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Santa Rosa County School Board



Regular Meeting
Second and/or Fourth
Thursday of each month

**SANTA ROSA
COUNTY
DISTRICT
SCHOOLS**

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District 2
Carol Boston
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Jennifer Granse
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Wei Ueberschaer
District 5

Date: June 20, 2019

Lydia Southwell
Educational Policy Development Director
Office of Equal Educational Opportunity – FL DOE
644 Turlington Building
Tallahassee, Florida 32399-0400

Dear Ms. Southwell,

The 2018-19 Equity Update for Santa Rosa District Schools follows this cover letter. A copy is being sent via US mail to your office in addition to this electronic copy being sent to your staff. If you have any questions, please contact me.

Sincerely,

William S. Emerson
Assistant Superintendent for Curriculum, Instruction and Assessment

SANTA ROSA DISTRICT SCHOOLS (0057)

Hard Copy sent via US Mail to DOE

Electronic Copy sent to DOE

SUBMITTED TO:
OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY STAFF

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Submitted to Santa Rosa District School Board for Review and Approval:

JUNE 20, 2019
DATE

Original being sent US Mail

Original being sent US Mail

Carol Boston, Chairperson

Tim Wyrosdick, Superintendent

2018-19 Annual Equity Update Shell

PART I: PROCEDURAL REQUIREMENTS:

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

Submit any policies or procedures revised since the last Equity Update.

NO CHANGES

B. Annual Notification of Nondiscrimination for Vocational Education Programs

1. Annual Notification of Nondiscrimination for Vocational Education Programs

Explain how annual notification of nondiscrimination is disseminated/published; and submit copies of materials that include the annual notification of nondiscrimination for vocational programs.

Student Handbooks; Locklin Technical Center Brochures; Code of Student Conduct; District Website.

SEE ATTACHMENTS for links to school sites for vocational programs

2. Continuous Notification of Nondiscrimination

Identify documents used to provide the continuous notification of nondiscrimination; and submit copies of materials that include the continuous notification of nondiscrimination.

School Board Policy 2.72 is posted at all work sites. It is also accessible to the general public via the School Board website at: <https://sites.santarosa.k12.fl.us/policy/toc.htm>

C. Notice for Availability of Reasonable Accommodations to Applicants for Employment

Submit copies of webpages or printed materials for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. The notices should also include contact information for requesting accommodations. Notice can be picked up in person at the main School Board office located at 6032 Hwy. 90 in Milton, FL (see attached) or it can be downloaded from the link on the Human Resources webpage by following the Click here link: <https://srcsdhumanresources.weebly.com/>

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

A. Any Items identified during equity on-site review. **NONE**

B. Any other items identified on the current or past monitoring work plans as incomplete. **NONE**

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

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

The following percentages reflect within race/ethnicity calculations for students enrolled in AP/IB/AICE courses. In 2014-15, **16%** of Whites, **9%** of Blacks, **15%** of Hispanics **15%** of White Males, **8%** of Black Males, and **11%** of Hispanic Males were enrolled. In **2018-19**, **17%** of Whites (an **increase** of 1 percentage points), **10%** of Blacks (an **increase** of 1 percentage points), **14%** of Hispanics (a **decrease** of 1 percentage points), **13%** of White Males (a **decrease** of 2 percentage points), **9%** of Black Males (an **increase** of 1 percentage point), and **13%** of Hispanic Males (an **increase** of 2 percentage points) were enrolled.

Grades 9-12 Total Enrollment 2018-19 (8893)

White	Black	Hispanic	ELL Students
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6971 & 78% 458 & 5% 627 & 7% 39 & 0.04%

Whites In AP/IB/AICE 2014-15 16% (1027)	Whites In AP/IB/AICE 2015-16 13% (910)	Whites In AP/IB/AICE 2016-17 16.56% (1143)	Whites In AP/IB/AICE 2017-18 16% (1072)	Whites In AP/IB/AICE 2018-19 17.21% (1200)
White Males In AP/IB/AICE 2014-15 15% (484)	White Males In AP/IB/AICE 2015-16 12% (420)	White Males In AP/IB/AICE 2016-17 13.93% (491)	White Males In AP/IB/AICE 2017-18 13% (467)	White Males In AP/IB/AICE 2018-19 13% (482)
Blacks In AP/IB/AICE 2014-15 9% (36)	Blacks In AP/IB/AICE 2015-16 6% (28)	Blacks In AP/IB/AICE 2016-17 11.40% (53)	Blacks In AP/IB/AICE 2017-18 9% (41)	Blacks In AP/IB/AICE 2018-19 10.26% (47)
Black Males In AP/IB/AICE 2014-15 8% (17)	Black Males In AP/IB/AICE 2015-16 4% (10)	Black Males In AP/IB/AICE 2016-17 8.68% (21)	Black Males In AP/IB/AICE 2017-18 4% (10)	Black Males In AP/IB/AICE 2018-19 9% (23)
Hispanics In AP/IB/AICE 2014-15 15% (69)	Hispanics In AP/IB/AICE 2015-16 12% (65)	Hispanics In AP/IB/AICE 2016-17 17.27% (105)	Hispanics In AP/IB/AICE 2017-18 15% (93)	Hispanics In AP/IB/AICE 2018-19 14% (89)
Hisp. Males In AP/IB/AICE 2014-15 11% (24)	Hisp. Males In AP/IB/AICE 2015-16 9% (23)	Hisp. Males In AP/IB/AICE 2016-17 11.54% (36)	Hisp. Males In AP/IB/AICE 2017-18 12% (40)	Hisp. Males In AP/IB/AICE 2018-19 13% (42)
		ELL Students In AP/IB/AICE 2016-17 3% (1)	ELL Students In AP/IB/AICE 2017-18 11% (4)	ELL Students In AP/IB/AICE 2018-19 0% (0)

Evidence of Success

*Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. **Evaluation must include 2014-15 to 2018-19.***

The evaluation reveals progress in increasing enrollment in AP/IB/AICE courses for Black, Black Male, Hispanic male subgroups listed in grades 9-12. Black students increased by 1 percentage point, from 9% to 10% from 2014-15 to 2018-19. Black male students also increased by 1 percentage point. Hispanic male students increased by 2 percentage points from 11% to 13% for the same period. Hispanic students decreased by 1 percentage point from 15% in 2014-15 to 14% in 2018-19.

Methods and Strategies

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

District staff and school site administrators will continue to monitor Black and Hispanic student enrollment in AP/AICE coursework. We will implement strategies to correct perceived inequities.

High schools are soliciting feedback from minority students to determine AP courses these students would be interested in enrolling.

High schools continue to provide student access to on-line virtual AP coursework.

The schools have increased professional development/training (College Board) to prepare instructors to increase the

number of AP course offerings at our high schools. This will in turn provide relevant coursework that meets the needs of all of our students.

During the spring registration process counselors are encouraging minority students who are attempting to enroll in honors courses to consider enrolling in an AP course. Also, students who have achieved higher levels of success in their general coursework are being encouraged to attempt AP courses.

High Schools are promoting Advanced Placement coursework to all students through presentations during the registration period.

The four large high schools in our district are approved AP Capstone schools. This adds two additional AP courses to their course offerings.

ELL students have increased dramatically and will be evaluated and encouraged to enroll in AP course offerings that are beneficial to their academic success.

Accountability Measure and Timelines

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

Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2019-20 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2019-20 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2019-20 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2019-20 School Year.

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

The following percentages reflect within race/ethnicity calculations for students enrolled in Dual Enrollment courses.

In 2014-15, **21%** of Whites, **9%** of Blacks, **15%** of Hispanics, **19%** of White Males, **7%** of Black Males, and **11%** of Hispanic Males were enrolled. In 2018-19, **11%** of Whites (a **decrease** of 10 percentage points), **5%** of Blacks (a **decrease** of 4 percentage points), **7%** of Hispanics (a **decrease** of 8 percentage points), **8%** of White Males (a **decrease** of 11 percentage points), **2%** of Black Males (a **decrease** of 5 percentage points), and **7%** of Hispanic Males (a **decrease** of 4 percentage point) were enrolled in Dual Enrollment courses.

Grades 9-12 Total Enrollment 2018-19 (8893)

White	Black	Hispanic	ELL Students
6971 & 78%	458 & 5%	627 & 7%	39 & 0.04%

Whites In DE 2014-15	Whites In DE 2015-16	Whites In DE 2016-17	Whites In DE 2017-18	Whites In DE 2018-19
21% (1346)	17% (1153)	15% (1056)	16% (1090)	11% (749)

White Males In DE 2014-15	White Males In DE 2015-16	White Males In DE 2016-17	White Males In DE 2017-18	White Males In DE 2018-19
19% (643)	15% (511)	13.87% (489)	14% (492)	8% (285)

Blacks In DE 2014-15	Blacks In DE 2015-16	Blacks In DE 2016-17	Blacks In DE 2017-18	Blacks In DE 2018-19
9% (38)	8% (39)	6.67% (31)	6% (28)	5.68% (26)

Black Males In DE 2014-15 7% (15)	Black Males In DE 2015-16 5% (13)	Black Males In DE 2016-17 3.72% (9)	Black Males In DE 2017-18 4% (11)	Black Males In DE 2018-19 2% (5)
Hispanics In DE 2014-15 15% (70)	Hispanics In DE 2015-16 10% (58)	Hispanics In DE 2016-17 10.36% (63)	Hispanics In DE 2017-18 13% (81)	Hispanics In DE 2018-19 7% (45)
Hisp. Males In DE 2014-15 11% (24)	Hisp. Males In DE 2015-16 10% (26)	Hisp. Males In DE 2016-17 9.29% (29)	Hisp. Males In DE 2017-18 12% (40)	Hisp. Males In DE 2018-19 7% (24)
		ELL Students In DE 2016-17 3.03% (1)	ELL Students In DE 2017-18 5.41% (2)	ELL Students In DE 2018-19 0% (0)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in dual enrollment courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. **Evaluation must include 2014-15 to 2018-19.**

An evaluation shows that last year's goal was not met for any of the subgroups. It is important to note that there has been a consistent decrease in all males enrolling in dual enrollment coursework. However, students in the subgroups have shown an increase in enrollment in advanced placement courses. Schools will encourage male students to consider dual enrollment courses in addition to advanced placement courses.

Methods and Strategies

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

We will continue to monitor Black and Hispanic student enrollment in dual enrollment coursework. We will implement strategies to correct perceived inequities.

Since the 2016-17 articulation agreement with our local state college, eligible students in Grades 6-12 will now be allowed to enroll in on-line dual enrollment courses as well as on and off campus dual enrollment courses.

Schools will actively recruit adjunct professors to teach dual enrollment courses on their campus to increase the number of courses taught and help meet the needs of more students.

During the spring registration process counselors are encouraging minority students who are attempting to enroll in honors courses to consider enrolling in a dual enrollment course. Also, students who have achieved higher levels of success in their general coursework are being encouraged to attempt dual enrollment courses.

High Schools are promoting dual enrollment coursework to all students through presentations during the registration period and at college night/college fairs, etc.

ELL students will be evaluated and encouraged to enroll in Dual Enrollment course offerings that are beneficial to their academic success.

A male student survey will be conducted to determine the dramatic decrease in male interest of dual enrollment courses.

Accountability Measure and Timelines

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

Increase the number of Black students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2019-20 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2019-20 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2019-20 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2019-20 School Year.

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

The following percentages reflect within race/ethnicity calculations for students enrolled in all Level 3 and DE courses. In 2014-15, **49%** of Whites, **30%** of Blacks, **46%** of Hispanics, **45%** of White Males, **25%** of Black Males, and **40%** of Hispanic Males were enrolled. In 2018-19, **55%** of Whites (an **increase of 6** percentage points), **42%** of Blacks (an increase of **12** percentage points), **51%** of Hispanics (an **increase of 5** percentage points), **50%** of White Males (an **increase of 5** percentage points), **37%** of Black Males (an **increase of 12** percentage points), and **49%** of Hispanic Males (an **increase of 9** percentage points) were enrolled in level 3 courses.

Grades 9-12 Total Enrollment 2018-19 (8893)

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
6971 & 78%	458 & 5%	627 & 7%	39 & 0.04%	
Whites All Level 3 2014-15 49% (3205)	Whites All Level 3 2015-16 50% (3384)	Whites All Level 3 2016-17 51% (3531)	Whites All Level 3 2017-18 50% (3453)	Whites All Level 3 2018-19 55% (3831)
White Males All Level 3 2014-15 45% (1502)	White Males All Level 3 2015-16 46% (1565)	White Males All Level 3 2016-17 46% (1606)	White Males All Level 3 2017-18 45% (1502)	White Males All Level 3 2018-19 50% (1809)
Blacks All Level 3 2014-15 30% (125)	Blacks All Level 3 2015-16 30% (137)	Blacks All Level 3 2016-17 35% (162)	Blacks All Level 3 2017-18 35% (165)	Blacks All Level 3 2018-19 42% (192)
Black Males All Level 3 2014-15 25% (57)	Black Males All Level 3 2015-16 25% (61)	Black Males All Level 3 2016-17 27% (65)	Black Males All Level 3 2017-18 28% (69)	Black Males All Level 3 2018-19 37% (93)
Hispanics All Level 3 2014-15 46% (217)	Hispanics All Level 3 2015-16 41% (230)	Hispanics All Level 3 2016-17 43% (259)	Hispanics All Level 3 2017-18 45% (287)	Hispanics All Level 3 2018-19 51% (319)
Hisp. Males All Level 3 2014-15 40% (86)	Hisp. Males All Level 3 2015-16 35% (94)	Hisp. Males All Level 3 2016-17 35.26% (110)	Hisp. Males All Level 3 2017-18 40% (130)	Hisp. Males All Level 3 2018-19 49% (159)
		ELL Students All Level 3 2016-17 3.03% (1)	ELL Students All Level 3 2017-18 35% (13)	ELL Students All Level 3 2018-19 30% (12)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in all advanced courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male and

ELL students. **Evaluation must include 2014-15 to 2018-19.**

The evaluation reveals that the enrollment for all subgroups had significant increases. Black students enrolled in Level 3 courses in grades 9-12 has increased by 12 percentage points, from 30% in 2014-15 to 42% in 2018-19. The enrollment for Hispanic students has increased by 5 percentage points, from 46% to 51% for the same time period. The enrollment for Black males has increased 12 percentage points from 25% in 2014-15 to 37% in 2018-19. The number of Hispanic males enrolled has increased 9 percentage points from 40% in 2014-15 to 49% in 2018-19. In 2018-19 the number of Black students enrolled in Level 3 courses has increased 7 percentage points to 42% from 35% in 2017-18. The number of Hispanic students enrolled in Level 3 courses increased 6 percentage points from 45% in 2017-18 to 51% in 2018-19. The number of Black male students enrolled in Level 3 courses increased 9 percentage points from 28% in 2017-18 to 37% in 2018-19 and the number of Hispanic male students increased 9 percentage points from 40% of Hispanic Males in 2017-18 to 49% in 2018-19. In the second year of comparative data, the number of ELL students enrolled in Level 3 courses decreased 5 percentage points from 2017-18 to 2018-19.

Methods and Strategies

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

The high schools with the largest minority (black & Hispanic) populations have established mentoring programs. These mentors are successful minority business leaders (educators, physicians, lawyers, etc.) who meet with these students on a regular basis to provide encouragement and motivation. These individuals serve in challenging these students to attempt a more rigorous course of study (AP, D.E., AICE) and carefully monitor the student's progress. During the spring registration process counselors are encouraging minority students who have achieved higher levels of success in their general coursework to attempt AP, Dual Enrollment, and dHonors classes. High Schools are promoting rigorous coursework to all students through presentations during the registration period and at college night and college fairs.

The four large high schools in our district are approved AP Capstone schools. This adds two additional AP courses to their course offerings.

ELL students will be evaluated and encouraged to enroll in AP, Dual Enrollment, and other level 3 course offerings that are beneficial to their academic success. There was a large increase of ELL students enrolled in our district this school year. We will continue to encourage these students to consider the more rigorous curriculum.

Accountability Measure and Timelines

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

Increase the number of Black students in grades 9-12 enrolling in all level 3 and DE courses by 1 percentage points by the 2019-20 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in all level 3 and DE courses by 1 percentage points by the 2019-20 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in all level 3 and DE courses by 1 percentage points by the 2019-20 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in all level 3 and DE courses by 1 percentage points by the 2019-20 School Year.

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification

- A. Attach a **Compliance Verification Form** for the district (only one for the district, **not** one for each school), signed by the superintendent. (See pages 7-8.) **See Attached**
- B. Attach a **Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. Enter the number of male and female athletes for each sport. For varsity teams, enter the number of athletes. For junior varsity/freshmen/B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams. (See page 9.) **See Attached**

- C. If the Participation Monitoring Forms indicate that schools are not in compliance with all components required by Title IX and the Florida Educational Equity Act, then each school that is out of compliance must also submit a **Corrective Action Plan**, signed by the principal. (See page 10.) **See Attached**
- D. If the district submitted Corrective Action Plans as part of the 2017-18 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion. **See Attached**

PART V: EMPLOYMENT EQUITY

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

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions. **There is an underrepresentation of males in the classroom, at district level positions and as assistant principals. In addition to this, our Hispanic population is also underrepresented regarding employment.**

C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions. **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 number of males is even greater.**

District: Santa Rosa		2018-19 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	28855	1592 (5.24%)	2342 (7.7%)	23232 (76.42%)	3233 (10.6%)	13869 (48%)	14986 (52%)
District-Level Administrators	27	2 (7.41%)	0 (0%)	25 (92.59%)	0 (0%)	18 (67%)	9 (33%)
Principals	33	1 (3.03%)	0 (0%)	31 (93.94%)	1 (3.03%)	16 (48%)	17 (52%)
Asst. Principals	39	1 (2.56%)	0 (0%)	36 (92.31%)	2 (5.12%)	26 (67%)	13 (33%)
Teachers	2008	60 (3%)	8 (.4%)	1889 (94.07%)	51 (3%)	1672 (83%)	336 (17%)
Guidance Counselors	59	4 (7%)	0 (0%)	55 (93%)	0 (0%)	55 (93%)	4 (7%)

PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? ☐ Yes ☒ No

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

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

District:	2018-19 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment

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

School Name:	2018-19 Single-Sex Classes					
	Male Students Only		Female Students Only		Co-Ed Students	
Grade/Course	# of Classes/Sections	# of Students	# of Classes/Sections	# of Students	# of Classes/Sections	# of Students

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

- Does the district offer single-sex education?
- How is single-sex education being justified?
- How does the district keep track of single-sex public education?
- What does the district do to insure there is no illegal sex segregation in education?
- Is single-sex education intended to decrease sex discrimination in the outcomes?
- Do the schools provide comparable co-educational options?
- How are single-sex educational options reviewed, monitored, and evaluated to insure they are legal?
- Who is involved in the evaluations and guidance on the implementation of single-sex education?
- What assurances are provided to insure that single-sex options are completely voluntary?
- Are there pre-implementation reviews of proposed single-sex education?
- What entities review and approve single-sex options, and what standards do they use?
- Is there assistance from external groups for training or consultation?
- How does the district monitor to insure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls?
- Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures?
- Please share information on why the district or school decided to eliminate single-sex education? ***This is only for those district(s) or school(s) that discontinued single-sex education.**

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

E. If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form. (See page 11.)**

PART VII: PREGNANT AND PARENTING STUDENTS

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

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

Students may continue studies working with the school counselor to set up an optimal schedule, participate in on-line virtual school, or hospital homebound with doctor orders. TAPP – teenage parent program, child care is provided, as long as, parent continues education in the Santa Rosa school district with guidelines for attendance. Health care, social services and parent education and transportation opportunities are provided for all participants should they choose to participate.

- (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 schools? (Attach brochure(s) used to inform pregnant and parenting students of their educational options.)

The Santa Rosa school district does not operate a separate facility for pregnant and parenting students. Teen parents are provided the same educational opportunities as all students.

- (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 are updated at county in-service and via email messages.

PART IV GENDER EQUITY IN ATHLETICS

Athletic Compliance Verification Form

District: Santa Rosa

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)]

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IN COMPLIANCE

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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)]

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IN COMPLIANCE

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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)]

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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)]

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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)]

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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)]

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IN COMPLIANCE

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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.

TSwyndick

Signature, Superintendent

4/2/2019

Date

2018-19 Athletic Participation Monitoring Form

SEE ATTACHED FOR EACH HIGH SCHOOL

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

School:	Number of Participants				Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball				Basketball					
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf				Golf					
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis				Tennis					
Track and Field				Track and Field					
Volleyball				Volleyball					
Wrestling				Wrestling					
Weightlifting				Weightlifting					
Total Varsity Participants				Total JV Participants					
% of Varsity Participants			100%	% of JV Participants					100%
Total Student Enrollment by Gender 2018-19				Total Student Enrollment by Gender 2018-19					
% Student Enrollment by Gender 2018-19			100%	% Student Enrollment by Gender 2018-19					100%

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

PART IV
GENDER EQUITY IN ATHLETICS
SEE ATTACHED IF APPLICABLE TO EACH HIGH SCHOOL
Corrective Action Plan

District: _____

School Name: _____

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines

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

Date

Signature, Superintendent

Date

PART VI

SINGLE-SEX SCHOOLS AND CLASSES

Single-Sex Evaluation Verification Form

District: Santa Rosa

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

Name of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed
NONE		

Signature, Superintendent

Date