



# **Annual Equity Update**

Florida Educational Equity Report  
2020-2021

---

Santa Rosa County School District  
6032 Highway 90  
Milton, FL 32570

# **Santa Rosa County School District**

## **Vision Statement**

*Our students will be productive, successful contributors to society.*

## **Mission Statement**

*Preparing students for success by providing a superior, relevant education.*

## **School Board of Santa Rosa County**

Wei Ueberschaer, Chairperson, District 5

Linda Sanborn, Vice-Chairperson, District 1

Elizabeth Hewey, District 2

Carol Boston, District 3

Charles Elliot, District 4

## **Superintendent of Schools**

Dr. Karen Barber

**Santa Rosa County School District**  
2020-2021 Annual Update to the Florida Educational Equity Act Plan

**TABLE OF CONTENTS**

**PART I**

PROCEDURAL REQUIREMENTS ..... 4

**PART II**

INCOMPLETE ITEMS OR PENDING ACTIONS ..... 9

**PART III**

STUDENT PARTICIPATION ..... 12  
EQUITY QUESTIONS FOR REMOTE LEARNING ..... 20

**PART IV**

GENDER EQUITY IN ATHLETICS..... 26

**PART V**

EMPLOYMENT EQUITY..... 40

**PART IV**

SINGLE-SEX SCHOOLS AND CLASSES..... 41

**PART VII**

PREGNANT AND PARENTING STUDENTS..... 41

**APPENDICES**

**A. 2020-2021 COURSE ENROLLMENT DATA.....46**  
**B. SRCSB POLICY 2.70.....47**  
**C. SRCSB POLICY 2.72.....67**  
**D. SRCSB POLICY 5.321 .....70**  
**E. SRCSB POLICY 6.35.....87**

## PART I: PROCEDURAL REQUIREMENTS

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

*There are no changes from the 2019-2020 Equity Update for Santa Rosa County School District.*

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

#### 1. Annual Notification of Nondiscrimination for Vocational Education Programs

*Annual Notification of Nondiscrimination for Vocational Education Programs will be included in Student Handbooks, Locklin Technical College Brochures, Code of Student Conduct, and District and School Websites. Santa Rosa County School District is currently working with a local marketing firm in the development of hard copy marketing materials like posters and career planning guides for those without access to the internet. Santa Rosa County School District will publish a list of career and technical program (vocational programs) in the Santa Rosa Press Gazette and The Santa Rosan during the fall of 2021-2022.*

*Each Locklin Technical College vocational program has a paper copy and an online version of the program brochure. Below is a link to one Locklin Technical College program brochure:*

[ApplCybersecurity.2020-21-06.23.20.pdf \(locklintech.com\)](https://www.locklintech.com/ApplCybersecurity.2020-21-06.23.20.pdf)

**REFUND POLICY**  
For complete policy information, please see Locklin Technical College's current Curriculum Guide & Student Handbook.

**RULES & REGULATIONS FOR CONDUCT**  
Locklin Tech students are expected to understand and adhere to the rules and regulations as set forth in the Curriculum Guide & Student Handbook, as well as, the District's Student Code of Conduct. Policies from these documents have been enacted to ensure all students are safe and benefit from the learning opportunities while on the campus of Locklin Technical College.

**MISSION STATEMENT**  
The mission of Locklin Technical College is to prepare students for current and emerging high-demand careers through collaboration with community stakeholders. Expanding opportunities and access to training programs will provide a talent pipeline to meet regional workforce demands.

**VISION STATEMENT**  
The vision of Locklin Technical College is to empower students for career success, lifelong learning and commitment to community. We strive to be the first choice for career education and training.

**ACCREDITATION**  
This institution is accredited by:  
Council on Occupational Education  
7840 Roswell Road  
Building 300, Suite 325  
Atlanta, Georgia 30346  
800.917.2081  
www.council.org

**LOCKLIN TECHNICAL COLLEGE**  
It is the policy of the School Board of Santa Rosa County to admit students to district schools and programs without regard to race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information. The School Board complies with the Americans with Disabilities Act of 1990 (ADA) making it unlawful to discriminate against a qualified individual with a disability who can perform the essential functions of his or her job with reasonable accommodations. Complaint procedures aligned in School Board Policy 2.75 are available to anyone alleging unlawful discrimination.

To request auxiliary aids or services, or if you need this publication in an alternative format, please contact Student Services at 850.983.5700 Ext. 209. TTY users may contact the free nationwide Telecommunications Relay Service (TRS) by dialing 7-1-1 for assistance.

**PLEASE CONTACT US FOR MORE INFORMATION**  
Locklin Technical College  
5330 Berryhill Road  
Milton, Florida 32570  
850.983.5700  
www.locklintech.com

Maria LaDouceur, Principal ~ Ext. 204  
Keith Hines, Assistant Principal ~ Ext. 205  
Katie Predmore, Guidance Counselor ~ Ext. 213  
Pam Boutwell, Financial Aid & VA Benefits ~ Ext. 211  
Jolie Hallett, Career Specialist ~ Ext. 227  
Cathy Simmons, Student Registration ~ Ext. 209

**APPLIED Cybersecurity**  
750-hours  
Students may be enrolled either full-time or part-time 750-hour program. Students enrolled full-time hours per school year.

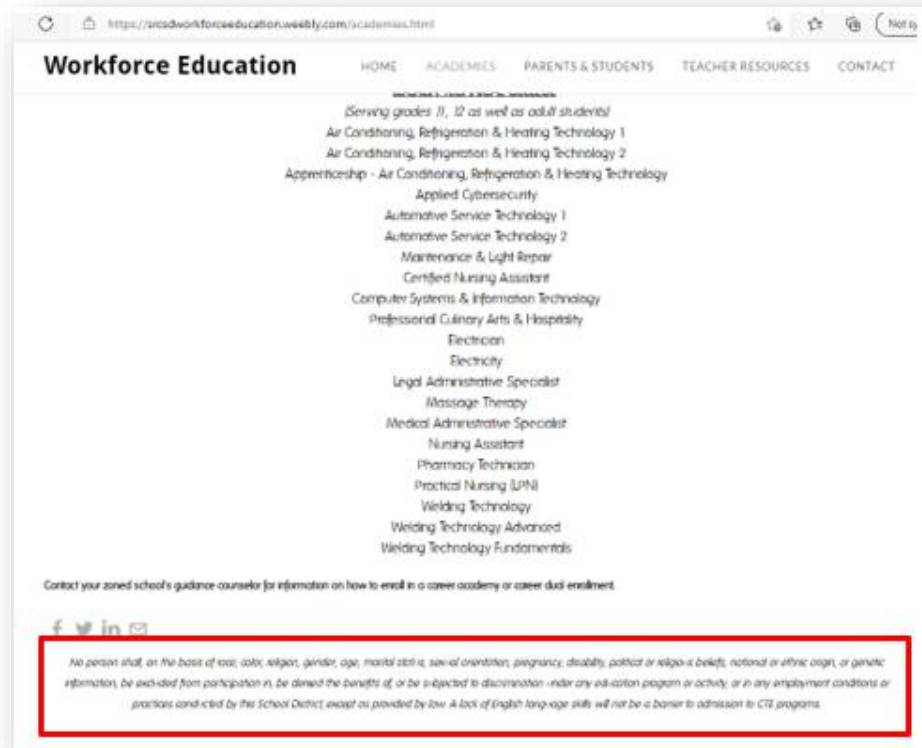
**INDUSTRY CERTIFICATION**  
This program prepares students for industry certifications (Computing Technology Industry Association). Certifications available are:  
A+ certification validates understanding of common hardware and software technologies and certifies the skills necessary to support IT infrastructures. CompTIA A+ is a powerful and the most essential IT certification for IT professionals worldwide enabling them to ignite a career in the industry.  
Network+ certification validates the essential skills and knowledge needed to confidently design, install, manage and troubleshoot any wired or wireless network. Certified individuals are in-demand in the industry.  
Security+ certification is globally trusted to foundational, vendor-neutral IT security knowledge and skills. As a benchmark for best practices in the industry, this certification covers the essential knowledge and skills for network security and risk management, an essential aspect of a career in the IT industry.  
Certification students are encouraged to include: CompTIA IT Fundamentals, Advanced Security Practitioner, as well as Technology Associate (MTA) Fundamentals.

**EMPLOYMENT OPPORTUNITIES**  
Employment of information security analysts is projected to grow 18 percent through 2024, much faster than other jobs in the industry due to the increase in cyberattacks.  
Source: [www.bls.gov](https://www.bls.gov)

**PROGRAM COMPLETION**  
A student is awarded a certificate upon successful completion of program competencies determined by the Florida Department of Education's curriculum, basic skills (PSR score) and classroom/shop hours.

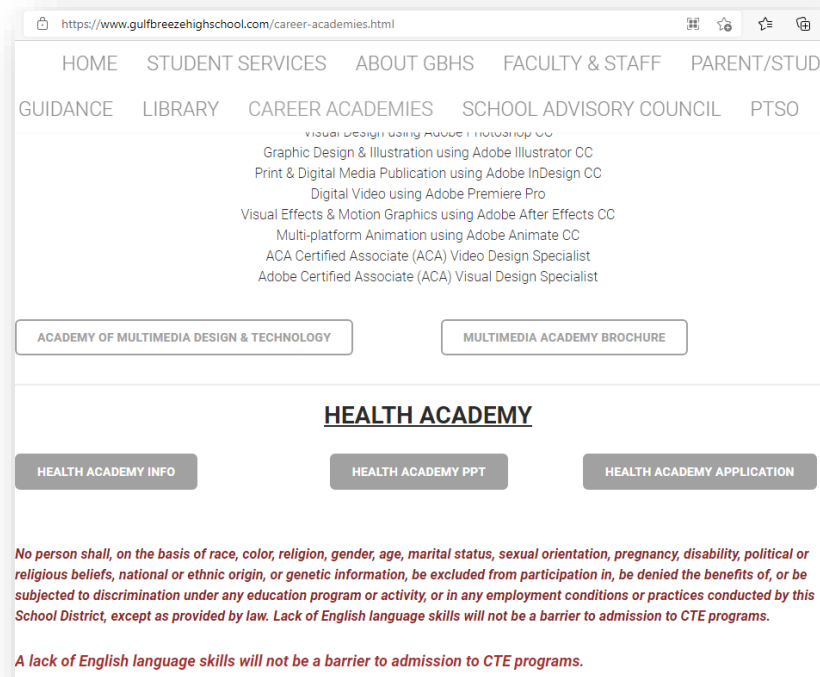
**Grant of Veterans Benefits.** Locklin's school code is 081799. The application process for full may be completed online at [www.fda.gov](https://www.fda.gov) and for Veterans Benefits at [www.afill.va.gov](https://www.afill.va.gov). Locklin Tech also accepts Florida Pre-Paid, Florida Bright Futures Scholarships, Workforce Innovation & Opportunity Act, Vocational Rehabilitation and various other community resources.

Below is the District website link to the list of all career and technical (vocational) program offerings:  
<https://srcsdworkforceeducation.weebly.com/academies.html>

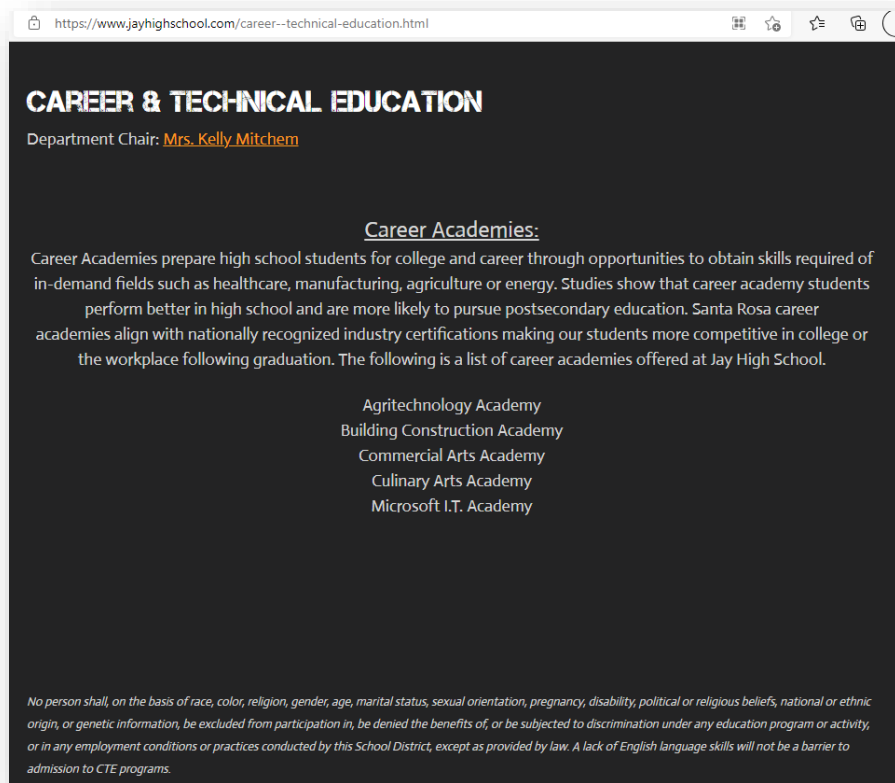


Below are samples of high school websites listing career and technical (vocational) program offerings.

Gulf Breeze High School: [Career Academies - Gulf Breeze High \(gulfbreezehighschool.com\)](https://www.gulfbreezehighschool.com/career-academies.html)



*Jay High School:* [Career & Technical Education - Jay High School Royals](https://www.jayhighschool.com/career--technical-education.html)



The screenshot shows a web browser window with the URL <https://www.jayhighschool.com/career--technical-education.html>. The page has a dark background with white text. The main heading is "CAREER & TECHNICAL EDUCATION" in a large, bold, sans-serif font. Below it, the text reads "Department Chair: [Mrs. Kelly Mitchem](#)". A subheading "Career Academies:" is followed by a paragraph explaining that these academies prepare students for college and career through skills in fields like healthcare, manufacturing, agriculture, and energy. It mentions that students in these academies perform better in high school and are more likely to pursue postsecondary education. A list of academies is provided: Agritechnology Academy, Building Construction Academy, Commercial Arts Academy, Culinary Arts Academy, and Microsoft I.T. Academy. At the bottom, a small disclaimer states that no person shall be excluded from participation or subjected to discrimination based on race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information, except as provided by law.

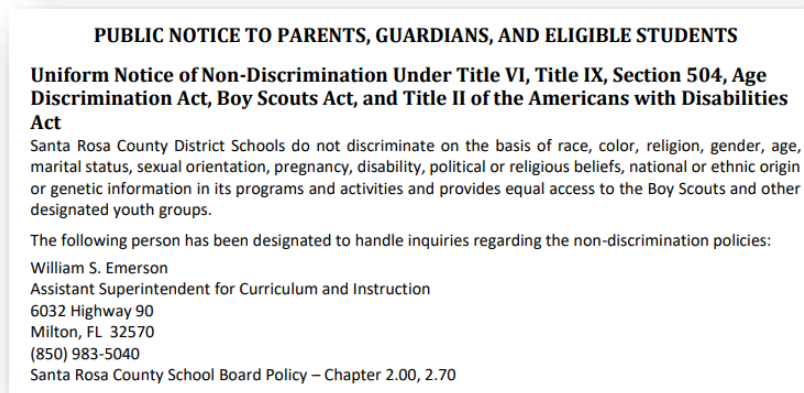
## 2. Continuous Notification of Nondiscrimination

*Santa Rosa County School District Policy 2.72 is to be posted in high traffic staff areas at each school. It is also available to the general public via the School Board website:*

*[https://srcsdhumanresources.weebly.com/uploads/5/4/8/1/54813785/policy2\\_72.pdf](https://srcsdhumanresources.weebly.com/uploads/5/4/8/1/54813785/policy2_72.pdf).*

*Continuous Notification of Nondiscrimination can be found in the Santa Rosa County School District 2020-2021 Student Code of Conduct (pg. 10). It can be found online at*

*<https://sites.santarosa.k12.fl.us/files/csc.pdf>. Additionally, a hard copy will be provided upon request.*



The image shows a public notice document with a white background and black text. The title is "PUBLIC NOTICE TO PARENTS, GUARDIANS, AND ELIGIBLE STUDENTS" in a bold, sans-serif font. Below the title is the subtitle "Uniform Notice of Non-Discrimination Under Title VI, Title IX, Section 504, Age Discrimination Act, Boy Scouts Act, and Title II of the Americans with Disabilities Act". The main body of the text states that Santa Rosa County District Schools do not discriminate on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. It then lists the designated person to handle inquiries regarding non-discrimination policies: William S. Emerson, Assistant Superintendent for Curriculum and Instruction, 6032 Highway 90, Milton, FL 32570, (850) 983-5040. The document concludes with the reference "Santa Rosa County School Board Policy – Chapter 2.00, 2.70".

*A Hard Copy Request Form for Operational Documents is sent home to parents at the beginning of the school year or during registration, if enrolled after the beginning of the school year.*

**Santa Rosa County School District**  
Operational Documents

In an effort to reduce unnecessary printing and production costs, the Santa Rosa County School District has decided to post all operational documents online. These documents are searchable and can be downloaded and printed. A list of these documents includes but is not limited to:

Student Code of Conduct  
Student Progression Plan  
School Health Program Parent Letter  
Family Guide  
School Choice Plan

These documents may be viewed at:

<https://www.santarosa.k12.fl.us/docs/opdocs/>

Hard copies of some documents will be provided by request. Please return the bottom portion of this flyer to request a hard copy of a document.

Parent First Name \_\_\_\_\_ Parent Last Name \_\_\_\_\_  
Student's First Name \_\_\_\_\_ Student's Last Name \_\_\_\_\_

Indicate your request for a hard copy of the document by checking the appropriate box:

☐ Student Code of Conduct\*  
☐ \*Por favor, envíe este formulario en español.  
☐ School Health Program Parent Letter  
☐ Family Guide

*Santa Rosa County School District 2020-2021 Employee Handbook (pg. 10)*

### **Equal Opportunity Employer**

It is the policy of the School Board of Santa Rosa County not to discriminate against employees or applicants for employment on the basis of race, religion, gender, age, marital status, disability, political or religious beliefs, national or ethnic origin, or any other characteristic protected by law. Individuals will not, on the basis of these characteristics, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law. Prohibition of discrimination information is posted at each work site.

Any applicant or employee who feels that there has been a violation of the prohibition of discrimination policy may discuss the complaint with the Superintendent, and/or Assistant Superintendent of Human Resources.

Equity Coordinators for Santa Rosa County School Board:

Students     Bill Emerson, Asst Supt for Instruction, Ext. 5041  
Employees    Conni Carnley, Asst Supt for Human Resources, Ext. 5030



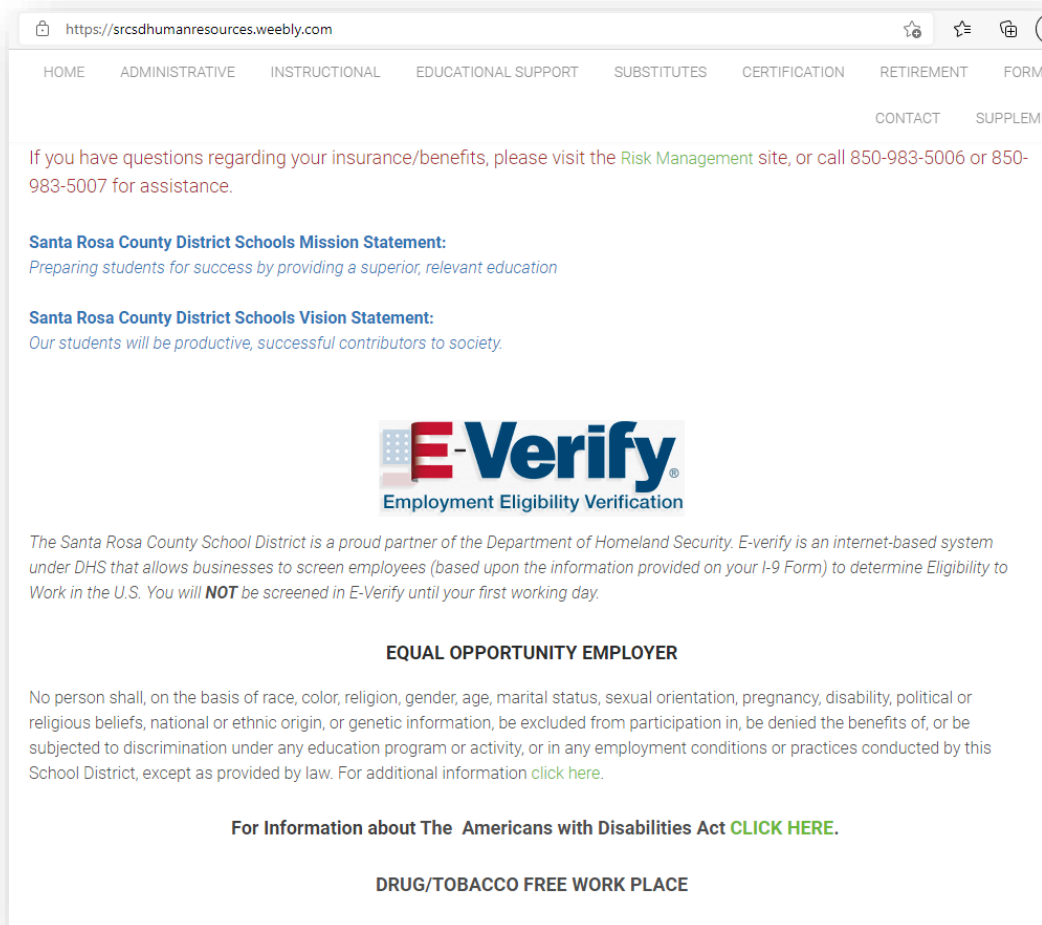
*Non-Discrimination and Website Accessibility Statement located on the bottom banner of Santa Rosa County District School Webpage (<https://www.santarosa.k12.fl.us/>).*

© 2009-2021 SRCDS  
6032 Hwy. 90 Milton, FL 32570  
850) 983-5150 | 7:30 am-4:00 pm

**Non-Discrimination and Website Accessibility Statement** – SRCDS strives to provide a website that is accessible to all visitors and to comply with best practices and standards defined by Section 508 of the U.S. Rehabilitation Act. SRCDS does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to [David Gunter](#).

### **3. Notice for Availability of Reasonable Accommodation to Applicants for Employment**

*Notice can be picked up in person at the main School Board office located at 6032 Highway 90 in Milton, FL or it can be downloaded from the link on the Human Resources webpage by following the link: <https://srcsdhumanresources.weebly.com/>. In addition, our website has accessibility features and a link to SRC School Board Policy 2.72 Prohibiting Discrimination ([Policy2 72.doc \(weebly.com\)](#)).*





## PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

In its review of the district's 2019-2020 update to the FEEA Plan, the Florida Department of Education's Office of Equal Educational Opportunity (OEEO) submitted commentary and action items for the district's 2020-2021 Monitoring Work Plan. Detailed below are the action items cited by OEEO and the corrective action taken by the district.

### Part I: Procedural Requirement

#### **Changes to Nondiscrimination and Anti-Harassment Policies or Grievance Procedures**

Actions Required: The district should continue to train staff on the implementation of its policies. Further, the district should review its grievance and harassment policies and procedures to ensure they are aligned with the new Title IX regulations (effective August 2020).

*No changes. The district will continue to train staff on the implementation of its policies to include grievance and harassment policies and procedures aligned to Title IX regulations.*

[Santa Rosa County School Board Policy Manual](#)

[SRC School Board Policy 2.70: Prohibiting Sexual and Other Forms of Harassment](#)

[SRC School Board Policy 2.72: Prohibiting Discrimination](#)

[SRC School Board Policy 5.321: Bullying and Harassment](#)

[SRC School Board Policy 6.35: Grievance Procedure for Personnel](#)

#### **Annual Notification of Nondiscrimination for Vocational Education Programs and Continuous Notice**

Action Required: 1) Provide evidence that indicates what other medium was used to publish the annual notice of nondiscrimination to reach parents, students, and general public who do not have access to the internet. 2) If the district has a community of persons with limited English language skills, the annual notice of nondiscrimination must also be disseminated to that community in its language.

*Evidence of the district publishing of the notice of nondiscrimination is provided in the 2020-2021 Equity Plan. Additionally, Santa Rosa County School District is currently working with a local marketing firm in the development of hard copy marketing materials, to include translation of the materials.*

#### **Continuous Notification of Nondiscrimination**

Actions Required: The district should submit documents which include the continuous notice of nondiscrimination and publish the continuous notice of nondiscrimination on the district's website. The district should ensure that the continuous notice is published in an array of publications.

*Documents which include the continuous notice of nondiscrimination are included in the 2020-2021 Equity Plan.*

## **Notice of Availability of Reasonable Accommodations to Applicants for Employment**

Actions Required: The district should ensure that the notice for reasonable accommodations is published in areas accessible to the applicants.

*Notice for Availability of Reasonable Accommodations to Applicants is posted online on the Human Resources webpage or can be picked up in person.*

### **Part III: Student Participation**

Action Required: This applies for each of the charts in Part III. The district has shown some increase in minority student enrollment for some advanced courses, but enrollment gaps persist particularly for Black students. In addition, there were no accountability measures submitted for English Language Learner (ELL) students. The district should review the implementation of strategies and accountability measures to ensure that they are targeted at increasing enrollment for minority students and closing gaps. Updated strategies and accountability measures for ELL students should be submitted to OEEO in the 2020-21 Equity Plan.

*Strategies and accountability measures have been included in the 2020-2021 Equity Plan. Update to address enrollment gaps for underrepresented minorities, specifically targeting Black students and ELL students.*

### **Part IV: Gender Equity in Athletics**

Action Required: The 2019-20 Annual Update included the Compliance Verification Form signed and dated by the superintendent, indicating the district was in compliance with Title IX regarding female participation in athletics. However, the district submitted athletic participation monitoring forms showing the female students were underrepresented in athletics at Gulf Breeze, Jay, Milton, Navarre, and Pace Schools. Submit corrective action plans to address the underrepresentation of females in athletics and continue to monitor participation and submit update.

*Updated Compliance Verification Form and corrective action plans have been included in the 2020-2021 Equity Plan.*

### **Part V: Employment Equity**

Action Required: the district did not submit strategies to address the underrepresentation of minority and male employees. Strategies must be submitted.

*Strategies to address the underrepresentation of minority and male employees have been included in the 2020-2021 Equity Plan.*

### **Part VII: Pregnant and Parenting Students**

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

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

[School Board Policy 2.70](#)

[School Board Policy 2.72](#)

## PART III: STUDENT PARTICIPATION

### EVALUATION OF METHODS AND STRATEGIES:

#### 1) Grades 9-12, Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE)

##### *Grades 9-12 AP, IB, and AICE Total Enrollment 2020-21 (1,505)*

*(Data provided by FDOE)*

	2016-17 (1,457)	2017-18 (1,343)	2018-19 (1,478)	2019-20 (1,457)	2020-21 (1,505)
<b>White</b>	16.56% (1,143)	16.0% (1,072)	17.21% (1,200)	16.5% (1,159)	16.9% (1,190)
<b>White Males</b>	13.93% (491)	13.0% (467)	13.44% (482)	13.0% (471)	13.5% (490)
<b>Black</b>	11.40% (53)	9.0% (41)	10.26% (47)	10.4% (46)	7.2% (32)
<b>Black Males</b>	8.68% (21)	4.0% (10)	9.20% (23)	9.0% (21)	4.6% (11)
<b>Hispanic</b>	17.27% (105)	15.0% (93)	14.19% (89)	14.9% (99)	17.8% (122)
<b>Hispanic Males</b>	11.54% (36)	12.0% (40)	12.92% (42)	13.7% (47)	15.7% (56)
<b>ELL Students</b>	3.03% (1)	11.0% (4)	0.0% (0)	0.0% (0)	6.7% (3)

### Evidence of Success

Enrollment in AP, IB, and AICE			
	2016-17	2020-21	Change in Enrollment Gap
<b>Black</b>	11.40% (53)	7.2% (32)	Decrease of 4.2%
<b>Black Males</b>	8.68% (21)	4.6% (11)	Decrease of 4.08%
<b>Hispanic</b>	17.27% (105)	17.8% (122)	Increase of 0.53%
<b>Hispanic Males</b>	11.54% (36)	15.7% (56)	Increase of 4.16%
<b>ELL Students</b>	3.03% (1)	6.7% (3)	Increase of 3.67%

## **Methods and Strategies**

*Santa Rosa County School District will continue to monitor and maintain measures in place to continue the increase of Hispanic and Hispanic male students in Advanced Placement coursework.*

*In an effort to increase enrollment and close enrollment gaps in Advanced Placement courses for our Black and Black male populations, we plan to take the following measures:*

- *High schools will solicit feedback from minority students for a needs-based analysis of desired course offerings and identify any gaps of course availability to students.*
- *Create flexibility in regard to pre-requisites for AP course enrollment (grades/courses permitted to take AP courses)*
- *High school counselors will continue to promote Advanced Placement course work to Black and Black male students during registration meetings and in one-on-one curriculum credit reviews.*
- *Encourage attendance and family engagement participation of Black and Black male students at Advanced Placement informational meetings. This will facilitate the conversations and explanations of the benefits of enrolling in Advanced Placement courses.*
- *Identify school-based support personnel specifically to provide specialized support for success to our Black and Black male students considering or attempting AP course(s).*
- *Santa Rosa County has developed an Equity Committee to identify and analyze our minority and underrepresented student populations in an effort to increase enrollment in Advanced Placement course(s).*
- *School administration will be deliberate in the analyzing of PSAT scores to help assess and identify Black minority students that are eligible and that may have been overlooked for Advanced Placement course selection opportunities.*
- *The four large high schools in our district are approved AP Capstone schools. This adds two additional AP courses to their course offerings.*

*In an effort to further increase enrollment and close enrollment gaps in Advanced Placement courses for our ELL student populations, we plan to take the following measures:*

- *ELL students will be evaluated and encouraged to enroll in AP course offerings that are beneficial to their academic success.*
- *School administration will be deliberate in the analyzing of PSAT scores to help assess and identify ELL students that are eligible and that may have been overlooked for Advanced Placement course selection opportunities.*
- *ELL students enrolled in high school and coded as either LY, LF, or LA will have their transcript reviewed by the ESOL Resource Teacher and Guidance Counselor. Students who may qualify for AP courses, regardless of English language proficiency, will meet with the ESOL Resource Teacher and Guidance Counselor to learn about AP course opportunities and requirements and scheduled into courses.*
- *Information about AP courses will be translated into student home language, as feasible.*

## **Accountability Measures and Timelines**

- *Due to the anticipated changes in educational platform choices (i.e., remote learning due to COVID), Santa Rosa County School District is projecting a greater percentage of minority students to return back to brick and mortar, face-to-face instruction, thus creating a potential increase in Advanced Placement course enrollment.*
- *Increase the number of Black students in grades 9-12 enrolling in AP courses in 2020-2021 by 1% for the 2021-2022 school year.*
- *Increase the number of Hispanic students in grades 9-12 enrolling in AP courses in 2020-2021 by 1% for the 2021-2022 school year.*
- *Increase the number of Hispanic male students in grades 9-12 enrolling in AP courses in 2020-2021 by 1% for the 2021-2022 school year.*
- *Increase the number of Black male students in grades 9-12 enrolling in AP courses in 2020-2021 by 1% for the 2021-2022 school year.*
- *Increase the number of ELL students in grades 9-12 enrolling in AP courses in 2020-2021 by 1% for the 2021-2022 school year.*

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

### ***Grades 9-12 Dual Enrollment (DE) Total Enrollment 2020-21 (1,320)***

*(Data provided by FDOE)*

	2016-17 (1,243)	2017-18 (1,311)	2018-19 (905)	2019-20 (1,369)	2020-21 (1,320)
<b>White</b>	15.30% (1,056)	16.0% (1,090)	10.74% (749)	15.9% (1,111)	15.4% (1,081)
<b>White Males</b>	13.87% (489)	14.0% (492)	7.95% (285)	12.9% (466)	13.2% (479)
<b>Black</b>	6.67% (31)	6.0% (28)	5.68% (26)	10.8% (48)	8.3% (37)
<b>Black Males</b>	3.72% (9)	4.0% (11)	2.00% (5)	8.6% (20)	7.1% (17)
<b>Hispanic</b>	10.36% (63)	13.0% (81)	7.18% (45)	13.1% (87)	12.2% (84)
<b>Hispanic Males</b>	9.29% (29)	12.0% (40)	7.38% (24)	10.8% (37)	12.0% (43)
<b>ELL Students</b>	3.03% (1)	5.41% (2)	0.0% (0)	4.2% (2)	2.2% (1)

## Evidence of Success

Enrollment in Dual Enrollment			
	2016-17	2020-21	Change in Enrollment Gap
<b>Black</b>	6.67% (31)	8.3% (37)	Increase of 1.63%
<b>Black Males</b>	3.72% (9)	7.1% (17)	Increase of 3.38%
<b>Hispanic</b>	10.36% (63)	12.2% (84)	Increase of 1.84%
<b>Hispanic Males</b>	9.29% (29)	12.0% (43)	Increase of 2.71%
<b>ELL Students</b>	3.03% (1)	2.2% (1)	Decrease of 0.83%

## Methods and Strategies

*In an effort to further increase enrollment and close enrollment gaps in Dual Enrollment for our underrepresented student populations, we plan to take the following measures:*

- High school counselors will continue to promote Dual Enrollment coursework to minority students during registration and in one-on-one curriculum credit reviews and discuss post-secondary education.*
- Encourage attendance and family engagement participation of underrepresented student populations at Dual Enrollment informational meetings. This will facilitate the conversations and explanation of the benefits of enrolling in DE courses.*
- Identify school-based support personnel specifically to provide specialized support for success to our underrepresented student populations considering or attempting DE course(s).*
- Santa Rosa County School District has developed an Equity Committee to identify and analyze our minority and underrepresented student populations in an effort to increase enrollment in Dual Enrollment course(s).*
- The School Board of Santa Rosa County will encourage district school administrators, district school counselors, and secondary school teachers to promote Dual Enrollment opportunities to student and parents. District schools will be encouraged to present informational sessions regarding participation in the DE program to parents and educators.*
- Per our local college articulation agreement, students who fail to pass all three (3) parts of the state approved placement examination but pass the part(s) needed to qualify for some DE courses, will be permitted to enroll in DE instruction on the high school campus as approved by appropriate district staff, Principal, or designee.*
- School administration will be deliberate in the analyzing of PSAT scores to help assess and identify Black minority students that are eligible and that may have been overlooked for Dual Enrollment course selection opportunities.*



*In addition, to increase enrollment and close enrollment gaps in Dual Enrollment for our ELL student populations, we plan to take the following measures:*

- Dual Enrollment information meetings will provide documents in students' native language to help eliminate barriers for success in closing enrollment gaps.*
- District school counselors will inform parents of DE opportunities at registration meetings and will provide print documents in native languages.*
- School administration will be deliberate in the analyzing of PSAT scores to help assess and identify ELL students that are eligible and that may have been overlooked for Dual Enrollment course selection opportunities.*
- Connections will be made between the ESOL Department and the local state college to develop a plan to encourage and support ELL students in Santa Rosa County Schools to enroll in Dual Enrollment courses, especially at the schools who provide this opportunity on campus.*
- Information regarding this opportunity will be translated into all languages feasible and shared with parents and students during district Family Nights and on the ESOL webpage.*
- In August of 2021, High Schools and Middle Schools will be encouraged to develop an elective course in English Language Development to support those students who enroll in Dual Enrollment courses.*

#### **Accountability Measures and Timelines**

- Due to the anticipated changes in educational platform choices (i.e., remote learning due to COVID), Santa Rosa County School District is projecting a greater percentage of minority students to return back to brick and mortar, face-to-face instruction, thus creating a potential increase in Dual Enrollment course participation.*
- Increase the number of Black students in grades 9-12 enrolling in DE courses in 2020-2021 by 1% for the 2021-2022 school year.*
- Increase the number of Hispanic students in grades 9-12 enrolling in DE courses in 2020-2021 by 1% for the 2021-2022 school year.*
- Increase the number of Hispanic male students in grades 9-12 enrolling in DE courses in 2020-2021 by 1% for the 2021-2022 school year.*
- Increase the number of Black male students in grades 9-12 enrolling in DE courses in 2020-2021 by 1% for the 2021-2022 school year.*
- Increase the number of ELL students in grades 9-12 enrolling in DE courses in 2020-2021 by 1% for the 2021-2022 school year.*

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

***Grades 9-12 All Level 3 Courses Total Enrollment 2020-21 (4,583)***

*(Data provided by FDOE)*

	2016-17 (4,339)	2017-18 (4,285)	2018-19 (4,798)	2019-20 (4,610)	2020-21 (4,583)
<b>White</b>	51.17% (3,531)	50.0% (3,453)	54.96% (3,831)	51.9% (3,641)	51.6% (3,624)
<b>White Males</b>	45.55% (1,606)	44.0% (1,577)	50.45% (1,809)	46.0% (1,659)	45.5% (1,655)
<b>Black</b>	34.84% (162)	35.0% (165)	41.92% (192)	38.7% (172)	32.5% (145)
<b>Black Males</b>	26.85% (65)	28.0% (69)	37.20% (93)	33.5% (78)	24.7% (59)
<b>Hispanic</b>	42.60% (259)	45.0% (287)	50.88% (319)	52.0% (346)	51.8% (356)
<b>Hispanic Males</b>	35.26% (110)	40.0% (130)	48.92% (159)	44.2% (151)	46.2% (165)
<b>ELL Students</b>	18.18% (6)	35.0% (13)	30.77% (12)	43.8% (21)	44.4% (20)

**Evidence of Success**

Enrollment in Level 3 Courses			
	2016-17	2020-21	Change in Enrollment Gap
<b>Black</b>	34.84% (162)	32.5% (145)	Decrease of 2.34%
<b>Black Males</b>	26.85% (65)	24.7% (59)	Decrease of 2.15%
<b>Hispanic</b>	42.60% (259)	51.8% (356)	Increase of 9.2%
<b>Hispanic Males</b>	35.26% (110)	46.2% (165)	Increase of 10.94%
<b>ELL Students</b>	18.18% (6)	44.4% (20)	Increase of 26.22%

## **Methods and Strategies**

*Santa Rosa County School District will continue to monitor and maintain measures in place to continue the increase of Hispanic and Hispanic male students in advanced coursework.*

*In an effort to increase enrollment and close enrollment gaps in advanced Level 3 courses for our Black and Black male populations, we plan to take the following measures:*

- High school counselors will continue to promote more rigorous Level 3 course work to underrepresented student populations, including Black and Black male students, during registration meetings and in one-on-one curriculum credit reviews.*
- Encourage attendance and family engagement participation of Black and Black male students at registration informational meetings. This will facilitate the conversations and explanations of the benefits of enrolling in advanced Level 3 courses.*
- Santa Rosa County has developed an Equity Committee to identify and analyze our minority and underrepresented student populations in an effort to increase enrollment in advanced Level 3 course(s).*
- School administration will be deliberate in the analyzing of PSAT scores to help assess and identify Black minority students that are eligible and that may have been overlooked for Level 3 course selection opportunities.*
- High Schools are promoting rigorous coursework to all students through presentations during the registration period and at college night, college fairs, etc. Information shared during these presentations will be translated to as many different languages as feasible.*
- The four large high schools in our district are approved AP Capstone schools. This adds two additional AP courses to their course offerings.*

*In an effort to further increase enrollment and close enrollment gaps in advanced Level 3 courses for our ELL student populations, we plan to take the following measures:*

- Registration information meetings will provide documents in students' native language to help eliminate barriers for success in closing enrollment gaps.*
- School administration will be deliberate in the analyzing of PSAT scores to help assess and identify ELL students that are eligible and that may have been overlooked for Level 3 course selection opportunities.*
- During the registration process, counselors and ESOL Resource teachers are encouraging ELL students who have achieved levels of success in their general coursework to attempt AP, DE, and Honors courses.*
- Either a bilingual ESOL Resource Teacher or paraprofessional has been assigned to each of the four large high schools to assist students and parents in translation and interpretation of course information and materials.*

## **Accountability Measures and Timelines**

- Due to the anticipated changes in educational platform choices (i.e., remote learning due to COVID), Santa Rosa County School District is projecting a greater percentage of minority students to return back to brick and mortar, face-to-face instruction, thus creating a potential increase in advanced Level 3 course participation.*

- *Increase the number of Black students in grades 9-12 enrolling in Level 3 courses in 2020-2021 by 1% for the 2021-2022 school year.*
- *Increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses in 2020-2021 by 1% for the 2021-2022 school year.*
- *Increase the number of Hispanic male students in grades 9-12 enrolling in Level 3 courses in 2020-2021 by 1% for the 2021-2022 school year.*
- *Increase the number of Black male students in grades 9-12 enrolling in Level 3 courses in 2020-2021 by 1% for the 2021-2022 school year.*
- *Increase the number of ELL students in grades 9-12 enrolling in Level 3 courses in 2020-2021 by 1% for the 2021-2022 school year.*

## Equity Questions for Remote Learning

1. **How are you ensuring all students have access to the devices they need to fully participate in distance learning?**

*Schools were allocated an abundance of new laptops for the purpose of meeting the technology needs of remote students as well as students who were quarantined due to COVID.*

2. **How are you ensuring all students have access to reliable, high-speed internet to continue their education?**

*Verizon internet cards were purchased for laptops and iPads. These were assigned to any remote or quarantined students needing internet service.*

3. **How are you supporting schools in structuring instructional time to meet the needs of students with varying levels of access to the internet and technology?**

*Professional development support as well as a parent support portal were provided for all remote teachers and remote parents/students to include utilization of FLVS, computer tutorials, utilization of Microsoft Teams, ClassLink tutorials, and strategies for learning coaches to assist in supporting quality instruction for students with multiple avenues to access the curriculum via synchronous and asynchronous learning. This supported schools' instructional design to create, teach, and reinforce clear remote expectation which mirror a brick and mortar setting which are observable, measurable, positively stated, and limited in number.*

4. **How are you supporting students with disabilities who need specialized instruction, related services, and other supports during school closures?**

*Specialized instruction and related services will be delivered as practicable as possible through a combination of published assignments, recorded and live lessons. It is the priority of the Santa Rosa County Exceptional Student Education (ESE) Department to promote the least complicated path in providing students with instruction during this time. This is accomplished through providing resources that are easy to use and access to meet the needs of students. Families will have options to include digital and/or paper-based resources.*

*District Teachers on Special Assignment (TSAs) can establish frequent communication with teachers in their programs, offer collaborative support for students, develop on-line instructional support as well as virtual coaching for teachers participating in their programs.*

*Training sessions were held for Pre-K, Elementary, Middle, and High School Teachers to discuss the details of the plan, the role of the ESE teachers to support the District Remote Learning Plan, as well as the Virtual Platform for the facilitation of Individual Education Plans (IEPs).*

*Parents were contacted to verify their preference on meeting (phone, Microsoft Teams/Zoom), as well as documentation of attendance.*

*Child Find procedures are also recorded in school closures memorandum to inform parents that the evaluation process would continue during the remote learning environment.*

*Parents received a notification that the Memorandum of Santa Rosa County School District ESE Provision of Services was posted on the District Distance Learning Plan section of the district site as well as embedded in the ESE Site Re-Entry Remediation Plan for Students with ESE Services.*

*The Individual Educational Plan Team will meet to review data and discuss the needs to initiate Extended School Year (ESY) services and/or compensatory services throughout the school year for ESE students who have not demonstrated proficiency as determined through diagnostics and supplemental curriculum.*

**5. How are you ensuring the instructional needs of English language learners (ELL) are supported during school closures?**

*SRCSd is ensuring the instructional needs of ELLs are being met by implementing the following measures:*

- Contact parents at the beginning of the year to identify which students do and do not have internet and computer access.*
- Train parents and students at the beginning of the year how to use Microsoft Teams, Talking Points, Google Translate and other translation and interpretation tools.*
- Train students at the beginning of the year to use Imagine Learning, Fast Forward, etc. for home use.*

*Additionally, the following changes were made to the traditional reopening plans to meet the instructional needs of ELL students:*

- New Enrollees-Based on Home Language Survey Responses-New enrollees will complete English proficiency testing within the first 20 days of school. The ESOL Resource Teacher will administer the test remotely using remote testing materials and procedures provided by WIDA. (If enrolling after October 1, the testing will take place within 10 days.)*
- ELL Committee Meetings for New or Returning Students K-12-These meeting may not be face-to-face meetings, but will be held virtually through phone calls, Microsoft Teams, or Skype. An email confirmation, that the parent agrees with the ELL Plan, can be used in lieu of signed copies.*
- ELL Conferences for New or Returning Students K-12-These meetings may not be face-to-face meetings, but will be held virtually through phone calls, Microsoft Teams, or Skype. An email confirmation, that the parent agrees with the ELL Plan, can be used in lieu of signed copies.*
- Instruction-ESOL Resource Teachers will continue to support classroom teachers with academic teaching through Microsoft Teams but will also meet with students individually or in small*

*groups through Microsoft Teams or phone calls to support English Language acquisition as needed. Materials from the reopening plan will be utilized based on student need.*

**6. What kind of support and professional development are you providing to school leaders and teachers, especially in schools serving students of color and students from low-income backgrounds and educators of students with disabilities and English language learners?**

*Santa Rosa County continues to support school and district leaders through various strategies including:*

- Monthly leadership meetings by grade band with grade level directors, curriculum coordinators and senior leadership. These meetings include training on remote learning, learning options, COVID safety and mental health strategies related to COVID circumstances.*
- The Spring Plan and its strategies will be explained to Principals in small group settings. This provides opportunities for school leaders to seek clarification on specifics of the plan. Presentation materials that leaders can use with their faculties are also provided during these sessions.*
- Continual training on how to evaluate successful remote instruction is provided as needed.*

*Santa Rosa County School District's state approved plan links professional development to the goal of increased student performance. Given that there will always be competing demands for professional learning resources and time, a quality system requires clear understanding of the priority purposes for professional learning. Aligning actions to priority purposes maximizes the impact of available time, resources, and effort. The overall purpose of our professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum and prepare students for continuing education and the workforce. The district's system addresses the purposes by focusing on:*

- Improvements in proficiency, leading to improved student achievement*
- Fidelity of implementation on targeted professional learning*

*Priority purposes for the district's professional development system are established to guide decisions and actions at all levels of the district's workforce toward fidelity of implementation and actual improvements. The specific capacities, deliverable and evaluation practices of the professional development system that are supported with district and school resources are aligned with one or more of these purposes of the district's professional development system:*

- Increasing student achievement and college and career readiness through development and maintenance of educator proficiency in sound, research-based classroom instructional strategies and school leadership strategies that promote rigor and relevance through standards-based instruction*
- Enabling the workforce to function as a learning organization with the support of a professional learning culture in each school*
- Supporting "deliberate practice" as a primary process for developing workforce expertise and recruiting and retaining highly effective educators and leaders*



- *Fidelity of implementation of statutes, State Board of Education (SBE) rules, and district and state initiatives related to student learning growth, educator proficiency, and professional growth.*

*Professional Development for Literacy:*

- *LETRS Training*
- *MTSS training for Academic Intervention Specialists*
- *Intervention Training for Academic Intervention Specialists*

*Professional Development for Math/Science:*

- *Visible Learning for Mathematics (online book study)*
- *Mathematics Scripted Systematic Instruction (MASSI)*
- *Creating Mathematical Residue with Students: Instruction that Sticks (Sustained PD, Grades K-2, Grades 3-5)*
- *SRC Numeracy Initiative: Discussion-Based Mathematics MTSS Program*
- *Getting Started with Small Group Math Instruction*
- *Using Number Talks to Foster Deeper Student Discussions*
- *Reimagining Formative Assessment in the Science Classroom*
- *Begin with Exploration: Ensuring Activity Before Content in Science Classrooms*
- *Visible Learning for Science (book study)*
- *Virtual Manipulatives for the Science Classroom*
- *Teaching Science for Conceptual Understanding (book study)*
- *Incorporating Science into the Literacy Block*
- *Introduction to Integrated Sea Turtle Science/Engineering Curriculum*
- *Computer Science Fundamentals*

*Professional Development for Providing Differentiated Instruction for Exceptional Students:*

- *Best Practices in Producing Quality IEPs*
- *Focus (SIS) Training-All Grade Levels*
- *Administration Symposiums*
- *Inclusion Supports for All Grade Levels through Microsoft Teams*
- *Instructing Students with Disabilities in the Remote Learning Environment*
- *Understanding Dyslexia and Persistent Reading*
- *Dive into Universal Designs for Learning (UDL)*
- *Effective Grading Practices for ACCESS Students*
- *Expanding Expression Communication Tool*
- *Registered Behavior Technician Training (RBT)*
- *How to Differentiate Instruction in Mixed-Ability Classrooms*
- *Differentiation in the Middle and High School Settings*
- *ACCESS Digital Days Effective Strategies for Teacher (Access Points Focus)*
- *Mathematics Scripted Systematic Instruction (MASSI)*

- *Language Arts Scripted Systematic Instruction (LASSI)*
- *Hanging In: Strategies for Teaching the Students Who Challenge Us the Most*
- *“What is Multisensory Teaching?” (online book study)*
- *Access:SB1108 Florida Standards Alternative Assessment Performance Tasks*
- *Visible Learning for Mathematics (online book study)*
- *Behavioral Videos/Strategies-Resources to assist remote teachers with classroom management in the virtual environment; strategies to assist the learning coach address targeted behaviors (disruption, non-compliance, inattention, etc.)*

*Professional Development for Remote Learning and Digital Days:*

- *Distance Learning Playbook Canvas Training*
- *Virtual Core Instruction Power Pack Training for Remote Teachers*
- *Student Evidence Tracker Trainer*
- *FLVS Training*

*Social/Emotional/Mental Health Professional Development:*

- *Trauma-Informed Care Training*
- *Youth Mental Health First Aid*
- *Compassion Fatigue Training*
- *Mental Health Training*
- *Suite 360 Training*
- *Kognito*
- *Social and Emotional Online Training*

*In addition, support and professional development to school leaders and teachers is provided in the following ways:*

- *ESOL Resource Teachers provide face-to-face or virtual training for classroom teachers on appropriate lesson adaptation of standards-based content and how to use the ELL Plan and the student’s English proficiency level to implement ESOL instructional strategies.*
- *ESOL Resources Teachers will also offer support to classroom teacher through a push-in model.*
- *Schools with 15 or more same language ELLs are allocated a bilingual ESOL interpreter to aid the classroom teacher with instructional support and to assist with interpretation for parent conferences as needed.*
- *MTSS Trainings for School Leadership Teams*

**7. How are you supporting the social and emotional well-being of students, their parents/caregivers, and teachers during school closures?**

*Social/Emotional supports by way of:*

- *Assignment to CDAC counselor*
- *Assignment to a Certified School Counselor*
- *Military Counselor*

- *Teacher/Peer Mentor*

*Social/Emotional/Mental Health Professional Development:*

- *Trauma-Informed Care Training*
- *Youth Mental Health First Aid*
- *Compassion Fatigue Training*
- *Mental Health Training*
- *Suite 360 Training*
- *Kognito*
- *Social and Emotional Online Training*

**8. How are you maintaining regular communication with students and families – particularly the most vulnerable – during school closures?**

*District expectations regarding communication with students and families occurs daily and weekly through teachers and school staff (to include all counselors) via virtual meetings, phone calls, home visits (when applicable), and written correspondence. The district's webpage and social media platforms relay pertinent information for parents and students to include a plethora of resources.*

**9. How are you measuring student progress to ensure students and families have an accurate picture of student performance for this school year?**

*With frequent progress monitoring, the district will identify students (to include ELL students and those with IEPs) who may have regressed during school closures or during the fall term. Districtwide progress monitoring will occur three times per school year to identify those students who are not meeting grade level standards. Tier 2 students who are not meeting grade-level standards and who are experiencing achievement gaps will be progress monitored no less than once every thirty days. Students identified as Tier 3 students will be progress monitored at least once per week.*

**10. How are you supporting all high school students, especially seniors, in staying on track to graduate and preparing for college and career?**

*The district provides robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district provides progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system to include high school students and course tracking. The district continues to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.*

## PART IV: GENDER EQUITY IN ATHLETICS

All school districts are required to submit data for each school's athletic program to ensure compliance with Title IX and the Florida Educational Equity Act (FEEA). Any school deemed out of compliance is required to submit a Corrective Action Plan. A Compliance Verification Form, signed and dated by the Superintendent, indicating whether or not the district is in compliance, is included in this section of the Annual Update.


### A. Athletics Compliance Verification

#### Athletic Compliance Verification Form

District: **Santa Rosa County**

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

6/25/21  
Date

## B. Athletic Participation Monitoring Forms

Central School  
Principal: Sean Twitty

### 2020-21 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: Central	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	10	0	10	Baseball	1	13	0	0	13
Basketball	12	13	25	Basketball	2	25	2	20	45
Cross Country	3	3	6	Cross Country		0		0	0
Flag Football/ Football	0	0	0	Flag Football/ Football	0	0	0	0	0
Golf	6	0	6	Golf	0	0	0	0	0
Soccer	0	0	0	Soccer	0	0	0	0	0
Softball	0	12	12	Softball	0	0	1	11	11
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0	0
Tennis	0	0	0	Tennis	0	0	0	0	0
Track and Field	22	23	45	Track and Field	0	0	0	0	0
Volleyball	0	14	14	Volleyball	0	0	0	20	20
Wrestling	0	0	0	Wrestling	0	0	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0	0	0
Total Varsity Participants	53	65	118	Total JV Participants	38			51	89
% of Varsity Participants	45%	55%	100%	% of JV Participants	43%			57%	100%
Total Student Enrollment by Gender 2020-21	223	212	435	Total Student Enrollment by Gender 2020-21	223			212	435
% 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%.



2020-21 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: Gulf Breeze	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	15	0	15	Baseball	2	32	0	0	32
Basketball	12	13	25	Basketball	2	23	2	19	42
Cross Country	29	36	65	Cross Country	0	0	0	0	0
Flag Football/ Football	42	17	59	Flag Football/ Football	2	61	1	7	68
Golf	15	7	22	Golf	0	0	0	0	0
Soccer	22	21	43	Soccer	2	37	2	25	62
Softball	0	12	12	Softball	0	0	2	17	17
Swimming/Diving	17	19	36	Swimming/Diving	0	0	0	0	0
Tennis	8	12	20	Tennis	1	16	1	14	30
Track and Field	39	38	77	Track and Field	0	0	0	0	0
Volleyball	0	13	13	Volleyball	0	0	2	28	28
Wrestling	32	4	36	Wrestling	0	0	0	0	0
Weightlifting	26	16	42	Weightlifting	0	0	0	0	0
Lacrosse	26	21	47	Lacrosse	1	27	1	21	48
Total Varsity Participants	283	229	512	Total JV Participants	196		131		327
% of Varsity Participants	55%	45%	100%	% of JV Participants	60%		40%		100%
Total Student Enrollment by Gender 2020-21	952	883	1835	Total Student Enrollment by Gender 2020-21	952		883		1835
% Student Enrollment by Gender 2020-21	52%	48%	100%	% Student Enrollment by Gender 2020-21	52%		48%		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%.



2020-21 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: Jay	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	14	0	14	Baseball	2	30	0	0	30
Basketball	14	10	24	Basketball	2	30	2	25	55
Cross Country	6	4	10	Cross Country	0	0	0	0	0
Flag Football/ Football	34	0	34	Flag Football/ Football	1	19	0	0	19
Golf	10	2	12	Golf	0	0	0	0	0
Soccer	0	0	0	Soccer	0	0	0	0	0
Softball	0	14	14	Softball	0	0	2	19	19
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0	0
Tennis	8	16	24	Tennis	0	0	0	0	0
Track and Field	32	24	56	Track and Field	0	0	0	0	0
Volleyball	0	12	12	Volleyball	0	0	2	25	25
Wrestling	0	0	0	Wrestling	0	0	0	0	0
Weightlifting	14	33	47	Weightlifting	0	0	0	0	0
Competitive Cheer	0	12	12						
Total Varsity Participants	132	127	259	Total JV Participants	79			69	148
% of Varsity Participants	51%	49%	100%	% of JV Participants	53%			47%	100
Total Student Enrollment by Gender 2020-21	226	207	433	Total Student Enrollment by Gender 2020-21	226			207	433
% Student Enrollment by Gender 20-21	52%	48%	100	% Student Enrollment by Gender 20-21	52%			48%	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%.

B. H. West 6/21/21



### 2020-21 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: Milton High	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	18	0	18	Baseball	1	20	0	0	20
Basketball	13	10	23	Basketball	2	27	1	10	37
Cross Country	21	11	32	Cross Country	0	0	0	0	0
Flag Football/ Football	48	0	48	Flag Football/ Football	2	87	0	0	87
Golf	7	9	16	Golf	0	0	0	0	0
Soccer	20	20	40	Soccer	1	22	1	16	38
Softball	0	17	17	Softball	0	0	1	18	18
Swimming/Diving	6	9	15	Swimming/Diving	0	0	0	0	0
Tennis	10	6	16	Tennis	0	0	0	0	0
Track and Field	42	34	76	Track and Field	0	0	0	0	0
Volleyball	0	15	15	Volleyball	0	0	2	34	34
Wrestling	17	0	17	Wrestling	0	0	0	0	0
Weightlifting	33	28	61	Weightlifting	0	0	0	0	0
Lacrosse	22	26	48	Lacrosse	1	26		0	26
Total Varsity Participants	257	185	442	Total JV Participants	182		78		260
% of Varsity Participants	58%	42%	100%	% of JV Participants	70%		30%		100%
Total Student Enrollment by Gender 2020-21	1024	855	1879	Total Student Enrollment by Gender 2020-21	1024		855		1879
% Student Enrollment by Gender 20-21	54%	46%	100%	% Student Enrollment by Gender 20-21	54%		46%		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%.

*Timothy Short* 6/21/21

### 2020-21 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: Pace High	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	17	0	17	Baseball	2	25	0	0	25
Basketball	12	10	22	Basketball	2	21	2	13	34
Cross Country	34	18	52	Cross Country	0	0		0	0
Flag Football/ Football	61	24	85	Flag Football/ Football	2	73	1	13	86
Golf	14	7	21	Golf	0	0		0	0
Soccer	17	20	37	Soccer	1	21	2	36	57
Softball	0	13	13	Softball	0	0	2	26	26
Swimming/Diving	13	17	30	Swimming/Diving	0	0		0	0
Tennis	9	11	20	Tennis	0	0	0	0	0
Track and Field	96	50	146	Track and Field	0	0	0	0	0
Volleyball	0	10	10	Volleyball	0	0	2	17	17
Wrestling	27	1	28	Wrestling	0	0	0	0	0
Weightlifting	55	51	106	Weightlifting	0	0	0	0	0
Lacrosse	0	0	0	Lacrosse	0	0	0	0	0
Total Varsity Participants	355	232	587	Total JV Participants	140		105		245
% of Varsity Participants	60%	40%	100%	% of JV Participants	57%		43%		100%
Total Student Enrollment by Gender 2020-21	1016	995	2011	Total Student Enrollment by Gender 2020-21	1016		995		2011
% Student Enrollment by Gender 2020-21	51%	49%	100%	% Student Enrollment by Gender 2020-21	51%		49%		100%

*Stephen Shell*  
Principal, Pace High School

## C. Corrective Action Plans

### Corrective Action Plan

District: Santa Rosa County

School Name: Gulf Breeze High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Varsity Teams 55% Male 45% Female  Non-Varsity 60% Male 40% Female	<ol style="list-style-type: none"> <li>1. Advertise to communicate current female programs available to students.</li> <li>2. During the annual incoming freshman orientation, show case female athletic opportunities.</li> <li>3. Continue our "No Cut" Policy in Girls Swim &amp; Dive, Girls Cross Country, Girls Weightlifting, Girls Track &amp; Field, and Flag Football programs.</li> <li>4. Adding Competitive Cheer to our list of programs for our student-athletes.</li> <li>5. Investigate the practicality of starting a Girls Bowling program at Gulf Breeze High School.</li> </ol>	<ol style="list-style-type: none"> <li>1. Matthew S. Alt Athletic Director (850) 916-4100</li> <li>2. Matthew S. Alt Athletic Director (850) 916-4100</li> <li>3. Matthew S. Alt Athletic Director (850) 916-4100</li> <li>4. Matthew S. Alt Athletic Director (850) 916-4100</li> <li>5. Matthew S. Alt Athletic Director (850) 916-4100</li> </ol>	<p>2021-2022</p> <p>2021-2022</p> <p>2021-2022</p> <p>2021-2022</p> <p>2021-2022</p>

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



Signature, Principal

6/16/21

Date



Signature, Superintendent

6/25/21

Date

\* Added 9<sup>th</sup> Grade Girls Soccer for 20-21 season

Daniel F. Brothers  
Principal

675 Gulf Breeze Pkwy

Gulf Breeze, FL 32561



Matthew S. Alt  
Athletic Director

(850) 916-4106

Fax: (850) 916-4109

### 2020-2021 Junior Varsity/9<sup>th</sup> Grade Girls Soccer Schedule

<u>Date</u>	<u>Opponent</u>	<u>Site</u>	<u>9<sup>th</sup> Grade</u>	<u>JV</u>
Nov. 17 (Tues)	Tate	Away	5:30 PM	
Nov. 19 (Thurs)	West Florida	Away	5:30 PM	
<b>Nov. 21 (Sat)</b>	<b>Fort Walton Beach</b>	<b>Home</b>		<b>11:00 AM</b>
<b>Nov. 24 (Tues)</b>	<b>Tate</b>	<b>Home</b>		<b>5:30 PM</b>
Dec. 1 (Tues)	Arnold	Away		5:00 PM
Dec. 2 (Wed)	Fort Walton Beach	Away	5:00 PM	
Dec. 4 (Fri)	Navarre JV Tournament	NYSA	TBA	TBA
Dec. 5 (Sat)	Navarre JV Tournament	NYSA	TBA	TBA
<b>Dec. 8 (Tues)</b>	<b>West Florida</b>	<b>Home</b>		<b>5:30 PM</b>
<b>Dec. 10 (Thurs)</b>	<b>Navarre 9<sup>th</sup></b>	<b>Home</b>	<b>6:00 PM</b>	
Dec. 14 (Mon)	Pace	Away	5:30 PM	
<b>Dec. 15 (Tues)</b>	<b>West Florida</b>	<b>Home</b>	<b>6:00 PM</b>	
Dec. 17 (Thurs)	Navarre 9 <sup>th</sup>	Away	6:00 PM	
<b>Dec. 18 (Fri)</b>	<b>Navarre</b>	<b>Home</b>		<b>5:30 PM</b>
Dec. 21 (Mon)	Navarre	Away		5:30 PM
<b>Jan. 4 (Mon)</b>	<b>Pace 9<sup>th</sup></b>	<b>Home</b>	<b>6:00 PM</b>	
Jan. 6 (Wed)	Niceville	Away		5:00 PM
<b>Jan. 8 (Fri)</b>	<b>FSU</b>	<b>Home</b>	<b>4:00 PM</b>	
Jan. 9 (Sat)	Biloxi	Away		6:00 PM
Jan. 19 (Tues)	West Florida	Away	6:00 PM	
Jan. 21 (Thurs)	Navarre	Away		5:30 PM
<b>Jan. 22 (Fri)</b>	<b>Pace</b>	<b>Home</b>	<b>5:30 PM</b>	
<b>Jan. 25 (Mon)</b>	<b>Pensacola High</b>	<b>Home</b>	<b>5:30 PM</b>	
<b>Jan. 28 (Thurs)</b>	<b>Niceville</b>	<b>Home</b>		<b>5:30 PM</b>

**Bold type – HOME Game**

Head Coach: Jeff Klug

Head JV Coach: Albert Gatica

Assistant Coach: Katelyn Burkhart

Trainer: Shelby Troxell

Managers: Kylie Gillis

Volunteers: Louie Sahin, Taylor Burkhart

Updated 10/30/20

## Corrective Action Plan

District: Santa Rosa County

School Name: Jay High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Jay High School Athletic Department has a concerted plan in place to increase the participation in our girls' athletic programs.	Jay High School Athletics plans to address the deficiencies in our program through recruitment of our current 7 <sup>th</sup> -12 <sup>th</sup> grade female athletes. We will also continue to grow our newly established Girls Golf team, increasing participation in Girls Cross Country and Girls Track and Field.	Jay High Athletic Director- Hank Hullett  Jay High School  3741 School St, Jay, FL 32565  Work-850-675-4507  Cell- 850-665-1291	The Athletic Director will monitor our female athlete participation numbers specifically during the three sport seasons (fall, winter, spring). We will make a strong push to increase female participation.

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

B. H. W. I. #

Signature, Principal

6/17/21

Date

[Signature]

Signature, Superintendent

6/25/21

Date



APPROVED IN SESSION

\* JAY H.S. Added 9th grade Volleyball  
for 20-21 season

SEP 10 2020

Jay High School

Lady Royals Volleyball 2020

(revised 8/24)

DATE	TIME	OPPONENT	LOCATION
9/14	Freshmen 4:00 JV 5:00 V 6:00	Flomaton	Home
*9/15	Freshmen 4:00 JV 5:00 Varsity 6:00	Laurel Hill	Home
*9/17	Freshmen 4:00 JV 5:00 V 6:00	Baker	Home
*9/18	Freshmen 4:00 JV 5:00 Varsity 6:00	Laurel Hill	Away
9/21	Freshmen 4:00 JV 5:00 Varsity 6:00	Flomaton	Away
*9/22	Freshmen 3:30 JV 4:30 Varsity 5:30	Central	Away
9/23	Varsity 4:00	T.R. Miller	Home
*9/24	JV 4:30 Varsity 5:30	Northview	Home
9/26	Tri-Match (Varsity Only)	2:00 Jay vs. MHS 3:00 MHS vs. Rocky Bayou 4:00 Jay vs. Rocky Bayou	Home
9/28	Freshmen 4:00 JV 5:00 Varsity 6:00	W.F.B. Academy	Away
*9/29	JV 4:30 Varsity 5:30	Northview	Away
*9/30	Freshmen 3:30 JV 4:30 Varsity 5:30	Central	Home
*10/1	Freshmen 4:00 JV 5:00 Varsity 6:00	Baker	Away
**10/5	JV 5:00 Varsity 6:00	PCA	Home
10/6	Tri-Match (Varsity Only)	5:00 Jay vs. Straughn 6:00 Jay vs. TR Miller	Away-T.R. Miller
10/8	Freshmen 4:00 JV 5:00 Varsity 6:00	W.F. Baptist	Home
10/12-10/16 Districts	TBA	TBA	@ JAY
10/27 Regional Semifinals	TBA	TBA	TBA
10/31 Regional Finals	TBA	TBA	TBA
11/7 State Semifinals	TBA	TBA	TBA
11/13-14 State Championships	TBA	TBA	TBA

Principal: Stephen Knowlton  
Vice Principal: Wesley Underwood  
Athletic Director: Lance Youngblood  
SRC: Guy Zican  
Varsity Coach: Carey Locklin  
JV Coach: Jamie Gavin  
Freshmen Coach: Kolby Bray  
\*District Match \*\*Senior Night

**REVISED**  
2-22-21

\* Added 9th Grade Softball

# Jay High School

APPROVED IN SESSION

## 2021 Lady Royals Softball Schedule

MAP 8 2021  
SANTA ROSA SCHOOL BOARD  
SUPERINTENDENT

Date	Opponent	Place	9th	JV	Varsity
Feb. 10	Milton (Pre-Season)	PACE			4:00
Feb. 12	Pace (Pre-Season)	PACE			6:00
Feb. 23	Freeport	Away		4:30	6:30
Feb. 25	Crestview	Home		4:30	6:30
Feb. 26	Central	Away			6:00
March 2	Gulf Breeze	Home		4:30	6:30
March 5-6	Border Wars	Panama City		TBA	
March 11	Northview	Home	4:00		6:00
March 12	Baker	Home	4:00		6:00
March 19-20	WS Neal JV Tournament			TBA	
March 22	Central	Home		6:00	
March 25	Laurel Hill	Away	4:00		6:00
March 26	Baker	Away	4:00		6:00
March 29	Central	Away		6:00	
March 30	Paxton	Away	4:00		6:00
April 1	Poplar Springs	Home	5:00		7:00
April 5	Flomaton	Home			5:00
April 6	Pace	Home		5:00	7:00
April 8	Flomaton	Away			5:00
April 9	Laurel Hill	Home	4:00		6:00
April 12	Crestview	Away		4:30	6:30
April 13	Central	Home			6:00
April 15	Paxton	Home		4:00	6:00
April 16	Northview	Away		4:00	6:00
April 20	Gulf Breeze	Away		4:30	6:30
April 22	Freeport	Home	4:30		6:30
April 23	Pace	Away		5:00	7:00
April 26-29	District Tournament @ Baker				TBA

Head Coach: Jeremy Lowery

Assistant Coach: Brian Watson JV Coach: Lexi Worrell

9th grade: Mindy Jordan

Principal: Stephen Knewlton

Asst. Prin.: Wes Underwood

Athletic Director: Lance Youngblood

Athletic Trainer: Caiti Weber

SRO: Guy Zicari

\*\* All game times, dates and locations are subject to change. \*\*



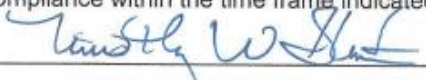
## Corrective Action Plan

District: Santa Rosa County

School Name: Milton High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
<p>To increase Female Participation, especially at the JV/9th levels</p> <p>Limit the number of male participants through removal of teams or having potential participants cut from teams.</p>	<p>1) Work to add the following teams through recruitment of programs:</p> <p>A) Varsity Girls Cross Country, Varsity Girls Weightlifting, and Varsity Girls Track.</p> <p>B) JV Girls Lacrosse, JV Girls basketball, and 9<sup>th</sup> grade softball.</p> <p>2) Investigate the readiness and need to add Flag Football (as it conflicts with fairly new lacrosse program).</p> <p>3) Limit participation in several boys varsity sports through roster limits that mirror the FHSAA regulations by having some participants cut rather than everybody making the team (Varsity boys soccer, JV boys soccer and boys lacrosse).</p>	<p>Tim Short Principal <a href="mailto:shortt@santarosa.k12.fl.us">shortt@santarosa.k12.fl.us</a> (850) 983-5600</p> <p>George Blake Athletic Director <a href="mailto:Blakeg@santarosa.k12.fl.us">Blakeg@santarosa.k12.fl.us</a> (850) 983-5600</p>	<p>2021-22 School year</p>

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

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

4/18/21  
\_\_\_\_\_  
Date

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

6/25/21  
\_\_\_\_\_  
Date

## Corrective Action Plan

District: Santa Rosa County

School Name: Navarre High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
The percentage of females participating in varsity and junior varsity sports must be equal to our school population	<p>We will continue to actively promote female athletic opportunities by visiting our feeder middle schools to provide knowledge of female programs that we offer in an effort to recruit new participants.</p> <p>We will offer summer camp opportunities for fall, winter, and spring sports to attract more female athlete participation.</p> <p>We will continue to spark interest and increase the participation of 9<sup>th</sup> and JV female teams in order to build our programs and recruit new participants.</p> <p>There will be no Remote Learning option next school year, which should provide for more female athletes to be present on campus.</p>	<p>Kasie Windfelder – Principal</p> <p>Scott Murphy – Athletic Director</p> <p>Brian Howell – Assistant Principal</p>	2021-22

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

Kasie Windfelder  
Signature, Principal

6/21/21  
Date

Dr. Tim A. Barr  
Signature, Superintendent

6/25/21  
Date

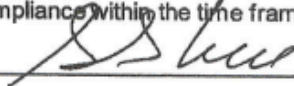
## Corrective Action Plan

District: Santa Rosa County


School Name: Pace High

(1)	(2)	(3)	(4)
Gender Equity in Athletics Component	Planned Actions to Address Deficiencies Found in Athletics	Responsible Person(s) and Contact Information	Timelines
<p>Prong-1</p> <p>Participation opportunities.</p> <p>Pace High provides 10 male and 11 female sports teams.</p> <p>Prong- 2</p> <p>Deficiency in Girls vs Boys playing sports.</p> <p>We do have a deficiency in this area. Part of the problem was the Pandemic Year. Many female students were not in attendance.</p>	<p>Prong 1 – No action required</p> <p>Prong 2-</p> <p>1) Next year students will not have the option to stay at home for remote learning. We will have more female students.</p> <p>2) We will visit our feeder program middle schools to recruit female participation in sports.</p> <p>3) We will provide summer camps and activities for female sports to entice more participation</p> <p>4) We will continue with our no cut policy for female sports when feasible.</p> <p>5) We will continue to search and hire qualified female coaches for female sports.</p> <p>6) We are looking at adding more girl sport opportunities.</p>	<p>Principal- Stephen Shell</p> <p><a href="mailto:Shells@santarosa.k12.fl.us">Shells@santarosa.k12.fl.us</a></p> <p>Pace High</p> <p>850-995-3600</p>	<p>Timelines</p> <p>1) 8/10/21</p> <p>2) 5/21/22</p> <p>3) On going</p> <p>4) On going</p> <p>5) On going</p> <p>6) On going</p>

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

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

6-22-21  
 \_\_\_\_\_  
 Date

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

6/25/21  
 \_\_\_\_\_  
 Date

## PART V: EMPLOYMENT EQUITY

- A. The Annual Update requires school districts to report disaggregated data for district-level administrators, principals, assistant principals, teacher and guidance counselors, in these positions. The following shows data for FY 2020-2021.**

District: <u>Santa Rosa</u>		2020-21 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	28,625	2,964 (10.4%)	2,330 (8%)	26,158 (91.4%)	2,535 (8.9%)	13,719 (48%)	14,906 (52%)
District-Level Administrators	34	1 (3%)	0 (0%)	31 (91%)	2 (6%)	21 (64%)	12 (36%)
Principals	35	1 (2.8%)	0 (0%)	32 (91.4%)	1 (2.8%)	19 (54%)	16 (46%)
Asst. Principals	40	2 (5%)	1 (2.5%)	33 (82.5%)	2 (5%)	26 (65%)	14 (35%)
Teachers	2033	52 (2.6%)	33 (1.6%)	1891 (93%)	57 (2.8%)	1668 (83.4%)	333 (16.6%)
Guidance Counselors	59	4 (6.7%)	0 (0%)	54 (91.5%)	1 (1.8%)	57 (96.6%)	2 (3.4%)

**B. Review of the employment data.**

*There is an underrepresentation of male teachers, male district level positions, male assistant principals, and male guidance counselors. In addition to this, our Hispanic and Other population is also underrepresented regarding employment.*

**C. The following are employment/recruitment methods and strategies for increasing minority representation:**

*Recruitment of minorities and males is an ongoing strategy that is used in our district. However, as we see fewer people going into education the decrease in the number of males continues. Our district has recently established an Equity and Diversity Committee. One of the subcommittees will be focusing on our diversity and equity in staffing. One of our priorities this year will be to attend job fairs at HBCUs to try and recruit more minority applicants/teachers. Additionally, we have revised our administrative application system to no longer require applicants to be part of a “pool” before applying for administrative positions. We believe this practice will be less exclusive and have hopes that it will allow for a more diverse applicant group.*

## PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Santa Rosa County School District does not operate any single-sex schools or classes.

## PART VII: PREGNANT AND PARENTING STUDENTS

### Pregnant and Parenting Students

- 1. How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma? How are ancillary services (such as childcare, health care, social services, parent education, and transportation) provided?**

*The Teenage Parent Program (TAPP) has been established to help at risk pregnant or parenting school age students to remain in school and continue their educational opportunities for a regular high school diploma. This opportunity is available at the regular school site with a Student Support and Assistance Plan. This program is designed to prevent pregnant or parenting students from dropping out of school by providing them with necessary childcare and ancillary support services to remain in school. Students will continue with the regular schedule of classes. Prenatal/parenting classes will be required of all students including child growth and development, methods for aiding in the intellectual language, physical and social development of children, and guidance in constructive play activities, sexual abstinence and consequences of subsequent pregnancies. A program plan for a regular high school diploma will be established for each student. Individualized counseling and career planning assistance will be available for each student. An individual Student Support and Assistance Plan will be developed for each student. Students exercising the GED Exit Option will continue to be enrolled in classes for credit and mastery of student performance standards will be documented. Supplemental test taking instruction and materials may be provided. The administration of the GED test shall occur no sooner than March of the year of graduation. A standard district high school diploma will be awarded for those who successfully pass the GED and have met the other GED Exit Option requirements.*

*Counseling services are provided by the school counselor and/or counselors from community agencies such as The Avalon Center. A school-based childcare unit licensed by the Department of Children and Families is operated by district personnel at the Locklin Technical Center program site for a specific number of eligible children, as many parenting students are enrolled in vocational classes for a portion of the day. Additional childcare needs are met through contracted services. Bus transportation for eligible students and their eligible children is provided by the school district, if needed. Health care services such as prenatal/postnatal care, health care, immunizations, nutrition, family planning, and follow-up visits for eligible students and their eligible children is provided by the Santa Rosa County Health Department and other agencies. The school counselor assists each student in determining eligibility and referrals to appropriate agencies. Social services are coordinated through the program counselor to include referrals for economic assistance through the Department of Children and Families and counseling through appropriate agencies.*

All Dropout Prevention Programs of the Santa Rosa Schools coordinate with other school programs and appropriate agencies to provide services and meet the needs of students to ensure success in school. As needed, the staff works with the Department of Children and Families, Healthy Start, Lutheran Ministries, the Santa Rosa County Health Department, and similar agencies to coordinate the provision of services to students.

### Student Support and Assistance Plan:

<https://sites.santarosa.k12.fl.us/stuserv/files/TAPP/Form%20A%20-%20Student%20Support%20and%20Assistance%20Plan%2014-15.pdf>

Form #63-02-04A

### STUDENT SUPPORT AND ASSISTANCE PLAN

Subject: \_\_\_\_\_ Student Name: \_\_\_\_\_

INSTRUCTIONAL OBJECTIVES	RESULTS		COMMENTS
	MET	NOT MET	
Improve grades			
Pass the course			
Improve attendance			
Reduce discipline referrals			
Improve on-task behaviors			
Increase academic achievement			

SERVICES PROVIDED
Transportation for parent/child
Health services
Child care
Counseling
Consultation w/school-based staff
Tutoring
Social services
Home visits

EVALUATION PROCEDURES
Evaluate grades
Monitor attendance
Conference with student
Evaluate report cards
Monitor discipline reports
Classroom observations
Consult with teachers

Subject: \_\_\_\_\_

INSTRUCTIONAL OBJECTIVES	RESULTS		COMMENTS
	MET	NOT MET	

SERVICES PROVIDED
Transportation for parent/child
Health services
Child care
Counseling
Consultation w/school-based staff
Tutoring
Social services
Home visits

EVALUATION PROCEDURES
Evaluate grades
Monitor attendance
Conference with student
Evaluate report cards
Monitor discipline reports
Classroom observations
Consult with teachers



2. If the district operates a separate program for pregnant and parenting students, how are students informed of the different curricula, services, or other options available through the program versus what is available at their home school? Please attach brochure(s) used to inform pregnant and parenting students of their educational options.

*The Santa Rosa County School District utilizes the traditional school program model. Pregnant and parenting students are encouraged to remain in their home school and continue their educational opportunities for a regular high school diploma. Students may select a GED Exit Option. Students who choose the GED option will continue to be enrolled in courses for credit and mastery of student performance standards.*


*TAPP Brochure:*

### What Is TAPP?

TAPP is an acronym for Teenage Parent Program. The TAPP program is designed to provide comprehensive and ancillary services to facilitate the parents' completion of high school.

### Who Is Eligible?

A teen parent, who meets the compulsory school attendance age range, who is a resident of Santa Rosa County and enrolled in a Santa Rosa County District School, is eligible to access services through the Santa Rosa County School's Teenage Parent Program.





### Services Offered

- ▶ Curriculum/Counseling in parenting, pregnancy health, child growth and development, etc.)
- ▶ Child Care
- ▶ Access to Health Care
- ▶ Social Service Agency Access
- ▶ Assistance with make-up work assigned due to pregnancy-related absences
- ▶ Graduation Planning

### TAPP

### Teenage Parent Program







Education - the building blocks for the future.

### For Information Contact:

- ♦ Your school guidance counselor
- ♦ Your school nurse
- ♦ Student Services Department (850) 983-5052

**Santa Rosa County District Schools**  
**Milton, Florida**  
**850-983-5052**

Revised 5/2019

<p><b>What is The Santa Rosa County Schools' Teenage Parent Program?</b></p> <p>The Santa Rosa County School Districts' Teenage Parent Program (TAPP) is accessed at each student's home school site. TAPP provides assistance to meet the needs of school-age students living in Santa Rosa County who are pregnant or who are teen mothers or fathers. Children of teen parents receiving TAPP services are also eligible for services through TAPP.</p> <p>This program is designed to help the students who are pregnant or parenting students remain in school to earn a high school diploma.</p> <p>Classes in child care, child growth and development, nutrition and parenting classes are offered. The program offers auxiliary services that include childcare, health care and transportation.</p>	<p><b>Goals of the TAPP Program</b></p> <ul style="list-style-type: none"> <li>♦ Teen Parents will complete course work and receive a high school diploma.</li> <li>♦ Teen Parents' literacy skills will improve.</li> <li>♦ Teen Parents will have reduced dependence on public assistance as educational levels increase.</li> </ul> <div style="text-align: center;">  <p><b>From the Beginning to the End ... TAPP can be there!</b></p>  </div>	<p><b>Your Rights ...</b></p> <ul style="list-style-type: none"> <li>• <b>Continued Education</b> Earn a high school diploma.</li> <li>• <b>Health Services</b> Early education and health care services for you and your child is provided during the hours when you are earning credit towards a high school diploma.</li> <li>• <b>Social Services</b> Social Services may include: Referral Services; counseling and coordination with appropriate social service agencies (food stamps, AFDC, Medicaid) for you and your child.</li> <li>• <b>Transportation</b> Transportation for you and your child will be provided from your home to your school and to the child's early care program regardless of the distance involved.</li> </ul>
---	--	--

Revised 5/2019

**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?**

*School counselors receive information at the beginning of the year Student Services Training. The Student Services district page contains a link to the TAPP page. Students and Counselors have access to the page. The page contains a wealth of information about the program such as:*


- *Teenage Parent Program Summary*
- *TAPP Resource Manual*
- *TAPP Instructions*
- *Enrolling a Child of a Teenage Parent*
- *Sample TAPP letter*
- *TAPP Parent-Student Placement Form*
- *TAPP Child-Student Placement Form*
- *Student Support and Assistance Plan Form*
- *Record of Services Form*
- *Ancillary Services Forms for Child Care and Health Services*
- *TAPP Parent-Student Evaluation Form*



*In addition, the Santa Rosa County School District employs a secondary school counselor on special assignment to aid counselors.*

*District Website: <https://sites.santarosa.k12.fl.us/stuserv/tapp.html>*

### Teenage Parent Program (TAPP)



#### TAPP Information

Teenage Parenting Program Summary  
Statute 1003.34  
TAPP Resource Manual  
TAPP Instructions  
Enrolling the Child of a Teenage Parent  
Sample TAPP Letter

#### TAPP Provider Listing

Early Learning Coalition Offices:  
**Milton** - 6555 Caroline Street Milton, FL 32570  
Phone: (850) 983-5313  
**Gulf Breeze** - 3188 Gulf Breeze Parkway  
Gulf Breeze, FL 32563  
Phone: (850) 916-5415

#### Forms (For School Use & Retention):

TAPP Letter  
TAPP Checklist for Compliance  
TAPP Parent - Student Placement Form  
TAPP Child - Student Placement Form  
Student Support & Assistance Plan Form  
Record of Services Form B - Example  
Record of Services Form B  
Ancillary Services Form C- Child Care  
Ancillary Services Form D - Health Services  
TAPP Parent - Student Evaluation Form

#### Forms (Return to Early Learning Coalition):

[2018-2019/Instructions Reporting Expenditures TAPP Attch A 2018-2019.pdf](#)  
[2018-2019 TAPP Supplemental Form Attachment B](#) (Copy to Early Learning Coalition & Student Services Office)  
In the right hand corner check New for New Enrollment  
In the right hand corner check Update for students who are Withdrawing (Write Withdraw on Form)  
Be Sure to notify the Student Services Offices when a student withdraws.  
TAPP School Case Manager Section 1 & 2  
Copy to Student Service Office after Early Learning Coalition completes

## Appendix A: 2020-2021 Course Enrollment Data



### Students Enrolled in AP, IB, and AICE Grades 9-12

#### 2020-21, Final Survey 2

\*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).

District #	District Name	White			Black or African American			Hispanic/Latino			White Male			Black or African American Male			Hispanic/Latino Male			District-Wide			ELL (LY)		
		Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent
57	SANTA ROSA	1,190	7,024	16.9%	32	446	7.2%	122	687	17.8%	490	3,640	13.5%	11	239	4.6%	56	357	15.7%	1,505	9,052	16.6%	3	45	6.7%



### Dual Enrolled Students (excludes early admission students)

#### 2020-21, Final Survey 2

\*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).

District #	District Name	White			Black or African American			Hispanic/Latino			White Male			Black or African American			Hispanic/Latino Male			District-Wide			ELL (LY)		
		Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent
57	SANTA ROSA	1,081	7,024	15.4%	37	446	8.3%	84	687	12.2%	479	3,640	13.2%	17	239	7.1%	43	357	12.0%	1,320	9,052	14.6%	1	45	2.2%



### Students Enrolled in Level 3 Courses (including AP, IB, AICE and DE Courses)

#### 2020-21, Final Survey 2

\*To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).

District #	District Name	White			Black or African American			Hispanic/Latino			White Male			Black or African American Male			Hispanic/Latino Male			District-Wide			ELL (LY)		
		Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent	Enrolled	Total	Percent
57	SANTA ROSA	3,624	7,024	51.6%	145	446	32.5%	356	687	51.8%	1,655	3,640	45.5%	59	239	24.7%	165	357	46.2%	4,583	9,052	50.6%	20	45	44.4%

## Appendix B: Santa Rosa County School Board Policy 2.70

### CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

#### PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT

2.70\*

- I. Policy Against Discrimination
  - A. The School Board of Santa Rosa County, Florida prohibits all forms of unlawful discrimination against students, employees and other persons in all aspects of the District's programs, activities and operations. The term "unlawful discrimination" encompasses any unlawful policy, practice, conduct, or other unlawful denial of rights, benefits, or privileges that is based on any legally protected status or classification under applicable federal, state, or local law including but not limited to race (including anti-Semitism), color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information. Various state and federal laws establish the actions that do (and do not) constitute unlawful discrimination with respect to each protected status or classification. Where applicable, unlawful harassment that is based on a legally-protected status is one form of unlawful discrimination.
  - B. The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons or organizations protected by applicable law.
  - C. The School Board shall admit students to District Schools, programs, and classes without regard to race (Including anti-Semitism), color, religion, gender, age, national or ethnic origin, marital status, sexual orientation, political or religious beliefs, disability, handicap or any other distinguishing physical or personality characteristics.
  - D. The School Board prohibits retaliation by any District personnel against a person for reporting, filing or being a witness in a discrimination (including harassment) charge, complaint, investigation or lawsuit associate or in connection with this policy.
  - E. Established grievance procedures and appropriate discrimination complaint forms are available from the Office of Civil Rights & Equity (Professional Standards), Student Support Services or the Equity Coordinator at each school/district office. Complaints/inquiries regarding compliance with these regulations may be submitted in writing to:
    - 1. For Employee - Office of Civil Rights and Equity Compliance at (Contact information\*)
    - 2. For Students – Student Support Services at (Contact information \*)
    - 3. Job applicants with disabilities requesting accommodations under the American with Disabilities Act (ADA) may contact Human Resources at (Contact information\*)

## **CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION**

- 4. Current School District employees with disabilities requesting accommodations under the ADA may contact Professional Standards at (Contact Information)
- F. The Superintendent shall submit an annual equity report addressing the district's educational and employment practices as required by Florida's Educational equity Act.

### **II. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law**

The School Board desires to maintain an academic and work environment in which all employees, volunteers, vendors, and students are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents. The prohibition against sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities, and to all vendors or service providers who have access to School Board facilities.

### **III. EEO Officers**

- A. Students and Parents:  
Equal Educational Opportunity  
Assistant Superintendent for Curriculum, Instruction, and Assessment  
6032 Hwy. 90, Suite 201  
Milton, Florida 32570  
(850) 983-5040
- B. Employees, Volunteers, Others:  
Equal Employment Opportunity  
Assistant Superintendent for Human Resources  
6032 Hwy. 90, Suite 602  
Milton, Florida 32570  
(850) 983-5030

### **IV. Definitions**

## **CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION**

- A. Compliance Officer is the person designated by the School Board to receive complaints of harassment referred by the Title IX Coordinator and oversees the investigation of those complaints as described below.
- B. Sexual harassment prohibited by Title IX means conduct on the basis of sex that satisfies one or more of the following:
  - 1. An employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual's participation in unwelcome sexual conduct (quid pro quo).
  - 2. Any unwanted or unwelcome conduct that a reasonable person would find so severe, pervasive and objectively offensive that it denies a person equal educational access.
  - 3. Reports of sexual assault, dating violence, domestic violence and stalking, as defined in the federal Violence Against Women Act do not need to meet the description of severe, pervasive and objectively offensive.
- C. Prohibited sexual harassment includes, but is not limited to, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when
  - 1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
  - 2. Submission to or rejection of the conduct by an individual is used as the basis for employment or academic decisions affecting the individual.
  - 3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance or employment, unreasonably interfering with the individual's education or employment, or creating an intimidating, hostile, or offensive educational or employment environment.
  - 4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding any term or condition of employment, employment or academic benefits, or services, honors, programs, or activities available at or through the school.
- D. Types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to

## **CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION**

1. Graphic verbal comments about an individual's body or appearance.
2. Sexual jokes, notes, stories, drawings, pictures or gestures.
3. Sexual slurs, leering, threats, abusive words, derogatory comments or sexually degrading descriptions.
4. Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for sexual favors, including but not limited to repeated unwelcome requests for dates.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
7. Cornering or blocking normal movements.
8. Displaying sexually suggestive drawings, pictures, written materials, and objects in the educational environment.

### **V. Definition of Other Forms of Prohibited Harassment**

- A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race (including anti-Semitism), color, religion, gender, national or ethnic origin, age, disability, marital status, sexual orientation, political or religious beliefs, citizenship, pregnancy or genetic information or any other distinguishing physical or personality characteristic protected by law and that
  1. Has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment;
  2. Has the purpose or effect of interfering with an individual's work or academic performance; or
  3. Otherwise adversely affects an individual's employment or academic performance.



## **CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION**

- B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:
  - 1. Epithets, slurs or negative stereotyping; or
  - 2. Threatening, intimidating or hostile acts, such as physical acts of aggression against a person or his property; stalking; or
  - 3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the school or District office premises or circulated in the workplace or academic environment.
- VI. Procedures for Filing Complaint of Discrimination, Sexual Harassment, or Other Form of Illegal Harassment
  - A. Procedures for Filing Complaints
    - 1. Any person (or parent/guardian on behalf of a minor student) who believes that he or she has been discriminated against, or placed in a hostile environment on the basis of race, color, religion, gender, age, ethnicity, national origin, marital status, disability, political or religious beliefs, national or ethnic origin, pregnancy or any other distinguishing physical or personality characteristics by an employee, volunteer, agent or student of the School District should report the alleged harassment to the Title IX Coordinator or to any school personnel. The alleged harassment should be reported within sixty (60) days of alleged. To the extent possible, the complaint should set forth a description of the alleged discriminatory actions/harassment, the time frame in which the alleged discrimination occurred, the person or persons involved in the alleged discriminatory actions, and any witnesses or other evidence relevant to the allegations in the complaint. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to the Title IX Coordinator. The formal complaint must be resolved according to the federal regulations and District processes that specifically apply to such formal complaints; and
    - 2. After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by Title IX. If they may be, the Title IX Grievance

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

Process listed below is followed. If it does not meet the sexual harassment prohibited by Title IX, then the complaint is referred to the Compliance Officer who follows the procedures set forth below. The Title IX Coordinator will also determine whether the alleged harassment may also constitute criminal conduct and ensure that law enforcement officials are notified, if necessary. If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Children and Families.

3. The complaint should be filed with the School Principal, Site Administrator or Supervisor. Complaints filed with the Principal, Site Administrator, or supervisor must be forwarded to the District's EEO Officer (\*Equity or Professional Standards Coordinator) within five (5) days of the filing of the complaint. If the complaint is against the principal, ~~or~~ site administrator, or supervisor, the complaint may be filed directly with the EEO (\*Equity or Professional Standards coordinator) officer.
  4. If the complaint is against the District's EEO Officer, the Superintendent, or other member of the School Board, the complaint may be filed with the School Board Attorney.
- B. Procedures for Processing Complaints of Harassment
1. Complaints filed against persons other than the Equity Officer (Professional Standards Coordinator), Superintendent or member of the School Board.
    - a. Upon receipt of the written complaint by the District EEO/Equity Officer (Professional Standards Coordinator) Officer, the District EEO Officer shall appoint an investigator to conduct an investigation of the allegations in the complaint. The investigation may be conducted by school personnel or a third party designated by the school district. The investigation will be conducted within thirty (30) days. The investigator shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the person allegedly harassed. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources; take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation and make a



## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

recommendation to the District EEO/Equity Officer (Professional Standards Coordinator) Officer as to whether there is reasonable cause to believe a violation of the District's antidiscrimination policy has occurred. Copies of documents, evidence and witness statements which were considered in the investigation must be sent to the EEO officer along with the summary and recommendation.

- b. If the complaint is against the EEO officer, the School Board Attorney shall appoint an investigator, who shall conduct an investigation in the manner set forth in section V.B.1.a.
- c. The investigation, summary, relevant documents, witnesses' statements and recommendation should be completed and forwarded to the EEO Officer within thirty (30) days, or to the School Board Attorney within thirty (30) days, if the complaint is against the EEO Officer. The EEO Officer, or School Board Attorney, respectively, shall review the investigation summary, evidence and recommendation, and determine within ten (10) days whether there is reasonable cause to believe a discriminatory practice occurred.
- d. If the EEO Officer or School Board Attorney determines there is reasonable cause to believe a violation of the nondiscriminatory policy occurred, he or she shall within ten (10) days provide notice of the reasonable cause finding to the complainant and the accused. The EEO Officer or School Board Attorney shall then forward the investigatory file, reasonable cause determination, and all related documents and evidence, to the Superintendent.
- e. If the EEO Officer or School Board Attorney determines, after a review of the investigation, summary, recommendation and other evidence, that there is no reasonable cause to believe a discriminatory practice occurred, he or she shall provide within ten (10) days notice of the finding of no reasonable cause to the complainant and accused. The complainant may request a no reasonable cause finding by the EEO Officer or School Board Attorney be reviewed by the Superintendent within ten (10) days of receipt of this notice. The complainant shall provide a written statement detailing facts in support of his or her disagreement with the determination.
- f. The complainant will also be given an opportunity to meet with the Superintendent and EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney shall prepare a written memorandum summarizing the content of the

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

conference to be included in the complaint file. The Superintendent shall within ten (10) days of receipt of the notice make a final determination as to whether there is reasonable cause to believe a discriminatory practice occurred.

- g. If review by the Superintendent is not timely requested, the EEO Officer or School Board Attorney's determination of no reasonable cause shall be final.
- h. The accused may request, within ten (10) days of receipt of a notice of a finding of reasonable cause, that the determination be reviewed by the Superintendent. The request must include a written statement expressing the accused's position on the complaint and findings, and address any facts, statements or evidence which he or she submits are inaccurate. The accused will be given an opportunity to meet with the Superintendent and the EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney must within ten (10) days of receipt of the notice prepare a memorandum summarizing the content of the meeting to be included in the complaint file.
- i. If review by the Superintendent is not timely requested, the EEO Officer or School Board Attorney's determination of no reasonable cause shall be final.
- j. After providing the opportunity for an informal hearing as referenced in section V.B.1.h., the Superintendent shall evaluate all the evidence, the investigation summary, recommendations and findings, along with any input by the accused and complainant, and make a final determination as to whether there is reasonable cause to support the complainant's allegations. He or she shall then determine any necessary disciplinary, remedial, or other action. Notice of the final disposition of the complaint and any disciplinary and/or remedial action shall within ten (10) days of the informal hearing be forwarded to the accused and the complainant, and a copy of the notice will be filed with and maintained in the office of the District EEO Officer and the Personnel Director.
- k. All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.
- l. Employees may choose to pursue their complaints through the relevant employee grievance procedure instead of the complaint procedure in this policy.

## **CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION**

2. Complaints against School Board Members or against the Superintendent
  - a. Complaints against School Board Members or the Superintendent shall be filed with the School Board Attorney. The School Board Attorney will within twenty (20) days appoint an outside, independent investigator to conduct an investigation and make a recommendation as to whether a discriminatory practice has occurred. It is recommended, but not mandatory, that the investigator be an attorney familiar with federal and state law prohibiting discrimination on the basis of a protected status.
  - b. The complainant and accused shall be interviewed by the outside investigator. Both shall provide written lists of witnesses to be interviewed, and documents or other evidence to be reviewed as relevant to the complaint. The investigator shall interview all witnesses identified by the complainant or accused, in addition to witnesses with relevant knowledge which the investigator may discover from other sources. The investigator shall also review relevant documents and other evidence. The investigator shall within twenty (20) days of receiving the complaint prepare a written summary of his or her investigation, and a recommendation to the School Board Attorney as to whether there is reasonable cause to believe that a discriminatory practice may have occurred.
  - c. If reasonable cause is recommended by the investigator against a School Board Member or an elected Superintendent, the recommendation shall within twenty (20) days be forwarded to the Governor's office to determine if there is evidence that a misfeasance or malfeasance of office occurred. The Governor's office will be responsible for taking any necessary action in accordance with applicable law with reference to an elected official. The School Board shall receive and make the final determination if the Superintendent is appointed by the Board.
  - d. A finding of no reasonable cause by the outside investigator, which is reviewed and confirmed by the School Board Attorney shall be final. In compliance with Florida Statute, the investigation file shall become public record and the Superintendent or School Board Member shall answer to their constituency.

### **C. Penalties for Confirmed Discrimination or Harassment**

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

1. Student - A substantiated allegation of discrimination or harassment against a student shall subject that student to disciplinary action consistent with the *Code of Student Conduct*.
  2. Employee or Volunteer - A substantiated allegation of discrimination or harassment against an employee may result in disciplinary actions including termination and referral to appropriate law enforcement authorities. A volunteer shall be removed from service and a referral may be made to appropriate law enforcement authorities.
- D. Limited Exemption from Public Records Act and Notification of Parents of Minors
1. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigation and take corrective action may supersede an individual's right to privacy.
  2. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.
- VII. Sexual Harassment Prohibited by Title IX
- A. Definitions
1. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment prohibited by Title IX.
  2. Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by Title IX against a respondent and requesting that the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. The allegations in a formal complaint must be investigate. In response to a formal complaint, the Title IX grievance process noted below is followed.
  3. Program or Activity includes locations, events or circumstances over which the School Board excises substantial control over both the respondent and the context in which the sexual harassment occurs.

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

4. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by Title IX.
5. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the School Board's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures. Any supportive measures provided to the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### B. Title IX Complaint (Grievance) Process

1. Any person may report sex discrimination prohibited by Title IX, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.
2. Complainants and respondents are treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
3. The Title IX Coordinator promptly contacts the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or



## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- without the filing of a formal complaint, and explain the process for filing a formal complaint.
4. Nothing herein precludes a respondent from being removed from the School's education program or activity on an emergency basis, provided that an individualized safety and risk assessment determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.
  5. Nothing herein precludes a non-student employee respondent from being placed on administrative leave during the pendency of a grievance process.
  6. This grievance process treats complainants and respondents equitably by providing remedies to complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to the School's education program or activity.
  7. The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
  8. All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person's status as a complainant, respondent, or witness.
  9. Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
  10. Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment prohibited by Title IX, the scope of the School's education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, and how to serve impartially, including by avoiding pre-judgment of the facts at issue, conflicts of interest, and bias. Decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators receive training on

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- issues of relevance in order to create investigative reports that fairly summarize relevant evidence.
11. A finding of responsibility may result in disciplinary action up to and including expulsion for students or dismissal of employees.
  12. The standard of evidence used to determine responsibility is preponderance of the evidence.
  13. This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.
  14. Notice of allegations
    - a. On receipt of a formal complaint, the Title IX coordinator gives the following written notice to the parties who are known:
      - (1) notice of the grievance process, including any informal resolution process, and
      - (2) notice of the allegations of sexual harassment potentially constituting sexual harassment prohibited by Title IX, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment prohibited by Title IX, and the date and location of the alleged incident, if known.
  15. The Written Notice
    - a. includes the identities of parties involved;
    - b. includes the conduct allegedly constituting sexual harassment;
    - c. includes the date and location of the alleged incident;
    - d. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
    - e. informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
    - f. informs the parties of any provisions in the School Board's code of conduct or the superintendent's Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.
    - g. If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.

16. Dismissal of formal complaints
  - a. A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint would not constitute sexual harassment prohibited by Title IX even if proved; or did not occur in the School's education program or activity; or did not occur against a person in the United States.
  - b. Such a dismissal does not preclude action under another provision of the School Board's code of conduct.
  - c. A formal complaint or any allegations therein may be dismissed if at any time during the investigation: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School Board; or specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
17. Investigation of formal complaint
  - a. When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written consent of the party's parent, or the party if the party is an eligible student, to do so for this grievance procedure.
  - b. The parties have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
  - c. The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.



## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- d. The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The choice or presence of advisor for either the complainant or respondent is not limited in any meeting or grievance proceeding.
- e. Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- f. The investigator provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- g. The investigator creates an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, sends to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.
- h. After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.

18. Determination regarding responsibility
  - a. The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.
  - b. The written determination must include:
    - (1) identification of the allegations potentially constituting sexual harassment prohibited by Title IX;
    - (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence; findings of fact supporting the determination;
    - (3) conclusions regarding the application of the School Board's code of conduct to the facts;
    - (4) a statement of, and rationale for, the result as to each allegation including a determination regarding responsibility, any disciplinary sanctions the School Board imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School Board's education program or activity will be provided to the complainant; and the procedures and permissible bases for the complainant and respondent to appeal.
  - c. The decision-maker must provide the written determination regarding responsibility to the parties simultaneously.
  - d. The determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.
  - e. The Title IX Coordinator is responsible for effective implementation of any remedies.
19. Appeals
  - a. Either party may appeal from a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, for the following reasons:

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- (1) procedural irregularity that affected the outcome of the matter;
    - (2) new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
    - (3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
  - b. Notification of appeal must be given in writing to the Title IX Coordinator.
  - c. As to all appeals, the Title IX Coordinator
    - (1) notifies the other party in writing when an appeal is filed and implements appeal procedures equally for both parties;
    - (2) ensures that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator; and ensures that the decision-maker for the appeal complies with the standards set forth in Title IX and this policy.
  - d. The appeal decision-maker
    - (1) gives both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
    - (2) reviews the evidence gathered by the investigator, the investigator's report, and the decision-maker's written decision;
    - (3) issues a written decision describing the result of the appeal and the rationale for the result; and provides the written decision simultaneously to both parties and the Title IX Coordinator.
20. Timelines
  - a. The investigative report will be provided to the parties within 35 days from the date the formal complaint is filed.
  - b. A decision will be issued within 10 working days from the date the investigative report is submitted to the decision-maker.
  - c. Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- d. Any appeal will be resolved with 15 calendar days from the filing of the appeal.
- e. If the parties agree to an informal resolution process, these deadlines are tolled from the time one party requests an informal resolution process until either the time the other party responds, if that party does not agree to the informal resolution process, or until either party withdraws from the informal resolution process.
- f. Temporary delays of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; disciplinary processes required by law or School Board policy; or the need for language assistance or accommodation of disabilities.

### VIII. Informal Resolution Process

- A. At any time during the formal complaint process and prior to reaching a determination regarding responsibility, the parties may participate in an informal resolution process, such as mediation, that does not involve a full investigation and determination of responsibility. When one party requests an informal resolution process, the other party must respond to the request within 3 days. The informal resolution process must be completed within 10 days of the agreement to participate in the process.
- B. The informal resolution process may be facilitated by a trained educational professional, consultant, or other individual selected by the Title IX Coordinator under the following conditions:
  - 1. The parties are provided a written notice disclosing the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; provided, however that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process, resume the grievance process with respect to the formal complaint, and be informed of any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
  - 2. The parties, voluntarily and in writing, consent to the informal resolution process; and
  - 3. The informal resolution process cannot be used to resolve allegations that an employee sexually harassed a student.

## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- C. If the matter is resolved to the satisfaction of the parties, the facilitator shall document the nature of the complaint and the resolution, have both parties sign the document and receive a copy, and forward it to the title IX Coordinator. If the matter is not resolved, the formal complaint process is resumed.
- D. Parties cannot be required to participate in an informal resolution process.
- E. An informal resolution process is not offered unless a formal complaint is filed.
- IX. Training
  - A. Training is mandatory for all school-based Title IX Coordinators, investigators, decision-makers, hearing officers, and appeals decision-makers.
  - B. All training materials is available to the public on request and is located on the district's website.
- X. Recordkeeping
  - A. The School Board will maintain for a period of seven (7) years records of:
    - 1. Each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the school's education program or activity.
    - 2. Any Appeal and the result therefrom;
    - 3. Any informal resolution and the result therefrom; and
    - 4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
    - 5. For each response required under 34 C.F.R. §106.44, the School Board must create, and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.
- XI. Retaliation Prohibited
  - A. Any act of retaliation against an individual who files a complaint alleging a violation of the District's antidiscrimination policy and/or sexual or illegal



## CHAPTER 2.00 – SCHOOL BOARD GOVERNANCE AND ORGANIZATION

harassment policy or who participates in the investigation of a discrimination complaint is prohibited.

- B. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation of or filing a complaint of discrimination.

**STATUTORY AUTHORITY:** 120.54, 1001.41, 1001.42, 1001.43, 1012.23, F.S.

**LAW(S) IMPLEMENTED:** 112.51, 119.07, 760.01 *et seq.*,  
1000.05, 1000.21, 1001.43, 1012.22, F.S.  
34 CFR 99, 34 CFR 108, 34 CFR 200.43(c),  
P.L. 110-233  
42 U.S.C. 12112, American with Disabilities Act of 1990  
42 U.S.C. 2000ff *et seq.*, Genetic Information Non-discrimination Act of 2008  
29 U.S.C. 701 *et seq.*, Rehabilitation Act of 1973  
29 U.S.C. 621 *et. seq.*, Age Discrimination in Employment Act of 1967  
20 U.S.C., 1681 *et seq.*, Title IX of the United States Education Amendments of 1972;  
42 U.S.C., 2000e *et seq.*, Civil Rights Act of 1964;  
29 CFR Parts 1600-1699

**STATE BOARD OF EDUCATION RULE(S):** 6A-19.001 *et seq.*

**HISTORY:** **ADOPTED:** 07/01/2002  
**REVISION DATE(S):** 10/23/2003; 02/22/2007; 10/25/2007; 01/22/2009  
06/12/2012; 03/10/2016, 06/09/2016; 02/04/2021  
**FORMERLY:** 2.291

## Appendix C: Santa Rosa County School Board Policy 2.72

### CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

#### PROHIBITING DISCRIMINATION

2.72\*

##### I. Policy Against Discrimination

- A. No person shall, on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.
- B. The School Board shall comply with all state and federal laws, which prohibit discrimination on the basis of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information, and are designed to protect the civil rights of applicants, employees, and/or students, or other persons or organizations protected by applicable law.
- C. The School Board shall admit students to District schools, programs, and classes without regard of race, color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information.
- D. The prohibition against discrimination shall also apply to non-employee volunteers who work subject to the control of school authorities, and to all vendors or service providers who have access to School Board facilities.

##### II. EEO Officers

- A. Students and Parents:  
Equal Educational Opportunity  
Assistant Superintendent for Curriculum, Instruction, and Assessment  
5086 Canal Street  
Milton, Florida 32570  
  
(850) 983-5040

SRC  
ADOPTED: 06/09/2016

Page 1 of 3

SANTA ROSA 2.72\*



## **CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION**

- B. Employees, Volunteers, Others:  
Equal Employment Opportunity  
Assistant Superintendent for Human Resources  
5086 Canal Street  
Milton, Florida 32570  
(850) 983-5030

### **III. Grievance Procedures**

#### **A. Procedures for Filing Complaints**

1. Any person (or parent/guardian on behalf of a minor student) who believes that he or she has been discriminated against on the basis of race, color, religion, gender, age, ethnicity, national origin, marital status, disability, political or religious beliefs, national or ethnic origin, by an employee, volunteer, agent or student of the School District should within sixty (60) days of alleged occurrence file a written or oral complaint with the appropriate EEO Officer named above. The complaint should set forth a description of the alleged discriminatory actions, the time frame in which the alleged discrimination occurred, the person or persons involved in the alleged discriminatory actions, and any witnesses or other evidence relevant to the allegations in the complaint.
2. If the complaint is against one of the coordinators named above, the Superintendent, or other member of the School Board, the complaint may be filed with the School Board Attorney.

#### **B. Retaliation Prohibited**

1. Any act of retaliation against an individual who files a complaint alleging a violation of the District's antidiscrimination policy and/or sexual or illegal harassment policy or who participates in the investigation of a discrimination complaint is prohibited.
2. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation if, or filing a complaint of, discrimination.

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

### C. Limited Exemption from Public Records Act and Notification of Parents of Minors

1. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigation and take corrective action may supersede an individual's right to privacy

**STATUTORY AUTHORITY:** 120.54, 1001.41, 1001.43, 1012.23, F.S.

**LAW(S) IMPLEMENTED:** 112.51, 119.07, 760.01 *et seq.*,  
1000.05, 1000.21, 1001.43, 1012.22, F.S.  
34 CFR 99, 34 CFR 108, 34 CFR 200.43(c),  
P.L. 110-233

**STATE BOARD OF EDUCATION RULE(S):** 6A-19.001 *et seq.*

**HISTORY:** ADOPTED: 06/09/2016  
FORMERLY contained in 2.70\*

**SRC**  
**ADOPTED: 06/09/2016**

**Page 3 of 3**

**SANTA ROSA 2.72\***

## Appendix D: Santa Rosa County School Board Policy 5.321

### CHAPTER 5.00 – STUDENTS

#### BULLYING AND HARASSMENT

5.321\*

- I. Statement Prohibiting Bullying and Harassment
  - A. It is the policy of the Santa Rosa County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type against any students, employees, visitors, volunteers or agents who work on school related activities, subject to the control of school officials. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
  - B. The District upholds that bullying or harassment of any student or school employee, visitor, volunteer or agent is prohibited
    - 1. During any education program or activity conducted by a public K-12 educational institution;
    - 2. During any school-related or school-sponsored program or activity;
    - 3. On a school bus or designated school bus stop of a public K-12 educational institution;
    - 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution within the scope of the School District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
    - 5. Through the use of data or computer software that is accessed at a non-school-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 School District or a 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 a school or substantially disrupts the education process or orderly operation of a school. School staff is not required to monitor any non-school-related activity, function, or program.

## **CHAPTER 5.00 – STUDENTS**

### **II. Definitions**

- A. Accused is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- B. Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, 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 is often characterized by an imbalance of power. Bullying may involve but is not limited to
  - 1. Unwanted Teasing;
  - 2. Social Exclusion;
  - 3. Threat;
  - 4. Intimidation;
  - 5. Stalking;
  - 6. Cyberstalking or Cyberbullying;
  - 7. Physical violence;
  - 8. Theft;
  - 9. Sexual, religious, anti-Semitic, cultural, or racial harassment;
  - 10. Public or private humiliation; or
  - 11. Destruction of property.

## CHAPTER 5.00 – STUDENTS

The term *bullying* shall include cyberbullying whether or not specifically stated.

- C. Complainant is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.
- D. 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 person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
- E. Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in course of conduct to communicate, or 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.
- F. 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.
- G. Bullying, Cyberbullying/Cyberstalking and Harassment also encompass
  - 1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
  - 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits;

## CHAPTER 5.00 – STUDENTS

3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
4. Has the effect of substantially disrupting the orderly operation of a school.

### H. Bullying and harassment also encompass

1. 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.
2. Perpetuation of conduct listed in the definition of bullying 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
  - a. Incitement or coercion;
  - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District school system;
  - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

### III. Behavior Standards

- A. The Santa Rosa County School District expects students to conduct themselves as appropriate for 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. Santa Rosa County School District employees are responsible for adhering to the Principles of Professional Conduct of the Education Profession in Florida and district policies governing conduct and behavior.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and



## CHAPTER 5.00 – STUDENTS

community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility and respect, and refuse to tolerate bullying or harassment.

### IV. Consequences

#### A. Committing an act of bullying or harassment

1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances followed by the determination of disciplinary sanctions appropriate to the perpetrators position within the district. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.
2. Consequences and appropriate remedial interventions for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
3. Consequences and appropriate remedial interventions for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators will result in a report to Professional Practices who may sanction against an educator's state issued certificate.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school or district administrator after consideration of the nature and circumstances of the act, including reports to Professional Standards and/or appropriate law enforcement officials.

#### B. Wrongful and intentional accusation of an act of bullying or harassment

1. Consequences and appropriate remedial interventions for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive



## CHAPTER 5.00 – STUDENTS

behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.

2. Consequences and appropriate remedial interventions for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements
3. Consequences and appropriate remedial action for a visitor or volunteer, 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 Professional Standards and/or appropriate law enforcement officials.

### V. Reporting an Act of Bullying or Harassment

- A. At each school, the principal or the principal's designee shall be responsible for receiving oral or written complaints alleging violations of this policy and will determine the appropriate action.
- B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
- C. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
- D. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, parents/legal guardians, visitors and other agents, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
- E. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
- F. A school employee, school volunteer, student, parent/legal 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

## CHAPTER 5.00 – STUDENTS

compliance with the procedures set forth in the 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.

- G. 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.
- H. Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s).
- I. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. The principal/designee or District Administrator shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner.
- J. Any student who believes he/she is a victim of bullying/harassment is strongly encouraged to report the incident(s) in writing to school officials. Complaints should be filed as soon as possible after the alleged incident but must be filed within forty-five (45) school days after the alleged incident (*i.e.*, within 45 school days of the last act of bullying/harassment). Failure on the part of the complainant to initiate and/or follow up on the complaint within this period may result in the complaint being deemed abandoned.
  - 1. This applies to any individual who has knowledge of any bullying/harassment incident(s).
  - 2. This allows for parents to file a complaint on behalf of their minor child if he/she is a victim of bullying/harassment.

### VI. Investigation of a Report of Bullying or Harassment

- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act. While the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying or harassment against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate. Incidents that require a reasonable investigation when reported to appropriate

## CHAPTER 5.00 – STUDENTS

school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at school bus stop.

- B. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
- C. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- D. The investigator shall collect and evaluate the facts including but not limited to
  - 1. Description of incident(s) including nature of the behavior;
  - 2. Context in which the alleged incident(s) occurred;
  - 3. How often the conduct occurred;
  - 4. Whether there were past incidents or past continuing patterns of behavior;
  - 5. The relationship between the parties involved;
  - 6. The characteristics of parties involved, *i.e.*, grade, age;
  - 7. The identity and number of individuals who participated in bullying or harassing behavior;
  - 8. Where the alleged incident(s) occurred;
  - 9. Whether the conduct adversely affected the student's education or educational environment or the employees work or workplace environment;
  - 10. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident;

## CHAPTER 5.00 – STUDENTS

11. The date, time, and method in which the parents/legal guardians of all parties involved were contacted;
  12. Whether the student is eligible for Exceptional Student Education and subject to IDEA regulations as outlined in the *Code of Student Conduct*; and
  13. The date, time and method in which all parties involved, in the case of employees were contacted.
- E. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include
1. Any recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
  2. A written final report to the principal or the appropriate administrator.
- F. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
- G. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.
- VII. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District
- A. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
  - B. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
    1. If it is within the scope of the District, a thorough investigation shall be conducted.

## **CHAPTER 5.00 – STUDENTS**

2. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.
  3. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- C. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.

### **VIII. Notification to Parents/Guardians of Incidents of Bullying or Harassment**

- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment and the parents/legal guardians of the perpetrator of an act of bullying or harassment as well as notification to all agencies when criminal charges may be pursued against the perpetrator.
1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated, or reasonably thereafter. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
  2. The principal, or designee, shall report to the parent/legal guardian the result of the investigation and the action taken as a result of the investigation.
  3. If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states ". . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary

## CHAPTER 5.00 – STUDENTS

school within the local educational agency, including a public charter school."

- B. Immediate notification to the parents/legal guardians of the perpetrator of an act bullying or harassment.
  - 1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved within 24 hours of initiating an investigation. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
  - 2. The principal, or designee, shall report to the parent/legal guardian the result of the investigation and the action taken as a result of the investigation.
- C. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

### IX. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

When bullying or harassment is suspected or when a bullying or harassment incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

- A. The teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, *e.g.*, school counselor, school psychologist) to determine the severity of concern and appropriate steps to address the concern. The involved student's parents or legal guardian may be included.
- B. School personnel or the parent/legal 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 or legal



## CHAPTER 5.00 – STUDENTS

guardian involvement shall be required when the student is referred to the intervention team.

- C. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
- D. If a formal discipline report or formal complaint is made against an employee, the principal/designee or district administrator must refer the employee to the Employee Assistance Program for determination of appropriate counseling support and/or interventions.
- E. A student may be required to obtain counseling and/or attend a recognized treatment program at parental expense and show proof of completion of such counseling or program. Such offenses may include, but are not limited to, substance abuse, threats, intimidation, bullying, harassment, or acts motivated by hate or bias.
- F. An employee component to address intervention and assistance as determined appropriate by the Employee Assistance Program that includes, but are not limited to:
  - a. Counseling and support to address the needs of the victims of bullying; and
  - b. Research-based counseling/interventions to address the behavior of the employees who bully others (e.g., empathy training, anger management).
- G. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend
  - 1. Counseling and support to address the needs of the victims of bullying or harassment;
  - 2. Research-based counseling or interventions to address the behavior of the students who bully and harass others, e.g., empathy training, anger management; and/or
  - 3. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.



## **CHAPTER 5.00 – STUDENTS**

### **X. Reporting Incidents of Bullying and Harassment**

A. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. Cyberbullying incidents shall be included within the bullying incidents category. The report shall also include, in a separate section, each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.

B. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and harassment as incident codes as well as bullying-related as a related element code.

#### **1. SESIR Definitions**

a. Bullying – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.

b. Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.

## **CHAPTER 5.00 – STUDENTS**

3. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the bullying-related code. Such incidents are
  - a. Alcohol
  - b. Arson
  - c. Battery
  - d. Breaking and Entering
  - e. Disruption on Campus
  - f. Drug Sale/Distribution Excluding Alcohol
  - g. Drug Sale/Possession Excluding Alcohol
  - h. Fighting
  - i. Homicide
  - j. Kidnapping
  - k. Larceny/Theft
  - l. Robbery
  - m. Sexual Battery
  - n. Sexual Harassment
  - o. Sexual Offenses
  - p. Threat/Intimidation
  - q. Trespassing
  - r. Tobacco
  - s. Vandalism

## CHAPTER 5.00 – STUDENTS

- t. Weapons Possession
    - u. Other Major (Other major incidents that do not fit within the other definitions)
  - C. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information System.
  - D. The District shall provide bullying incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department.
  - E. 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 shall include the incident basis. Victims of these offenses shall also have the incident basis (sex, race, or disability) noted in their student records.
- XI. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
- A. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
  - B. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying or harassment in schools.
  - C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying

## CHAPTER 5.00 – STUDENTS

and harassment including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.

### XII. Reporting to a Victim's Parents/Legal Guardians the Legal Actions Taken to Protect the Victim

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved within 24 hours after an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

### XIII. Publicizing the Policy

- A. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.
- B. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
- C. The Superintendent shall also make all contractors contracting with the District aware of this policy.
- D. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format.
- E. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

### XIV. Review of Policy

## **CHAPTER 5.00 – STUDENTS**

The Superintendent and appropriate staff shall review this policy at a minimum every three (3) years. The review shall include input from parents, law enforcement, and other community members. The Superintendent shall present the policy and any recommended changes to the School Board for consideration.

**STATUTORY AUTHORITY:** 1001.41, 1001.42, F.S.

**LAW(S) IMPLEMENTED:** 1001.43, 1003.04, 1003.31, 1003.32,  
1006.07, 1006.08, 1006.09,  
1006.10, 1006.147, F.S.  
20 USC 1232g

**STATE BOARD OF EDUCATION RULE(S):** 6A-10.081

**HISTORY:** ADOPTED: 11/18/2008  
REVISION DATE(S): 03/13/2014; 9/22/2015; 7/28/2016  
2/15/2018; 02/04/2021  
FORMERLY: NEW

## Appendix E: Santa Rosa County School Board Policy 6.35

### CHAPTER 6.00 – HUMAN RESOURCES

#### GRIEVANCE PROCEDURE FOR PERSONNEL

6.35\*+

All employees, applicants, and non-employee volunteers have access to a grievance procedure when there is a basis for complaint. Every effort shall be made to arrive at a satisfactory resolution of the problem on an informal basis, but when an informal resolution is impossible, employees, applicants, or non-employee volunteers can resort to any of the four procedures as provided herein. Grievance procedures for instructional personnel are governed by negotiated contract with Santa Rosa Professional Educators; procedures for educational support personnel are governed by Civil Service Contract. Procedures for some educational support employees are governed by Master Contract with The Southern Council of Industrial Workers, United Brotherhood of Carpenters and Joiners of America, AFL-CIO. Any employee, applicant, or non-employee volunteer may select the procedure bargained by the agency of which he or she is a member or may select the School Board Policy procedure described below.

#### I. Definitions

- A. *Complaint* shall mean any dispute or disagreement involving the interpretation or application of any existing Board rule or practice. It does not include disputes involving the interpretation or application of a collective bargaining agreement or any provision thereof. Such disputes must be resolved through the grievance procedure in the bargaining agreement.
- B. *Complainant* shall mean any employee or group of employees directly affected by the alleged misinterpretation or violation, filing a complaint.
- C. *Employer* shall mean the School Board or its representatives.

#### II. Time Limits - The number of days indicated at each level is to be considered the maximum. Time limits may be extended by mutual agreement between the parties.

#### III. Released Time - The complaint procedure will normally be carried out during nonwork time. If, however, the Board elects to carry out provisions during work time, the complainant, if an employee, shall lose no pay.

#### IV. Complaint Procedure

- A. *Informal Discussion* - If an employee believes there is a basis for complaint, he or she shall discuss the complaint with his or her immediate supervisor (except in cases of discrimination or harassment involving the



## **CHAPTER 6.00 – HUMAN RESOURCES**

supervisor, in which case the employee shall report to the Assistant Superintendent for Human Resources) within sixty (60) calendar days of the occurrence of the alleged violation except as required by other controlling rules. An applicant may discuss the complaint with the administrator at the appropriate school/work site or the Assistant Superintendent for Human Resources.

- B. Level One - If the complainant is not satisfied with the informal resolution, he or she may, within ten (10) working days, file a formal complaint on the proper form and deliver it to his or her immediate supervisor or the Assistant Superintendent for Human Resources. The supervisor shall communicate his or her answer in writing to the complainant within ten (10) working days after receipt of the complaint. Class complaints involving more than one (1) supervisor and complaints involving an administrator above the building level may be filed by the complainant at level two.
- C. Level Two - If the complainant is not satisfied with the resolution at level one he or she may, within ten (10) working days of the answer, file a copy of the complaint with the Superintendent. Within ten (10) working days of receipt of the complaint, the Superintendent shall indicate his or her disposition in writing to the complainant.
- D. Board Appeal - If the complainant is not satisfied with the resolution by the Superintendent, he or she shall have the right to appeal the Superintendent's decision to the School Board, provided request for placement on Board agenda is filed within ten (10) working days.
- E. Investigations will be conducted with discretion. The right to confidentiality, both of the complainant and of the accused, will be respected, consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred. Claims found to be factually supported will be promptly acted upon. No employee or student shall be retaliated against in any manner for reporting conduct which is believed to be a violation of this rule or for participating in an investigation of a possible violation of this rule.
- V. The grievance procedures do not affect an applicant or employee's right to file a timely charge and seek relief pursuant to an appropriate federal or state statute, including the filing of a timely charge with the Florida Commission on Human Relations (FCHR), the Equal Employment Opportunity Commission (EEOC), or Office of Civil Rights (OCR).

## CHAPTER 6.00 – HUMAN RESOURCES

- VI. The grievance procedures may be found in the [Human Resources Procedures Manual](#).

**STATUTORY AUTHORITY:** 1001.41, 1012.22, 1012.23, F.S.

**LAW(S) IMPLEMENTED:** 447.401, 1001.43, 1001.49, 1012.22, 1012.27, F.S.

**HISTORY:** ADOPTED: 07/01/2002  
REVISION DATE(S): 04/26/04  
FORMERLY: 4.0311