



**SARASOTA**  
**County Schools**

**Department of Innovation & Equity**  
**Office of the Superintendent**  
1960 Landings Blvd., Sarasota, FL 34231  
941-927-9000, Ext. 31154 • Fax 941-361-6173  
[SarasotaCountySchools.net](http://SarasotaCountySchools.net)

June 17, 2022

Dear Ms. Southwell:

Enclosed is the Florida Educational Equity Act 21-22 Annual Update from the School District of Sarasota County. If you have any questions, please contact me directly.

**Reporting Requirements for the 2021-22 Annual Update**

**Part I:** Districts should submit any changes to civil rights policies and procedures, including the school board adopted policy of nondiscrimination, identification of the equity coordinator(s), grievance or complaint procedures, harassment policy, the district should also submit samples of both the annual and continuous notifications of nondiscrimination.

- **There are no changes to civil rights policies and procedures.**

**Nondiscrimination Statement:**

Any person who believes he or she has experienced any such prohibited discrimination may file a complaint with the district Equity Coordinator, Mr. Al Harayda, by calling 941-927-9000, ext. 3121, by submitting in writing to Mr. Harayda at 1960 Landings Blvd. Sarasota, FL 34231.

**The following are attached:**

- **All required policies**
- **Notifications of Equity Coordinator**
- **Grievance or complaint procedures**
- **Samples of annual and continuous notifications**

**Annual Notification of Nondiscrimination for Vocational Education Programs** – The district should provide documentation of the annual notice of nondiscrimination being published prior to the beginning of the school year. The district should continue to publish and disseminate the annual notice in languages with a community of minority persons with limited English language. The district should continue to ensure that the annual notice of nondiscrimination for CTE programs is published and disseminated annually to students, parents, employees and the general public prior to the beginning of the school year as required by the Vocational Guidelines.

**The following are live hyperlinks and documents are attached:**

- [STC Website](#) (in the **ABOUT** section)
- **High School Dual Enrollment Information** <https://www.sarasotacountyschools.net/Page/4046>  
<https://www.sarasotacountyschools.net/cms/lib/FL50000189/Centricity/Domain/1664/HSDEBrochure.pdf>
- **STC Industry Certification** **Attachment 1B**
- [Financial Aid FAQs](#) (STC website)
- **FAQ** <https://www.sarasotacountyschools.net/domain/1853>
- **Annual Notice of Non-Discrimination Herald Tribune** **Attachment 1B**
- **Annual Notification of Discrimination (Staff) from Human Resources** **Attachment 1 B**
- **Annual Equity Distribution:** **Attachment 1B**

The Equity Policies and Procedures for students and for employees/applicants in place for 2021/2022 are located on the district website;  
<https://www.sarasotacountyschools.net/Page/2613> under Human Resources/Equity.

- **Safe Schools Training** <http://sarasota-fl.safeschools.com/login>

**(Attachment 1B)**

- **GED Information** <https://www.sarasotacountyschools.net/Page/4284>
- **Adult General Education** <https://www.sarasotacountyschools.net/domain/1814>
- **ESOL** <https://www.sarasotacountyschools.net/Page/3855>
- **Adult & Community Enrichment (ACE)** <https://www.sarasotacountyschools.net/schools/ace/>

**Part II: INCOMPLETE OR PENDING ACTIONS:** Districts should submit responses from the 2020-21 Annual Update that were identified as incomplete.

- **N/A –**

**Part III:** Districts should submit enrollment data and methods and strategies for increasing minority enrollment in Advanced Placement, International Baccalaureate and Advanced International Certificate of Education (AP/IB/AICE), Dual Enrollment (ED), and total advanced (Level 3 and DE) high school courses.

- **Enrollment information and strategies for increasing enrollment are attached.**

**Part IV:** The district should continue to monitor participation in athletics. The schools should submit updates to the correction action plans in the 2020-21 Equity Update. Additionally, the district should submit only one Athletic Compliance Verification Form signed by the Superintendent indicating whether the district is in compliance.

- **Part IV is attached**

**Part V:** The district should develop strategies to address underrepresentation of minority and male employees in administrative and faculty positions. Strategies should be submitted in the 2021-22 Equity Update.

- **Part V is attached**

**Part VI:** Districts will continue to report the number and type of single-sex schools operating in the district, and the number and type of single-sex classes offered at co-educational schools. Districts that offer single-sex programs should respond to the questions; submit sample notifications sent to parents explaining that single-sex program options are completely voluntary; and submit the Single-Sex Evaluation Verification Form (page 19) signed by the superintendent for single-sex schools and/or classes.

- **Sarasota County Schools has no single-sex schools or classes offered.**

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

- **Teen Parent Program (TPP) information is attached**

**Link to Cyesis information on the District Website:**

- <https://www.sarasotacountysschools.net/Page/1354> (Attachment VII)

If you have any questions or require any additional information, please contact me directly.

Sincerely,

*Dr. Harriet D. Moore*

Dr. Harriet D. Moore

Director of Innovation and Equity

**Reviewed and approved by:**



Signature of Superintendent Dr. Brennan Asplen

6/21/22

Date



Signature of School Board Chair Ms. Jane Goodwin

6/21/22

Date

# Sarasota County Schools

## 2021-22 Annual Equity Update Template

### 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. If there are no changes, please respond with N/A.

N/A

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

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

This requirement is once a year, prior to the beginning of each school year. Submit the requested evidence below to show that you have met this requirement:

- Submit a copy of the published annual notification of nondiscrimination that was published indicating the summary of CTE offerings at the district's high schools.
- The published annual notification of nondiscrimination must include contact information for the Section 504 and Equity Coordinator, if different, for complainant(s) to file a complaint of discrimination and/or harassment should the need arise.
- In addition to the internet, notification can be done on radio, television or newspaper for those areas that has little to no access to internet.
- Evidence of publication of the annual notification of nondiscrimination must include the publication date. This date must be prior to the beginning of the 2021 School Year to be in compliance with *Guidelines IV.O.*
- Submit a copy of the annual notification of nondiscrimination that was published indicating the summary of CTE offerings for the district's operated technical center(s). Requirements for posting and date are the same as high school.

Please refer to page 4-6 of the manual for all of the required elements for the annual notification of nondiscrimination.

Please click on the hyperlinks below to view items & see Attachment 1B:

- [STC Website \(In the ABOUT section\)](#)
- High School Dual Enrollment Information <https://www.sarasotacountyschools.net/Page/4046>

<https://www.sarasotacountyschools.net/cms/lib/FL50000189/Centricity/Domain/1664/HSDEBrochure.pdf>

- STC Industry Certification **Attachment 1B**
- Financial Aid FAQs (STC website)
- FAQ <https://www.sarasotacountyschools.net/domain/1853>

##### 2. Continuous Notification of Nondiscrimination

This requirement is continuously published and posted throughout the year in district's and schools' publications. Website only is insufficient. Submit the requested evidence below to show that you have met this requirement:

- Submit copies of materials that include the continuous notification of nondiscrimination and contact information for the Title IX, Section 504 and Equity Officer if different.

- Identify documents with the continuous notification of nondiscrimination and **only submit the page(s)** that includes the statement (school newsletters, school handbooks, application forms, brochures, district's publications available to students, parents, staff and the general public, etc.).
- **Annual Notice of Non-Discrimination Herald Tribune Attachment 1B**
- **Annual Notification of Discrimination (Staff) from Human Resources Attachment 1 B**
- **Annual Equity Distribution: Attachment 1B**  
The Equity Policies and Procedures for students and for employees/applicants in place for 2021/2022 are located on the district website;  
<https://www.sarasotacountyschools.net/Page/2613> under Human Resources/Equity.
- **Safe Schools Training** <http://sarasota-fl.safeschools.com/login>

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- **Adult & Community Enrichment (ACE)** <https://www.sarasotacountyschools.net/schools/ace/>

**Please refer to page 6-7 of the manual for required elements for the continuous notification of nondiscrimination**

- 3. 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.*

**Please refer to page 8 of the manual for all of the required elements of the Notice for Availability of Reasonable Accommodations to Applicants for Employment.**

**(Attachment 1B)**

- **Reasonable Accommodations for employment** <https://www.sarasotacountyschools.net/Page/274>

## **PART II: INCOMPLETE ITEMS OR PENDING ACTIONS N/A**

- Any Items identified during equity on-site review which are on the Voluntary Compliance Plan (VCP).
- Any other items identified on the current or past monitoring work plans as incomplete.

## PART III: STUDENT PARTICIPATION

### EVALUATION OF METHODS AND STRATEGIES:

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

##### Grades 9-12 Total Enrollment 2021-22 (14,006)

White	Black	Hispanic	ELL Students
62%	7%	23%	3%
(8,608)	(1,028)	(3,185)	(473)

Whites In AP/IB/AICE 2017-18	Whites In AP/IB/AICE 2018-19	Whites In AP/IB/AICE 2019-20	Whites In AP/IB/AICE 2020-21	Whites In AP/IB/AICE 2021-22
35% (3,064)	37% (3,250)	42% (3,599)	42% (3,629)	44% (3,719)

White Males In AP/IB/AICE 2017-18	White Males In AP/IB/AICE 2018-19	White Males In AP/IB/AICE 2019-20	White Males In AP/IB/AICE 2020-21	White Males In AP/IB/AICE 2021-22
30% (1,360)	33% (1,441)	37% (1,636)	38% (1,643)	40% (1,748)

Blacks In AP/IB/AICE 2017-18	Blacks In AP/IB/AICE 2018-19	Blacks In AP/IB/AICE 2019-20	Blacks In AP/IB/AICE 2020-21	Blacks In AP/IB/AICE 2021-22
16% (184)	25% (268)	33% (345)	27% (289)	30% (312)

Black Males In AP/IB/AICE 2017-18	Black Males In AP/IB/AICE 2018-19	Black Males In AP/IB/AICE 2019-20	Black Males In AP/IB/AICE 2020-21	Black Males In AP/IB/AICE 2021-22
13% (77)	21% (119)	27% (144)	21% (111)	25% (127)

Hispanics In AP/IB/AICE 2017-18	Hispanics In AP/IB/AICE 2018-19	Hispanics In AP/IB/AICE 2019-20	Hispanics In AP/IB/AICE 2020-21	Hispanics In AP/IB/AICE 2021-22
25% (655)	32% (894)	35% (1,004)	33% (981)	36% (1,137)

Hisp. Males In AP/IB/AICE 2017-18	Hisp. Males In AP/IB/AICE 2018-19	Hisp. Males In AP/IB/AICE 2019-20	Hisp. Males In AP/IB/AICE 2020-21	Hisp. Males In AP/IB/AICE 2021-22
21% (280)	28% (386)	32% (452)	28% (417)	32% (522)

ELL Students In AP/IB/AICE 2017-18	ELL Students In AP/IB/AICE 2018-19	ELL Students In AP/IB/AICE 2019-20	ELL Students In AP/IB/AICE 2020-21	ELL Students In AP/IB/AICE 2021-22
9% (47)	20% (97)	19% (88)	18% (72)	24% (111)

#### **Evidence of Success**

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

For the 2021-2022 school year the enrollment for all student groups increased when compared to the 2020-2021 school year. The student group identified as "white" increased by 2% points, The student group identified as "black" increased by 3% points, The student group identified as "Hispanic" increased by 6% points, The student group identified as "ELL" increased by 6% points. When looking at males specifically in each student group: "white" increased by 2%, "black" increased by 4%, "Hispanic" increased by 4%

**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.*

Students at 3 of the 5 comprehensive high schools offer an AICE General Paper course to all students. Students following the AICE curriculum take the course in grade 9 or Grade 10. Other students can take the course in either grades 11 or 12 depending on the school specific English course progression. All grade 11 students at 1 of the 5 comprehensive high schools are currently participating in the grade 11 IB English course. Next year, all students in grades 11 and 12 at that school will enroll in an IB English course. The other comprehensive high school, the magnet high school, and the school for the gifted and talented have clear pathways to AP and IB coursework that are communicated to all students. All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. The district has hired an Acceleration Specialist responsible for monitoring data, identifying areas for improved participation, and collaborating with schools to support the goal of increasing enrollment for these targeted students.

**Accountability Measure and Timelines**

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

<b>Student Group</b>	<b>Projected Percent Enrolled 2022-2023</b>
<b>Whites in AP/IB/AICE</b>	<b>45%</b>
<b>White Males in AP/IB/AICE</b>	<b>41%</b>
<b>Blacks in AP/IB/AICE</b>	<b>33%</b>
<b>Black Males in AP/IB/AICE</b>	<b>27%</b>
<b>Hispanics in AP/IB/AICE</b>	<b>37%</b>
<b>Hispanic Males in AP/IB/AICE</b>	<b>33%</b>
<b>ELLS in AP/IB/AICE</b>	<b>25%</b>

**(2) Grades 9-12. Dual Enrollment (DE)****Grades 9-12 Total Enrollment 2021-22 (14,006)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
62%	7%	23%	3%
(8,608)	(1,028)	(3,185)	(473)

<i>Whites In DE 2017-18</i>	<i>Whites In DE 2018-19</i>	<i>Whites In DE 2019-20</i>	<i>Whites In DE 2020-21</i>	<i>Whites In DE 2021-22</i>
12% (1,029)	11% (977)	7% (612)	6% (520)	6% (470)

<i>White Males In DE 2017-18</i>	<i>White Males In DE 2018-19</i>	<i>White Males In DE 2019-20</i>	<i>White Males In DE 2020-21</i>	<i>White Males In DE 2021-22</i>
11% (478)	11% (498)	8% (327)	7% (296)	6% (258)

Blacks In DE 2017-18 6% (67)	Blacks In DE 2018-19 5% (57)	Blacks In DE 2019-20 4% (45)	Blacks In DE 2020-21 4% (42)	Blacks In DE 2021-22 5% (53)
Black Males In DE 2017-18 5% (28)	Black Males In DE 2018-19 4% (20)	Black Males In DE 2019-20 3% (14)	Black Males In DE 2020-21 2% (11)	Black Males In DE 2021-22 4% (19)
Hispanics In DE 2017-18 9% (242)	Hispanics In DE 2018-19 9% (255)	Hispanics In DE 2019-20 7% (192)	Hispanics In DE 2020-21 6% (190)	Hispanics In DE 2021-22 6% (188)
Hisp. Males In DE 2017-18 9% (118)	Hisp. Males In DE 2018-19 9% (122)	Hisp. Males In DE 2019-20 8% (106)	Hisp. Males In DE 2020-21 7% (100)	Hisp. Males In DE 2021-22 6% (98)
ELL Students In DE 2017-18 2% (10)	ELL Students In DE 2018-19 4% (17)	ELL Students In DE 2019-20 4% (18)	ELL Students In DE 2020-21 3% (12)	ELL Students In DE 2021-22 3% (14)

#### **Evidence of Success**

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

The district currently has Articulation agreements with three post-secondary colleges and Universities and 2 technical colleges and students are enrolled in post-secondary DE coursework at each of the post-secondary institutions.

#### **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.*

Communication has been a key to success in this area. Schools offer parent nights for families interested in DE and communication takes place via social media regarding opportunities. In addition, we have partnered with three post-secondary institutions to provide opportunities at the high schools, on the post-secondary campuses, and through online learning.

All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration courses.

All partnering post-secondary institutions have continued to increase virtual course offerings. All high schools offer a space for students participating in virtual coursework during the school day.

The local state college denied SCS the ability to offer courses on the SCS high school campuses. SCS developed a partnership with a local university; however, the admission requirements are higher since it is a State university.



The district has hired An Acceleration Specialist responsible for monitoring data, identifying areas for improved participation, and collaborating with schools to support the goal of increasing enrollment for these targeted students.

**Accountability Measure and Timelines**

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

<b>Student Group</b>	<b>Projected Percent Enrolled 2022-2023</b>
<b>Whites in DE</b>	<b>6%</b>
<b>White Males in DE</b>	<b>6%</b>
<b>Blacks in DE</b>	<b>5%</b>
<b>Black Males in DE</b>	<b>4%</b>
<b>Hispanics in DE</b>	<b>6%</b>
<b>Hispanic Males in DE</b>	<b>6%</b>
<b>ELLS in DE</b>	<b>3%</b>

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

**Grades 9-12 Total Enrollment 2021-22 (14,006)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
62%	7%	23%	3%
(8,608)	(1,028)	(3,185)	(473)

Whites All Level 3 2017-18 68% (5,957)	Whites All Level 3 2018-19 74% (6,424)	Whites All Level 3 2019-20 76% (6,507)	Whites All Level 3 2020-21 78% (6,719)	Whites All Level 3 2021-22 80% (6,918)
White Males All Level 3 2017-18 64% (2,877)	White Males All Level 3 2018-19 71% (3,122)	White Males All Level 3 2019-20 73% (3,197)	White Males All Level 3 2020-21 75% (3,293)	White Males All Level 3 2021-22 78% (3,438)
Blacks All Level 3 2017-18 39% (445)	Blacks All Level 3 2018-19 49% (529)	Blacks All Level 3 2019-20 57% (599)	Blacks All Level 3 2020-21 57% (605)	Blacks All Level 3 2021-22 62% (633)
Black Males All Level 3 2017-18 37% (219)	Black Males All Level 3 2018-19 46% (258)	Black Males All Level 3 2019-20 48% (258)	Black Males All Level 3 2020-21 51% (274)	Black Males All Level 3 2021-22 57% (287)
Hispanics All Level 3 2017-18 55% (1,448)	Hispanics All Level 3 2018-19 63% (1,727)	Hispanics All Level 3 2019-20 69% (1,951)	Hispanics All Level 3 2020-21 67% (1,990)	Hispanics All Level 3 2021-22 69% (2,204)

Hisp. Males All Level 3 2017-18 50% (670)	Hisp. Males All Level 3 2018-19 60% (823)	Hisp. Males All Level 3 2019-20 65% (921)	Hisp. Males All Level 3 2020-21 64% (968)	Hisp. Males All Level 3 2021-22 66% (1,063)
ELL Students All Level 3 2017-18 30% (151)	ELL Students All Level 3 2018-19 46% (222)	ELL Students All Level 3 2019-20 47% (222)	ELL Students All Level 3 2020-21 49% (197)	ELL Students All Level 3 2021-22 51% (239)

#### **Evidence of Success**

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

For the 2021-2022 school year the enrollment for all student groups increased when compared to the 2020-2021 school year. The student group identified as "white" increased by 2% points, The student group identified as "black" increased by 5% points, The student group identified as "Hispanic" increased by 2% points, The student group identified as "ELL" increased by 2% points. When looking at males specifically in each student group: "white" increased by 3%, "black" increased by 6%, "Hispanic" increased by 2%

#### **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.*

All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. In addition, CTE offerings continue to expand, removing barriers that prevent able students from taking certain courses. All schools have been analyzing the Master Schedule to ensure that all students have access to at least one level 3 course per year.

#### **Accountability Measure and Timelines**

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

<b>Student Group</b>	<b>Projected Percent Enrolled 2022-2023</b>
<b>Whites in AP/IB/AICE/Honors</b>	<b>81%</b>
<b>White Males in AP/IB/AICE/Honors</b>	<b>79%</b>
<b>Blacks in AP/IB/AICE/Honors</b>	<b>63%</b>
<b>Black Males in AP/IB/AICE/Honors</b>	<b>57%</b>
<b>Hispanics in AP/IB/AICE/Honors</b>	<b>70%</b>
<b>Hispanic Males in AP/IB/AICE/Honors</b>	<b>67%</b>
<b>ELLS in AP/IB/AICE/Honors</b>	<b>52%</b>

## **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 page 11 in the 2021-22 Guidelines.)**
- B. Attach an Athletic 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 12 in the 2021-22 Guidelines.)**
- 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 13 in the 2021-22 Guidelines.)**
- D. If the district submitted Corrective Action Plans as part of the 2020-21 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.**

### **Attachment IV**

## PART V: EMPLOYMENT EQUITY

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

District: Sarasota		2021-22 District Administrative and Faculty Positions											
Administrative Positions	Total	Black		Hispanic		White		Other		Female		Male	
Student Demographics	37527	2953	7.9%	8232	21.9%	22755	60.6%	3587	9.6%	18273	48.7%	19254	51.3%
District-Level Administrators	147	17	11.6%	9	6.1%	119	81.0%	2	1.4%	80	54.4%	67	45.6%
Principals	39	5	12.8%	0	0.0%	33	84.6%	1	2.6%	22	56.4%	17	43.6%
Asst. Principals	79	4	5.1%	6	7.6%	68	86.1%	1	1.3%	52	65.8%	27	34.2%
Teachers	2856	93	3.3%	161	5.6%	2551	89.3%	51	1.8%	2288	80.1%	568	19.9%
Guidance Counselors	92	6	6.5%	3	3.3%	82	89.1%	1	1.1%	84	91.3%	8	8.7%

- B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

**District Level Administrators:** The total number of district level administrators increased from N= 126 in 2020-21 to N=147 in 2021-22.

- The total number of Black district level administrators increased from N=12 in 2020-21 to N=17 in 2021-22.
- The total number of Hispanic district level administrators increased from N=2 in 2020-2021 to N = 9 in 2021-22.
- The total number of male district level administrators increased from N=63 in 2020-21 to N=67 in 2021-22.
- The total number of female district level administrators increased from N= 63 in 2020-21 to N = 80 in 2021-22.

**Principals:** The total number of principals remained the same, N=39, in 2020-21 and 2021-22.

- The total number of Black principals decreased slightly from a total of 7 in 2020-21 to 5 in 2021-22 – due to assignment changes.
- The total number of Hispanic principals remained the same N=0 in 2020-21 and 2021-22.
- The total number of male principals remained the same N = 17 in 2020-21 and 2021-22.

**Assistant Principals:** The total number of assistant principals increased from N=70 in 2020-21 to N=79 in 2021-22.

- The total number of Black assistant principals increased from N=3, in 2020-2021 to N = 4 in 2021-22.
- The total number of Hispanic assistant principals increased from N=2 in 2020-21 to N = 6 in 2021-22.
- The total number of male assistant principals increased from N=21 in 2020-2021 to N=27 in 2021-22.

**Teachers:** The total number of teachers increased from N=2833 in 2020-2021 to N=2856 in 2021-22.

- The total number of Black teachers increased from N=83 in 2020-2021 to N=93 in 2021-22.
- The total number of Hispanic teachers increased from N=104 in 2020-21 to N=161 in 2021-22.
- The total number of male teachers increased from N=566 in 2020-21 to N=568 in 2021-22.

**Guidance Counselors:** The total number of guidance counselors increased slightly from N=88 in 2020-2021 to N=92 in 2021-22.

- The total number of Black guidance counselors decreased from N=9 in 2020-21 to N=6 in 2021-22.
- The total number of Hispanic guidance counselors increased N=2 in 2020-21 to N = 3 in 2021-22.
- The total number of Male guidance counselors decreased from N=9 in 2020-21 to N=8 in 2021-22.

- C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

#### Recruitment Team Current/Past Efforts

##### **HBCUs/HSIs:**

We have placed a greater focus on Historically Black Colleges/Universities and Hispanic Serving Institutions

- Alabama A&M University 2/6/2020
- Central State University 3/10/21
- West Virginia State University 3/11/21
- Maryland Eastern Shore University 3/23/21
- FIU Virtual Career Fair 9/28/21
- FAMU Career Fair 9/29/21
- FAU Virtual Career Fair 10/5/21
- Alabama State University Education Fair 11/29/21
- FAMU Education, Art & Humanities, and Social Sciences Fair 3/9/22
- FAU Virtual Career Expo 3/31/22
- FIU All Majors Virtual Career Fair 4/5/22

##### **National Minority Update:**

Quarterly publication and online recruitment resource that focuses on employment and education in the minority community

- We have placed an ad on their website for two years in a row

##### **Emerging Educator:**

The districts Grow Your Own program in partnership with the Barancik Foundation to increase teacher pool/build teacher pipeline

- Focus of cohort 1-get the program up and running
- Focus of cohort 2-increase diversity in members; 20 POC, 8 males (out of 32)
- Focus of cohort 3-addition of new initiatives

##### **Florida Fund for Minority Teachers:**

Program related to the Minority Teacher Education Scholarship for minority students in teacher education programs. Host an annual symposium featuring a recruitment fair which we make a

point to attend each year.

- Highest attended event in 2021(~50 students) over the last year, excluding the virtual job fair that we host annually

#### **NEMNET:**

Stands for National Employment Minority Network. National organization that assists schools in the recruitment and retention of diverse teachers. Attended a workshop they hosted in Miami.

#### **Diversity in Ed:**

Minority-owned business that connects teachers of color with schools committed to recruiting a diverse workforce

- Virtual job fair-attended in spring of 2021
- Job board-opportunity to post jobs at the following price points; \$95 for one 30-day posting, \$125 for one 60-day posting, \$499 for 90 days of unlimited postings

#### **Local High Schools:**

Working with high schools to promote employment opportunities in the school district

- Venice High School- participated in their career fair on 3/11/22
- North Porth High School-registered to participate in their career fair for graduating seniors on 4/11/22.
- Sarasota High School-scheduled to participate in their career fair on 4/13
- Booker High School- scheduled to speak to graduating seniors on 4/25
- Riverview High School- scheduled to speak to juniors/seniors on 4/27

#### **Local Universities:**

We are looking for opportunities to work with local colleges/universities in a greater capacity than just the recruitment events we attend

- Call Me Mister at USF-Goal is to increase the number of male teachers of color in elementary schools

#### **Delta Sigma Theta Sorority:**

Working with the local Sarasota/Bradenton Alumnae Chapter to explore potential relationship with district recruitment

- Presented opportunities in education to the Delta GEMS (mentees from local high schools) on 4/10

#### **Efforts in progress**

- Developing data dashboard with Urban Schools Human Capital Academy (USHCA)
- Increase diversity recruitment efforts
  - Revitalization of Cultural Diversity Enrichment Association (CDEA) to promote recruitment and retention of diverse staff
  - Work with other local organizations to share opportunities in education with their mentees
- Speaking with agencies to explore hiring international teachers with J1/H1B visa

## Future Ideas

### Focus Group:

- We intend to put together a small focus group consisting of teachers and administrators of color from across the county/district. We would like to have discussions of what we could improve on and hear ideas
- Post on other diversity job boards
- Place ads on other websites\*
- Recruit bilingual teacher and Spanish speakers
- \*use suggestions from NEMNET handout

## **PART VI: SINGLE-SEX SCHOOLS AND CLASSES**

Does the district operate single-sex schools or classes? \_\_ Yes X No

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

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

District:	2021-22 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:	2021-22 Single-Sex Classes					
	Male Students Only		Female Students Only		Co-Ed Students	
	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students
Grade/Course						

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 ensure 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 ensure 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 12.)**

## PART VI:

### SINGLE-SEX SCHOOLS AND CLASSES

#### Single-Sex Evaluation Verification Form

District: \_\_\_\_\_

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



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**Signature, Superintendent**

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**Date**

## **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 childcare, health care, social services, parent education and transportation) provided?

Cyesis (Teen Parent program in Sarasota County) is currently operating at Riverview High School and North Port High School. We continue to strive for the highest level of care and services for one of the most vulnerable populations in our community. Our program objectives:

- Helping pregnant and parenting teens stay in school and graduate with a plan beyond secondary education.
- Improving birth outcomes by addressing physical, social and emotional health of mother and baby.
- Promoting healthy parent-child relationships to ensure that each child is safe, protected, and loved.
- Improving opportunities for parenting teens to be financially independent and self-sufficient.
- Ensuring that young children receive high quality early care and education for school readiness.
- Ensuring that our teen parents receive the connections to the emotional and financial support they need through Children First beyond high school graduation.
- Providing weekly support groups with our trained counselors provided onsite for our pregnant teens and mothers.

An integral final piece of the Cyesis program is the commitment to the physical and emotional health of the students and their babies. Through the Cyesis Social Worker programming is coordinated so that parenting education, childbirth education, breastfeeding support, and mental health services are provided to each student. Wrap-around, trauma informed care is an essential piece of our program.

Our program is devoted to ensuring high quality and loving care for the children of the teen parents through our partnership with Children First, Sarasota County's Head Start provider. This partnership allows parenting teens to enroll in Early Head Start, therefore providing them access to high quality early childhood care at no cost. Childcare is provided on campus, which allows parents to see their babies consistently and to receive hands on support with their baby. Families receive transportation to and from school via Sarasota County school buses outfitted with car seats. The onsite childcare is NAEYC-accredited with certified and trained Early Childhood educators. Visits with children are encouraged and permitted according to the student's breastfeeding schedule and the parents assigned lunch time.

Research shows that educational achievement effects the lifetime income of teen mothers, so educational success is an integral focus of the Cyesis program. Riverview High School has a School Counselor and Assistant Principal devoted to the Cyesis program so that students are provided with assistance and counseling in educational and career opportunities. Parenting classes are included in the student's schedule as electives. All teen parents have access to dual enrollment and other accelerated coursework as well.

Students enrolled in the teen parent program are afforded an array of options that will lead to the earning of a high school diploma. Each of the students in the teen parent program attend

classes just as any other high school student would. They are assigned to a school counselor based on their last name (alpha order) and are guided through the process of coursework (towards the diploma) just as all students are. Students enrolled in the program meet with their counselor to review their transcript and to develop an academic plan that will provide them with the best opportunity to graduate. Students have the option of participating in classes held on site at Riverview High School or North Port High School, Suncoast Technical Center, through on-line learning courses and through a blended combination. During the course of the school day, their children are cared for by the teen parent program staff members in either a nursery, toddler or preschool classroom setting depending on the age of their children. Health care needs for both parents and children are addressed on site via the school nurses, the family advocates from Children First, the Health department (by referral) or indirectly through our full-time program social worker and our district based social workers. The full-time program social worker provides for the social work needs of our teen parents and families on a daily basis at RHS and part-time at NPHS. Each of our teen parents attend parenting classes as a part of their daily curriculum at Riverview High School and North Port High School. Specialized transportation is provided by the district (if needed) so that our teen parents and babies can ride to and from school on a county school bus.

- (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.)

Link to Cyesis information on the District Website:

<https://www.sarasotacounty schools.net/Page/1354> (Attachment VII)

The benefits of the teen parenting program are shared in several ways. It has been determined that the most effective means of getting the word out to be through the county health department. Health department staff refer students to the program based social worker on a regular basis. The teen parent program social worker shares pertinent information annually with school counselors and registrars at other high schools to make them aware of the program through annual required professional development meetings. All middle school and high school certified school counselors are informed, annually, of the program design and benefits. Local community services agencies such as Children First have been an excellent source for sharing information about the program. Students that have graduated from the program are eager to speak the praises of the teen parent program (word of mouth advertising as it were) and many local and community groups who support the program are also involved with sharing the word. Lastly, all prospective students are encouraged to tour of the program. During this tour (which has proven the most powerful way to get new students) the incoming students get to talk with current students, get to see the nurseries in action, meet the staff and participate in a campus tour.

- (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 and administrators receive informative updates through professional development offerings provided at the school, district, and state level. Staff and administrators participate in regularly scheduled leadership and staff meetings where pertinent updates are shared. School based guidance staff work closely with teen parent support team members. Ongoing professional development is provided to counselors pertaining to course and graduation requirements, course offerings and opportunities, and supports available to students in need. School based administrators, counselors, and staff can refer teen parent questions to the program director. The program director then follows up accordingly to ensure that student's questions and concerns are appropriately addressed. A fulltime program director, a full-time social worker, at RHS and a part-time social worker at NPHS, two parent advocates from Children First, and a registrar, are all in place in order to provide support and guidance to students. Onsite childcare allows for teen parents to grow and develop academically, emotionally, and socially.

Teen parents are afforded the opportunity to attend and participate in the full range of academic, extracurricular, and ancillary services at Riverview High School and North Port High School. For example, during the 2021-2022 school year there were at least ten instances at both RHS and NPHS where students participated in pro-social activities such as Chorus, After-School Sporting events, ROTC, prom, powderpuff, volleyball, basketball, football, track, cheerleading and grad bash.

## **Attachments (Part 1B)**

Hello, Harriet:

**Policy 6.61--SCHOOL BOARD EMPLOYEES WITH HIV, AIDS, OR OTHER COMMUNICABLE DISEASES was updated in 2018.**

**Policy 5.63-- STUDENTS WITH AIDS OR HIV DISEASE was updated in 2019.**

**There have been no changes to policies or procedures manuals.**

Thank you,



Suzanne Dubose, RN  
Supervisor, Health Services  
President, School District Administrators  
Sarasota County Schools  
[Suzanne.Dubose@SarasotaCountySchools.net](mailto:Suzanne.Dubose@SarasotaCountySchools.net)  
(941) 927-9000, ext. 34331  
(941) 927-4029 Fax

**Stay Positive: "Keep your energy upbeat. It's a surefire way to battle defeat." #BecauseItMatters**

## **CHAPTER 5.00 – STUDENTS**

### **STUDENTS WITH AIDS OR HIV DISEASE**

**5.63+**

#### **I. Statement of Purpose**

A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies. HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity.

School authorities will determine the educational placement of a student known to be infected with HIV on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with disabilities. Decision makers must consult with the student's physician and parent, as defined by Florida Statutes, respect the student's and family's privacy rights, and reassess the placement if there is a change in the student's need for accommodations or services.

#### **II. Confidentiality**

No information regarding a person's HIV status will be divulged to any individual or organization without a court order or the informed, written, signed, and dated consent of the parent, as defined by Florida Statutes, of a student with HIV infection (or the student if no longer a legal minor). The written consent must specify the name of the recipient of the information and the purpose for disclosure.

Students are not required to disclose HIV infection status to anyone in the education system. HIV antibody testing is not required for any purpose.

Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student. Violation of medical privacy is cause for disciplinary action.

All health records, notes, and other documents that reference a student's HIV status will be kept under lock and key. Access to these confidential records is limited to those named in written permission from the parent, as defined by Florida Statutes. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.

#### **III. Civil Rights Protections for Persons with Disabilities**

Both HIV infection and AIDS are defined as disabilities, and so federal and state civil rights laws intended to protect the rights of persons with disabilities fully apply.

A student has the right to remain in the regular educational environment – with the assistance of supplementary aids, services, or some other accommodation if needed.

See the *Section 504 Policy and Procedures Manual* to determine if a student with a disability needs an accommodation.

## **CHAPTER 5.00 – STUDENTS**

A full evaluation under either Section 504 or IDEA is not required if neither school officials nor a student's parent believe the student needs accommodations or services.

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

**LAWS IMPLEMENTED:** 1001.03, 1001.42, 1001.43, 1002.22, F.S.

**STATE BOARD OF EDUCATION RULES:** 6A-6.03020, 6A-6.0331

**HISTORY:** ADOPTED: 08/21/03  
REVISION DATE(S): 05/07/19  
FORMERLY: 2.136

**NOTES:**

Refer To: Section 504 Policy and Procedures Manual  
Sarasota County School Health Services Manual





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**Hello Staff!**

We are pleased to offer a new way of delivering the safety training that you are required to complete each year. Using the SafeSchools Training system, you will be able to complete your training via the Internet at your convenience - even from the comfort of your own home! Group Training is also available.

**How to log on to the SafeSchools Online Training Program:**

1. Using your web browser, go to the web page <http://sarasota-fl.safeschools.com/login> (No "www" is necessary.)
2. To access your assigned training, enter your username and password.
  - Your username is employee ID number.
  - Your password is the last 4 digits of your SSN.
3. Your assigned course or courses will be listed on your personal SafeSchools 'My Assignments' page under "Mandatory Training."
4. Select any course by simply clicking on the name of the course. The courses have audio so turn up your speakers if you wish to hear the narration. Complete all the training scenarios and the assessment to receive completion credit for the course. You will have the option to print out a Certification of Completion once you successfully complete the course.

If you have any questions or problems with the site, please see other side for troubleshooting tips:

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**Thanks for helping to make our district an even safer place to work and learn!**

## **Tips and Tricks for Troubleshooting Safe Schools**

If you are accessing training from a computer:

1. Restart your browser. Note: On a Mac you'll need to fully quit the browser.
2. Make sure you are using a recent version of Google Chrome, Mozilla Firefox, Internet Explorer, or Safari. If you have any pending updates, they may need to be completed to move forward with training.
3. Clear your browser's cache, which is typically located under your browser's history settings.
4. It is possible that device-specific browser extensions and/or pop-up blockers may be interfering with your training. Try accessing the training from another browser to rule out this possibility.

If you are accessing training from a mobile device:

Our system is compatible with many mobile devices; however, some users may have personal configurations that prevent certain courses from loading. Additionally, some custom and policy courses are best displayed on a computer. If you are experiencing difficulty loading our training on a personal device, try accessing the courses through a laptop or desktop computer.

After going through the steps above, please feel free to contact [support@safeschools.com](mailto:support@safeschools.com) if you are still having issues!

If you have any questions or continue to have problems with the site that Safe Schools could not resolve, please contact:

**Valeta Clark– [valeta.clark@sarasotacountysschools.net](mailto:valeta.clark@sarasotacountysschools.net) – (941) 927-9000 ext. 31201**

**Thanks for helping to make our district an even safer place to work and learn!**

**From:** Harayda Al  
**To:** Principals - All; Principals Admin Assistants; SCSB Cost Center Heads Admin Assts; SCSB Cost Center Heads  
**Subject:** Annual Equity Distribution  
**Date:** Wednesday, July 28, 2021 4:37:00 PM  
**Attachments:** Cost Center document.docx  
Policy 2.71.pdf  
Procedure 2.71a.pdf  
Staff Acknowledgement.pdf  
Safe Schools Intro Flyer and Troubleshooting Tips.pdf

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**Principals and Cost Center Heads:**

**The Equity Policies and Procedures for students and for employees/applicants in place for 2021/2022 are located on the district website:**

**<https://www.sarasotacountyschools.net/Page/2613> under Human Resources/Equity.**

**Please ensure that staff who do not have access to email are provided with hard copies. All employees will receive a copy of the procedures electronically. If you have parents that do not have access to the internet, feel free to print copies. Please make sure to announce this procedure in your "back to school" information for teacher and students to refer them to this section of our website.**

**Please adhere to the following procedures to ensure compliance with state and federal guidelines:**

▪ **Staff Meeting/Training - All Cost Center Heads**

**Include "Equity Complaint Process" on an agenda for a staff meeting. You may use this link to review the complaint process <https://youtu.be/dmEwIlgUaBQ>. Also, indicate that complaint forms and equity procedures are available on the district website.**

**All staff will be enrolled and are required to watch the Safe Schools module "Discrimination Awareness In the Workplace" which is located at: <https://sarasota-fl.safeschools.com/login> please see attachment for login instructions, they will also receive an email advising them of this requirement.**

▪ **Notification to Equity Coordinator - All Cost Center Heads**

**Upon receipt, all equity complaints should be forwarded to me (Al Harayda), as the District's Equity Coordinator. I will review each equity complaint for completeness and will maintain a log of all complaints received for the District. I will forward the equity complaint form to the appropriate cost center head for investigation.**

▪ **Distribution of Equity Procedures for Employees - All Cost Center Heads**

**All employees must be provided directions where to find the employee/applicant equity procedures online. Additionally, all employees will receive a copy of the employee/applicant equity procedures electronically and the "ACCEPTANCE-RECEIPT OF POLICY AND PROCEDURES AGAINST DISCRIMINATION" form. Each employee should sign this form and return to cost center head. These signed**

forms are kept at the cost center in the personnel site file.

▪ **Distribution of Equity Procedures for Students- Building Principals**

Notify all students and parents of SAC and booster clubs where the Equity procedures are located on the district website.

▪ **Newsletter Notice - Building Principals**

Include an article in your school newsletter indicating the location of the Student Equity procedures on the district website.

▪ **PTO Meetings - Building Principals**

Include "Equity Complaint Process" as an agenda item at a PTO/PTA meeting.

Announce where the procedures are located.

<https://www.sarasotacountyschools.net/Page/2613>

Your cooperation in confirming that the above procedures have been implemented is requested as listed:

Maintain copies of newsletter notices and staff meeting agendas at the cost center.

Complete the attached form confirming the above expectations have been met and return to me no later than **September 30, 2021.**

Thank You

Al

**Al Harayda**

**Employee Relations and Equity Administrator**

**Human Resources**

**Sarasota County Schools**

**941-927-9000 x 81217**

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Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

**From:** Harayda Al  
**To:** Board Appointed  
**Subject:** Annual Notification of Discrimination  
**Date:** Thursday, July 29, 2021 9:47:30 AM  
**Attachments:** Staff Acknowledgement.pdf  
Safe Schools Intro Flyer and Troubleshooting Tips.pdf  
Procedure 2.71a.pdf  
Policy 2.71.pdf

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**Sarasota County Schools Employees:**

The Equity Policies and Procedures for students and for employees/applicants in place for 2021/2022 are located on the district website;

<https://www.sarasotacountyschools.net/Page/2613> under Human Resources/Equity.

**All staff are enrolled and are required to watch the Safe Schools module titled "Discrimination Awareness In the Workplace" which is located at: <https://sarasota-fl.safeschools.com/login> please see attachment for login instructions.**

Each employee should sign the attached "ACCEPTANCE-RECEIPT OF POLICY AND PROCEDURES AGAINST DISCRIMINATION" FORM AND RETURN TO YOUR Principal/Cost Center Head. These signed forms are kept at the cost center in the personnel site file.

Please feel free to contact me with any questions.

Thanks

al

**Al Harayda  
Employee Relations and Equity Administrator  
Human Resources  
Sarasota County Schools  
941-927-9000 x 31217**

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Please be aware that all e-mail to and from Sarasota County Schools is subject to the public records laws of Florida.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA  
HUMAN RESOURCES

**ACCEPTANCE/RECEIPT OF POLICY AND PROCEDURES AGAINST DISCRIMINATION**

**Instructions:** Employees must read the entire form, sign it, and give to their Cost Center Head. Cost centers will retain the signed form in the employee's personnel site file.

I, \_\_\_\_\_, have received a copy of  
Employee Name (Print)

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

STATE EQUITY LAWS

POLICY AGAINST DISCRIMINATION  
FOR EMPLOYEES AND APPLICANTS

Due Process Procedures  
Employee/Applicant Complaint Procedures

I understand that discrimination and/or harassing behavior will not be tolerated, and I am aware of the procedure for filing a complaint relative to such behavior. It is my responsibility, as an employee of The School Board of Sarasota County, Florida, to comply with the policy and procedures.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cost Center

Distribution: Original – Employee Site File

The School Board of Sarasota County, Florida, complies with Federal and State Statutes in prohibiting any form of discrimination and harassment based on an individual's race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation.

RET: Master, 25Y aft term, GS1-SL 19  
Dupl., OSA

144-00-HMR  
Rev. 8-21-2020

Alta Vista	Meredith McArthur
Ashton	Jacob Ruscoe
Awater	Jamie Klauer
Bay Haven	Erica Brusoe
Booker High	Sue Fair
Booker Middle	Cameron Parker
Brentwood	Holly Brody
Brookside	Amanda Rojas
Cranberry	Alison Rini
Emma E. Booker	Gina Cirillo
Englewood	Ellen Ziarnicki
Fruitville	Jamie Hannon
Garden	John Carey
Glenallen	Michelle Miller
Godio	Marya Annicelli
Gulf Gate	Lalgh Michalofko
Heron Creek	Eric Idoyaga
Lakeview	Jen Kahler
Lamarque	Mindy Long
Laurel Nokomis	Christine Oliver
McIntosh	Maureen Bassett
North Port	Ron Corso
Oak Park	Nicole Meo
Phillippi Shores	Tina Quintana
Pine View	Roy Sprinkle
Riverview	Kelth Little
Sarasota High	Robin Livingston
Sarasota Middle	Stacey Tinkis
Southside	Kent Miller
SPHS	Mike Rainey
STC	Mike Endee
STC-NP	Mike Endee
Tatum Ridge	Sara Knouse
Taylor Ranch	Emilie Hansen
Toledo Blade	Michelle Giddens
Triad	Melanie Ritter
Tuttle	Scott Parrish
Venice High	Rosemary Schmidt
Venice Middle	Erin Rice
Venice Elementary	Kaitlin Randlett
Wilkinson	Lindsay Csogi
Woodland	Curtis Schwartz
Transportation	Diane Preston
Pupil Support	Jamie Rodrigues
Facilities	Kevin Snyder
Financial Services	Christa Curtner



<b>Construction services</b>	<b>Kevin Snyder</b>
<b>FNS</b>	<b>Kristen Puller</b>
<b>SCSPD</b>	<b>Duane Oakes</b>
<b>IT</b>	<b>Anthony Dolciotto</b>
<b>Human Resources</b>	<b>Rob Boney</b>



## **STEP 1: Complete Online Application & Packet**

- Click specific job type below to see requirements:

### **INSTRUCTIONAL**

- (Teachers, Psychologists, Social Workers, Substitute Teachers)

### **NON-INSTRUCTIONAL**

- (Aides, Maintenance, Transportation, Food Service, Custodial, IT, Office, Non-Instructional Substitutes, Paid Coaches)

### **ADMINISTRATIVE**

- (Principals, Assistant Principals, STC Administrators)

### **DISTRICT ADMINISTRATOR**

- (District-Wide)

## **STEP 2: Complete Testing (if applicable)**

- Complete applicable testing requirements as identified on a job description.

### **STEP 3: Confirm Status**

- Contact the Human Resources Department to confirm application status.  
Phone 941-927-9000, extension 31200.

### **STEP 4: View job postings then submit interest**

- Follow online instructions to submit interest to specific job postings.

Reasonable accommodations are available for persons with disabilities to complete the application and/or interview process. Applicants or individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact the district Equity Coordinator

Al Harayda by calling  
(941) 927-9000, ext. 31217,  
or writing him at  
1960 Landings Blvd.,  
Sarasota, Florida 34231.



**1960 Landings Blvd. Sarasota, FL 34231**

**Phone: (941) 927-9000**

**COMMUNITY**

**EMPLOYMENT**

**PUBLIC RECORDS**

**EMPLOYEE DIRECTORY**





If you see something on our website that is out of date please contact us. Under Florida law, email addresses are public records. If you do not want your email address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing.



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

### **POLICY PROHIBITING DISCRIMINATION AND HARASSMENT 2.71**

#### **General Policy Statement**

The School Board of Sarasota County ("School Board") is committed to providing all students and employees in the School District of Sarasota County ("District") with a safe and supportive school and work environment. Members of the "District community" – students, teachers, administrators, staff, and all school employees, as well as agents, volunteers, contractors, and persons subject to the supervision and control of the District – are expected to treat each other with mutual respect and to accept the rich diversity which makes up the community. Disrespect among members of the District community is unacceptable behavior which threatens to disrupt the learning environment and decrease self-esteem.

Accordingly, it is the policy of this District to prohibit any form of discrimination and harassment based on an individual's race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation. It is thus a violation of School Board policy for any member of the District community to discriminate against, harass or tolerate such discrimination or harassment of any other member of the District community on account of race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation, as defined by this policy.

The school system will act to promptly investigate all complaints, either formal or informal, verbal or written, of discrimination or harassment because of race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation; to promptly take appropriate action to protect individuals from further discrimination or harassment; and, if it determines that discrimination or harassment occurred, to promptly and appropriately discipline any member of the District community who is found to have violated this policy, and/or to take other appropriate action reasonably calculated to end the discrimination or harassment.

Additionally, it is the policy of this District that all District employees and adult community members are prohibited from entering into or attempting to form romantic or sexual interactions with any student enrolled in the District, regardless of the student's age.

#### **Scope of Policy**

This policy applies to all members of the District community and to all forms of discrimination and harassment committed by or against a member of the District community when the conduct occurs (1) on school property, or (2) during or in relation to a school-sponsored program or activity regardless of location. The District may also address discrimination and harassment that occurs outside of a school-sponsored program or activity but has continuing adverse effects within those programs or activities, including by providing supportive measures to address the safety of students and employees.

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

### **Applicability of Title IX**

The U.S. Department of Education's Office for Civil Rights enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance.

Title IX applies to all public and private educational institutions that receive Federal funds, including elementary and secondary schools, school districts, proprietary schools, colleges, and universities. Title IX protects students in connection with all of the academic, educational, extra-curricular, athletic, and other programs of the school, whether they take place in the facilities of the school, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

### **Role of the Title IX Coordinator**

The "Title IX Coordinator" is the person designated by the Superintendent to coordinate compliance with Title IX and the District's equity policies. The contact information for the District's Title IX Coordinator is included directly below.

Office of the Title IX Coordinator  
1960 Landings Boulevard  
Sarasota, FL 34231  
(941) 927-9000

The Title IX Coordinator's contact information can also be found in the Title IX section of the District's website, as well as in the student and employee handbooks. The Title IX Coordinator or his/her designee will be available during regular school/work hours to discuss concerns related to discrimination and harassment.

The Title IX Coordinator will receive reports or complaints from employees regarding discrimination and harassment based on race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation; and oversee the investigative process for these reports. The Title IX Coordinator will ensure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including discrimination and harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify discrimination and harassment, and take other appropriate action to rectify the damaging effects of any prohibited discrimination or harassment, including supportive measures for the claimant during the course of the investigation.

The Title IX Coordinator will be responsible for collecting and maintaining copies of all complaint forms that are submitted by students and employees pursuant to this policy, as well



## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

as documentation from all subsequent investigations and resolutions, including for both informal and formal complaints.

The Title IX Coordinator will also be responsible for assessing the training needs of the District's students and employees in connection with dissemination, comprehension, and compliance with this policy, as well as arrange for necessary training required for compliance with this policy. The Title IX Coordinator will annually report to the School Board on the use and efficacy of this policy. Recommendations for changes to the policy and complaint procedures, if applicable, shall be included in the report. The Title IX Coordinator is encouraged to involve staff, students, and volunteers and parents in the review process.

### Role of the Title IX Officer

Each school in the District will have a designated "Title IX Officer." The Principal, Assistant Principal or a designee from each school will serve in this role. Within each school, the Title IX Officer will receive reports and complaints from students regarding discrimination and harassment based on race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation; and oversee the investigative process for these reports.

The Title IX Officer will ensure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including discrimination and harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify discrimination and harassment, and take other appropriate action to rectify the damaging effects of any prohibited discrimination or harassment, including supportive measures for the claimant during the course of the investigation.

The Title IX Officer for each school will be responsible for providing to the District's Title IX Coordinator copies of all complaint forms that are submitted by students pursuant to this policy, as well as documentation from all subsequent investigations and resolutions, including for both informal and formal complaints.

### Definitions

For the purposes of this policy, the following terms shall be defined as follows:

***Complaint*** refers to any alleged act of discrimination or harassment which may be a violation of this policy.

***Claimant*** refers to a member of the District community who alleges that he or she has been subjected to discrimination or harassment in violation of this policy.

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

***Respondent*** refers to the individual named in the complaint that is accused of violating this policy.

***Discrimination*** is conduct which deprives a person of the opportunity to participate in employment, educational programs or activities, athletic programs or activities, School Board or school sponsored activities, or any other activity offered or provided by the School Board, on account of race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, sexual orientation, or any other characteristic protected by federal or state law or School Board policy.

The School Board shall also comply with the Americans with Disabilities Act of 1990 (ADA). This law makes it unlawful to discriminate against a qualified individual with a disability who can perform the essential functions of his/her job with reasonable accommodations.

***Harassment*** is any verbal or physical act, or intentionally written message or image (including those electronically transmitted) that is directed by a person or persons against another person or persons that is shown to be motivated by race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, sexual orientation, or any other characteristic protected by federal or state law or School Board policy. An act is considered harassment when it:

- physically harms a student or adult, or damages the student's or adult's property; or
- has the effect of substantially interfering with a student's education or the adult's work environment; or
- is severe, persistent, pervasive, and objectively offensive to the point that the prohibited conduct substantially impairs the person's participation in their employment, educational programs, school sponsored activities, or any other activity offered or provided by the School Board; or
- has the effect of substantially disrupting the orderly operation of the school or workplace.

Harassment as defined in this policy can take many forms, including:

***Race/Color Harassment*** may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

***Religious (Creed) Harassment*** may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

***Ethnic or National Origin Harassment*** may occur where conduct is directed at the characteristics of a person's ethnic or national origin, such as negative comments regarding customs, manner of speaking, language used, limited English language skills, surnames, or ethnic slurs.

***Age Harassment*** may occur where conduct is directed at the characteristics of a person's age, such as derogatory ageist remarks, age-based jokes, or remarks reflecting negative age stereotypes.

***Disability Harassment*** may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments, or defects/appearances, or the like.

***Veteran or Military Status Harassment*** may occur where conduct is directed at a person due to his/her past, current, or future membership, service, or obligation in a uniformed service.

***Marital Status Harassment*** may occur where conduct is directed at a person due to his/her status as single, married, separated, divorced, widowed, or with a partner.

***Pregnancy Harassment*** may occur where conduct is directed at the characteristics of a person's pregnancy and condition of pregnancy.

***Sexual Harassment*** is a form of sex discrimination that is unlawful under federal, state, and (where applicable) local law. For purposes of this policy, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

"Quid pro quo" sexual harassment:

- Submission to such conduct is made, implicitly or explicitly, a term or condition of an individual's employment or status in a class, educational program, or activity; or
- Submission to or rejection of such conduct is used as a basis for a decision affecting an individual's employment or participation in a class, educational program or activity; or

"Hostile environment" sexual harassment:

- Such conduct is so severe, pervasive, and objectively offensive that it has the purpose or effect of:
  - Altering the terms or conditions of a person's employment or educational experience; or

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- Unreasonably interfering with an individual's work or performance in a class, educational program or activity, thus creating a hostile or abusive working or educational environment.

Any instance of quid pro quo sexual harassment, sexual assault, dating violence, domestic violence, or stalking will not be evaluated for severity, pervasiveness, offensiveness, or denial of equal educational access, because such misconduct is sufficiently serious to deprive a person of equal access.

The term “of a sexual nature” is a broad term that includes conduct or comments about sex (the physical act), based on sex (persons being male or female), or based on sexual orientation or gender-based stereotypes.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender or behavior that is directed at an individual because of that individual's sex, gender, gender identity or expression, or sexual orientation.

- Gender is the state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women.
- Gender identity is a personal conception of oneself as male or female, both or neither. One's gender identity can be the same or different from their sex assigned at birth.
- Gender expression is the external appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.
- Sexual orientation is an inherent or immutable enduring emotional, romantic or sexual attraction to other people.

Please see “Creating Safe Schools for all Students: Gender Diverse Student Guidelines,” issued by the District LGBTQIA Task Force, for additional definitions and guidance on topics related to gender diverse students.

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

- Unwelcome sexual advances, propositions, invitations, and flirtations.
- Unwelcome and inappropriate touching, patting, spanking, or pinching of another person.

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

- Acts of sexual violence and physical sexual assaults, such as rape, attempted rape, unwanted touching of a sexual nature, or threatening to force or coerce sexual acts, including the touching of intimate parts or sexual intercourse, on another.
- Any unwelcome communication that is sexually suggestive, sexually degrading or derogatory, or implies sexual motives or intentions, such as:
  - sexual remarks or innuendoes about an individual's clothing, appearance or activities;
  - sexual jokes;
  - sexual gestures;
  - public conversations about sexual activities or exploits;
  - sexual rumors and "ratings lists;"
  - howling, catcalls, and whistles;
  - sexually graphic computer files, messages or games.
- A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- Unwelcome and offensive name calling or profanity that is sexually suggestive or explicit, sexually degrading or derogatory, implies sexual intentions, or that is based on sexual stereotypes or sexual orientation, gender identity or gender expression.
- Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading or derogatory, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, or stalking.
- Unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," or placing hands inside an individual's pants, shirt, blouse, or dress.
- Unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or derogatory or imply sexual motives or intentions.

## CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

- Wearing clothing with sexually obscene or sexually explicit and offensive slogans or messages.
- Recording or distributing images (e.g. video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent. Only individuals 18 years old and above are legally able to consent to this activity in Florida.
- Displaying or placing sexually suggestive, degrading or derogatory objects, pictures, videotapes, audio recordings, or writings in the work or educational environment, which may embarrass or offend someone, and which have no educational value and are unrelated to educational objectives.
- Other hostile actions taken against an individual because of that person's sex, sexual orientation, gender identity, gender expression, or transgender status, such as interfering with or sabotaging that person's work or school activities; bullying, yelling, or name calling; or otherwise interfering with that person's ability to work or participate in school functions and activities.
- Any unwelcome behavior based on sexual stereotypes and attitudes that is offensive, degrading, derogatory, intimidating, or demeaning, including, but not limited to:
  - disparaging remarks, slurs, jokes about or aggression toward an individual because the person displays mannerisms or a style of dress inconsistent with stereotypical characteristics of the person's sex or gender;
  - ostracizing or refusing to participate in group activities with an individual during class projects, physical education classes or field trips because of the individual's sex, sexual orientation, gender expression or gender identity; or
  - taunting or teasing an individual because they are participating in an activity not typically associated with the individual's sex or gender.

For purposes of this policy, actions or conduct shall be considered "unwelcome" if the student, employee or non-employee did not request or invite it and regarded the conduct as undesirable or offensive. However, a person's subjective belief alone that behavior is offensive does not necessarily mean the conduct rises to the level of a policy violation. The behavior must also be objectively offensive to meet the definition of prohibited sexual harassment.

**Stalking** occurs when a course of conduct is directed at a specific person, based on actual or perceived membership in a protected class, that is unwelcome and would cause a reasonable person to feel fear. Stalking also occurs when a course of conduct is repetitive and menacing and includes pursuing, following, harassing and/or interfering with the peace and/or safety of another.

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

### **Additional Violations of the Policy**

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

#### **Retaliation**

It is a separate and distinct violation of this policy for any member of the District community to retaliate against any person who reports alleged discrimination or harassment or against any person who assists or participates in an investigation relating to such discrimination or harassment. It is possible to be found to have violated this anti-retaliation provision even if the underlying complaint of discrimination or harassment is not found to be a violation of this policy. Suspected retaliation should be reported in the same manner as discrimination or harassment. Such prohibited retaliation can include, but is not limited to, discipline, discrimination, demotion, denial of privileges, or any action that would keep a person from coming forward to make or support a discrimination or harassment claim. Such actions need not be job- or education-related, or occur in the workplace or educational environment, to constitute retaliation in violation of this policy.

#### **False Reports**

A person who knowingly makes a false report may be subject to the same action that the District may take against any other individual who violates this policy. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated, or which did not rise to the level of discrimination or harassment as defined by this policy.

#### **Failure to Report/Investigate**

It is also a violation of this policy if a school employee disregards, fails to investigate adequately, or delays the investigation of allegations of discrimination or harassment, when responsibility for reporting and/or investigating discrimination or harassment charges comprises part of one's supervisory duties.

### **Reporting Complaints**

Any District employee who observes, overhears or otherwise witnesses discrimination or harassment, or to whom such discrimination or harassment is reported, should take prompt and appropriate action to stop the violation and to prevent its reoccurrence.

Any District employee who receives a complaint of discrimination or harassment from a student shall inform the student of the employee's obligation to report the complaint to the school administration, and then shall immediately notify the Title IX Officer for the school. A written report of the incident and the action taken by the school employee in response to it

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

must also be given to the Title IX Officer.

District employees who provide or support the provision of confidential counseling, advocacy, health, mental health, or sexual-assault related services to students are not, in all circumstances, required to report instances of harassment that they learn about in the course of their duties providing such services. However, if they have a mandatory duty to report suspected child abuse or neglect, they are not relieved of that responsibility by this paragraph.

Any student or other person who believes that prohibited discrimination or harassment of a student has occurred may inform any school employee or the Title IX Officer for their school. Any District employee or other person who believes that prohibited discrimination or harassment of a District employee has occurred may inform the Title IX Coordinator.

Any student who believes that s/he has been the target of discrimination or harassment as defined in this policy may bring their complaint to the attention of any school employee or the Title IX Officer for their school. Any District employee who believe that s/he has been the target of discrimination or harassment as defined in this policy may bring their complaint to the attention of the Title IX Coordinator. These complaints may be made either orally or in writing.

If one of the complaint officials is the person alleged to be engaged in the discrimination or harassment, the complaint shall be filed with one of the alternative officials or any other school employee the student chooses. If the Title IX Coordinator is the person alleged to be engaged in the discrimination or harassment, the District employee shall file his or her complaint with the Chief Operating Officer of the District.

The Title IX Officer in each school shall establish and prominently publicize to staff, students, volunteers, and parents/legal guardians how a report of discrimination or harassment may be filed either in person or anonymously and how this report will be acted upon. District community members shall also be notified of the option to file an informal complaint or a formal complaint. Detailed information regarding informal and formal complaint procedures can be found in Policy 2.71a.

### **Confidentiality**

It is District policy to respect the privacy of all parties and witnesses to complaints of discrimination or harassment. To the extent possible, the District will not release the details of a complaint or the identity of the claimant or the respondent(s) to any third parties who do not need to know such information. However, because an individual's need for confidentiality must be balanced with the District's obligation to provide due process to the respondent, to conduct a thorough investigation, and to take necessary action to resolve the complaint, the District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all claimants,



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

respondents, and witnesses.

If a claimant requests that his/her name not be revealed to the respondent(s), the staff member responsible for conducting the investigation shall inform the claimant that:

- the request will limit the District's ability to respond to his/her complaint;
- District policy prohibits retaliation against claimants and witnesses;
- the District will attempt to prevent any retaliation; and
- the District will take strong responsive action if retaliation occurs.

If the claimant still requests confidentiality after being given the notice above, the investigator will inform the claimant that the District will not be able to proceed with a formal investigation, which would require that the respondent be provided with sufficient details of the allegation(s) known at the time in order to permit the respondent opportunity to respond to the allegation(s). Supportive measures and potential informal resolutions will still be available to the claimant.

To the greatest extent possible, all complaints will be treated as confidential and in accordance with F.S. § 1002.22(2), § 1002.221; the Family Educational Rights and Privacy Act ("FERPA"); the Health Insurance Portability and Accountability Act ("HIPAA") and F.S. § 119.071(2).

### **Anonymous Reports**

Anonymous complaints shall be accepted; however, the District may not be able to effectively investigate all allegations of discrimination or harassment when the identity of the claimant has not been revealed.

If the anonymous report does not provide sufficient factual basis to establish that discrimination or harassment may have occurred, the complaint shall be documented, the respondent shall be notified and administrative intervention shall be undertaken as deemed appropriate. No records of an anonymous complaint shall be placed in the personnel file.

### **Immunity**

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

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

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

### **Amnesty**

The District encourages students to report all incidents of discrimination and harassment. Therefore, students who report discrimination or harassment will not be disciplined by the District for a violation of the District's drug and alcohol possession and consumption policies that may have occurred in connection with the reported incident.

### **Options for Assistance / Supportive Measures**

The District should take immediate steps and supportive measures as appropriate to provide for the safety and well-being of the claimant, such as altering academic or bus schedules for either the claimant or the respondent, changing locker locations, changing cafeteria or recess schedules, allowing the claimant to withdraw from/retake a class without penalty, providing an escort to ensure that the claimant can move safely between classes or other activities, and providing academic support (e.g., tutoring). For employee claimants, a change of job assignment or the temporary removal of the respondent from the work environment should be considered based on the nature of the claim. While the District has the right to take necessary action to address the claimant's safety and ensure equal educational access, it should also ensure that supportive measures are non-punitive, non-disciplinary and not unreasonably burdensome to the other party, unless that party poses an immediate and/or serious threat to the District community.

Based on the nature and severity of the claim, a stay-away agreement should also be considered. A "stay-away agreement" is an agreement entered into between the parties and the school requiring the parties to refrain from contacting each other, to keep away from each other, and specifying disciplinary consequences should either party breach the agreement. This agreement is separate from a court-mandated restraining or protective order.

Contact information for resources who can provide an immediate response and support, including school psychologists, counselors, nurses, social workers or law enforcement, shall be included in the Title IX section of the District's website and made available in the office of the District's Title IX Coordinator or the Title IX Officer at each school.

Contact information for counseling, advocacy, mental health and other ongoing support for parties involved in discrimination or harassment complaints shall also be included in the Title IX section of the District's website and made available in the office of the District's Title IX Coordinator or the Title IX Officer at each school.

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

### **Education, Training and Acknowledgement of Policy**

#### **Students**

All students shall be informed of this policy in the student handbook, on the District website and student registration materials. A poster summarizing the policy shall also be posted in a prominent location at each school. All secondary school student body officers shall receive District training about the policy each school year. In addition, age-appropriate curricular materials will be made available so that they can be incorporated in instruction to ensure that all students are educated to recognize and report discrimination and harassment.

#### **Employees**

Each employee will be required to annually sign an Acknowledgement/Certification Form acknowledging that the employee has read, understands and agrees to abide by this policy as well as the state laws and School Board policies and regulations cited in the policy. Failure to sign the Acknowledgement/Certification Form will not excuse a failure to comply with this policy.

Employees shall receive annual compliance training on this policy. School administrators responsible for these policies will receive substantive, in-person training. The training program for all other school personnel may include online courses, video presentations, bulletins, and newsletters. Exempt employees may take the course during their regular duty hours. Non-exempt employees must take the course during their regular duty hours unless requested by the employee and permission is received from the appropriate supervisor/administrator for overtime/comp time or the applicable collective bargaining agreement.

#### **Title IX Coordinator/Officers**

Personnel tasked with implementing these procedures (e.g.: Title IX Coordinator, Title IX Officers, investigators, etc.) will be trained at least annually. This training will include but is not limited to how to appropriately remedy, investigate, render findings and determine appropriate sanctions in reference to harassment and discrimination allegations; confidentiality and privacy; and applicable laws, regulations and federal regulatory guidance.

### **Equal Opportunity Employment Policy Statement**

The policies and administrative regulations of the School Board have traditionally sought to attain ideal conditions of Equal Employment Opportunity. These policies and regulations shall be amended where necessary to ensure full compliance with the letter and the spirit of the law and apply to both sexes in all instructional and non-instructional positions. The policy is to select employees/applicants as needed based on merit, training, and experience. There shall be no discrimination against any applicant or employee on the basis of race, color, religion, gender, ethnic or national origin, age, disability, veteran or military status, marital status,

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

pregnancy, sex, gender, gender identity or expression, or sexual orientation except when it is necessary to meet a bona fide occupational requirement. The School Board shall take all necessary action to comply with State and Federal Laws prohibiting discrimination in employment. We do this to reaffirm our commitment to Equal Employment Opportunity and to refine our implementation of existing policies as they apply to recruitment, hiring, training, promotion, personnel management practices, and collective bargaining agreements.

The specific purpose of the Equal Opportunity Employment Policy statement is:

- To ensure Equal Opportunity in all personnel policies, practices and collective bargaining agreements through the identification and elimination of any existing discriminatory policies and/or practices.
- To design and implement continuing internal assessment, reporting and modification procedures for evaluating the effectiveness of the Equal Opportunity Employment Plan.
- To develop Employee/Applicant/Students training programs to assist employees/applicants in complying with the plan and in achieving new competencies.
- To establish procedures within a complaint process for prompt processing of individual or group charges.
- To provide for the publication and dissemination, internally and externally, of the Equal Opportunity Employment Plan.

It is understood that discrimination or harassment based on an employee's/applicant's race, color, religion, gender, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation is a violation of state and federal laws and a breach of the School Board's Equal Opportunity Employment Policy, which shall be grounds for disciplinary action including but not limited to discharge.

### **Constitutional Safeguard**

This policy does not imply to prohibit expressive activity protected by the First Amendment of the United States Constitution or Article 1, Section 4 of the Florida constitution.

### **Preclusion**

This policy shall not be interpreted as to prevent a claimant or respondent from seeking redress under any other available law either civil or criminal.

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

### **STATUTORY AUTHORITY:**

This policy is intended to effect compliance with federal and state regulations, including:

Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq.)  
Title VII of the Civil Rights Act of 1964, as amended (42 U.S.C. § 2000e et seq.)  
Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)  
Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 701 et seq.)  
Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)  
Equal Pay Act of 1963 (29 U.S.C. § 206d)  
Boy Scouts of America Equal Access Act of 2002 (20 U.S.C. § 7905)  
Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.)  
Florida Educational Equity Act (F.S. § 1000.05)  
Florida Civil Rights Act of 1992 (F.S. § 760.01)

### **LAW(S) IMPLEMENTED:**

F.S. § 110.1221 – Sexual Harassment Policy  
F.S. § 119.071 – General Exemptions from Inspection or Copying of Public Records  
F.S. § 784.049 – Sexual Cyberharassment  
F.S. § 1001.42 – Powers and Duties of District School Board  
F.S. § 1002.22 – Education Records and Reports of K-12 Students  
F.S. § 1002.221 – K-12 Education Records  
F.S. § 1002.206 – Religious Expression in Public Schools  
F.S. § 1003.04 – Student Conduct and Parental Involvement  
F.S. § 1003.31 – Students Subject to Control of School  
F.S. § 1006.07 – District Board Duties Relating to Student Discipline and School Safety  
F.S. § 1006.08 – Superintendent Duties Relating to Student Discipline and School Safety  
F.S. § 1006.09 – Duties of School Principal Relating to Student Discipline and School Safety  
F.S. § 1012.31 – Personnel Files  
F.S. § 1012.796 – Complaints Against Teachers and Administrators

### **HISTORY:**

**ADOPTED: 08/04/20**

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

### **DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURES - Revised 2.71a**

#### **Introduction**

These procedures are intended to create and preserve an educational and working environment free from discrimination and harassment on the basis of race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation. These procedures are intended to further the District's commitment to provide a healthy and productive environment for all students, employees and "non-employees" (i.e., contractors, subcontractors, vendors, consultants and volunteers) that promotes respect, dignity and equality.

The School Board recognizes that the District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The School Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the School Board shall adopt the uniform system of complaint procedures described below.

#### **Role of the Title IX Coordinator**

The Title IX Coordinator is the person designated by the Superintendent to coordinate compliance with Title IX and the District's equity policies. The contact information for the District's Title IX Coordinator is included directly below.

Office of the Title IX Coordinator  
1960 Landings Boulevard  
Sarasota, FL 34231  
(941) 927-9000

The Title IX Coordinator's contact information shall be included in the Title IX section of the District's website, as well as in the student and employee handbooks. The Title IX Coordinator or his/her designee will be available during regular school/work hours to discuss concerns related to discrimination and harassment.

The Title IX Coordinator will receive reports or complaints from employees regarding discrimination and harassment based on race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation; and oversee the investigative process for these reports. The Title IX Coordinator will ensure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including discrimination and harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify discrimination and harassment, and

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

take other appropriate action to rectify the damaging effects of any prohibited discrimination or harassment, including supportive measures for the claimant during the course of the investigation.

The Title IX Coordinator will be responsible for collecting and maintaining copies of all complaint forms that are submitted by students and employees pursuant to this policy, as well as documentation from all subsequent investigations and resolutions, including for both informal and formal complaints.

The Title IX Coordinator will also be responsible for assessing the training needs of the District's students and employees in connection with dissemination, comprehension, and compliance with this policy, as well as arrange for necessary training required for compliance with this policy. The Title IX Coordinator will annually report to the School Board on the use and efficacy of the Policy Prohibiting Discrimination and Harassment and these procedures. Recommendations for changes to the policy and procedures, if applicable, shall be included in the report. The Title IX Coordinator is encouraged to involve staff, students, and volunteers and parents in the review process.

### **Role of the Title IX Officer**

Each school in the District will have a designated "Title IX Officer." The Principal, Assistant Principal or a designee from each school will serve in this role. Within each school, the Title IX Officer will receive reports and complaints from students regarding discrimination and harassment based on race, color, religion, ethnic or national origin, age, disability, veteran or military status, marital status, pregnancy, sex, gender, gender identity or expression, or sexual orientation; and oversee the investigative process for these reports. The Title IX Officer will ensure that any investigation is conducted by an impartial investigator who has been trained in the requirements of equal educational opportunity, including discrimination and harassment, and who is able to apply procedural and substantive standards which are necessary and applicable to identify discrimination and harassment, and take other appropriate action to rectify the damaging effects of any prohibited discrimination or harassment, including supportive measures for the claimant during the course of the investigation.

The Title IX Officer for each school will be responsible for providing to the District's Title IX Coordinator copies of all complaint forms that are submitted by students pursuant to this policy, as well as documentation from all subsequent investigations and resolutions, including for both informal and formal complaints.

### **Investigation - Informal Complaint Procedure (Students, Employees and Non-Employees)**

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal process, if possible. The informal complaint procedure is provided as a less formal option for any student, employee or non-employee who believes s/he has been harassed or discriminated against in violation of School

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

Board policy. This informal procedure is not required as a precursor to the filing of a formal complaint.

Students, employees or non-employees who believe they have been harassed or discriminated against may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (claimant and respondent) agree to participate in the informal process.

Students, employees or non-employees who believe they have been harassed or discriminated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

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

A student who believes s/he has been harassed or discriminated against may make an informal complaint, either orally or in writing, to a teacher, other employee, or building administrator in the school the student attends and/or directly to the Title IX Officer. An employee or non-employee who believes he or she has been harassed or discriminated against may make an informal complaint, either orally or in writing, to a supervisor, the Title IX Officer and/or directly to the District's Title IX Coordinator.

All informal complaints from students must be reported to the Title IX Officer, who will either facilitate an informal resolution as described below on his/her own or appoint another individual to facilitate an informal resolution. Based on the nature and severity of the complaint, the Title IX Officer should determine whether the involvement of the School Resource Officer (SRO) is required. If it is believed that the complaint involves criminal conduct as defined under Florida law, the mandatory reporting requirements included below shall be followed.

All informal complaints from employees and non-employees must be reported to the District's Title IX Coordinator, who will either facilitate an informal resolution or appoint another individual to facilitate an informal resolution. Based on the nature and severity of the complaint, the Title IX Coordinator should determine whether the involvement of an SRO is required. If it is believed that the complaint involves criminal conduct as defined under Florida law, the mandatory reporting requirements included below shall be followed.

The District's informal complaint procedure is designed to provide students, employees and non-employees who believe they are being harassed or discriminated against with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the claimant, informal resolution may involve, but not be limited to, one or more of the following:



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

- Advising the claimant about how to communicate the unwelcome nature of the behavior to the respondent.
- Distributing a copy of the Policy Prohibiting Discrimination and Harassment as a reminder to the individuals in the school building or office where the respondent works or attends.
- Meeting with the respondent to discuss the allegations and potential informal resolutions.
- If both parties agree, the Title IX Officer (for students) or the Title IX Coordinator (for employees/non-employees) may arrange and facilitate a meeting between the claimant and the respondent to work out a mutual resolution. This action is not recommended for allegations of severe harassment or sexual harassment.

While there are no set time limits within which an informal complaint must be resolved, the Title IX Officer or Title IX Coordinator will exercise his or her authority to attempt to resolve all informal complaints within 15 business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process. At the conclusion of the informal process, the Title IX Officer shall write a brief memorandum, detailing the parties, the allegations and the decided resolution. A copy of this memorandum must be kept on file by the individual school and a copy must be sent to the Title IX Coordinator for retention.

### **Investigation – Formal Complaint Procedure (Students)**

If a complaint is not resolved through the informal complaint process, or if a student elects to file a formal complaint initially, the formal complaint process as described below shall be implemented.

A student who believes s/he has been subjected to discrimination or harassment may file a formal complaint, either orally or in writing with the Title IX Officer. If a claimant informs any other employee of the District, either orally or in writing, about any complaint of discrimination or harassment, that employee must immediately report such information to the Title IX Officer.

The Title IX Officer will determine whether or not the complaint alleges discrimination or harassment in violation of School Board policy. If it is determined that the complaint does not allege facts that, even if true, constitute prohibited discrimination or harassment, the claimant will be notified in writing that the complaint will be assigned to the appropriate administrator for appropriate disposition. If it is determined that the complaint sufficiently alleges prohibited discrimination or harassment, the complaint will be investigated in accordance with the process described herein. Based on the severity of the complaint, the Title IX Officer should determine

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

whether the involvement of the SRO is required. If it is believed that criminal conduct may have occurred as defined under Florida law, the mandatory reporting requirements included below shall be followed.

All formal complaints must include the following information to the extent it is available: (1) the identity of the respondent; (2) a detailed description of the facts upon which the complaint is based; (3) a list of potential witnesses; and (4) identification of any evidence in support of the allegation.

If the claimant is unwilling to complete a complaint form or provide a written statement including the information set forth above, the Title IX Officer, or his/her designee, shall ask for such details in an oral interview in order to assist in completing the complaint form or documenting the complaint. The Title IX Officer, or his/her designee, will then prepare a written summary of the oral interview which will be presented to the claimant for verification by signature. If after attempts to address any inaccuracies or concerns the claimant declines to verify the complaint or interview summary, the Title IX Officer will document this response, along with the date and his/her own signature, and will inform the claimant that it may impact the District's ability to proceed with a formal investigation. The claimant's wishes with regard to proceeding with or participating in an investigation should be respected; however, based on the severity of the allegation, the Title IX Officer will consult with the Title IX Coordinator regarding whether the District must proceed with the investigation without the claimant's participation.

Upon receiving a formal complaint, the Title IX Officer or his/her designee will consider whether any action should be taken in the investigatory phase to protect the claimant from further discrimination, harassment or retaliation including but not limited to, a change of class schedule (see Policy Prohibiting Discrimination and Harassment for additional information on supportive measures). In making such a determination, the Title IX Officer or his/her designee should consult with the claimant to assess his/her agreement to any action deemed appropriate. If the claimant is unwilling to consent to any change which is deemed appropriate by the Title IX Officer or his/her designee, the Title IX Officer or his/her designee may still take whatever actions he/she deem appropriate in consultation with the Superintendent and/or School Board Attorney.

Upon receiving a formal complaint of prohibited discrimination or harassment, the Title IX Officer or his/her designee will inform the respondent in writing (with a copy to claimant) that a complaint has been received. This written notice will include sufficient details of the allegations known at the time and a copy of these administrative procedures and the School Board's Policy Prohibiting Discrimination and Harassment. The written notice must also include a statement that the respondent is presumed not responsible for the alleged conduct until a determination of responsibility is made at the conclusion of the investigation. Both parties will be informed that they may have an advisor of their choice, who may be, but is not required to be an attorney, accompany them at interviews and inspect and review evidence.

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

The Title IX Officer or a designee will thereafter initiate a thorough and impartial investigation to determine whether the claimant has been subject to discrimination or harassment in violation of School Board policy. Depending on the circumstances of the complaint, the School Board also reserves the right to retain an outside, independent attorney or investigation firm to conduct the investigation.

Although certain cases may require additional time, the Title IX Officer or a designee will attempt to complete an investigation into the allegations of discrimination or harassment as soon as reasonably possible, or within 45 calendar days of receiving the formal complaint, depending on the complexity of the allegations. However, this timeline may be extended if/when the Title IX Officer receives a request from the Department of Children and Family Services or law enforcement to pause the investigation, or if the Title IX Officer is waiting for reports from either of these entities. If the investigation is not completed within 45 calendar days, the Title IX Officer must provide a written explanation to both parties as to the reasons for the delay.

The investigation will include:

- One or more interviews of the claimant.
- One or more interviews of the respondent.
- Interviews of any other witnesses who may reasonably be expected to have information relevant to the allegations.
- Consideration of any documentation or other evidence presented by the claimant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

The Title IX Officer shall provide written notice to any individual whose participation is requested in an interview, including notice of the date, time and location, participants, and purpose of the interview, with sufficient time for the individual to prepare to participate. Throughout the course of this process, the Title IX Officer, or his/her designee, should keep both parties informed of the status of the investigation and the decision making process. The Title IX Officer shall provide copies of all evidence reviewed and summaries of the witness interviews in a preliminary report to both parties for their review. This preliminary report will not include a determination of findings. The parties shall each have ten days to review the evidence contained in the preliminary report, address any perceived discrepancies, and provide written questions for the investigator to ask of the other party. If written questions are submitted, the investigator will determine the relevance and appropriateness of the additional questions to be asked of the other party.

At the conclusion of the investigation, a final written report shall be prepared as soon as reasonably possible which summarizes the evidence gathered during the investigation and

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

provides the investigator's analysis and conclusions based on the evidence. The Title IX Officer will then provide a copy of the written report to the school's designated decision-maker, who will make a determination based on the evidence as to whether the claimant has been subject to discrimination or harassment in violation of School Board policy. The determination must be based upon a consideration of the totality of circumstances, including the ages and maturity levels of those involved, applying a preponderance of the evidence standard. This evidentiary standard requires that, before a policy violation may be found, there must be sufficient credible evidence to conclude that the claim of discrimination or harassment is more likely true than not true. If the evidence on a particular allegation is equally balanced, then that allegation has not been proven by a preponderance of the evidence. The decision-maker's determination that the evidence does or does not establish by a preponderance of the evidence a violation of School Board policy will be added to the final written report, along with the recommended sanction or disciplinary action, if applicable.

A copy of the final report, including the decision-maker's determination, will be provided to both the claimant and the respondent. The parties shall each have ten days to review the final report, during which time they may choose to accept the findings or write an appeal. A copy of the final report will be provided to the Title IX Coordinator for retention.

### **Investigation – Formal Complaint Procedure (Employees and Non-Employees)**

If a complaint is not resolved through the informal complaint process, or if an employee or non-employee elects to file a formal complaint initially, the formal complaint process as described below shall be implemented.

An employee or non-employee who believes s/he has been subjected to discrimination or harassment may file a formal complaint, either orally or in writing with the District's Title IX Coordinator. If a claimant informs any other employee of the District, either orally or in writing, about any complaint of discrimination or harassment, that employee is encouraged to report such information to the Title IX Coordinator.

The Title IX Coordinator will determine whether or not the complaint alleges discrimination or harassment in violation of School Board policy. If it is determined that the complaint does not allege facts that, even if true, constitute discrimination or harassment, the claimant will be notified in writing that the complaint will be assigned to the appropriate administrator for appropriate disposition. If it is determined that the complaint sufficiently alleges discrimination or harassment, the complaint will be investigated in accordance with the process described herein. Based on the severity of the complaint, the Title IX Coordinator should determine whether the involvement of an SRO is required. If it is believed that criminal conduct may have occurred as defined under Florida law, the mandatory reporting requirements included below shall be followed.

All formal complaints must include the following information to the extent it is available: (1) the identity of the respondent; (2) a detailed description of the facts upon which the complaint

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

is based; (3) a list of potential witnesses; and (4) identification of any evidence in support of the allegation.

If the claimant is unwilling to complete a complaint form or provide a written statement including the information set forth above, the Title IX Coordinator, or his/her designee, shall ask for such details in an oral interview in order to assist in completing the complaint form or documenting the complaint. The Title IX Coordinator, or his/her designee, will then prepare a written summary of the oral interview which will be presented to the claimant for verification by signature. If after attempts to address any inaccuracies or concerns the claimant declines to verify the interview, the Title IX Coordinator will document this response with the date and his/her own signature, and will inform the claimant that it may impact the District's ability to proceed with a formal investigation. The claimant's wishes with regard to proceeding with or participating in an investigation should be respected; however, based on the severity of the allegation, the Title IX Coordinator will assess whether the District must proceed with the investigation without the claimant's participation.

Upon receiving a formal complaint, the Title IX Coordinator or his/her designee will consider whether any action should be taken in the investigatory phase to protect the claimant from further discrimination, harassment or retaliation including but not limited to, a change of job assignment or removal of the respondent (see Policy Prohibiting Discrimination and Harassment for additional information on supportive measures). In making such a determination, the Title IX Coordinator or his/her designee should consult with the claimant to assess his/her agreement to any action deemed appropriate. If the claimant is unwilling to consent to any change which is deemed appropriate by the Title IX Coordinator or his/her designee, the Title IX Coordinator or his/her designee may still take whatever actions he/she deem appropriate in consultation with the Superintendent and/or School Board Attorney.

If the respondent to the complaint is the Superintendent or any other member of District leadership whose involvement as a party represents a conflict of interest for the Title IX Coordinator, the School Board should appoint an outside investigator to conduct the investigation and report to the School Board.

Upon receiving a formal complaint of prohibited discrimination or harassment, the Title IX Coordinator or his/her designee will inform the respondent in writing (with a copy to claimant) that a complaint has been received. This written notice will include sufficient details of the allegations known at the time and a copy of these administrative procedures and the School Board's Policy Prohibiting Discrimination and Harassment. The written notice must also include a statement that the respondent is presumed not responsible for the alleged conduct until a determination of responsibility is made at the conclusion of the investigation. Both parties will be informed that they may have an advisor of their choice, who may be, but is not required to be an attorney, accompany them at interviews and inspect and review evidence.

The Title IX Coordinator or a designee will thereafter initiate a thorough and impartial investigation to determine whether the claimant has been subject to discrimination or

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

harassment in violation of School Board policy. Depending on the circumstances of the complaint, the School Board also reserves the right to retain an outside, independent attorney or investigation firm to conduct the investigation.

Although certain cases may require additional time, the Title IX Coordinator or a designee will attempt to complete an investigation into the allegations of discrimination or harassment within 45 calendar days of receiving the formal complaint. If the investigation is not completed within 45 calendar days, the Title IX Officer must provide a written explanation to both parties as to the reasons for the delay. The investigation will include:

- One or more interviews of the claimant.
- One or more interviews of the respondent, ensuring that the Weingarten Rights of any unionized employee and other rights under applicable collective bargaining agreements are observed in the process.
- Interviews of other witnesses who may reasonably be expected to have information relevant to the allegations.
- Consideration of any documentation or other evidence presented by the claimant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

The Title IX Coordinator or his/her designee shall provide written notice to any individual whose participation is requested in an interview, including notice of the date, time and location, participants, and purpose of the interview, with sufficient time for the individual to prepare to participate. Throughout the course of this process, the Title IX Coordinator, or his/her designee, should keep both parties informed of the status of the investigation and the decision making process. The Title IX Coordinator or his/her designee shall provide copies of all evidence reviewed and summaries of the witness interviews in a preliminary report to both parties for their review. This preliminary report will not include a determination of findings. The parties shall each have ten days to review the evidence contained in the preliminary report, address any perceived discrepancies, and provide written questions for the investigator to ask of the other party. If written questions are submitted, the investigator will determine the relevance and appropriateness of the additional questions to be asked of the other party.

At the conclusion of the investigation, a final written report shall be prepared as soon as reasonably possible which summarizes the evidence gathered during the investigation, and provides the investigator's analysis and conclusions based on the evidence. The Title IX Coordinator will then provide a copy of the written report to the Executive Director of Human Resources, who will make a determination based on the evidence as to whether the claimant has been subject to discrimination or harassment in violation of School Board policy. The determination must be based upon the totality of circumstances, applying a preponderance of the evidence standard. This evidentiary standard requires that, before a policy violation may

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

be found, there must be sufficient credible evidence to conclude that the claim of discrimination or harassment is more likely true than not true. If the evidence on a particular allegation is equally balanced, then that allegation has not been proven by a preponderance of the evidence. The Executive Director of Human Resources' determination that the evidence does or does not establish by a preponderance of the evidence a violation of School Board policy will be added to the final written report, along with the recommended sanction or disciplinary action, if applicable.

A copy of the final report, including the Executive Director of Human Resources' determination, will be provided to both the claimant and the respondent. The parties shall each have ten days to review the final report, during which time they may choose to accept the findings or write an appeal. A copy of the final report will be retained by the Title IX Coordinator.

### **Notification to Parents or Legal Guardians**

Parents/legal guardians of student claimants and respondents shall be notified within one school day of claims alleging a violation of the Policy Prohibiting Discrimination and Harassment, except in limited circumstances when the Title IX Officer (or designee) determines that such notification is not in the best interest or impairs the safety of the claimant involved, in which case only the parents/legal guardians of the respondent will be notified. In applicable cases, notification to the parents/legal guardians may be made by telephone, writing, or personal conference. All parents/legal guardians of student claimants and respondents who have received notification may participate at each stage of both informal and formal investigation and resolution procedures. The frequency of notification and follow-up reports to parents/legal guardians will be dependent on the seriousness of the complaint. All notifications shall be consistent with student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

### **External Remedies**

Claimants have the right to register discrimination and harassment complaints with the U.S. Department of Education's Office for Civil Rights (OCR) at (800) 421-3481, 400 Maryland Avenue SW, Washington, DC 20202 or <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Employee claimants also have the right to register complaints with the federal Equal Employment Opportunity Commission (EEOC) and the Florida Commission on Human Relations (FCHR). The EEOC can be contacted at (800) 669-4000, <https://www.eeoc.gov/employees/howtofile.cfm>, [info@eeoc.gov](mailto:info@eeoc.gov), or at 100 SE 2<sup>nd</sup> Street, Suite 1500, Miami, Florida 33131 or 501 East Polk Street, Suite 1000, Tampa, Florida 33602. The FCHR can be contacted at (800) 342-8170, <http://fchr.myflorida.com>, or at 4075 Esplanade Way, Room 110, Tallahassee, Florida 32399.

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

### **Allegations Constituting Criminal Conduct / Mandatory Reporting Requirements**

State law requires any District employee who knows or suspects that a child under the age of 18 is a victim of child abuse or neglect to immediately report that knowledge or suspicion to the Department of Children and Family Services. The District employee should also report this suspicion to the Title IX Officer or Superintendent, who will ensure that the District has complied with all reporting procedures. If, during the course of an investigation of prohibited discrimination or harassment, the Title IX Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the claimant, a report of such knowledge must be made in accordance with state law.

If the Title IX Coordinator or Title IX Officer has reason to believe that the claimant has been the victim of criminal conduct as defined under Florida law, such knowledge should be reported to local law enforcement.

Any reports made to the local child protection service or to local law enforcement shall not terminate the Title IX Officer's or Title IX Coordinator's obligation and responsibility to continue to investigate a complaint of discrimination or harassment in violation of School Board policy. While the Title IX Officer or Title IX Coordinator may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the investigation of discrimination or harassment be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent. If DCFS or law enforcement requests that the Title IX Officer pause his/her investigation, the Title IX Officer must provide written notification to the parties.

### **Sanctions and Monitoring**

The School Board shall vigorously enforce its prohibitions against discrimination and harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable state law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Principal/designee (for students) or Executive Director of Human Resources/designee (for employees) (the "decision-maker") shall consider the totality of circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where discrimination or harassment is not substantiated, the decision-makers may consider whether the alleged conduct nevertheless warrants discipline in accordance with other School Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the District becomes aware that a prior remedial action has been taken against a member of the District community, all subsequent sanctions imposed by the Principal/designee or Executive Director of Human Resources/designee shall be reasonably calculated to eliminate such conduct in the future.



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

### **Appeals (Students)**

If the complaint is not resolved at the school-site level to the satisfaction of the parties, either party (or their custodial parents/guardians if the parties are minors), may seek review by the Superintendent or his/her designee through the following process:

- The appealing party shall submit a copy of the investigative report/final decision, along with a written request for review detailing the reasons for the appeal, to the Superintendent within ten days of receiving the final written report from the Title IX Officer.
- If the Superintendent or designee is directly involved with a complaint or closely related to a party to the complaint, then the School Board or its designee shall conduct the review and/or further investigation.

Notice of the appeal shall be given in writing to the claimant and respondent (and the custodial parents/guardians of a minor party) within two days of receipt of the appeal.

The Superintendent/designee or the School Board/designee shall review the stated reasons for the appeal and all documentation pertaining to the alleged discrimination or harassment, including the Title IX Officer's investigative report and the final decision.

The Superintendent/designee or the School Board/designee, at his/her discretion, may request additional information.

The Superintendent/designee or the School Board/designee shall issue a written decision to the parties within ten business days of the appeal request.

### **Appeals (Employees and Non-Employees)**

If the complaint is not resolved to the satisfaction of the parties, either party may seek review by the Superintendent/designee through the following process:

- The appealing party shall submit a copy of the investigative report/final decision, along with a written request for review detailing the reasons for the appeal, to the Superintendent's office of within ten days of receiving the final written report from the Title IX Coordinator.

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

- If the Superintendent or designee is directly involved with a complaint or closely related to a party to the complaint, then the School Board or designee shall be asked to conduct the review and/or further investigation.

Notice of the appeal shall be given in writing to the claimant and respondent within two days of receipt of the appeal.

The Superintendent/designee or School Board/designee shall review the stated reasons for the appeal and all documentation pertaining to the alleged discrimination or harassment, including the Title IX Coordinator's investigative report and the final decision.

The Superintendent/designee or School Board/designee, at his/her discretion, may request additional information.

The Superintendent/designee or School Board/designee shall issue a written decision to the parties within 10 business days of the appeal request.

### **Retention of Investigatory Records and Materials**

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media created and received as part of an investigation, including, but not limited to:

- all written reports/allegations/complaints/statements;
- any written documentation of actions taken by District personnel;
- contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- dated written determinations to the parties;
- dated written descriptions of verbal notifications to the parties;
- written documentation of any supportive measures offered and/or provided to claimants, including no contact directives or stay away agreements issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

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

- documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its effects.

The information, documents, ESI, and electronic media retained may include public records and records exempt from disclosure under federal and/or state law (e.g., student records).

The information, documents, ESI, and electronic media created or received as part of an investigation shall be retained for not less than seven years, but longer if required by the District's records retention schedule.

These records should be retained by the Title IX Coordinator.



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## PROOF OF PUBLICATION

Sarasota Cnty Sch Board  
1960 LANDINGS BLVD COMM & COMMUNITY REL  
SARASOTA FL 34231

STATE OF FLORIDA, COUNTY OF Sarasota

The Herald-Tribune, a newspaper printed and published in the city of Sarasota, and of general circulation in the Counties of Sarasota, Manatee, and Charlotte, State of Florida and personal knowledge of the facts herein state and that the notice hereto annexed was Published in said newspapers in the issue dated:

12/28/2021

and that the fees charged are legal.  
Sworn to and subscribed before on 12/28/2021

*Nicole Jacobs*  
Legal Clerk  
*April Burt*  
Notary, State of WI, County of Brown  
7/27/25

My commission expires

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SARAH BERTELSEN  
Notary Public  
State of Wisconsin

Suncoast Technical College Open  
House - February 3rd, 8:00 am-7:00  
pm.

Annual Notification of Nondiscrim-  
ination for Vocational Educational  
Programs

Sarasota County Schools offers multiple career and technical programs wherein students may earn industry certification. The district prohibits discrimination in the terms and conditions of employment, and in access to educational programs and activities, and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation or genetic information (and other protected classes included in the district's nondiscrimination policies). Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation. Any person who believes he or she has experienced any such prohibited discrimination may file a complaint with the district Equity Coordinator by calling (941) 927-9000, or by writing to 1960 Landings Blvd., Sarasota, FL 34231.

Para consultar el Aviso anual de no discriminación de la Junta Escolar del Condado de Sarasota, visite <https://bit.ly/sca-equity-procedure>.

Щорічне повідомлення індивідуальних прав освіти Сарасота про недискримінацію можна переглянути за посиланням <https://bit.ly/sca-equity-procedure>.

12/24/2021

## Auto Auction

**NOTICE OF PUBLIC SALE:** CRUZ TOWING SERVICE LLC gives notice that on 01/12/2022 at 10:00 AM the following vehicle(s) may be sold by public sale at 4700 15TH ST E, BRADENTON, FL 34203 to satisfy the lien for the amount owed on each vehicle for any recovery, towing, or storage services charges and administrative fees allowed pursuant to Florida statute 713.78.  
3FA4P0H176GR17AG4 2014 FORD  
12/6/2021

**NOTICE OF PUBLIC SALE:** BULLET TOWING gives notice that on 01/12/2022 at 10:00 AM the following vehicle(s) may be sold by public sale at 4735 LENA RD UNIT 104, LAKEWOOD RANCH, FL 34211 to satisfy the lien for the amount owed on each vehicle for any recovery, towing, or storage services charges and administrative fees allowed pursuant to Florida statute 713.78.  
1G4AX36X0E014000 2014 CAD  
2D4B F46L77R300001 2007 DODG  
1FTRX1H94YNA91254 2000 FORD  
KNDAB33306144007 2007 KIA  
1N4AL3AF1CCT14440 2013 NISS  
1NXBR32E36Z400029 2006 TOYT

Pub: Dec. 26, 2021: #6687403

**NOTICE OF PUBLIC SALE:** DREAM TOWING LLC gives notice that on 01/12/2022 at 10:00 AM the following vehicle(s) may be sold by public sale at 1119 19TH AVE WEST, PALMETTO, FL 34221 to satisfy the lien for the amount owed on each vehicle for any recovery, towing, or storage services charges and administrative fees allowed pursuant to Florida statute 713.78.  
1G4HR54K30U12000 2003 BUIC  
2D4ND33306144007 2005 BUIC  
1GCDAT1W1K1B15779 2001 CHEV  
1C3ANP174K00000 2004 CHRY  
1B4H59Y0WVF23403 1998 DODG  
2FMDK3AK3BBS0291 2011 FORD  
1HDTCAP19LY13437 1990 HD  
1HGCM7263A001707 2003 HOND  
2N1AB1E37L622913 2007 NISS  
1G2JB12F037216730 2003 FORD  
JTMZK32V60000469 2007 TOYT

Pub: Dec. 26, 2021: #6687402

**NOTICE OF PUBLIC SALE:** SCOTT'S TOWING LLC gives notice that on 01/12/2022 at 10:00 AM the following vehicle(s) may be sold by public sale at 3303 9TH ST E, BRADENTON, FL 34203 to satisfy the lien for the amount owed on each vehicle for any recovery, towing, or storage services charges and administrative fees allowed pursuant to Florida statute 713.78.  
1G8HG31U631135570 2003 CHEV  
3A1FY4BMT151135 2003 CHRY  
1B7GL33Y3V817864 1997 DODG  
2GTECHVX31303040 2003 GMC  
KMMUJ280D170007 2013 HYUN

Pub: Dec. 26, 2021: #6687304

**NOTICE OF PUBLIC SALE:** STEVE WHITES AUTO SERVICE, INC. gives notice that on 01/12/2022 at 10:00 AM the following vehicle(s) may be sold by public sale at 824 8TH AVE WEST, PALMETTO, FL 34221 to satisfy the lien for the amount owed on each vehicle for any recovery, towing, or storage services charges and administrative fees allowed pursuant to Florida statute 713.78.  
1HGCN45717A001893 2007 HOND  
3KPC3A39KCE06309 2019 HYUN

Pub: Dec. 26, 2021: 6687305

## Govt Public Notices

**Annual Notification of Nondiscrimination for Vocational Educational Programs**

Sarasota County Schools offers multiple career and technical programs wherein students may earn industry certification. The district prohibits discrimination in the terms and conditions of employment, and in access to educational programs and activities, and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation or genetic information (and other protected classes included in the district's nondiscrimination policies). Lack of English

language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation. Any person who believes he or she has experienced any such prohibited discrimination may file a complaint with the district Equity Coordinator by calling (941) 922-9000, or by writing to 1968 Landings Blvd., Sarasota, FL 34231.

Para consultar el Aviso anual de no discriminación de la Junta Escolar del Condado de Sarasota, visite <https://bit.ly/sca-equity-procedure>.

Или: посетите наш сайт <https://bit.ly/sca-equity-procedure> или позвоните по телефону (941) 922-9000.

Suncoast Technical College Open House - February 3rd, 5:00 pm-7:00 pm.  
12/26/2021



## Public Notices

**REQUEST FOR PROPOSALS  
SECURITY and PATROL  
SERVICES  
VENETIAN COMMUNITY  
DEVELOPMENT DISTRICT  
FOR  
VENETIAN GOLF & RIVER CLUB**



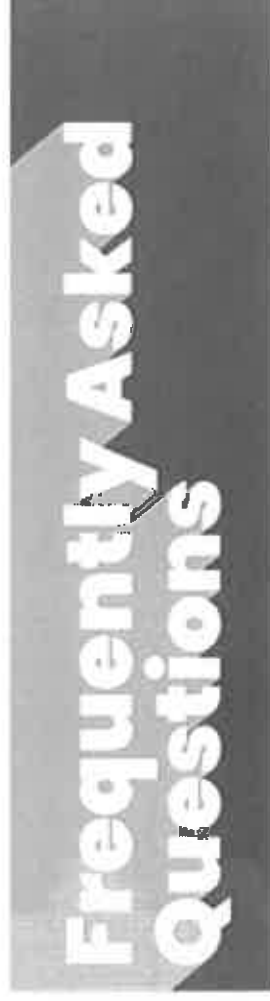






MENU

# Suncoast Technical College



**How do I apply to become a student?**

**What are your business hours?**

**When can I apply for the next term?**

**What can I do in my student portal?**

**How do I complete my exit survey?**

**How do I obtain a transcript?**

**When are payments due?**

**How do I make a payment?**

**Can I pay with a credit card?**

[Expand All](#)

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**Where do I get my textbooks, uniforms, and supplies?**

&gt;

**How do I book an appointment for the Cutting Edge salon?**

&gt;

**What are the hours for the Bistro?**

&gt;



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# Suncoast Technical College

## OVERVIEW (AGE)

STC offers **FIVE Adult General Education Programs** to help students earn their GED®, High School Diploma, or improve basic and academic skills.

- 1) **Adult Basic Education (ABE)**
- 2) **Adult High School (AHS)**
- 3) **Applied Academics for Adult Education (AAAE)**
- 4) **English for Speakers of Other Languages (ESOL)**
- 5) **GED® Test & Preparation**

Programs provide a systematic approach for remediation or skill improvement using the following model:

- Pre-test/placement test
- Diagnosis of test results
- Goal setting for career pathways
- Instruction/remediation
- Evaluation of student progress (post-test)

To accommodate different learning styles, each program uses several instructional approaches and a variety of multimedia equipment and materials. Specific modifications for students with special needs can be made on an

individual basis.

Programs are offered on the STC Main Campus as well as at other sites throughout Sarasota County.

### All Adult General Education Students MUST:

- Be at least 16 years of age and withdrawn from high school;
- Pay tuition fees.

**\*TUITION: \$45 per semester**



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# Suncoast Technical College

## GED® TEST

The GED® Test is a computer-based, four module assessment aligned to Common Core Standards. It is offered 12 months per year at the STC Sarasota (Main) Campus, in the GED® Test Center, located in Building 3, Room 202. The test cost is \$128 (\$32 per module). The test is comprised of the following FOUR modules:

1. Mathematics (120 minutes)
2. Reasoning through Language Arts (155 minutes)
3. Science (95 minutes)
4. Social Studies (75 minutes)

**\*NOTE: Scheduling all four modules on the same day is NOT recommended.**

There is no limit to the number of times an individual may test within a year. However, after three attempts, there is a 60 day waiting period before retesting can occur. Candidates are encouraged to participate in GED® preparation classes.

## GED® Test Center Location

STC Sarasota (Main) Campus, Building 3, Room 202

## GED® Test Requirements

- GED® Test candidates must be at least 18 years of age or older.
- GED® Test candidates must have a valid (not expired), government issued, picture I.D., which includes their address as well as their signature.
- GED® Test candidates must provide a valid email address at the time of registration.
- Interested individuals (ages 16 or 17), should call one of the numbers listed below for age waiver information.

1) STC GED® Office: 941-924-1365 / Ext. 62390

2) GED® Testing Center: 941-924-1365 / Ext. 62138

### GED® Test Fees

\$128.00 Total

(\$32 per module)

### GED® Registration

**NOTE: Registration is by APPOINTMENT only.**

- Visit [www.ged.com](http://www.ged.com) for seat availability and to register for GED® Testing.
- You may also register by contacting Pearson VUE at 877-392-6433 (877-EXAMGED)
- Visit [www.ged.com](http://www.ged.com) to access free practice exercises and the GED® Ready Official Practice Test (\$6 per module).

**REMINDER: Scheduling all four modules on the same day is NOT recommended.**

### GED® Test Credentials

- Request duplicate diplomas and/or transcripts online
- Request duplicate diplomas and/or transcripts by telephone  
888-906-4031 TOLL FREE

Monday-Friday / 8:00am-5:00pm MST.

\*NOTE: Cost is \$15 per document.

New graduates will receive secure, electronic documents, delivered to the email address provided. Electronic documents may be forwarded at no cost to potential employers and colleges.

Only ONE paper diploma may be ordered AT NO COST when a candidate passes the GED® Test.

\*Additional paper documents cost \$15 each.



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# Suncoast Technical College



Dual Enrollment is a program that allows you to take courses at Suncoast Technical College while still enrolled in your high school. High school students who are in 11<sup>th</sup> or 12<sup>th</sup> grade may attend a campus for a half-day and earn elective credits to obtain a career.

Participating students, meeting all established requirements, will graduate from their home high school and be eligible to participate in extracurricular activities including the graduation ceremony. Sarasota County Dual Enrolled Students do not have to pay tuition; however, students are responsible for their materials costs, equipment, and uniform costs. For more information about applying for dual enrollment at Suncoast Technical College, contact the Guidance office at your home high school.

1. Attend a Suncoast Technical College 'Information Session' at your high school or meet with one of our school counselors at Suncoast Technical College. To make an appointment, call 941-924-1365 / Ext. 62283.
2. Complete a Suncoast Technical College Secondary Student application. Submit to your school counselor or the STC Student Services Office.

You may download the **STC HIGH SCHOOL DUAL ENROLLMENT APPLICATION HERE** or get a hard copy in your school's Guidance Office.

*\*If you choose to apply online, please send your completed application to [STCDualEnrollment@sarasotacountyschools.net](mailto:STCDualEnrollment@sarasotacountyschools.net) with the subject line **HS Dual Enrollment 2023**.*

**\*Space is LIMITED. Please contact Nancy Gallagher [nancy.gallagher@sarasotacountyschools.net](mailto:nancy.gallagher@sarasotacountyschools.net) or call the school at 941-924-1365 x62364 if you are still interested in attending STC as a Dual-Enrollment student.**

### **Dual Enrollment Qualifications:**

- Age 16 or older
- 11th and 12th grade
- FSA/ELA Scores/Must Pass Algebra 1 EOC
- 2.0 GPA
- 8 or fewer Unexcused Absences
- No Discipline History

### **Available Programs for High School Students:**

#### **Business & IT**

- **.NET Application Development and Programming**
- **Computer Systems & Information Technology**

#### **Health & Public Services**

- **Practical Nursing**

#### **Hospitality and Tourism**

- **Professional Culinary Arts & Hospitality**

#### **Industrial Technologies**

- **Advanced Manufacturing and Production Technology**

- Carpentry
- CNC Production Specialist
- Computer Aided Drawing and Modeling
- Electrician
- Industrial Machinery Maintenance and Repair
- Plumbing (AFTERNOON ONLY)

## **HIGH SCHOOL DUAL ENROLLMENT MANDATORY ORIENTATION**

**Program:** Professional Culinary Arts & Hospitality

**Day/Date:** Thursday, May 12, 2022

**Time:** 6:00 p.m.

**Location:** STC Sarasota Campus Culinary Arts Program  
*\*Go to Conference Center*

**Program:** Cosmetology

**Day/Date:** Tuesday, May 24, 2022

**Time:** 6:00 p.m.

**Location:** STC Sarasota Campus Conference Center



**Program:** Accounting

**Day/Date:** Friday, May 27, 2022

**Time:** 1:00 p.m.

**Location:** STC Sarasota Campus Conference Center

**Program:** Business Management and Analysis

**Day/Date:** Friday, May 27, 2022

**Time:** 1:00 p.m.

**Location:** STC Sarasota Campus Conference Center

**\*NOTE:** This orientation is for Suncoast Polytechnical High School Dual Enrollment Students ONLY

# Dual Enrollment at Suncoast Technical College



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# Suncoast Technical College

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Students whose first language is not English that wish to improve their reading, writing, speaking, and listening skills may wish to enroll in the English for Speakers of Other Languages (ESOL) Program. ESOL assists students with workforce preparation skills such as filling out job application forms and understanding job-specific vocabulary. Classes are offered on several levels, from literacy through academic. All entering students are tested and placed at the appropriate instructional level. Students are retested at regular intervals to measure progress.

Instructors address students' varying learning styles by using a number of instructional approaches including group discussion, lecture, video, and computer software. Classroom activities provide opportunities for students to benefit from structured lessons, interaction with others, and the practice of communication skills under an instructor's direction. A technology lab offers a more individualized learning experience allowing students to progress at their own pace using comprehensive computer and video programs.

Counseling is available to help students define and reach their educational goals. After completing the program, students generally achieve better employment opportunities or seek technical training or higher education.

Students who are interested in **citizenship preparation** are enrolled in regular ESOL classes, to help improve their English skills.

### **CITIZENSHIP PREPARATION**

**Prepare for the citizenship test in one of two ways...**

1. Enroll in regular classes for English language study. In the computer lab, you will study American history and government.
2. Study at home.

Free online citizenship lessons ([Click Here](#))

## Assessments

The Comprehensive Adult Student Assessment System (CASAS) is the assessment tool used with ESOL students. As part of the registration process, students will take both reading and listening tests to determine their level of functioning. Once assessed, they are placed in the appropriate level class. Students are retested at various times to determine progress and advance them to higher class levels.

Besides CASAS, instructors also use other assessment tools to document the successful completion of skills necessary for American acculturation and employability.

## Certificate of Completion

When you complete the English for Speakers of Other Languages program, you receive a Literacy Completion Point (LCP) Certificate of Achievement for each level attained.

## ESOL Courses

- **Adult English for Speakers of Other Languages (9900040)** provides instruction for limited English proficient adults. Students learn workforce, life, and academic skills which are integrated into reading, writing, speaking, and listening formats. The course is divided into six levels:

1. Foundations;
2. Low Beginning;
3. High Beginning;
4. Low Intermediate;

- 5. High Intermediate;
- 6. Advanced

- **Adult ESOL College and Career Readiness (9900051)** is for advanced ESOL Students and provides instruction in secondary level English language skills. It is designed to prepare students for further education. Students are enrolled in this course based on placement test scores.

## Course Locations & Schedules

### STC Sarasota (Main) Campus / Building 3

4748 Beneva Road, Sarasota, FL

941-924-1365 / Ext. 62462

- **Day Classes**

Monday-Friday / 8:00am-11:00am & 11:30am-2:00pm

- **Evening Classes**

Tuesday, Wednesday & Thursday / 6:00pm-9:00pm

### STC North Port Branch

4445 Career Lane, North Port, FL

941-257-2252

- **Day Classes**

Monday-Friday / 8:00am-11:00am & 11:30am-2:00pm

- **Evening Classes**

Tuesday, Wednesday & Thursday / 6:00pm-9:00pm

## Registration Information

### STEP 1 (Students UNDER the age of 18):

The student must present a written referral from the district ESOL Supervisor that indicates the student was consulted

by school staff regarding enrollment options.

## **STEP 2:**

Follow standard registration procedures including:

- Must be 16 years of age and NOT enrolled in HS;
- Must provide photo ID with date of birth;
- Students who entered U.S. on student VISA are NOT eligible for the program;
- Requirement to be tested to determine level of English;
- A testing appointment will be made at the time of registration. Testing could take up to 2 hours, depending on student's level of English.
- After testing, student will be notified by telephone or in person of the start date.
- Fees: \$45.00 per semester / \$10 parking for year

*\*NOTE: Some classes have waiting lists.*

## **Registration is by APPOINTMENT Only.**

### **Registration Office Hours**

Monday-Thursday / 8:00am-12:00pm (noon)

Tuesday, Wednesday & Thursday / 5:00pm-7:30pm

### **Registration Fees**

\$45.00 per semester

\$10.00 parking for the year





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# Adult & Community Enrichment

(941) 361-6590 M-Th 8am-5:30pm Fri 8am-3pm



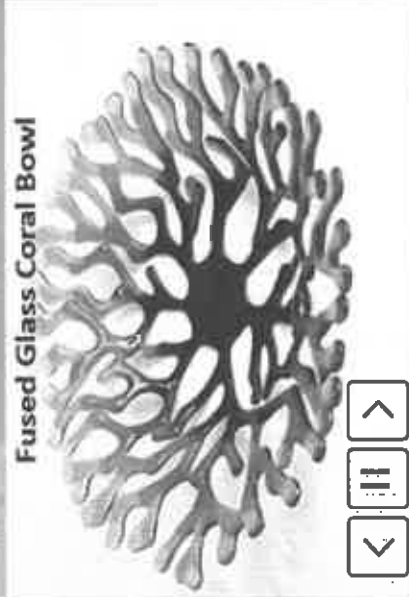
Fused Glass Landscape Tile



Fused Glass Holiday Ornaments



Fused Glass Garden Totems



Fused Glass Coral Bowl



Intro to Enameling



Dichroic Glass Jewelry Basics

## ANNOUNCEMENTS

# Spring & Summer 2022

## Term

**April 25 - September 16**

**(20 weeks)**

### Register NOW!

Many in-person and online classes are available. Check out our **course catalog** for the most up-to-date schedule.

You may download and print our Spring & Summer schedule under **Course Catalog**.

You can register for classes in person, by phone or here on the website.

If you would like to take advantage of registering early, become a Patron. Click [HERE](#) for details or call (941) 361-6590 and we'll be happy to sign you up.

An ACE Patron is someone who wants to show additional support for the ACE program. For as little as \$50 per year, an ACE Patron receives priority registration for a year, a free class/lecture

## Safety Protocol

The following safety protocols are **currently** in place for the **Spring/Summer** term in In-Person classes on campus:

- Masks are **optional** for ACE classes
- Rooms will be routinely disinfected
- Hand sanitizer will be available
- Gloves will be provided for use with shared tools & supplies
- Campus buildings are equipped with new filtration systems that are effective against pollen and viruses (including COVID-19)
- The air conditioning system circulates fresh air into the classrooms several times every 15 minutes

**Most importantly, if you are feeling sick, please stay home!**

If you have any questions, the ACE staff is ready to assist you (941) 361-6590.

each term (chosen by the ACE staff), and other benefits.

If you have any questions, the ACE staff is ready to assist you at (941) 361-6590.

## NEWS

[PREV](#)

[NEXT](#)



**PRIVATE & CUSTOMIZED CLASSES  
AVAILABLE**

**LET'S TALK ABOUT DEMENTIA**

June 9 & 16 | 10 a.m. - Noon

A 2-session workshop on Alzheimer's & dementia, normal aging & brain health

ACE  
Program at Suncoast  
Technical College

Course offered thru the ACE Program at Suncoast Technical College

Register:  
**CLICK HERE**  
or go to  
[www.ace-sarasota.com](http://www.ace-sarasota.com)  
or call  
**941.361.6590**

alzheimer's association

Sponsored in part by Sarasota County Government

**Sarasota County**

**LET'S TALK ABOUT DEMENTIA**

## BLOG

### THE "OTHER" SPORT OF KINGS

*Posted by Ace Publisher on 12/14/2021*

#### THE OTHER "SPORT OF KINGS"

If you're bored with golf, or tennis elbow has you sidelined from the courts, shove those clubs and rackets into the back of the closet and try Lawn Bowling. It's different, fun, sociable, and good outdoor exercise.

Plus, it's good for you! Lawn Bowling is a low-impact form of exercise that improves coordination and balance, as well as self-esteem and confidence. The Sarasota Lawn Bowling Club (see Resources) offers free lessons for beginners, too!

#### How to Play

Lawn Bowling is played on either a flat or slightly convex green, divided into eight lanes called rinks. Play can be in singles or teams, with 2, 3, or 4 people on a team. The first person to play rolls a small white ball, about the size of a billiard ball (called the "jack") onto the green at least 21 meters toward the end. The jack is centered on the rink, then successive players roll "bowls" – balls about 11-13 cm in diameter – trying to come as close as possible to the jack. Tape measures are essential for scoring!

#### History of Lawn Bowling

Lawn Bowling is not exactly the "sport of kings," but it comes close! It was banned by a few successive kings of England in the 14<sup>th</sup> and 15<sup>th</sup> centuries because it competed with archery, which was essential to the national defense, but it eventually became a favored pastime of noblemen, who graciously allowed commoners to bowl on Christmas Day. Royal estates were

**Recent**

**By Month**

December 2021

all fitted out with bowling greens. Anne Boleyn enjoyed bowling, as did the first Elizabeth and, reportedly, even Queen Victoria!

Bowling may have been banned at times in England, but it was never outlawed in Scotland – which, of course, never considered itself part of Britain in the first place! In fact, Scotland is still considered to be the home of the modern game of Lawn Bowling. There may be more bowling greens in Scotland today than there are golf courses – and there are even indoor greens, so that enthusiasts can play during the cold winter months. Lawn Bowling is an international pastime as well; it is played in more than 40 countries.

Forms of Lawn Bowling date to ancient times. Archeologists of ancient Greece and Rome have recorded paintings on earthenware depicting people tossing stone balls and measuring the distance. The sport probably spread to Europe with the help of Roman soldiers or sailors. A biography of Thomas Becket refers to young men playing at bowls with stone balls. The oldest and longest surviving bowling green is at Southampton, which was established in 1299.

### **Bowling in America**

There is evidence that Lawn Bowling was played by early colonists in America in the 1600s. George Washington was apparently an avid bowler and kept a green in good shape at Mount Vernon before the Revolutionary War. However, they were not the first: Archeologists have found stone balls (now resting in a Vancouver, BC museum) indicating that Native Americans played a game similar to Lawn Bowling centuries before.

According to [sedlawnbowls.org](http://sedlawnbowls.org), the game was revived in the U.S. in 1879 with the opening of a Lawn Bowling club in New Jersey. Soon others followed. In Florida, the St. Petersburg Lawn Bowling Club is the oldest formally organized club in Florida and tenth in the nation. Its clubhouse is on the U.S. Register of Historic Places.



The invention of the lawnmower in 1830 had paved the way for the smooth greens, established rules of play, and modern customs that helped define the way the game is played today. Some customs have relaxed a bit: For instance, traditional attire is all white, and some tournament players still adhere to that standard, but for regular play, you just wear what's comfortable, though remember to use sun protection! Also, the balls (called "bowls") used to be made from *lignum vitae*, a dense wood, which led to the term "woods" for bowls, but now they are routinely made from a hard composite type of plastic.

### **Interesting Side Note!**

"Bias" is a technical term that was applied to balls made with a greater weight on one side than the other. It was first used in 1560, and bias would make the ball curve toward one side when thrown. This practice is now illegal, but according to etymonline.com, this was the first use of the term "bias" to mean "one-sided" in the figurative or legal sense that we use it today, as leaning to one side mentally.

### **Resources**

Sarasota Lawn Bowling Club: How to Lawn Bowl

[http://www.sarasotalawnbowlingclub.com/?page\\_id=400](http://www.sarasotalawnbowlingclub.com/?page_id=400)

Bowls USA, Southeast Division: History of Lawn Bowls

<http://sedlawnbowls.org/history-of-lawn-bowls/>

Etymonline: Bias

<https://www.etymonline.com/search?q=bias>

Written by Patricia Rockwood, Instructor and Staff Writer, Adult & Community Enrichment

## ARTICLE LIBRARY

[MORE](#)

**ZEN AND THE ART OF FLOWER ARRANGING - November 2021**

**YOGA FOR EVERY BODY - October 2021**

**DECLUTTERING: GOOD FOR THE HOME, GOOD FOR THE SOUL - September 2021**

**MEMORY AND A HEALTHY BRAIN - August 2021**

**DANCING FOR FITNESS AT ANY AGE - July 2021**



Sarasota Adult & Commu...  
1,281 followers





**Sarasota Adult & Community  
Enrichment at STC - ACE**

**Sarasota**  
on Monday

2      Comment      Share



**Sarasota Adult & Community  
Enrichment at STC - ACE**

**Sarasota**  
about a week ago

Adult & Community Enrichment (ACE) is currently seeking a part time instructor able to organize and lead beginner and intermediate bridge group lessons in a classroom setting once or twice a week, starting In October. Candidates should be passionate and knowledgeable about bridge, enjoy working with adults, be patient and have strong interpersonal skills. Schedule is flexible and we will work around teacher's hours.

ACE offers over 450 classes per year, 6 days a week in the morning, afternoon and evening. ACE instructors are paid on an hourly basis, \$18 - \$30 per hour. If you want to share your passion with the community, apply today! Please submit the PT Instructor Application which you will find at [www.ace-sarasota.com](http://www.ace-sarasota.com) under Resources. For more information, please contact Galina Jordan at 941-361-6590.



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## INDUSTRY CERTIFICATIONS / STATE CREDENTIALS

### .NET APPLICATION DEVELOPMENT AND PROGRAMMING

- » Microsoft Office Specialist (MOS) Bundle Certification
- » MOS Master
- » Microsoft Technology Associate (MTA)—Software Development Fundamentals
- » MTA Database
- » MTA Intro to Programming using HTML & CSS
- » MTA HTML 5.0

*Issued by: Microsoft Corporation*

**Obtainment Time Frame:** In Program

### ACCOUNTING OPERATIONS

- » Microsoft Office Specialist (MOS) Bundle Certification
- » MOS Master
- Issued by: Microsoft Corporation*
- » QuickBooks Certified User
- Issued by: Intuit*

**Obtainment Time Frame:** In Program

### ADVANCED MANUFACTURING AND PRODUCTION TECHNOLOGY

- » Autodesk Certified User—AutoCAD
- » Autodesk Certified User—Inventor
- Issued by: Autodesk*

» Certified Solidworks Associate (CSWA)—Academic  
*Issued by: Dassault Systems Solidworks Corporation*

**Obtainment Time Frame:** In Program

### AUTOMOTIVE SERVICE TECHNOLOGY

- » ASE Automobile/Light Truck Technician:
  - (A1) Engine Repair
  - (A2) Automatic Transmission/Transaxle
  - (A3) Manual Drive Train & Axles
  - (A4) Suspension & Steering
  - (A5) Brakes
  - (A6) Electrical/Electronic Systems
  - (A7) Heating & Air Conditioning
  - (A8) Engine Performance
- » ASE Auto Maintenance & Light Repair (G1)
- » ASE Entry-Level—Auto:
  - (AS) Automobile Service Technology
  - (ER) Engine Repair
  - (AT) Automatic Transmission/Transaxle
  - (MD) Manual Drive Train & Axles
  - (SS) Suspension & Steering
  - (BR) Brakes
  - (EE) Electrical/Electronic Systems
  - (AC) Heating & Air Conditioning
  - (EP) Engine Performance

**NOTE:** Automotive Service Excellence (ASE) Certification is an option after one (1) year of employment experience. A written test must be passed to obtain certification. College credit may be available. NATEF approved.

*Issued by: National Institute for Automotive Service Excellence*

» Florida Automobile Dealers Association (FADA)  
Certified Technician

*Issued by: Autodesk*

**Obtainment Time Frame:** In Program

### BUILDING TRADES AND CONSTRUCTION DESIGN TECHNOLOGY

- » NCCER Carpentry Level 1
- » NCCER Carpentry Level 2
- » NCCER Carpentry Level 3
- » NCCER Carpentry Level 4
- » NCCER Construction Technology
- » NCCER Core Certification
- » NCCER Electrical Level 1
- » NCCER Masonry Level 1

*Issued by: National Center for Construction Education & Research (NCCER)*

» OSHA 10

*Issued by: OSHA*

**Obtainment Time Frame:** In Program

### BUSINESS MANAGEMENT AND ANALYSIS

- » Desktop Pro
- Issued by: Desktop Pro*
- » Entrepreneurship & Small Business
- Issued by: Certiport*
- » Microsoft Office Specialist (MOS) Bundle
- » MOS Master

*Issued by: Microsoft Corporation*

**Obtainment Time Frame:** In Program

### CARPENTRY

- » NCCER Carpentry: Level 1
- » NCCER Carpentry: Level 2
- » NCCER Carpentry: Level 3
- » NCCER Carpentry: Level 4
- » NCCER Core Certification

*Issued by: National Center for Construction Education & Research (NCCER)*

**Obtainment Time Frame:** In Program

### CNC PRODUCTION SPECIALIST

- » CAD/CAM Programming Certifications
  - NIMS CAM Milling 1
  - Autodesk Certified Associate in CAM 2.5 Axis Milling
- » NIMS Machining Level 1:
  - CNC Lathe Operations
  - CNC Mill Operations
  - CNC Milling: Programming Setup & Operations
  - CNC Turning: Programming Setup & Operations
  - Drill Press Skills I
  - Materials Measurement & Safety

*Issued by: National Institute for Metalworking Skills (NIMS)*

**Obtainment Time Frame:** In Program

### COMPUTER-AIDED DRAWING AND MODELING

- » American Drafting & Design Association  
Certified Drafter
- Issued by: American Design Drafting Association*
- » Autodesk Certified User:
  - AutoCAD
  - Inventor
  - Revit Architecture

*Issued by: Autodesk*

» Certified Solidworks Associate (CSWA)-Academic  
 » Certified Solidworks Professional (CSWP)-Academic  
*Issued by: Dassault Systems Solidworks Corporation*  
**Obtainment Time Frame:** In Program

### COMPUTER SYSTEMS & INFORMATION TECHNOLOGY (CSIT)

» CompTIA A+  
 » CompTIA Network+  
*Issued by: Computing Technology Industry Association*  
**Obtainment Time Frame:** In Program

### CORRECTIONAL OFFICER (BRTP)

» State Officers Certification Exam (SOCE)-  
 Corrections Officer  
*Issued by: FL Department of Law Enforcement and Criminal Justice Standards and Training Commission*  
**Obtainment Time Frame:** Within 4 years of start of training

### COSMETOLOGY

» Licensed Cosmetologist  
*Issued by: FL Department of Business & Professional Regulation*  
**Obtainment Time Frame:** Within 2 years of program completion

### CROSSOVER FROM CORRECTIONAL OFFICER TO LAW ENFORCEMENT OFFICER

» State Officers Certification Exam (SOCE)-  
 Law Enforcement Officer  
*Issued by: FL Department of Law Enforcement and Criminal Justice Standards and Training Commission*  
**Obtainment Time Frame:** Within 4 years of start of training

### DIGITAL DESIGN

» Adobe Certified Associate (ACA)-Illustrator  
 » Adobe Certified Associate (ACA)-InDesign  
 » Adobe Certified Associate (ACA)-Photoshop  
 \*Creative Cloud 2015 or later  
*Issued by: Adobe Systems*  
**Obtainment Time Frame:** In Program

### DIGITAL VIDEO TECHNOLOGY

» Adobe Certified Associate (ACA)-Premiere Pro  
 » Adobe Certified Associate (ACA)-Photoshop  
 \*Creative Cloud 2015 or later  
*Issued by: Adobe Systems*  
**Obtainment Time Frame:** In Program

### ELECTRICITY

» Mike Holt Enterprises Apprenticeship Level 1  
*Issued by: Mike Holt Enterprises*  
 » NCCER Core Certification  
 » NCCER Electrical Level 1  
 » NCCER Electrical Level 2  
 » NCCER Electrical Level 3  
 » NCCER Electrical Level 4  
*Issued by: National Center for Construction Education & Research (NCCER)*

### ADDITIONAL CERTIFICATIONS OBTAINED:

» OSHA 10 hour  
*Issued by: OSHA*  
 » CPR and First Aid  
**Obtainment Time Frame:** In Program

### EMERGENCY MEDICAL TECHNICIAN (ATD)

» Emergency Medical Technician (EMT)  
*Issued by: National Registry of Emergency Medical Technicians*  
**Obtainment Time Frame:** Within 2 years of program completion

### FACIALS SPECIALTY

» Program graduates are eligible to apply for a  
 Florida Facial Specialist Registration  
*Issued by: FL Department of Business & Professional Regulation*  
**Obtainment Time Frame:** Within 2 years of program completion

### FIREFIGHTER

» Florida Firefighter Certificate of Compliance  
*Issued by: FL Department of Financial Services, State Fire Marshall, Bureau of Fire Standards & Training*  
**Obtainment Time Frame:** Within 1 year of program completion

### FLORIDA LAW ENFORCEMENT ACADEMY

» State Officers Certification Exam (SOCE)-  
 Law Enforcement Officer  
*Issued by: FL Department of Law Enforcement and Criminal Justice Standards and Training Commission*  
**Obtainment Time Frame:** Within 4 years of start of training

### HEATING, VENTILATION, AIR-CONDITIONING/ REFRIGERATION (HVAC/R) 1

» HVAC Excellence Employment Ready-Air Conditioning  
 » HVAC Excellence Employment Ready-Electrical  
 » HVAC Excellence Employment Ready-Heat Pump  
 » HVAC Excellence Light Commercial Air Conditioning  
 » HVAC Excellence Electric Heat  
 » HVAC Excellence Gas Heat  
*Issued by: HVAC Excellence*  
 » NCCER Core Certification  
 » NCCER HVAC Level 1  
 » NCCER HVAC Level 2  
 » NCCER HVAC Level 3  
*Issued by: National Center for Construction Education & Research (NCCER)*

### ADDITIONAL CERTIFICATIONS OBTAINED:

» OSHA 10 hour  
*Issued by: OSHA*  
**Obtainment Time Frame:** In Program

### INDUSTRIAL MACHINERY MAINTENANCE AND REPAIR

» NCCER Core Certification  
*Industrial Machinery Certifications Continue on Page 44.*

» NCCER Industrial Maintenance Mechanic:

- Level 1
- Level 2
- Level 3
- Level 4

*Issued by: National Center for Construction Education & Research (NCCER)*

**Obtainment Time Frame:** In Program

**MARINE SERVICE TECHNOLOGIES**

» ABYC (American Boat and Yacht Council)

» Marine Diesel Certification

» Marine Electrical Certification

*Issued by: American Boat and Yacht Council*

» ASE Automobile/Light Truck Technician:

- (A1) Engine Repair
- (A6) Electrical/Electronic Systems

» ASE Entry Level—Auto:

- (ER) Engine Repair
- (EE) Electrical/Electronic Systems

*Issued by: National Institute for Automotive Service Excellence*

» Electronics System Associate (ESA)

*Issued by: International Society for Certified Electronics Tech's*

» NMEA (National Marine Electronics Association)

*Issued by: National Marine Electronics Association*

» Yamaha Marine Maintenance Certifications

*Issued by: Yamaha*

**Obtainment Time Frame:** In Program

**MEDICAL ADMINISTRATIVE SPECIALIST**

» Certified Medical Administrative Assistant (CMAA)

*Issued by: National Healthcareer Association*

» Microsoft Office Specialist (MOS) Bundle Certification

» Microsoft Office Specialist Master

*Issued by: Microsoft Corporation*

**Obtainment Time Frame:** In Program

**NURSING ASSISTANT (LONG TERM CARE)**

» Certified Nursing Assistant (CNA) Certificate

*Issued by: National Council of State Boards of Nursing*

**Obtainment Time Frame:** Within 1 year of program completion

**PARAMEDIC (ATD)**

» Florida Paramedic License

*Issued by: Florida Department of Health*

**Obtainment Time Frame:** Within 1 year of program completion

**PLUMBING**

» Backflow Certification

*Issued by: University of FL, Training, Research and Education for Environmental Occupations*

» NCCER Core Certification

» NCCER Plumbing — Level 1

» NCCER Plumbing — Level 2

» NCCER Plumbing — Level 3

» NCCER Plumbing — Level 4

*Issued by: National Center for Construction Education & Research (NCCER)*

» Wirsbo Pex Piping Certification

*Issued by: Uponor*

**ADDITIONAL CERTIFICATIONS OBTAINED:**

» OSHA 10 hour

*Issued by: Osha*

» CPR and First Aid

**Obtainment Time Frame:** In Program

**PRACTICAL NURSING**

» Licensed Practical Nurse

*Issued by: National Council of State Boards of Nursing*

**Obtainment Time Frame:** Within 1 year of program completion

**PRECISION MACHINING AND CNC AUTOMATION**

» Autodesk Certified Associate In CAM 2.5 Axis Milling

*Issued by: Autodesk*

» NIMS Machining Level 1:

- CNC Milling: Operations
- CNC Milling: Programming Setup & Operations
- CNC Turning: Operations
- CNC Turning: Programming Setup & Operations
- Drill Press Skills I
- Grinding Skills I
- Manual Milling Skills I
- Turning Operations: Turning Between Centers
- Turning Operations: Turning Chucking Skills

*Issued by: National Institute for Metalworking Skills (NIMS)*

**Obtainment Time Frame:** In Program

**PROFESSIONAL CULINARY ARTS & HOSPITALITY**

» ACF Accreditation for Certified Culinary (CC)

» Certified Food Protection Manager (ServSafe®)

*Issued by: National Restaurant Association Educational Foundation*

**Obtainment Time Frame:** In Program

**SURGICAL TECHNOLOGY**

» Certified Surgical Technologist (CST)

*Issued by: The National Board of Surgical Technology & Surgical Assisting (NBSTSA)*

**Obtainment Time Frame:** Within 1 year of program completion



**EQUITY PROCEDURES FOR EMPLOYEES/APPLICANTS/STUDENTS**

Sarasota County Schools offers multiple career and technical programs wherein students may earn industry certification. The district prohibits discrimination in the terms and conditions of employment, and in access to educational programs and activities, and prohibits harassment of any individual or group on the basis of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation or genetic information (and other protected classes included in the district's nondiscrimination policies). Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation. Any person who believes he or she has experienced any such prohibited discrimination may file a complaint with the district Equity Coordinator by calling (941) 927-9000, or by writing to 1960 Landings Blvd., Sarasota, FL 34231.





## Suncoast Technical College Program Industry Certification/Licensure 2021-2022

Program	Industry Certification/Licensure	Issuing Organization/Provider	Obtainment Timeframe
.NET Application Development and Programming	Microsoft Office Specialist (MOS) Bundle Certification		
	MOS Master		
	Microsoft Technology Associate (MTA) – Software Development Fundamentals	Microsoft Corporation	In program
	MTA Database		
	MTA Intro to Programming using HTML & CSS		
Accounting Operations	MTA HTML 5.0		
	Entrepreneurship & Small Business	Certiport	
	Microsoft Office Specialist (MOS) Bundle Certification	Microsoft Corporation	In program
	MOS Master	Intuit	
	QuickBooks Certified User	Autodesk	
Advanced Manufacturing and Production Technology	Autodesk Certified User – AutoCAD		
	Autodesk Certified User – Inventor	Dassault Systems Solidworks Corporation	In program
	Certified Solidworks Associate – Academic (CSWA-Academic)	Robotics Education & Competition Foundation	
	REC Robotics Certification		
	ASE Automobile/Light Truck Technician: (A1) Engine Repair		
	ASE Automobile/Light Truck Technician: (A2) Automatic Transmission/Transaxle		
	ASE Automobile/Light Truck Technician: (A3) Manual Drive Train & Axles		
	ASE Automobile/Light Truck Technician: (A4) Suspension & Steering		
	ASE Automobile/Light Truck Technician: (A5) Brakes		
	ASE Automobile/Light Truck Technician: (A6) Electrical/Electronic Systems		
	ASE Automobile/Light Truck Technician: (A7) Heating & Air Conditioning		
	ASE Automobile/Light Truck Technician: (A8) Engine Performance		
	ASE Auto Maintenance & Light Repair (G1)		
	ASE Entry-Level – Auto: (A5) Automobile Service Technology	National Institute for Automotive Service Excellence	In program
	ASE Entry-Level – Auto: (ER) Engine Repair		
Automotive Service Technology	ASE Entry-Level – Auto: (A7) Automatic Transmission/Transaxle		
	ASE Entry-Level – Auto: (MD) Manual Drive Train & Axles		
	ASE Entry-Level – Auto: (SS) Suspension & Steering		
	ASE Entry-Level – Auto: (BR) Brakes		
	ASE Entry-Level – Auto: (EE) Electrical/Electronic Systems		
	ASE Entry-Level – Auto: (AC) Heating & Air Conditioning		
	ASE Entry-Level – Auto: (EP) Engine Performance		
	Florida Automobile Dealers Association (FADA) Certified Technician	Florida Automobile Dealers Association	
	NCCER Carpentry Level 1		
	NCCER Carpentry Level 2		
Building Trades and Construction Design Technology	NCCER Carpentry Level 3	NCCER	In program
	NCCER Construction Technology		
	NCCER Core Certification		
	Desktop Pro	Desktop Pro	
	Entrepreneurship & Small Business	Certiport	
Business Management and Analysis	Microsoft Office Specialist (MOS) Bundle Certification	Microsoft Corporation	In program
	MOS Master		
	QuickBooks Certified User	Intuit	
	NCCER Carpentry: Level 1		
	NCCER Carpentry: Level 2		
Carpentry	NCCER Carpentry: Level 3		
	NCCER Carpentry: Level 4		
	NCCER Core Certification	National Center for Construction Education & Research (NCCER)	In program

## Suncoast Technical College Program Industry Certification/Licensure 2021-2022

Program	Industry Certification/Licensure	Issuing Organization/Provider	Obtainment Timeframe
CNC Production Specialist	Cad/Cam Programming Certs: Autodesk Certified User – Fusion 360	National Institute for Metalworking Skills (NIMS)	In program
	Cad/Cam Programming Certs: Mastercam Associate Certification – Mill Design & Toolpaths		
	Cad/Cam Programming Certs: NIMS Cam Milling 1		
	NIMS Machining Level 1: CNC Lathe Operations		
	NIMS Machining Level 1: CNC Mill Operations		
	NIMS Machining Level 1: CNC Milling: Programming Setup & Operations		
	NIMS Machining Level 1: CNC Turning: Programming Setup & Operations		
Computer Systems & Information Technology (CSIT)	NIMS Machining Level 1: Drill Press Skills I	Computing Technology Industry Association	In program
	NIMS Machining Level 1: Materials Measurement & Safety		
	CompTIA A+		
Correctional Officer	CompTIA Network+		
	State Officers Certification Exam (SOCE) – Corrections Officer	FL Department of Law Enforcement Criminal Justice Standards and Training Commission	Within 4 years of start of training
Cosmetology	Licensed Cosmetologist	Florida Department of Business & Professional Regulation	Within 2 years of program completion
Crossover from Correctional Officer to Law Enforcement	State Officers Certification Exam (SOCE) – Law Enforcement Officer	The FL Department of Law Enforcement and the Criminal Justice Standards and Training Commission	Within 4 years of start of training
Digital Design	Adobe Certified Associate (ACA) – Illustrator	Adobe Systems	In program
	Adobe Certified Associate (ACA) – InDesign		
Digital Video Technology	Adobe Certified Associate (ACA) – Photoshop (Creative Cloud 2015 or later)	American Design Drafting Association	In program
	Adobe Certified Associate (ACA) Visual Communication with Adobe Premiere Pro		
	Adobe Certified Associate (ACA) – Photoshop (Creative Cloud 2015 or later)		
	American Drafting & Design Association Certified Drafter		
Drafting	Autodesk Certified User – AutoCAD	Autodesk	In program
	Autodesk Certified User – Inventor		
	Autodesk Certified User – Revit Architecture	Dassault Systems Solidworks Corporation	In program
	Certified Solidworks Associate-Academic (CSWA-Academic)		
	Certified Solidworks Professional-Academic (CSWP-Academic)	International Society for Certified Electronics Technicians	In program
	CPR & First Aid		
	Electronic System Associate (ESA)	Mike Holt Enterprises	
Electrician	Mike Holt Enterprises Apprenticeship Level 1	National Center for Construction Education & Research (NCCER)	In program
	NCCER Core Certification		
	NCCER Electrical – Level 1		
	NCCER Electrical – Level 2		
	NCCER Electrical – Level 3		
	NCCER Electrical – Level 4		
Emergency Medical Technician (EMT)	OSHA 10 Hour	OSHA	
	Emergency Medical Technician (EMT)	National Registry of Emergency Medical Technicians	Within 2 years of program completion
Facials Specialty	Florida Facial Specialist Registration	The Florida Department of Business & Professional Regulation	Within 2 years of program completion
Firefighter	Florida Firefighter Certificate of Compliance	Florida Department of Financial Services, State Fire Marshall, Bureau of Fire Standards & Training	Within 1 year of program completion

## Suncoast Technical College Program Industry Certification/Licensure 2021-2022

Program	Industry Certification/Licensure	Issuing Organization/Provider	Obtainment Timeframe
Florida Law Enforcement Academy	State Officers Certification Exam (SOCE) – Law Enforcement Officer	The FL Department of Law Enforcement and the Criminal Justice Standards and Training Commission	Within 4 years of start of training
	CPR & First Aid		
	HVAC Excellence Employment Ready – Air Conditioning		
	HVAC Excellence Employment Ready – Electrical	HVAC Excellence	In program
	HVAC Excellence Employment Ready – Heat Pump		
Heating, Ventilation, AC/Refrigeration (HVAC/R) 1	NCCER Core Certification		
	NCCER HVAC Level 1	National Center for Construction Education & Research (NCCER)	
	NCCER HVAC Level 2		
	NCCER HVAC Level 3		
	OSHA 10 Hour		
Industrial Machinery Maintenance and Repair	NCCER Core Certification		
	NCCER Industrial Maintenance Mechanic – Level 1		
	NCCER Industrial Maintenance Mechanic – Level 2	National Center for Construction Education & Research (NCCER)	In program
	NCCER Industrial Maintenance Mechanic – Level 3		
	NCCER Industrial Maintenance Mechanic – Level 4		
Legal Administrative Specialist —TEACH-OUT 12/22/21—	Microsoft Office Specialist (MOS) Bundle Certification	Microsoft Corporation	In program
	ABYC (American Boat and Yacht Council)		
	ASE Automobile/Light Truck Technician – (A1) Engine Repair	American Boat and Yacht Council	
	ASE Automobile/Light Truck Technician – (A6) Electrical/Electronic Systems		
	ASE Entry Level – (ER) Auto: Engine Repair	National Institute for Automotive Service Excellence	
Marine Service Technologies	ASE Entry Level – (EE) Auto: Electrical/Electronic Systems		
	Electronics System Associate (ESA)	International Society for Certified Electronics Tech's	In program
	Marine Diesel Certification	American Boat and Yacht Council	
	Marine Electrical Certification	American Boat and Yacht Council	
	NMEA (National Marine Electronics Association)	National Marine Electronics Association	
Medical Administrative Specialist	Yamaha Marine Maintenance Certifications	Yamaha	
	Certified Medical Administrative Assistant (CMAA)	National Healthcareer Association	
	Microsoft Office Specialist (MOS) Bundle Certification		
	MOS Master	Microsoft Corporation	In program
	Certified Nursing Assistant (CNA) Certificate		
Nursing Assistant (Long Term Care)		National Council of State Boards of Nursing	Within 1 year of program completion
Paramedic (ATD)	Florida Paramedic License		Within 1 year of program completion
	Backflow Certification	Florida Department of Health	
	CPR & First Aid		
	NCCER Core Certification		
	NCCER Plumbing – Level 1		
Plumbing	NCCER Plumbing – Level 2		
	NCCER Plumbing – Level 3		
	NCCER Plumbing – Level 4		
	OSHA 10 Hour		
		National Center for Construction Education & Research (NCCER)	In program
		OSHA	

## Suncoast Technical College Program Industry Certification/Licensure 2021-2022

Program	Industry Certification/Licensure	Issuing Organization/Provider	Obtainment Timeframe	
Practical Nursing	Licensed Practical Nurse	National Council of State Boards of Nursing	Within 1 year of program completion	
	Mastercam Associate Certification – Mill Design & Toolpaths Mastercam Certified Programmer Mill Level 1 (CPgM1) NIMS Machining Level 1: CNC Milling: Operations NIMS Machining Level 1: CNC Milling: Programming Setup & Operations NIMS Machining Level 1: CNC Turning: Operations NIMS Machining Level 1: CNC Turning: Programming Setup & Operations NIMS Machining Level 1: Drill Press Skills I NIMS Machining Level 1: Grinding Skills I NIMS Machining Level 1: Manual Milling Skills I NIMS Machining Level 1: Turning Operations: Turning Between Centers NIMS Machining Level 1: Turning Operations: Turning Chucking Skills ACF Accreditation for Certified Culinary (CC)	CNC Software Inc.		
	Precision Machining and CNC Automation	Certified Food Protection Manager (ServSafe®)	National Institute for Metalworking Skills (NIMS)	In program
	Professional Culinary Arts & Hospitality		National Restaurant Association Educational Foundation	In program
		Certified Surgical Technologist (CST)	The National Board of Surgical Technology & Surgical Assisting (NBSTSA)	In program



### EQUITY PROCEDURES FOR EMPLOYEES/APPLICANTS/STUDENTS

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## **Part II: Incomplete or Pending Items**

## **Part III: Student Participation**

## PART III: STUDENT PARTICIPATION

### EVALUATION OF METHODS AND STRATEGIES:

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

##### **Grades 9-12 Total Enrollment 2021-22 (14,006)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
62%	7%	23%	3%
(8,608)	(1,028)	(3,185)	(473)

Whites In AP/IB/AICE 2017-18	Whites In AP/IB/AICE 2018-19	Whites In AP/IB/AICE 2019-20	Whites In AP/IB/AICE 2020-21	Whites In AP/IB/AICE 2021-22
35% (3,064)	37% (3,250)	42% (3,599)	42% (3,629)	44% (3,719)

White Males In AP/IB/AICE 2017-18	White Males In AP/IB/AICE 2018-19	White Males In AP/IB/AICE 2019-20	White Males In AP/IB/AICE 2020-21	White Males In AP/IB/AICE 2021-22
30% (1,360)	33% (1,441)	37% (1,636)	38% (1,643)	40% (1,748)

Blacks In AP/IB/AICE 2017-18	Blacks In AP/IB/AICE 2018-19	Blacks In AP/IB/AICE 2019-20	Blacks In AP/IB/AICE 2020-21	Blacks In AP/IB/AICE 2021-22
16% (184)	25% (268)	33% (345)	27% (289)	30% (312)

Black Males In AP/IB/AICE 2017-18	Black Males In AP/IB/AICE 2018-19	Black Males In AP/IB/AICE 2019-20	Black Males In AP/IB/AICE 2020-21	Black Males In AP/IB/AICE 2021-22
13% (77)	21% (119)	27% (144)	21% (111)	25% (127)

Hispanics In AP/IB/AICE 2017-18	Hispanics In AP/IB/AICE 2018-19	Hispanics In AP/IB/AICE 2019-20	Hispanics In AP/IB/AICE 2020-21	Hispanics In AP/IB/AICE 2021-22
25% (655)	32% (894)	35% (1,004)	33% (981)	36% (1,137)

Hisp. Males In AP/IB/AICE 2017-18	Hisp. Males In AP/IB/AICE 2018-19	Hisp. Males In AP/IB/AICE 2019-20	Hisp. Males In AP/IB/AICE 2020-21	Hisp. Males In AP/IB/AICE 2021-22
21% (280)	28% (386)	32% (452)	28% (417)	32% (522)

ELL Students In AP/IB/AICE 2017-18	ELL Students In AP/IB/AICE 2018-19	ELL Students In AP/IB/AICE 2019-20	ELL Students In AP/IB/AICE 2020-21	ELL Students In AP/IB/AICE 2021-22
9% (47)	20% (97)	19% (88)	18% (72)	24% (111)

#### **Evidence of Success**

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

For the 2021-2022 school year the enrollment for all student groups increased when compared to the 2020-2021 school year. The student group identified as "white" increased by 2% points, The student group identified as "black" increased by 3% points, The student group identified as "Hispanic" increased by 6% points, The student group identified as "ELL" increased by 6% points. When looking at males specifically in each student group: "white" increased by 2%, "black" increased by 4%, "Hispanic" increased by 4%



### 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.

Students at 3 of the 5 comprehensive high schools offer an AICE General Paper course to all students. Students following the AICE curriculum take the course in grade 9 or Grade 10. Other students can take the course in either grades 11 or 12 depending on the school specific English course progression. All grade 11 students at 1 of the 5 comprehensive high schools are currently participating in the grade 11 IB English course. Next year, all students in grades 11 and 12 at that school will enroll in an IB English course. The other comprehensive high school, the magnet high school, and the school for the gifted and talented have clear pathways to AP and IB coursework that are communicated to all students. All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. The district has hired an Acceleration Specialist responsible for monitoring data, identifying areas for improved participation, and collaborating with schools to support the goal of increasing enrollment for these targeted students.

### Accountability Measure and Timelines

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

Student Group	Projected Percent Enrolled 2022-2023
Whites In AP/IB/AICE	45%
White Males In AP/IB/AICE	41%
Blacks In AP/IB/AICE	33%
Black Males In AP/IB/AICE	27%
Hispanics In AP/IB/AICE	37%
Hispanic Males In AP/IB/AICE	33%
ELLS In AP/IB/AICE	25%

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

#### Grades 9-12 Total Enrollment 2021-22 (14,006 )

White	Black	Hispanic	ELL Students
62%	7%	23%	3%
(8,608)	(1,028)	(3,185)	(473)

Whites In DE 2017-18 12% (1,029)	Whites In DE 2018-19 11% (977)	Whites In DE 2019-20 7% (612)	Whites In DE 2020-21 6% (520)	Whites In DE 2021-22 6% (470)
---	---	--	--	--

White Males In DE 2017-18 11% (478)	White Males In DE 2018-19 11% (498)	White Males In DE 2019-20 8% (327)	White Males In DE 2020-21 7% (296)	White Males In DE 2021-22 6% (258)
--	--	---	---	---

Blacks	Blacks	Blacks	Blacks	Blacks
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In DE 2017-18 6% (67)	In DE 2018-19 5% (57)	In DE 2019-20 4% (45)	In DE 2020-21 4% (42)	In DE 2021-22 5% (53)
Black Males In DE 2017-18 5% (28)	Black Males In DE 2018-19 4% (20)	Black Males In DE 2019-20 3% (14)	Black Males In DE 2020-21 2% (11)	Black Males In DE 2021-22 4% (19)
Hispanics In DE 2017-18 9% (242)	Hispanics In DE 2018-19 9% (255)	Hispanics In DE 2019-20 7% (192)	Hispanics In DE 2020-21 6% (190)	Hispanics In DE 2021-22 6% (188)
Hisp. Males In DE 2017-18 9% (118)	Hisp. Males In DE 2018-19 9% (122)	Hisp. Males In DE 2019-20 8% (106)	Hisp. Males In DE 2020-21 7% (100)	Hisp. Males In DE 2021-22 6% (98)
ELL Students In DE 2017-18 2% (10)	ELL Students In DE 2018-19 4% (17)	ELL Students In DE 2019-20 4% (18)	ELL Students In DE 2020-21 3% (12)	ELL Students In DE 2021-22 3% (14)

#### **Evidence of Success**

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

The district currently has Articulation agreements with three post-secondary colleges and Universities and 2 technical colleges and students are enrolled in post-secondary DE coursework at each of the post-secondary institutions.

#### **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.*

Communication has been a key to success in this area. Schools offer parent nights for families interested in DE and communication takes place via social media regarding opportunities. In addition, we have partnered with three post-secondary institutions to provide opportunities at the high schools, on the post-secondary campuses, and through online learning.

All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration courses.

All partnering post-secondary institutions have continued to increase virtual course offerings. All high schools offer a space for students participating in virtual coursework during the school day.

The local state college denied SCS the ability to offer courses on the SCS high school campuses. SCS developed a partnership with a local university; however, the admission requirements are higher since it is a State university.

The district has hired An Acceleration Specialist responsible for monitoring data, identifying areas for improved participation, and collaborating with schools to support the goal of increasing enrollment for these targeted students.

**Accountability Measure and Timelines**

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

<b>Student Group</b>	<b>Projected Percent Enrolled 2022-2023</b>
<b>Whites In DE</b>	<b>6%</b>
<b>White Males In DE</b>	<b>6%</b>
<b>Blacks In DE</b>	<b>5%</b>
<b>Black Males In DE</b>	<b>4%</b>
<b>Hispanics In DE</b>	<b>6%</b>
<b>Hispanic Males In DE</b>	<b>6%</b>
<b>ELLS In DE</b>	<b>3%</b>

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

**Grades 9-12 Total Enrollment 2021-22 (14,006)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
62%	7%	23%	3%
(8,608)	(1,028)	(3,185)	(473)

Whites All Level 3 2017-18	Whites All Level 3 2018-19	Whites All Level 3 2019-20	Whites All Level 3 2020-21	Whites All Level 3 2021-22
68% (5,957)	74% (6,424)	76% (6,507)	78% (6,719)	80% (6,918)

White Males All Level 3 2017-18	White Males All Level 3 2018-19	White Males All Level 3 2019-20	White Males All Level 3 2020-21	White Males All Level 3 2021-22
64% (2,877)	71% (3,122)	73% (3,197)	75% (3,293)	78% (3,438)

Blacks All Level 3 2017-18	Blacks All Level 3 2018-19	Blacks All Level 3 2019-20	Blacks All Level 3 2020-21	Blacks All Level 3 2021-22
39% (445)	49% (529)	57% (599)	57% (605)	62% (633)

Black Males All Level 3 2017-18	Black Males All Level 3 2018-19	Black Males All Level 3 2019-20	Black Males All Level 3 2020-21	Black Males All Level 3 2021-22
37% (219)	46% (258)	48% (258)	51% (274)	57% (287)

Hispanics All Level 3 2017-18	Hispanics All Level 3 2018-19	Hispanics All Level 3 2019-20	Hispanics All Level 3 2020-21	Hispanics All Level 3 2021-22
55% (1,446)	63% (1,727)	69% (1,951)	67% (1,990)	69% (2,204)

Hisp. Males All Level 3 2017-18 50% (670)	Hisp. Males All Level 3 2018-19 60% (823)	Hisp. Males All Level 3 2019-20 65% (921)	Hisp. Males All Level 3 2020-21 64% (968)	Hisp. Males All Level 3 2021-22 66% (1,063)
ELL Students All Level 3 2017-18 30% (151)	ELL Students All Level 3 2018-19 46% (222)	ELL Students All Level 3 2019-20 47% (222)	ELL Students All Level 3 2020-21 49% (197)	ELL Students All Level 3 2021-22 51% (239)

#### **Evidence of Success**

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

For the 2021-2022 school year the enrollment for all student groups increased when compared to the 2020-2021 school year. The student group identified as “white” increased by 2% points, The student group identified as “black” increased by 5% points, The student group identified as “Hispanic” increased by 2% points, The student group identified as “ELL” increased by 2% points. When looking at males specifically in each student group: “white” increased by 3%, “black” increased by 6%, “Hispanic” increased by 2%

#### **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.*

All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. In addition, CTE offerings continue to expand, removing barriers that prevent able students from taking certain courses. All schools have been analyzing the Master Schedule to ensure that all students have access to at least one level 3 course per year.

#### **Accountability Measure and Timelines**

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

<b>Student Group</b>	<b>Projected Percent Enrolled 2022-2023</b>
<b>Whites In AP/IB/AICE/Honors</b>	<b>81%</b>
<b>White Males In AP/IB/AICE/Honors</b>	<b>79%</b>
<b>Blacks In AP/IB/AICE/Honors</b>	<b>63%</b>
<b>Black Males In AP/IB/AICE/Honors</b>	<b>57%</b>
<b>Hispanics In AP/IB/AICE/Honors</b>	<b>70%</b>
<b>Hispanic Males In AP/IB/AICE/Honors</b>	<b>67%</b>
<b>ELLS In AP/IB/AICE/Honors</b>	<b>52%</b>

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

## **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 page 11 In the 2021-22 Guidelines.)**
- B. Attach an Athletic 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 12 in the 2021-22 Guidelines.)**
- 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 13 In the 2021-22 Guidelines.)**
- D. If the district submitted Corrective Action Plans as part of the 2020-21 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.**

### **Attachment IV**

## **Attachment IV**

## PART IV: GENDER EQUITY IN ATHLETICS FORMS

District: Sarasota County

### Athletic Compliance Verification Form

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

☐

IN COMPLIANCE

☒

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner.

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

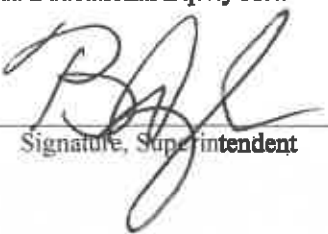
☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

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

  
Signature, Superintendent

  
Date



## 2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participant			Booker middle	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball				Basketball		13		13	26
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf				Golf					
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis				Tennis		3		5	8
Track and Field				Track and Field		12		16	28
Volleyball				Volleyball				14	14
Wrestling				Wrestling					
Weightlifting				Weightlifting					
Total Varsity Participants				Total JV Participants		28		48	76
% of Varsity Participants			100%	% of JV Participants		37		63	100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22		456		477	933
% Student Enrollment by Gender 2021-22			100%	% Student Enrollment by Gender 2021-22		48		52	100%

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

# PART IV GENDER EQUITY IN ATHLETICS

## Corrective Action Plan

District: Sarasota

School Name: Booker middle

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
<u>In</u>	<u>Compliance</u>		

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]  
Signature, Principal

[Signature]  
Signature, Superintendent

4/2/22  
Date  
6/2/22  
Date

## 2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participants			Brookside	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball				Basketball		15		12	27
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf				Golf		4		2	6
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis				Tennis		7		6	13
Track and Field				Track and Field		24		23	47
Volleyball				Volleyball				12	12
Wrestling				Wrestling					
Weightlifting				Weightlifting					
<b>Total Varsity Participants</b>				<b>Total JV Participants</b>		50		55	105
<b>% of Varsity Participants</b>			100%	<b>% of JV Participants</b>		48		52	100%
<b>Total Student Enrollment by Gender 2021-22</b>				<b>Total Student Enrollment by Gender 2021-22</b>		384		354	738
<b>% Student Enrollment by Gender 2021-22</b>			100%	<b>% Student Enrollment by Gender 2021-22</b>		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%.

# PART IV GENDER EQUITY IN ATHLETICS



## Corrective Action Plan

District: Sarasota

School Name: Brookside Middle

(1) Gender Equity In Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	No deficiencies found	Paul Serino (Athletic Director)	
In compliance			

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

4/21/22  
 Date  
6/2/22  
 Date

## 2021-22 Athletic Participation Monitoring Form

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

Heron Creek

School:	Number of Participants			Middle School	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball		—		—	—
Basketball				Basketball		14		13	27
Cross Country				Cross Country		—		—	—
Flag Football/ Football				Flag Football/ Football		—		—	—
Golf				Golf		5		1	6
Soccer				Soccer		—		—	—
Softball				Softball		—		—	—
Swimming/Diving				Swimming/Diving		—		—	—
Tennis				Tennis		—		—	—
Track and Field				Track and Field		28		35	63
Volleyball				Volleyball		0		15	15
Wrestling				Wrestling		—		—	—
Weightlifting				Weightlifting		—		—	—
<b>Total Varsity Participants</b>				<b>Total JV Participants</b>		47		64	111
<b>% of Varsity Participants</b>			100%	<b>% of JV Participants</b>		42%		58%	100%
<b>Total Student Enrollment by Gender 2021-22</b>				<b>Total Student Enrollment by Gender 2021-22</b>		452		389	841
<b>% Student Enrollment by Gender 2021-22</b>			100%	<b>% Student Enrollment by Gender 2021-22</b>		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%.

**PART IV  
GENDER EQUITY IN ATHLETICS**

**Corrective Action Plan**

District: Sarasota

School Name: Heron Creek Middle 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
In Compliance			

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  
  
Signature, Superintendent

5/23/22  
Date  
6/2/22  
Date

## 2021-22 Athletic Participation Monitoring Form

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

middle  
School

School: <u>Laurel Noka</u>		Number of Participants			Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball	13	13	26	Basketball					
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf	7	2	9	Golf					
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis	7	5	12	Tennis					
Track and Field	17	20	37	Track and Field					
Volleyball	0	16	16	Volleyball					
Wrestling				Wrestling					
Weightlifting				Weightlifting					
<u>middle school</u>									
Total Varsity Participants	44	56	100	Total JV Participants					
% of Varsity Participants	44%	56%	100%	% of JV Participants					100%
Total Student Enrollment by Gender 2021-22	284	272	556	Total Student Enrollment by Gender 2021-22					
% Student Enrollment by Gender 2021-22	51%	49%	100%	% Student Enrollment by Gender 2021-22					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**

## **Corrective Action Plan**

District: Sarasota

School Name: Laurel Nokomis

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	NO ACTION Needed In Compliance		

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



Signature, Superintendent

4-27-22

Date

6/2/22

Date



## 2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participants			McIntosh	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball				Basketball		16		14	30
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf				Golf		6		3	9
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis				Tennis		2		4	6
Track and Field				Track and Field		29		33	62
Volleyball				Volleyball				17	17
Wrestling				Wrestling					
Weightlifting				Weightlifting					
<b>Total Varsity Participants</b>				<b>Total JV Participants</b>		53		71	124
<b>% of Varsity Participants</b>			100%	<b>% of JV Participants</b>		43%		57%	100%
<b>Total Student Enrollment by Gender 2021-22</b>				<b>Total Student Enrollment by Gender 2021-22</b>		421		425	846
<b>% Student Enrollment by Gender 2021-22</b>			100%	<b>% Student Enrollment by Gender 2021-22</b>		49.8		50.2	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**


**Corrective Action Plan**


District: Sarasota

School Name: McIntosh MS

(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><i>Now Corrective Action Needed</i></p> <p><i>In Compliance</i></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

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

5/24/2022  
 Date

6/2/22  
 Date

## 2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participant			Oak Park	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball				Basketball	7				
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	4				
Volleyball				Volleyball					
Wrestling				Wrestling					
Weightlifting				Weightlifting					
<b>Total Varsity Participants</b>				<b>Total JV Participants</b>	11				
<b>% of Varsity Participants</b>			100%	<b>% of JV Participants</b>	100%				100%
<b>Total Student Enrollment by Gender 2021-22</b>				<b>Total Student Enrollment by Gender 2021-22</b>	21		2		23
<b>% Student Enrollment by Gender 2021-22</b>			100%	<b>% Student Enrollment by Gender 2021-22</b>	96%		14%		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**


## **Corrective Action Plan**


District: Sarasota

School Name: Oak Park 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
	N/A		
	In compliance		

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

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

19 May 22  
\_\_\_\_\_  
Date

6/2/22  
\_\_\_\_\_  
Date

## 2021-22 Athletic Participation Monitoring Form

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

School:	Number of Participant			Pine View	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball				Basketball		13		15	
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf				Golf		10		3	
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis				Tennis		10		10	
Track and Field				Track and Field		22		24	
Volleyball				Volleyball				21	
Wrestling				Wrestling					
Weightlifting				Weightlifting					
Total Varsity Participants				Total JV Participants		55		73	
% of Varsity Participants			100%	% of JV Participants		43%		57%	100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22		315		253	568
% Student Enrollment by Gender 2021-22			100%	% Student Enrollment by Gender 2021-22		55%		45%	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**



## **Corrective Action Plan**

District: Sarasota

School Name: Pine View

(1) Gender Equity In Athletics Component	(2) Planned Actions to Address Deficiencies Found In Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	NA	In Compliance	

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

5.2.22  
 \_\_\_\_\_  
 Date  
 6/2/22  
 \_\_\_\_\_  
 Date

## 2021-22 Athletic Participation Monitoring Form

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

middle  
School

School: <i>Sarasota mid</i>	Number of Participant			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball	16	15	31	Basketball					
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf	7	3	10	Golf					
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis	10	8	18	Tennis					
Track and Field	27	26	53	Track and Field					
Volleyball	0	18	18	Volleyball					
Wrestling				Wrestling					
Weightlifting				Weightlifting					
<i>middle school</i>									
Total Varsity-Participants	60	70	130	Total JV Participants					
% of Varsity Participants	46%	54%	100%	% of JV Participants					100%
Total Student Enrollment by Gender 2021-22	635	598	1233	Total Student Enrollment by Gender 2021-22					
% Student Enrollment by Gender 2021-22	52%	48%	100%	% Student Enrollment by Gender 2021-22					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**

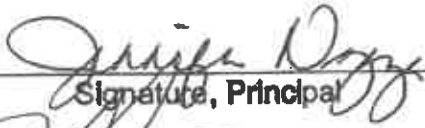
## **Corrective Action Plan**


District: Sarasota

School Name: Sarasota middle

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
<u>In</u>	<u>Compliance</u>		

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

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

4/14/22  
 \_\_\_\_\_  
 Date

6/2/22  
 \_\_\_\_\_  
 Date



## 2021-22 Athletic Participation Monitoring Form

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

middle  
school

School: Venice (MS)	Number of Participant			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	X	X	X	Baseball					
Basketball	15	15	30	Basketball					
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf	8	2	10	Golf					
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis	10	6	16	Tennis					
Track and Field	26	27	53	Track and Field					
Volleyball	0	16	16	Volleyball					
Wrestling				Wrestling					
Weightlifting				Weightlifting					
middle school									
Total Varsity Participants	59	66	125	Total JV Participants					
% of Varsity Participants	47%	53%	100%	% of JV Participants					100%
Total Student Enrollment by Gender 2021-22	408	357	765	Total Student Enrollment by Gender 2021-22					
% Student Enrollment by Gender 2021-22	53%	47%	100%	% Student Enrollment by Gender 2021-22					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**



**Corrective Action Plan**

District: Sarasota

School Name: Venice Middle

(1) Gender Equity In Athletics Component	(2) Planned Actions to Address Deficiencies Found In Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	No corrective action needed		
	In Compliance		

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

4/19/22  
 \_\_\_\_\_  
 Date  
6/2/22  
 \_\_\_\_\_  
 Date

## 2021-22 Athletic Participation Monitoring Form

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

School: Woodland	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball				Baseball					
Basketball	12	12	24	Basketball					
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf	6	7	13	Golf					
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis	6	6	12	Tennis					
Track and Field	20	20	40	Track and Field					
Volleyball		16	16	Volleyball					
Wrestling				Wrestling					
Weightlifting				Weightlifting					
Middle School									
Total Varsity Participants	44	61	105	Total JV Participants					
% of Varsity Participants	43%	58%	100%	% of JV Participants					100%
Total Student Enrollment by Gender 2021-22	520	471	991	Total Student Enrollment by Gender 2021-22					
% Student Enrollment by Gender 2021-22	52%	48%	100%	% Student Enrollment by Gender 2021-22					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**

**Corrective Action Plan**

District: 1291

School Name: Woodland Middle

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	<u>In</u> <u>Compliance</u>		

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



Signature, Superintendent

4/14/22

Date

6/2/22

Date

## 2021-22 Athletic Participation Monitoring Form

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

School: <i>Booker High</i>	Number of Participants			<i>Booker High</i>	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	15	0	15	Baseball		0		0	0
Basketball	15	15	30	Basketball		7		7	14
Cross Country	2	1	3	Cross Country		0		0	0
Flag Football/ Football	22	0	22	Flag Football/ Football		0		0	0
Golf	1	0	1	Golf		0		0	0
Soccer	33	34	67	Soccer		0		0	0
Softball	0	25	25	Softball		0		0	0
Swimming/Diving	5	3	8	Swimming/Diving		0		0	0
Tennis	2	5	7	Tennis		0		0	0
Track and Field	4	10	14	Track and Field		0		5	5
Volleyball	0	12	12	Volleyball		0		12	12
Wrestling	12	2	14	Wrestling		0		0	0
Weightlifting	13	6	19	Weightlifting		0		0	0
<b>Total Varsity Participants</b>	124	113	237	<b>Total JV Participants</b>	7	24		24	31
<b>% of Varsity Participants</b>	52%	48%	100%	<b>% of JV Participants</b>	23%	77%		100%	100%
<b>Total Student Enrollment by Gender 2021-22</b>	544	703	1247	<b>Total Student Enrollment by Gender 2021-22</b>	544	703		1247	
<b>% Student Enrollment by Gender 2021-22</b>	44%	56%	100%	<b>% Student Enrollment by Gender 2021-22</b>	44%	56%		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**

**Corrective Action Plan**

District: Sarasota

School Name: Booke 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
Component #1	Use social media & local media outlets to inform girls about workouts, tryout & team information	Scottie Little, Athletic Director (941) 355-2967	2022- 2023 SY
Component #1	Explore adding flag football & lacrosse for female athletes	Scottie Little, Athletic Director (941) 355-2967	2022- 2023 SY
In Compliance			

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.

Rachel Spills  
Signature, Principal

BAJ  
Signature, Superintendent

5/24/2022  
Date

6/2/22  
Date

## 2020-21 MONITORING FORMS

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

VARSITY				JUNIOR VARSITY			
sport	male	female	Total	sport	male	female	Total
Baseball	16	0	16	Baseball	12	0	12
Basketball	10	12	22	Basketball	12	13	25
Cross Country	10	10	20	Cross Country	5	7	12
Football	40	0	40	Football	33	0	33
Golf	8	7	15	Golf	0	0	0
Soccer	15	17	32	Soccer	18	15	33
Softball	0	19	19	Softball	0	0	0
Swim/Dive	6	12	18	Swim/Dive	0	0	0
Tennis	11	10	21	Tennis	0	0	0
Track	31	29	60	Track	9	10	19
Volleyball	0	14	14	Volleyball	0	14	14
Weightlifting	13	20	33	Weightlifting	0	0	0
Wrestling	14	5	19	Wrestling	4	0	4
Beach Volleyball	0	11	11	Beach Volleyball	0	0	0
Comp Cheer	2	23	25	Comp Cheer	0	25	25
TOTAL # Varsity	176	189	365	TOTAL # JV	93	84	177
%of Participation	48%	52%	100%	%of Participation	52.5%	47.5%	100%
Total # of students enrolled	1202	1190	2392	Total # of students enrolled	1202	1190	2392
% of Enrollment	50.3%	49.7%	100%	% of Enrollment	20.3%	49.7%	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%.

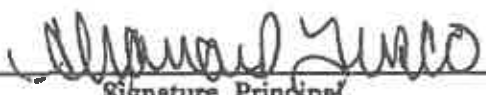
**PART IV  
GENDER EQUITY IN ATHLETICS  
Corrective Action Plan**


District: **Sarasota**

School Name: **North Port HS**

(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>For the past 5 years our athletic department has been in compliance in the area of Gender Equity. Seven years ago there was a 12% gap from male/female participation to enrollment ratio; six years ago a 9% gap; in my 5 years as AD there has been an average of a 4% gap female/ male at the varsity</p> <ol style="list-style-type: none"> <li>1. The Athletic Department will continue to promote female athletics thru school-based communications, recognitions, Special Events and Awards Programs.</li> <li>2. The Athletic Department will work with the Administration toward hiring the best qualified coaches, and in-school coaches/employees as coaches, to promote female athletics.</li> <li>3. End of year Spirit Week Activities, and The Blue and Silver games included female athletic events, which encourage female students to participate on teams.</li> <li>4. To date, approximately 25 females and 2 males have signed up for Competitive Cheerleading for next school year.</li> <li>5. The Athletic Department has hired more female coaches, which will provide female role-modeling and encourage female participation in athletics.</li> </ol> <p style="text-align: center;"><i>In Compliance</i></p>	<p>Athletic Director</p> <p>Principal, Assistant Principals, Athletic Director</p> <p>Athletic Director, Student Government</p> <p>Athletic Director</p> <p>Administration, Athletic Director</p>	<p>021-2022</p> <p>021-2022</p> <p>021-2022</p> <p>021-2022</p> <p>021-2022</p>
	<p>We have our schools first female principal; I believe this will help our female population. Shannon Fusco will be a great role model for our female students, and she is present at most of our athletic events. Her presence will help to motivate our student athletes and continue the culture of success within our female sports.</p> <p>This year our girls weightlifting team was state runner up while having 3 individual state champions. Our female sports have continued to excel here at NPHS in the field of play. Our volleyball team also was the Athletic Team Champions for 6A this fall. Our female athletes post some of the highest GPA's of all our athletes excelling in the classroom as</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

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

5-18-22  
Date

6/2/22  
Date



## 2021-22 Athletic Participation Monitoring Form

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

School: Riverview	Number of Participant			Riverview	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	22	0	22	Baseball	1	15	0	0	16
Basketball	13	13	26	Basketball	1	15	1	11	26
Cross Country	10	14	24	Cross Country	1	5	1	9	14
Flag Football/ Football	53	1	54	Flag Football/ Football	1	88	0	0	88
Golf	11	7	18	Golf	0	0	0	0	0
Soccer	19	21	40	Soccer	1	23	1	19	42
Softball	0	15	15	Softball	0	0	1	15	15
Swimming/Diving	7	28	35	Swimming/Diving	0	0	0	0	0
Tennis	9	14	23	Tennis	0	0	0	0	0
Track and Field	42	29	71	Track and Field	1	9	1	12	21
Volleyball	0	14	14	Volleyball	0	0	1	23	23
Wrestling	9	0	9	Wrestling	0	0	0	0	0
Weightlifting	22	29	51	Weightlifting	0	0	0	0	0
Lacrosse	28	26	54	Lacrosse	1	22	1	19	41
Beach Volleyball	0	13	13	Beach Volleyball	0	0	0	0	0
<b>Total Varsity Participants</b>	<b>245</b>	<b>223</b>	<b>469</b>	<b>Total JV Participants</b>	<b>178</b>		<b>108</b>		<b>286</b>
<b>% of Varsity Participants</b>	<b>52</b>	<b>48</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>62</b>		<b>38</b>		<b>100%</b>
<b>Total Student Enrollment by Gender 2021-22</b>	<b>1186</b>	<b>1289</b>	<b>2475</b>	<b>Total Student Enrollment by Gender 2021-22</b>	<b>1186</b>		<b>1289</b>		<b>2475</b>
<b>% Student Enrollment by Gender 2021-22</b>	<b>47</b>	<b>53</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2021-22</b>	<b>47</b>		<b>53</b>		<b>100%</b>

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**



**Corrective Action Plan**

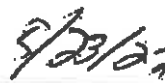
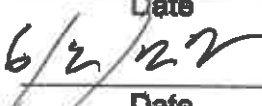
District: Sarasota

School Name: Riverview 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
1A.	Non-Compliant for Gender-Equity. Correction actions for 22-23 we are looking to add more girl sports (i.e. Flag Football in the near future). We are also looking at bringing more Female Coaches to help promote female sports.	Rod Dragash Athletic Director <a href="mailto:rod.dragash@sarasotacounty.k12.fl.us">rod.dragash@sarasotacounty.k12.fl.us</a> (941) 923-1484	22-23

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

  
 \_\_\_\_\_  
 Date  
  
 \_\_\_\_\_  
 Date

## 2021-22 Athletic Participation Monitoring Form

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

School: <i>Sarasota High</i>				School: <i>Sarasota High</i>			
Number of Participant			Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	# Males	# Females	Total
Baseball	15	0	15	Baseball	15	0	15
Basketball	13	10	23	Basketball	11	11	22
Cross Country	13	13	26	Cross Country	0	0	0
Flag Football/ Football	45	0	45	Flag Football/ Football	70	0	70
Golf	8	9	17	Golf	0	0	0
Soccer	24	21	45	Soccer	24	20	44
Softball	0	15	15	Softball	0	11	11
Swimming/Diving	22	12	34	Swimming/Diving	0	0	0
Tennis	11	9	20	Tennis	0	0	0
Track and Field	20	23	43	Track and Field	0	0	0
Volleyball	0	13	13	Volleyball	0	23	23
Wrestling	14	0	14	Wrestling	6	0	6
Weightlifting	9	21	30	Weightlifting	0	0	0
Lacrosse	25	21	46	Lacrosse	10	10	20
Beach Volleyball	0	10	10	Beach Volleyball	0	0	0
<b>Total Varsity Participants</b>	<b>219</b>	<b>177</b>	<b>396</b>	<b>Total JV Participants</b>	<b>136</b>	<b>75</b>	<b>211</b>
<b>% of Varsity Participants</b>	<b>55%</b>	<b>45%</b>	<b>100%</b>	<b>% of JV Participants</b>	<b>64%</b>	<b>36%</b>	<b>100%</b>
<b>Total Student Enrollment by Gender 2021-22</b>	<b>1211</b>	<b>1188</b>	<b>2399</b>	<b>Total Student Enrollment by Gender 2021-22</b>	<b>1211</b>	<b>1188</b>	<b>2399</b>
<b>% Student Enrollment by Gender 2021-22</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>% Student Enrollment by Gender 2021-22</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

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**

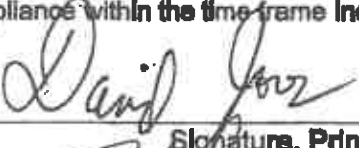
## **Corrective Action Plan**


District: Sarasota

School Name: Sarasota High

(1) Gender Equity In Athletics Component	(2) Planned Actions to Address Deficiencies Found In Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
#1 & #8	<p>Promotion of female sports at both the varsity and JV levels will continue to be emphasized to more effectively accommodate the females interests and abilities.</p> <p>This planned action will be accomplished through the increased offering of summer camps for female students of both the middle and high school ages. Increased communication and promotion of female sports at the youth levels will also be completed.</p> <p>The addition of Girls Lacrosse and Beach Volleyball and the hiring of four female coaches are other examples of the promotion of increased female participation.</p>	<p>Shane Ahles: Athletic Director</p> <p>941 955-0181</p>	<p>2022-23 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

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

05/09/2022  
\_\_\_\_\_  
Date

6/2/22  
\_\_\_\_\_  
Date

## 2021-22 Athletic Participation Monitoring Form

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

School: Venice HS	Number of Participant			Venice H.S.	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	21	0	21	Baseball		24		0	24
Basketball	12	12	24	Basketball		12		10	22
Cross Country	20	27	47	Cross Country		0		0	0
Flag Football/ Football	56	0	56	Flag Football/ Football		93		1	94
Golf	10	9	19	Golf		0		0	0
Soccer	19	17	36	Soccer		22		20	42
Softball	0	17	17	Softball		0		13	13
Swimming/Diving	26	22	48	Swimming/Diving		0		0	0
Tennis	11	10	21	Tennis		0		0	0
Track and Field	42	52	94	Track and Field		0		0	0
Volleyball	19	14	33	Volleyball		0		29	29
Wrestling	29	3	32	Wrestling		0		0	0
Weightlifting	22	28	50	Weightlifting		0		0	0
Water Polo	10	8	18			0		0	0
Lacrosse	25	26	51			27		17	44
Beach VBall	0	14	14			0		0	0
Total Varsity Participants	322	259	581	Total JV Participants	178	90			268
% of Varsity Participants	55	45	100%	% of JV Participants	66	34			100%
Total Student Enrollment by Gender 2021-22	1239	1132	2371	Total Student Enrollment by Gender 2021-22	1239	1132			2371
% Student Enrollment by Gender 2021-22	52	48	100%	% Student Enrollment by Gender 2021-22	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%.

# **PART IV** **GENDER EQUITY IN ATHLETICS**

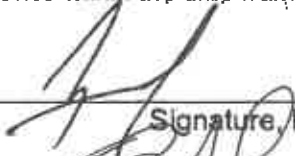
## **Corrective Action Plan**


District: Sarasota

School Name: Venice High

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
1	<p>Continue to ask the Sarasota County School Board to add female sports to allow for more female athletes.</p> <p>Continue to hold informational meetings of the attendance zone female students to inform them of female sports opportunities at VHS.</p> <p>Continue to use social and local media outlets to keep potential females athletes informed of upcoming workouts and tryouts.</p>	Pete Dombroski - AD (941) 428-6726	2022-23

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

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

04/18/2022  
 \_\_\_\_\_  
 Date

6/2/22  
 \_\_\_\_\_  
 Date



## **Part V: Employment Equity**



## PART V: EMPLOYMENT EQUITY

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

2021-22 District Administrative and Faculty Positions													
District: Sarasota													
Administrative Positions	Total	Black		Hispanic		White		Other		Female		Male	
Student Demographics	37527	2953	7.9%	8232	21.9%	22755	60.6%	3587	9.6%	18273	48.7%	19254	51.3%
District-Level Administrators	147	17	11.6%	9	6.1%	119	81.0%	2	1.4%	80	54.4%	67	45.6%
Principals	39	5	12.8%	0	0.0%	33	84.6%	1	2.6%	22	56.4%	17	43.6%
Asst. Principals	79	4	5.1%	6	7.6%	68	86.1%	1	1.3%	52	65.8%	27	34.2%
Teachers	2856	93	3.3%	161	5.6%	2551	89.3%	51	1.8%	2288	80.1%	568	19.9%
Guidance Counselors	92	6	6.5%	3	3.3%	82	89.1%	1	1.1%	84	91.3%	8	8.7%

- B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

**District Level Administrators:** The total number of district level administrators increased from N= 126 in 2020-21 to N=147 in 2021-22.

- The total number of Black district level administrators increased from N=12 in 2020-21 to N=17 in 2021-22.
- The total number of Hispanic district level administrators increased from N=2 in 2020-2021 to N = 9 in 2021-22.
- The total number of male district level administrators increased from N=63 in 2020-21 to N=67 in 2021-22.
- The total number of female district level administrators increased from N= 63 in 2020-21 to N = 80 in 2021-22.

**Principals:** The total number of principals remained the same, N=39, in 2020-21 and 2021-22.

- The total number of Black principals decreased slightly from a total of 7 in 2020-21 to 5 in 2021-22 – due to assignment changes.
- The total number of Hispanic principals remained the same N=0 in 2020-21 and 2021-22.
- The total number of male principals remained the same N = 17 in 2020-21 and 2021-22.

**Assistant Principals:** The total number of assistant principals increased from N=70 in 2020-21 to N=79 in 2021-22.

- The total number of Black assistant principals increased from N=3, in 2020-2021 to N = 4 in 2021-22.
- The total number of Hispanic assistant principals increased from N=2 in 2020-21 to N = 6 in 2021-22.
- The total number of male assistant principals increased from N=21 in 2020-2021 to N=27 in 2021-22.

**Teachers:** The total number of teachers increased from N=2833 in 2020-2021 to N=2856 in 2021-22.

- The total number of Black teachers increased from N=83 in 2020-2021 to N=93 in 2021-22.
- The total number of Hispanic teachers increased from N=104 in 2020-21 to N=161 in 2021-22.
- The total number of male teachers increased from N=566 in 2020-21 to N=568 in 2021-22.

**Guidance Counselors:** The total number of guidance counselors increased slightly from N=88 in 2020-2021 to N=92 in 2021-22.

- The total number of Black guidance counselors decreased from N=9 in 2020-21 to N=6 in 2021-22.
- The total number of Hispanic guidance counselors increased N=2 in 2020-21 to N = 3 in 2021-22.
- The total number of Male guidance counselors decreased from N=9 in 2020-21 to N=8 in 2021-22.

- C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

#### Recruitment Team Current/Past Efforts

##### **HBCUs/HSIs:**

We have placed a greater focus on Historically Black Colleges/Universities and Hispanic Serving Institutions

- Alabama A&M University 2/6/2020
- Central State University 3/10/21
- West Virginia State University 3/11/21
- Maryland Eastern Shore University 3/23/21
- FIU Virtual Career Fair 9/28/21
- FAMU Career Fair 9/29/21
- FAU Virtual Career Fair 10/5/21
- Alabama State University Education Fair 11/29/21
- FAMU Education, Art & Humanities, and Social Sciences Fair 3/9/22
- FAU Virtual Career Expo 3/31/22
- FIU All Majors Virtual Career Fair 4/5/22

##### **National Minority Update:**

Quarterly publication and online recruitment resource that focuses on employment and education in the minority community

- We have placed an ad on their website for two years in a row

##### **Emerging Educator:**

The districts Grow Your Own program in partnership with the Barancik Foundation to increase teacher pool/build teacher pipeline

- Focus of cohort 1-get the program up and running
- Focus of cohort 2-increase diversity in members; 20 POC, 8 males (out of 32)
- Focus of cohort 3-addition of new initiatives

##### **Florida Fund for Minority Teachers:**

Program related to the Minority Teacher Education Scholarship for minority students in teacher

education programs. Host an annual symposium featuring a recruitment fair which we make a point to attend each year.

- Highest attended event in 2021(~50 students) over the last year, excluding the virtual job fair that we host annually

#### **NEMNET:**

Stands for National Employment Minority Network. National organization that assists schools in the recruitment and retention of diverse teachers. Attended a workshop they hosted in Miami.

#### **Diversity in Ed:**

Minority-owned business that connects teachers of color with schools committed to recruiting a diverse workforce

- Virtual job fair-attended in spring of 2021
- Job board-opportunity to post jobs at the following price points; \$95 for one 30-day posting, \$125 for one 60-day posting, \$499 for 90 days of unlimited postings

#### **Local High Schools:**

Working with high schools to promote employment opportunities in the school district

- Venice High School- participated in their career fair on 3/11/22
- North Porth High School-registered to participate in their career fair for graduating seniors on 4/11/22.
- Sarasota High School-scheduled to participate in their career fair on 4/13
- Booker High School- scheduled to speak to graduating seniors on 4/25
- Riverview High School- scheduled to speak to juniors/seniors on 4/27

#### **Local Universities:**

We are looking for opportunities to work with local colleges/universities in a greater capacity than just the recruitment events we attend

- Call Me Mister at USF-Goal is to increase the number of male teachers of color in elementary schools

#### **Delta Sigma Theta Sorority:**

Working with the local Sarasota/Bradenton Alumnae Chapter to explore potential relationship with district recruitment

- Presented opportunities in education to the Delta GEMS (mentees from local high schools) on 4/10

#### **Efforts in progress**

- Developing data dashboard with Urban Schools Human Capital Academy (USHCA)
- Increase diversity recruitment efforts
  - Revitalization of Cultural Diversity Enrichment Association (CDEA) to promote recruitment and retention of diverse staff
  - Work with other local organizations to share opportunities in education with their mentees
- Speaking with agencies to explore hiring international teachers with J1/H1B visa

### Future Ideas

#### Focus Group:

- We intend to put together a small focus group consisting of teachers and administrators of color from across the county/district. We would like to have discussions of what we could improve on and hear ideas
- Post on other diversity job boards
- Place ads on other websites\*
- Recruit bilingual teacher and Spanish speakers
- \*use suggestions from NEMNET handout

## **Part VI: Single-Sex Schools and Classes**

## PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? \_\_ Yes X No

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

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

District:	2021-22 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:	2021-22 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 ensure 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 ensure 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 12.)**

## **PART VI:**

### **SINGLE-SEX SCHOOLS AND CLASSES**

#### **Single-Sex Evaluation Verification Form**

District: \_\_\_\_\_

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

<b>Name of School/Program</b>	<b>Date Single-Sex Program Began</b>	<b>Date Last Evaluation Completed</b>

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

\_\_\_\_\_  
**Date**

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



## **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 childcare, health care, social services, parent education and transportation) provided?

Cyesis (Teen Parent program in Sarasota County) is currently operating at Riverview High School and North Port High School. We continue to strive for the highest level of care and services for one of the most vulnerable populations in our community. Our program objectives:

- Helping pregnant and parenting teens stay in school and graduate with a plan beyond secondary education.
- Improving birth outcomes by addressing physical, social and emotional health of mother and baby.
- Promoting healthy parent-child relationships to ensure that each child is safe, protected, and loved.
- Improving opportunities for parenting teens to be financially independent and self-sufficient.
- Ensuring that young children receive high quality early care and education for school readiness.
- Ensuring that our teen parents receive the connections to the emotional and financial support they need through Children First beyond high school graduation.
- Providing weekly support groups with our trained counselors provided onsite for our pregnant teens and mothers.

An integral final piece of the Cyesis program is the commitment to the physical and emotional health of the students and their babies. Through the Cyesis Social Worker programming is coordinated so that parenting education, childbirth education, breastfeeding support, and mental health services are provided to each student. Wrap-around, trauma informed care is an essential piece of our program.

Our program is devoted to ensuring high quality and loving care for the children of the teen parents through our partnership with Children First, Sarasota County's Head Start provider. This partnership allows parenting teens to enroll in Early Head Start, therefore providing them access to high quality early childhood care at no cost. Childcare is provided on campus, which allows parents to see their babies consistently and to receive hands on support with their baby. Families receive transportation to and from school via Sarasota County school buses outfitted with car seats. The onsite childcare is NAEYC-accredited with certified and trained Early Childhood educators. Visits with children are encouraged and permitted according to the student's breastfeeding schedule and the parents assigned lunch time.

Research shows that educational achievement effects the lifetime income of teen mothers, so educational success is an integral focus of the Cyesis program. Riverview High School has a School Counselor and Assistant Principal devoted to the Cyesis program so that students are provided with assistance and counseling in educational and career opportunities. Parenting classes are included in the student's schedule as electives. All teen parents have access to dual enrollment and other accelerated coursework as well.

Students enrolled in the teen parent program are afforded an array of options that will to lead to the earning of a high school diploma. Each of the students in the teen parent program attend

classes just as any other high school student would. They are assigned to a school counselor based on their last name (alpha order) and are guided through the process of coursework (towards the diploma) just as all students are. Students enrolled in the program meet with their counselor to review their transcript and to develop an academic plan that will provide them with the best opportunity to graduate. Students have the option of participating in classes held on site at Riverview High School or North Port High School, Suncoast Technical Center, through on-line learning courses and through a blended combination. During the course of the school day, their children are cared for by the teen parent program staff members in either a nursery, toddler or preschool classroom setting depending on the age of their children. Health care needs for both parents and children are addressed on site via the school nurses, the family advocates from Children First, the Health department (by referral) or indirectly through our full-time program social worker and our district based social workers. The full-time program social worker provides for the social work needs of our teen parents and families on a daily basis at RHS and part-time at NPHS. Each of our teen parents attend parenting classes as a part of their daily curriculum at Riverview High School and North Port High School. Specialized transportation is provided by the district (if needed) so that our teen parents and babies can ride to and from school on a county school bus.

- (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.)

Link to Cyesis information on the District Website:

<https://www.sarasotacountyschools.net/Page/1354> (Attachment VII)

The benefits of the teen parenting program are shared in several ways. It has been determined that the most effective means of getting the word out to be through the county health department. Health department staff refer students to the program based social worker on a regular basis. The teen parent program social worker shares pertinent information annually with school counselors and registrars at other high schools to make them aware of the program through annual required professional development meetings. All middle school and high school certified school counselors are informed, annually, of the program design and benefits. Local community services agencies such as Children First have been an excellent source for sharing information about the program. Students that have graduated from the program are eager to speak the praises of the teen parent program (word of mouth advertising as it were) and many local and community groups who support the program are also involved with sharing the word. Lastly, all prospective students are encouraged to tour of the program. During this tour (which has proven the most powerful way to get new students) the incoming students get to talk with current students, get to see the nurseries in action, meet the staff and participate in a campus tour.

- (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 and administrators receive informative updates through professional development offerings provided at the school, district, and state level. Staff and administrators participate in regularly scheduled leadership and staff meetings where pertinent updates are shared. School based guidance staff work closely with teen parent support team members. Ongoing professional development is provided to counselors pertaining to course and graduation requirements, course offerings and opportunities, and supports available to students in need. School based administrators, counselors, and staff can refer teen parent questions to the program director. The program director then follows up accordingly to ensure that student's questions and concerns are appropriately addressed. A fulltime program director, a full-time social worker, at RHS and a part-time social worker at NPHS, two parent advocates from Children First, and a registrar, are all in place in order to provide support and guidance to students. Onsite childcare allows for teen parents to grow and develop academically, emotionally, and socially.**

**Teen parents are afforded the opportunity to attend and participate in the full range of academic, extracurricular, and ancillary services at Riverview High School and North Port High School. For example, during the 2021-2022 school year there were at least ten instances at both RHS and NPHS where students participated in pro-social activities such as Chorus, After-School Sporting events, ROTC, prom, powderpuff, volleyball, basketball, football, track, cheerleading and grad bash.**