation for high school courses.
- Beginning in the 2017-18 school year, Seminole County Public Schools established free PSAT or SAT school days for students in grades 8, 9, 10 (grade 10 is paid for by the state), 11 and 12. All students take the relevant exam during the school day free of charge. Data is then used to identify students for advanced course enrollment. In addition, students are directed to the free Khan Academy support lessons to improve their PSAT and SAT scores. Beginning in 2020-21, Seminole County Public Schools leveraged state funding to also offer one ACT administration free of charge to students, and this effort was expanded in 2021-22 to add a second free administration. These efforts will be sustained using a variety of funding sources in 2022-23.
- Students will be invited to participate in AP courses and apply for the International Baccalaureate Diploma program. If he/she is willing to do the work, specific support options such as tutoring both during and before/after the school day, will be provided.
- Skill-building courses will be offered to first-time AP/IB students. One IB program also offers a summer preparation program for rising 9th grade students.
- The Director of ESOL World Languages and Student Access has designed specific outreach strategies for ELL students and parents. In addition, Latinos in Action clubs have been implemented at seven high schools and one middle school.
- A districtwide parent academy was held virtually in 2020-21 and in-person in 2021-22 to ensure all families are aware of and understand the open access and benefits to advanced course work. Parent academies will continue to be held during the 2022-23 school year.

Accountability Measure and Timelines

Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in all advanced courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male, and ELL students. Timelines may be over multiple years, but specify increase for each year.

- Increase the number of Black students in grades 9-12 enrolling in Level 3 courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Black Male students in grades 9-12 enrolling in Level 3 courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in Level 3 courses by 1 percentage point by the 2022-23 School Year.
- Increase the number of ELL students in grades 9-12 enrolling in Level 3 courses by 1 percentage point by the 2022-23 School Year.

PART IV
GENDER EQUITY
IN
ATHLETICS

Athletic Compliance Verification Form

District: Seminole

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

IN COMPLIANCE

NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

IN COMPLIANCE

NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

IN COMPLIANCE

NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

IN COMPLIANCE

NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

IN COMPLIANCE

NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

IN COMPLIANCE

NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41(c)(8)]

IN COMPLIANCE

NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams support equal opportunity. [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]

IN COMPLIANCE

NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC;
Title IX: 106.41(a)]

IN COMPLIANCE

NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

Signature, Superintendent

Date

CROOMS
ACADEMY OF INFORMATION
TECHNOLOGY

2021-22 Athletic Participation Monitoring Form

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

School: Crooms AOIT	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Beach Volleyball			0	Beach Volleyball					0
Baseball	8		8	Baseball					0
Basketball	10	8	18	Basketball		11			11
Bowling	7	7	14	Bowling					0
Competitive Cheer	1	8	9	Competitive Cheer					0
Cross Country	4	2	6	Cross Country					0
Flag Football/Football			0	Flag Football/Football					0
Golf	9	1	10	Golf					0
Lacrosse			0	Lacrosse					0
Soccer	17	12	29	Soccer		6			6
Softball			0	Softball					0
Swimming/Diving	8	6	14	Swimming/Diving					0
Tennis			0	Tennis					0
Track and Field	2	3	5	Track and Field					0
Volleyball	2		2	Volleyball		5		9	14
Water Polo			0	Water Polo					0
Wrestling			0	Wrestling					0
Weightlifting			0	Weightlifting					0
Total Varsity Participants	68	47	115	Total JV Participants		22		9	31
% of Varsity Participants	59%	41%	100%	% of JV Participants		71%		29%	100%
Total Student Enrollment by Gender 2021-22	483	191	674	Total Student Enrollment by Gender 2021-22		483		191	674
% Student Enrollment by Gender 2021-22	72%	28%	100%	% Student Enrollment by Gender 2021-22		72%		28%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

GENDER EQUITY IN ATHLETICS 2021-2022 Review

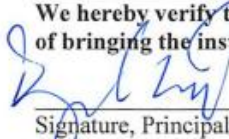
District: Seminole

School Name: Crooms AOIT

Gender Equity in Athletics Corrective Action Plan

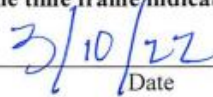
(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Time Lines
<p>Equal Opportunities to Compete</p> <p>Goal: Participation of male and female athletes is substantially proportionate (equal) to their enrollment in the school.</p>	<p>Crooms AOIT is in reverse gender equity non-compliance within varsity athletics (59% male/41% female). Crooms AOIT is within 1% point of achieving gender equity at the JV level (71% male/29% female). Our total student enrollment is 72% male and 28% female.</p> <p>A major point of emphasis is to recruit more female students overall to participate in the magnet program at Crooms AOIT, therefore increasing the overall percentage of females. This has been a point of emphasis for many years. In 2018, the percentage of females was 24% and has increased to 28% in 2022. The more females overall, the closer Crooms comes to athletic gender equity.</p> <p>At the varsity level, we will advertise at multiple points to increase male participation (8th grade magnet program visits, magnet night, Panther Preview).</p> <p>Hiring coach-teachers at every opportunity in order to better develop and nurture student-athlete/coach-teacher relationships.</p>	<p>Brandon Hanshaw, Principal, 407-320-5700, hanshabm@myscps.us</p> <p>Brandon Hanshaw, Principal, 407-320-5700, hanshabm@myscps.us</p> <p>Angel Miller, Athletic Director, 407-320-5723, milleram@myscps.us</p>	2022-2023

We hereby verify that the above Corrective Action Plan will be implemented to address our goal of bringing the institution into compliance within the time frame indicated in the Plan.



Signature, Principal – Crooms AOIT

Signature, Superintendent



Date

Date

**HAGERTY
HIGH SCHOOL**

2021-22 Athletic Participation Monitoring Form

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

School: Hagerty	Number of Participants			Non-Varsity Teams	#	Number of Participants			
	Males	Females	Total			Males	#	Females	Total
<i>Varsity Teams</i>									
Beach Volleyball	0	15	15	Beach Volleyball	0	0	0	0	0
Baseball	18	0	18	Baseball	1	22	0	0	22
Basketball	11	11	22	Basketball	2	22	1	12	34
Bowling	11	8	19	Bowling	0	0	0	0	0
Competitive Cheer	0	17	17	Competitive Cheer	0	1	2	36	37
Cross Country	16	13	29	Cross Country	0	0	0	0	0
Flag Football/Football	55	0	55	Flag Football/Football	2	64	0	0	64
Golf	10	13	23	Golf	0	0	0	0	0
Lacrosse	19	20	39	Lacrosse	1	28	1	22	50
Soccer	25	18	43	Soccer	1	25	1	17	42
Softball	0	18	18	Softball	0	0	1	12	12
Swimming/Diving	9	16	25	Swimming/Diving	0	0	0	0	0
Tennis	8	8	16	Tennis	0	0	0	0	0
Track and Field	44	36	80	Track and Field	0	0	0	0	0
Volleyball	15	14	29	Volleyball	1	16	2	22	38
Water Polo	10	9	19	Water Polo	0	0	0	0	0
Wrestling	22	6	28	Wrestling	1	13	0	0	13
Weightlifting	28	57	85	Weightlifting	0	0	0	0	0
<i>Total Varsity Participants</i>	301	279	580	<i>Total JV Participants</i>		191		121	312
<i>% of Varsity Participants</i>	52%	48%	100%	<i>% of JV Participants</i>		61%		39%	100%
Total Student Enrollment by Gender 2021-2022	1177	1176	2353	Total Student Enrollment by Gender 2021-2022		1177		1176	2353
% Student Enrollment by Gender 2021-2022	50%	50%	100%	% Student Enrollment by Gender 2021-2022		50%		50%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

PART IV
GENDER EQUITY IN ATHLETICS 2021-2022 Review

District: **Seminole**
School Name: **Hagerty**

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
Equal Opportunities to Compete Goal: Participation of male and female athletes is substantially proportionate (equal) to their enrollment in the school.	Promote opportunities and successful teams for female participation via the athletic department social media feeds - @HagertySports, @PJHagertyHS.	Athletic Director Jay Getty 407-871-0790 @HagertySports	2022-2023
	Usage of the Facebook and Twitter social media feeds to highlight all student-athletes at HHS.	Athletic Director Jay Getty	2022-2023
	Promote opportunities and successful teams for female participation via the school social media feeds – Facebook feed, Hagerty High School.	Assistant Principal/Athletics Christy Tibbitts-Bryce 407-871-0702 FB – HHS	2022-2023
	Expand Girls Sand Volleyball from Varsity level to include a JV team to take advantage of this growing NCAA sanctioned sport and local popularity.	SVB Coach – Juanita Hitt	2022-2023
	Implement a no-cut policy for grades 9-11 in cross country, swimming and diving, track and field, weightlifting, and water polo – provided the potential athlete is not in danger of injuring themselves or other athletes.	Athletic Director Jay Getty	2022-2023
	Conduct interest survey for flag football (girls) as a potential expansion of our female sports offerings.	Athletic Director Jay Getty	2022-2023
	Coordinate with Bargaining Team for the creation of Supplements for Flag Football	Athletic Director Jay Getty	2022-2023
	Provide information to parents at open house, highlighting the opportunities for female competition as well as the advantages for female participation.	Athletic Director Jay Getty Asst. Principal/Athletics Christy Tibbitts-Bryce	2022-2023

We hereby verify that the above Corrective Action Plan will be implemented to address our goal of bringing the institution into compliance within the time frame indicated in the Plan.

Signature, Principal Designee – Hagerty HS

3/28/22

Date

Signature, Superintendent

Date

**LAKE BRANTLEY
HIGH SCHOOL**

2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participants			Number of Participants					
	Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females
Beach Volleyball	0	15	15	Beach Volleyball		0		15	15
Baseball	23	0	23	Baseball	2	35		0	35
Basketball	12	13	25	Basketball		25		11	36
Bowling	5	9	14	Bowling		0		0	0
Competitive Cheer	0	21	21	Competitive Cheer		0		0	0
Cross Country	8	10	18	Cross Country		0		0	0
Football	50	0	50	Football		40		0	40
Golf	14	8	22	Golf		0		0	0
Lacrosse	22	20	42	Lacrosse		25		19	44
Soccer	24	21	45	Soccer		21		20	41
Softball	0	13	13	Softball		0		12	12
Swimming/Diving	18	35	53	Swimming/Diving		0		0	0
Tennis	9	10	19	Tennis		0		0	0
Track and Field	23	36	59	Track and Field		0		0	0
Volleyball	15	11	26	Volleyball		22		13	35
Water Polo	17	21	38	Water Polo		0		0	0
Wrestling	32	12	44	Wrestling		0		0	0
Weightlifting	39	20	59	Weightlifting		0		0	0
Total Varsity Participants	311	275	586	Total JV Participants		168		90	258
% of Varsity Participants	53%	47%	100%	% of JV Participants		65%		35%	100%
Total Student Enrollment by Gender 2021-2022	1213	1336	2549	Total Student Enrollment by Gender 2021-2022		1213		1336	2549
% Student Enrollment by Gender 2021-2022	48%	52%	100%	% Student Enrollment by Gender 2021-2022		48%		52%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS**

District: **Seminole**

School Name: **Lake Brantley**

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) Timelines
<p>Equal Opportunities to Compete</p> <p>Goal: Participation of male and female athletes is substantially proportionate (equal) to their enrollment in the school.</p>	<p>*Work towards on adding Flag Football as a female sport</p> <p>*Athletic Staff members will encourage female athletes to participate in multiple sports</p> <p>*Promote female sports during our Ice Cream social in the Spring, open house and orientation</p> <p>*Visit feeder schools to promote participating in sports in high school. Communicate what is required and what sports are actively looking for more female participants.</p> <p>*We will promote all female sports participation on our live T.V. announcements and through our social media outlets.</p> <p>*Athletic Department representatives will participate in our annual Sports information night to introduce all sports to all incoming students.</p> <p>*A "no cut" policy will be used in the following female athletic programs: basketball, cross country, golf, swimming and diving, track and field, weight-lifting, water polo, and wrestling teams.</p> <p>*Two JV teams will be provided for team sports in place of cutting potential athletes. We will have a JV red and a JV blue which will compete against each other for half of the permitted games and each team will play other opponents for the other games to remain FHSAA compliant.</p>	<p>Brian Blasewitz 407-746-3404</p> <p>Melissa Dallenbach 407-746-3564</p>	<p>August 2022 thru April 2023</p>

We hereby verify that the above Corrective Action Plan will be implemented to address our goal of bringing the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

3/23/22

Date

Signature, Superintendent

Date

**LAKE HOWELL
HIGH SCHOOL**

2021-22 Athletic Participation Monitoring Form

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

School: Lake Howell		<i>Number of Participants</i>			<i>Number of Participants</i>					
		<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>	<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Varsity Teams					Non-Varsity Teams	#	Males	#	Females	Total
Beach Volleyball		0	12	12	Beach Volleyball	0	0	0	0	0
Baseball		19	0	19	Baseball	1	12	0	0	12
Basketball		14	10	24	Basketball	2	27	1	7	34
Bowling		5	3	8	Bowling	0	0	0	0	0
Competitive Cheer		0	14	14	Competitive Cheer	0	0	0	11	11
Cross Country		9	11	20	Cross Country	0	0	0	0	0
Flag Football/Football		53	0	53	Flag Football/Football	1	40	0	0	40
Golf		9	6	15	Golf	0	0	0	0	0
Lacrosse		20	18	38	Lacrosse	1	18	1	17	35
Soccer		23	21	44	Soccer	1	22	1	19	41
Softball		0	13	13	Softball	0	0	1	12	12
Swimming/Diving		16	17	33	Swimming/Diving	0	0	0	0	0
Tennis		7	5	12	Tennis	0	0	0	0	0
Track and Field		19	28	47	Track and Field	0	0	0	0	0
Volleyball		14	11	25	Volleyball	1	9	2	19	28
Water Polo		9	12	21	Water Polo	0	0	0	0	0
Wrestling		20	2	22	Wrestling	0	0	0	0	0
Weightlifting		17	18	35	Weightlifting	1	5	1	7	12
Total Varsity Participants		254	201	455	Total JV Participants		133		92	225
% of Varsity Participants		56%	44%	100%	% of JV Participants		59%		41%	100%
Total Student Enrollment by Gender 2020-21		1114	1060	2174	Total Student Enrollment by Gender 2020-21		1114		1060	2174
% Student Enrollment by Gender 2020-21		51%	49%	100%	% Student Enrollment by Gender 2020-21		51%		49%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

GENDER EQUITY IN ATHLETICS 2021-2022 Review

District: Seminole

School Name: Lake Howell

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>Equal Opportunities to Compete</p> <p><u>Goal:</u> Participation of male and female athletes is substantially proportionate (equal) to their enrollment in the school.</p>	<p>Beach volleyball was added as a sport that is sanctioned by the FHSAA this year. We will continue growing numbers with this new sport. This off season we can add a club team to include a JV team.</p>	<p>Athletic Director Danya Harris 407-746-9057</p>	<p>2022-2023</p>
	<p>Seminole County AD's are meeting to implement girls flag football for the 2022-2023/2023-2024 school year. A county committee has meet and they are researching to receive funding and implementation of the sport. Flag football is already recognized by the FHSAA as a sport.</p>	<p>Athletic Department Staff- Danya Harris, Jeff Myers, Amy Bassinger and Mary Ayad</p>	<p>2022-2023/2023-2024</p>
	<p>Extend tryouts beyond one week to encourage participation by female athletes.</p>	<p>Athletic Department Staff- Danya Harris, Jeff Myers, Amy Bassinger and Mary Ayad</p>	<p>2022-2023</p>
	<p>Implement a no-cut policy for grades 9-11 in cross country, swimming and diving, track and field, weightlifting, lacrosse and water polo – provided the potential athlete is not in danger of injuring themselves or other athletes.</p>	<p>Athletic Department Staff- Danya Harris, Jeff Myers, Amy Bassinger and Mary Ayad</p>	<p>2022-2023</p>

We hereby verify that the above Corrective Action Plan will be implemented to address our goal of bringing the institution into compliance within the time frame indicated in the Plan.

Signature, Principal – Lake Howell

Date

Signature, Superintendent

Date

LAKE MARY HIGH SCHOOL

2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participants						Number of Participants		
	Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females
Beach Volleyball	0	20	20	Beach Volleyball	0	0	0	0	0
Baseball	20	0	20	Baseball	1	17	0	0	17
Basketball	12	12	24	Basketball	2	24	1	7	31
Bowling	7	7	14	Bowling	0	0	0	0	0
Competitive Cheer	0	33	33	Competitive Cheer	0	0	1	28	28
Cross Country	10	11	21	Cross Country	1	12	1	12	24
Flag Football/Football	45	0	45	Flag Football/Football	2	90	0	0	90
Golf	8	6	14	Golf	0	0	0	0	0
Lacrosse	25	21	46	Lacrosse	1	20	1	15	35
Soccer	22	23	45	Soccer	1	16	1	20	36
Softball	0	15	15	Softball	0	0	1	15	15
Swimming/Diving	20	20	40	Swimming/Diving	1	10	1	15	25
Tennis	6	6	12	Tennis	0	0	0	0	0
Track and Field	53	44	97	Track and Field	0	0	0	0	0
Volleyball	12	13	25	Volleyball	1	12	2	24	36
Water Polo	22	16	38	Water Polo	0	0	0	0	0
Wrestling	12	10	22	Wrestling	1	10	1	2	12
Weightlifting	11	30	41	Weightlifting	0	0	0	0	0
Total Varsity Participants	285	287	572	Total JV Participants		211		138	349
% of Varsity Participants	50%	50%	100%	% of JV Participants		60%		40%	100%
Total Student Enrollment by Gender 2020-2021	1275	1312	2587	Total Student Enrollment by Gender 2020-2021		1275		1312	2587
% Student Enrollment by Gender 2020-2021	49%	51%	100%	% Student Enrollment by Gender 2020-2021		49%		51%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

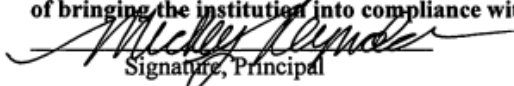
**PART IV
GENDER EQUITY IN ATHLETICS 2021-2022 Review**

District: **Seminole**
School Name: **Lake Mary**

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>Equal Opportunities to Compete</p> <p>Goal: Participation of male and female athletes is substantially proportionate (equal) to their enrollment in the school.</p>	Continue to push for the addition of flag football (an all-girls sport) to the athletic department of Lake Mary High School, if not all of the programs in Seminole County. Flag Football is a state sanctioned sport of the FHSAA and the only sport we do not play in Seminole County.	Principal Mickey Reynolds (407-320-9503), Assistant Principal Michael Hennessy (407-320-9510), and Athletic Director Rick Weyers (407-320-9666).	2022-2023
	Promote opportunities and successful teams for female participation through morning announcements, school website, and school-related social media platforms.	Rick Weyers, Asst. AD Pat Barrett (407-320-9538), Asst. AD Ryan Lowe (407-320-9571).	2022-2023
	Expand the newly FHSAA Sactioned Girls Sand Volleyball program from Varsity level to include a JV team to take advantage of this growing NCAA sanctioned sport and local popularity.	Rick Weyers and Head Coach Katie Donoghue (407-320-9574).	2022-2023
	Continue to promote and grow the newly sanctioned sport of girls wrestling. Our program had a great start and with their success will continue to grow and add to those numbers on both the varsity and the JV.	Rick Weyers and Head Coach Billy Strickland (407-320-9583).	2022-2023
	Provide information to parents at open house, highlighting the opportunities for female competition as well as the advantages for female participation.	Rick Weyers Pat Barrett Ryan Lowe	2022-2023
	Develop a new plan for promoting girls basketball, including a no-cut policy. An increase in participation could include the addition of a freshman team.	Rick Weyers and Head Coach Shrell Chamberlain (407-320-9557).	2022-2023

We hereby verify that the above Corrective Action Plan will be implemented to address our goal of bringing the institution into compliance within the time frame indicated in the Plan.


Signature, Principal

4/7/22
Date

Signature, Superintendent

Date

**LYMAN
HIGH SCHOOL**

2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participants				Number of Participants				
	Varsity Teams	Males	Females		Total	Non-Varsity Teams	#	Males	#
Beach Volleyball	0	13	13	Beach Volleyball		0		0	0
Baseball	21	0	21	Baseball		17		0	17
Basketball	15	10	25	Basketball	2	27		0	27
Bowling	8	6	14	Bowling		0		0	0
Competitive Cheer	0	15	15	Competitive Cheer		0		0	0
Cross Country	15	8	23	Cross Country		0		0	0
Flag Football/Football	48	0	48	Flag Football/Football		28		0	28
Golf	10	0	10	Golf		0		0	0
Lacrosse	20	14	34	Lacrosse		0		0	0
Soccer	21	23	44	Soccer		24		21	45
Softball	0	13	13	Softball		0		13	13
Swimming/Diving	10	13	23	Swimming/Diving		11		4	15
Tennis	9	8	17	Tennis		0		0	0
Track and Field	17	7	24	Track and Field		0		0	0
Volleyball	14	14	28	Volleyball		13	2	28	41
Water Polo	13	9	22	Water Polo		0		0	0
Wrestling	15	1	16	Wrestling		0		0	0
Weightlifting	32	26	58	Weightlifting		0		0	0
<i>Total Varsity Participants</i>	268	180	448	<i>Total JV Participants</i>		120		66	186
<i>% of Varsity Participants</i>	60%	40%	100%	<i>% of JV Participants</i>		65%		35%	100%
Total Student Enrollment by Gender 2021-2022	1101	836	1937	Total Student Enrollment by Gender 2021-2022		1101		836	1937
% Student Enrollment by Gender 2021-2022	57%	43%	100%	% Student Enrollment by Gender 2021-2022		57%		43%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS 2021-2022 Review**

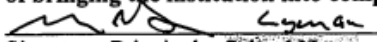
District: **Seminole**

School Name: **LYMAN**

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
Equal Opportunities to Compete Goal: Participation of male and female athletes is substantially proportionate (equal) to their enrollment in the school.	Promote all sports but especially female sports through our social media platforms.	Carly Burns, Athletic Director 407-746-2218	2022-2023
	Utilize TV commercials, principal weekly email, and individual sport social media platforms to promote tryouts, conditioning, and overall female sports.	Carly Burns and individual coaches	2022-2023
	FHSAA sanctioned Beach Volleyball this year. Encourage the coach to be present at orientation, "Meet the Coach Night", and Physical Night to help grow the number of athletes.	Carly Burns	2022-2023
	Provide information to parents at Open House about athletics at Lyman including all Female Sports.	Michael Hunter, principal 407-746-2101	2022-2023
	Expand the tryout period for female sports past 1 week.	Carly Burns	2022-2023
	Begin to collect data and interest on the possibility of Flag Football which could potentially expand the female participation in athletics.	Carly Burns	2022-2023
	Implement a "Team Night" where other teams come to support the team playing. This will be promoted on social media and give recognition to the athletes playing.	Bob Drake and Wes Below, Assistant Athletic Directors	2022-2023

We hereby verify that the above Corrective Action Plan will be implemented to address our goal of bringing the institution into compliance within the time frame indicated in the Plan.



 Signature, Principal - Lyman

3/29/22

 Date

 Signature, Superintendent

 Date

**OVIEDO
HIGH SCHOOL**

2021-22 Athletic Participation Monitoring Form									
Component 1: NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.									
School: Oviedo	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Beach Volleyball	0	18	18	Beach Volleyball	0	0	0	0	0
Baseball	19	0	19	Baseball	1	16	0	0	16
Basketball	12	11	23	Basketball	2	23	1	8	31
Bowling	8	6	14	Bowling	0	0	0	0	0
Competitive Cheer	0	19	19	Competitive Cheer	0	0	0	0	0
Cross Country	24	33	57	Cross Country	0	0	0	0	0
Flag Football/Football	51	0	51	Flag Football/Football	1	40	0	0	40
Golf	6	11	17	Golf	0	0	0	0	0
Lacrosse	13	20	33	Lacrosse	1	12	1	24	36
Soccer	19	24	43	Soccer	1	18	1	23	41
Softball	0	13	13	Softball	0	0	1	14	14
Swimming/Diving	31	38	69	Swimming/Diving	0	0	0	0	0
Tennis	7	12	19	Tennis	0	0	0	0	0
Track and Field	49	42	91	Track and Field	0	0	0	0	0
Volleyball	15	13	28	Volleyball	1	13	2	30	43
Water Polo	17	19	36	Water Polo	0	0	0	0	0
Wrestling	36	5	41	Wrestling	0	0	0	0	0
Weightlifting	31	32	63	Weightlifting	0	0	0	0	0
Total Varsity Participants	338	316	654	Total JV Participants		122		99	221
% of Varsity Participants	51.68%	48.32%	100%	% of JV Participants		55.20%		44.80%	100%
Total Student Enrollment by Gender 2021-22	1097	1142	2239	Total Student Enrollment by Gender 2021-22		1097		1142	2239
% Student Enrollment by Gender 2021-22	49%	51%	100%	% Student Enrollment by Gender 2021-22		49%		51%	100%
This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.									
Total Male Participants	460			Total Male Percentage Participation		0.52571			
Total Female Participants	415			Total Female Athletic Participation		0.47429			
Total Athletic Participants	875			Total Athletic Percentage Participation		100%			

**PART IV
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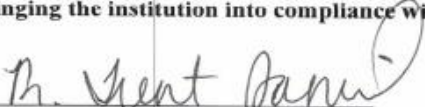
District: Seminole

School Name: Oviedo 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
Equal Opportunities to Compete Goal: Participation of male and female athletes is substantially proportionate (equal) to their enrollment in the school.	Open gyms, camps and clinics will be made available to promote participation in female athletic programs.	Coaches	summer through start of sport season
	As a county, we are having discussion on adding Girls Flag Football to provide more opportunities for our female athletes.	Athletic Director & SAC Committee	ongoing
	There will be a no-cut policy, provided the potential student-athlete is not endangering themselves or other athletes, for the following female sports – Track & Field, Swimming & Diving, Cross Country, Weightlifting, and Wrestling to increase participation.	Coaches & Athletic Director	ongoing
	We will promote opportunities for female sports through multiple channels, including through the Athletic Office, school announcements and social media, to reach all potential student-athletes in an effort to increase participation.	Athletic Director, Technology Support Staff & Coaches	ongoing prior to start of sport season
	We will promote opportunities for female sports at Open House.	School Administration & Athletic Department	start of school year

We hereby verify that the above Corrective Action Plan will be implemented to address our goal of bringing the institution into compliance within the time frame indicated in the Plan.



 Signature, Principal, Oviedo High School

3/30/2022

 Date

 Signature, Superintendent

 Date

**SEMINOLE
HIGH SCHOOL**

2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participants			Number of Participants						
	Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Beach Volleyball	0	0	0	Beach Volleyball						0
Baseball	22	0	22	Baseball		21		0		21
Basketball	16	13	29	Basketball		30		12		42
Bowling	9	7	16	Bowling						0
Competitive Cheer	0	36	36	Competitive Cheer		0		37		37
Cross Country	7	2	9	Cross Country		0		0		0
Flag Football/Football	46	0	46	Flag Football/Football		107		0		107
Golf	12	6	18	Golf		0		0		0
Lacrosse	23	14	37	Lacrosse		16		12		28
Soccer	31	20	51	Soccer		17		20		37
Softball	0	14	14	Softball		0		15		15
Swimming/Diving	32	31	63	Swimming/Diving		0		0		0
Tennis	8	8	16	Tennis		0		0		0
Track and Field	61	46	107	Track and Field		0		0		0
Volleyball	12	14	26	Volleyball		12		21		33
Water Polo	15	12	27	Water Polo		0		0		0
Wrestling	15	14	29	Wrestling		10		0		10
Weightlifting	19	16	35	Weightlifting		0		0		0
Total Varsity Participants	328	253	581	Total JV Participants		213		117		330
% of Varsity Participants	56%	44%	100%	% of JV Participants		65%		35%		100%
Total Student Enrollment by Gender 2021-22	1938	2179	4117	Total Student Enrollment by Gender 2021-22		1938		2179		4117
% Student Enrollment by Gender 2021-22	47%	53%	100%	% Student Enrollment by Gender 2021-22		47%		53%		100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

**PART IV
GENDER EQUITY IN ATHLETICS 2021-2022 Review**

District: **Seminole**
School Name: **Seminole**

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>Equal Opportunities to Compete</p> <p>Goal: Participation of male and female athletes is substantially proportionate (equal) to their enrollment in the school.</p>	Promote opportunities and successful teams for female participation via the athletic department social media feeds - @sansemathletics, @ad_nolenation, IG: shsnolesathletics & Facebook: Sanford Seminole High Athletics.	Athletic Director Lakisya Killingsworth 386-315-5843 @AD_Nolenation	2022-2023
	Promote opportunities and successful teams for female participation via the school social media feeds – Facebook feed, Seminole High School and Edward Blacksheare Center.	Dr. Jordan Rodriguez Principal Seminole High 407-320-5200 Jaime Washington Principal, Edward Blacksheare Center 407-320-8200	2022-2023
	Expand the newly added Girls Sand Volleyball club program from Varsity level to include a JV team to take advantage of this growing NCAA sanctioned sport and local popularity.	Athletic Director Lakisya Killingsworth 386-315-5843	2022-2023
	Implement Flag Football for the 2022-2023 year. With a two-coach supplemented pay.	Seminole County Public Schools, Seminole County Athletic Directors and Principals	2022-2023
	Provide information to parents at open house, highlighting the opportunities for female competition as well as the advantages for female participation.	Dr. Jordan Rodriguez Principal Seminole High 407-320-5200 Jaime Washington Principal, Edward Blacksheare Center 407-320-8200 Athletic Director Lakisya Killingsworth 386-315-5843	2022-2023

We hereby verify that the above Corrective Action Plan will be implemented to address our goal of bringing the institution into compliance within the time frame indicated in the Plan.



Signature, Principal/Designee – Seminole HS

3/29/22

Date

Signature, Superintendent

Date

**WINTER SPRINGS
HIGH SCHOOL**

Winter Springs High School: 2021-22 Athletic Participation Monitoring Form

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

School:	<i>Number of Participants</i>						<i>Number of Participants</i>			
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<i>Non-Varsity Teams</i>		<i>#</i>	<i>Males</i>	<i>#</i>	<i>Females</i>	<i>Total</i>
Beach Volleyball	0	14	14	Beach Volleyball			0		0	0
Baseball	20	0	20	Baseball			21		0	21
Basketball	12	13	25	Basketball			23		13	36
Bowling	10	6	16	Bowling			0		0	0
Competitive Cheer	1	22	23	Competitive Cheer			0		0	0
Cross Country	10	13	23	Cross Country			0		0	0
Flag Football/Football	0	0	0	Flag Football/Football			0		0	0
Golf	6	6	12	Golf			0		0	0
Lacrosse	20	21	41	Lacrosse			0		19	19
Soccer	20	23	43	Soccer			18		16	34
Softball	0	14	14	Softball			0		14	14
Swimming/Diving	13	27	40	Swimming/Diving			0		0	0
Tennis	10	13	23	Tennis			0		0	0
Track and Field	23	20	43	Track and Field			0		0	0
Volleyball	15	16	31	Volleyball			9		23	32
Water Polo	9	14	23	Water Polo			0		0	0
Wrestling	14	1	15	Wrestling			16		0	16
Weightlifting	25	24	49	Weightlifting			0		0	0
<i>Total Varsity Participants</i>	208	233	441	<i>Total JV Participants</i>			87		85	172
<i>% of Varsity Participants</i>	47%	53%	100%	<i>% of JV Participants</i>			51%		49%	100%
Total Student Enrollment by Gender 2021-22	950	1027	1977	Total Student Enrollment by Gender 2021-22			950		1027	1977
% Student Enrollment by Gender 2021-22	48%	52%	100%	% Student Enrollment by Gender 2021-22			48%		52%	100%

This form must be submitted for each school. Be sure to fill in the enrollment data. The total percentage of male and female student enrollment should equal 100%.

Winter Springs Gender Equity in Athletics Corrective Action Plan

Winter Springs High School is proud to report they are in compliance and no corrective plan is needed for the 2022-23 school year.

PART V

EMPLOYMENT EQUITY

PART V: EMPLOYMENT EQUITY

A. Complete the following chart for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

District: 59		2021-22 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	66,729	9,671 (14.49%)	20,056 (30.06%)	29,763 (44.6%)	6,816 (10.29%)	32,483 (49.05%)	33,743 (50.95%)
District-Level Administrators	169	23 (13.61%)	21 (12.43%)	116 (68.64%)	9 (5.33%)	99 (58.58%)	70 (41.42%)
Principals	68	8 (11.76%)	5 (7.35%)	52 (76.47%)	3 (4.41%)	36 (52.94%)	32 (47.06%)
Asst. Principals	134	25 (18.66%)	14 (10.45%)	92 (68.66%)	3 (2.24%)	96 (71.64%)	38 (28.36%)
Teachers	4,326	358 (8.28%)	507 (11.72%)	3,289 (76.03%)	172 (3.98%)	3,460 (79.98%)	886 (20.02%)
Guidance Counselors	140	25 (17.86%)	14 (10%)	99 (70.71%)	2 (1.43%)	129 (92.14%)	11 (7.86%)

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

Develop and submit employment/recruitment methods and strategies to address identified under-representation.

The district's student population reflects an enrollment of **49.05% females** and **50.95% males** with **minority students** representing **55.4%** of the student population and **44.6% non-minority**.

Strategies were established during the previous school year to increase minority representation in administrative positions.

District minority administrators increased from **26.43%** for the **20-21** school year to **31.27%** for the **21-22** school year.

At the school level, **minority principals decreased** from **24.64%** for the **20-21** school year to **23.52%** for the **21-22** school year.

At the school level, **minority assistant principals decreased** from **31.39%** for the **20-21** school year to **31.35%** for the **21-22** school year.

Underrepresented instructional staff increased from **23.13%** for the **20-21** school year to **23.98%** for the **21-22** school year.

Finally, **minority guidance counselors** in the district **decreased** from **28.37%** for **20-21** school year to **28.29%** in the **21-22** school year.

C. Methods/Strategies to continue addressing underrepresentation within instructional and administrative positions:

As funding for instructional/administrative staff recruitment and retention reflects some improvement, the district will continue and expand, when possible, activities to recruit at all Central Florida colleges and universities with the emphasis being placed on identifying highly qualified underrepresented individuals to staff position vacancies. Specific strategies will include but not be limited to:

- Work with the Wallace Foundation as a member of their 90-district national Principal Pipeline PLC to create an SCPS Day 1 Principal Profile that identifies the qualifications and competencies of an SCPS Principal along with exemplars and links to the SCPS Strategic Plan and School Leader Evaluation. This creates a transparent platform for the development of teacher, school, and district leaders who reflect the diversity of our student enrollment, attracting and retaining teachers for Title I and at-promise schools.
- Work with the Wallace Foundation as a member of the 9-district Florida Principal Development Network to engage district and school leaders in The Leadership Academy's *Equity Self-Assessment* to identify perceptions of strength, growth, and promise related to equity, and to guide action planning for reducing underrepresentation within instructional and administrative ranks.

- Continue to host a recruitment fair that allows Seminole County Public Schools to offer early contracts and targeted hiring for hard to staff and underrepresented instructional and administrative staff.
- Continue our “Grow Your Own” program at the district level that recruits teacher candidates from non-traditional populations (e.g., high school students, paraprofessionals, and after-school program staff).
- Leverage our use of available funding to provide leadership pathways and encourage leadership opportunities for minority instructional staff.
- Expand our offering of professional development opportunities for non-instructional staff who may be interested in a career in teaching.
- Continuing our participation in job fairs across Central Florida and the state with an emphasis on offering Notice of Nominations and early contracts to qualified minority candidates.
- Identify junior and senior student interns who are assigned to complete their internship program in the district and evaluate their performance to determine if a notice of employment can be offered as recommended by supervising administrators.
- Issue Notice of Nominations and early contracts for the employment of underrepresented interns who are recommended for employment by any school principal or an administrator from Human Resources.
- Continue to work with Seminole State College’s Educator Preparation Institute (the district’s Alternative Certification Program) to ensure that underrepresented candidates can be enrolled and are able to work through the program with success.
- Identify outstanding minority instructional leaders who are currently employed within the district, and actively recruit those individuals into the district’s Leadership Development Program.
- Continue to identify underrepresented minority employees who are employed as Deans/Behavioral Specialists from which to fill school and district level administrative positions.
- Participate in recruitment activities with Bethune Cookman College, Ana Mendez University, and the University of Central Florida. Send a multi-ethnic team to attend career days at predominantly minority colleges.
- Establish a cohort of current minority teachers and administrators to help identify methods and strategies for attracting and recruiting other minorities to SCPS.

PART VI
SINGLE-SEX SCHOOLS
AND
CLASSES

Does the district operate single-sex schools or classes? **No**

If applicable, please complete the charts and respond to the questions below regarding single-sex education in your district.

A. In the chart below enter the names of any single-sex schools operating in the district and the number of students enrolled.

District:	2021-2022 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment
Not Applicable		

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

School Name:	2021-2022 Single-Sex Classes					
	Male students only		Female students only		Co-Ed students	
Grade/Course	# of Classes/Sections	# of Students	# of Classes/Sections	# of Students	# of Classes/Sections	# of Students
Not Applicable						

C. Questions about the implementation of Title IX especially as they apply to single-sex education:

- Does the district offer single-sex education? **No, so the additional questions are not applicable.**

D. Please attach copies of notices to parents/students that co-education options are available and the participation in single-sex classes is completely voluntary. **N/A**

E. If the district conducts single-sex education program, please submit the completed signed Single-Sex Evaluation Verification Form. **N/A**

PART VII

PREGNANT AND PARENTING

STUDENTS

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

(1) How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma?

Seminole County Public Schools (SCPS) ensures that our pregnant and parenting students are provided support through the district's Teenage Parenting Program (T.A.P.P). These students continue attending their assigned school with access to educational and extracurricular activities. In the event a pregnant and parenting student is unable to attend school due to pregnancy/childbirth or childrearing, the school guidance counselors will work with the student to obtain make up work, sign the student up for summer school or assist the student with enrollment in SCPS Virtual School, Home School Program or the credit recovery program. Additionally, any special service that is provided to any student who has temporary medical conditions is also provided to pregnant students.

How are ancillary services (such as childcare, health care, social services, parent education and transportation) provided?

Seminole County Public Schools (SCPS) has a cooperative agreement with Healthy Start for health care, parent education and social services. Each pregnant/parenting student is assigned a counselor and receives guidance in accessing community resources. In the event a student needs transportation for his/her infant and themselves, the T.A.P.P Coordinator and the district transportation contact will arrange for the pick-up of the infant, car seat and parenting student in order to transport the child to daycare, and the student to his/her assigned school. SCPS also has a cooperative agreement with the Seminole Early Learning Coalition (ELC) to provide daycare services to the student's child. ELC bills the daycare, provides licensing requirements and all other office support. The ELC then bills the district for appropriate payment.

(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.)

Not Applicable to Seminole County Public Schools

(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 T.A.P.P Coordinator disseminates packets of information to school contacts at the start of each school year. These school contacts/counselors and principals will collaborate with the district's T.A.P.P. Coordinator and Healthy Start counselor to provide any and all services necessary for pregnant/parenting students in order to ensure the students' continuing education success.