



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
Landings Administrative Complex
1980 Landings Blvd.
9:00 AM

June 14, 2022 Monthly Work Session Minutes

Call to Order

The Chair convened the June 14, 2022 Monthly Work Session at 9:00 a.m.

Present:

- Jane Goodwin, Chair
- Tom Edwards, Vice Chair
- Shirley Brown
- Karen Rose
- Bridget Ziegler

1. SUPERINTENDENT CONTRACT

Description

Recommendation

Financial Impact:

Contact:

GOODWIN

SUPERINTENDENT CONTRACT

The Board Members and Superintendent reviewed, discussed and finalized the following items:

- Superintendent's Reflection of School Year 2020-21 / Reflection of School Year 2021-22
- Superintendent Contract
- Superintendent Evaluation Summary

- Achievement of Strategic Plan Metrics

A lengthy discussion ensued.

2. STRATEGIC PLAN - GOAL 5

Description

Recommendation

Financial Impact:

Contact:

DUMAS

STRATEGIC PLAN - GOAL 5

Jody Dumas and Bonnie Penner presented an overview of the Strategic Plan - Goal 5, which is *Operate Efficiently and Effectively through Fiscal Stewardship*.

The Goal 5 team presented the key accomplishments, perceived challenges, and immediate next steps.

Goal 5 Team: Jody Dumas, Bonnie Penner, Joe Binswanger, Charlotte Price, Christa Curtner, Tameka Hannon, Tripp Jennings, Tracy Brizendine, Sara Dan and Don Hampton.

Strategy 1: Maximize Efficiency of Operations

Strategy 2: Provide Intentional Development for Operational Employees

Strategy 3: Focus on Environmental Sustainability in all aspects of District and School Operations

Strategy 4: Create a district-wide Customer Service Culture

Discussion ensued.

3. COLLEGE & CAREER UPDATE

Description

Recommendation

Financial Impact:

Contact:

JENNINGS

COLLEGE & CAREER UPDATE

Tripp Jennings and Dr. Amy Earl presented an overview of the Collège, Career, and Life Readiness update. The SCS Goals, strategies for Summer 2022, and strategies for 2022-2023 school year were presented. Discussion ensued.

4. CAREER DUAL ENROLLMENT

Description

Recommendation

Financial Impact:

Contact:

DIPILLO

CAREER DUAL ENROLLMENT

Dr. Ron DiPillo presented an overview of the Suncoast Technical College Career Dual Enrollment Agreements with public, private, and home education students seeking dual enrollment. Discussion ensued.

5. ANNUAL EQUITY UPDATE

Description

Recommendation

Financial Impact:

Contact:

MOORE

ANNUAL EQUITY UPDATE

Dr. Harriet Moore presented an overview of the FLDOE Office of Equal Educational Opportunity Summary of 2021-22 Annual State Equity update. Discussion ensued.

6. DISPLAY OF POLITICAL ITEMS

Description

Recommendation

Financial Impact:

Contact:

EDWARDS

DISPLAY OF POLITICAL ITEMS

A lengthy discussion ensued.

7. DATA SHARING AGREEMENTS

Description

Recommendation

Financial Impact:

Contact:

CANTALUPO & BINSWANGER

DATA SHARING AGREEMENTS

Dr. Denise Cantalupo, Joe Binswanger, and Dr. Dawn Clayton presented an overview of the data sharing agreements process. Discussion ensued.

8. MEMBERS COMMENTS

Description

Recommendation

Financial Impact:

Contact:

GOODWIN

MEMBERS COMMENTS

The next Board Meeting will take place on Tuesday, June 21, 2022 at the Longboat Key Town Hall Chambers.

Adjournment

The Chair adjourned the Monthly Work Session at 2:18 p.m.

We certify that the foregoing minutes are a true account of the Monthly Work Session held on June 14, 2022 and approved at the Regular Board Meeting on June 21, 2022.

Brennan Asplen, Secretary

Jane Goodwin, Chair



June 14, 2022 Board Meeting
Agenda Item 1.

Title
SUPERINTENDENT CONTRACT

Description

Recommendation

Contact
GOODWIN

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Contract Materials	6/13/2022	Cover Memo

For Superintendent's contract discussion

Reflection of School Year 2020-21

- New to Sarasota--
- Presented Vision in Summer Leadership Institute
- Began teacher training for concurrent teaching (changed entire instructional delivery method)
- Cameras and other equipment delivered for concurrent teaching as we were training
- Covid---plan, protocols, logistics, procedures, mitigation, Covid dashboard, quarantining---many students out of school
- Masks optional/ opt out with doctor note
- Ensured students had devices for remote learning
- Introduced three additional planning days for teachers to help them with planning for concurrent teaching
- Culture and Race Issues---Community division---halted Dr. Holley presentation
- Created equity committee to begin conversations around culture to bring unity
- "Working as One for the Success of All"
- Began new BEST standards training
- Began new ELA textbook training
- Worked through CRT Issues
- Hurricane---closed schools for 1.5 days
- November---two new School Board members---Retreat
- December---Began process to work through ESE Corrective action from DOE
- Hired new CAO and Executive Dir. for Elementary Ed
- Fulfilled Districtwide Accreditation---first time in Sarasota history
- Worked through Teacher shortage
- Responded to need for many substitutes//substitute shortage
- Quarantining---many students out of school
- Town Hall meetings to gather feedback to write Strategic Plan
- Jump Start---help students catch up in summer and to start 21-22 school year
- Hired HR position three times
- Worked to solve and close out many past litigation issues
- Zero new litigation issues
- School visits and "On the Move" videos
- Presented in many meetings to foundations and different community groups
- Negotiated employee contracts positively in the fall
- Saved \$1.5 Million out of district departments to provide needed resources for schools
- Presented first "State of the School District"
- Created Staffing committee to end overstaffing of schools but also provided necessary unique resources for each school
- Maintained district's "A" rating during very tumultuous school year

**AMENDED AND RESTATED EMPLOYMENT CONTRACT
BETWEEN BRENNAN ASPLEN, III AND THE
SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA**

THIS EMPLOYMENT CONTRACT, made and entered into this ____ day of June, 2022, by and between the School Board of Sarasota County, Florida, hereinafter referred to as "Board" and Brennan Asplen, III, hereinafter referred to as "Superintendent".

WITNESSETH:

WHEREAS, the Superintendent has been employed as Superintendent by the Board since August 10, 2020; and

WHEREAS, the Superintendent's current contract with the Board provides options for the parties to consider on or before June 30, 2022.

NOW THEREFORE, pursuant to Sections 1001.461 and 1001.50, Florida Statutes, the Board and the Superintendent, for the consideration herein specified, agree:

1. Superintendent shall continue to serve as Superintendent of Schools for Sarasota County, Florida, subject to the terms and conditions of this Contract.

2. **TERM.** The term of this Contract shall be from July 1, 2022 ~~through June 30, 2024 and shall remain in full force and effect~~ through and including June 30, 2025, unless terminated earlier as provided in Section 10 (Termination) ~~++~~ below. ~~If this Agreement is not extended upon mutual agreement of the parties, or not terminated earlier as provided in Section 10, then it shall expire at 11:59 p.m., June 30, 2025.~~ The anniversary date of this Contract shall be July 1 of any year. Each time period from July 1 to June 30 shall be deemed a "Contract Year".

3. **RESPONSIBILITIES OF SUPERINTENDENT.**

A. **Duties.** The Superintendent shall perform his duties in accordance with Federal law, Florida Statutes, State Board of Education Rules and Board policy, and in strict accordance with any applicable ethical standards. The Superintendent shall attend Board meetings, shall make recommendations to the Board as appropriate, and shall serve as Chief Executive Officer for the Board. The Superintendent shall assign the administrative and supervisory staff in a manner which, in his judgment, best serves the public schools of Sarasota County, Florida. The responsibility for selection or promotion of personnel shall be vested in the Superintendent and his staff, subject to the approval of the Board as provided in Section 1012.22, Florida Statutes.

B. **Outside Activities.** The Superintendent shall devote his time, attention and energies to the affairs of the school district. The Superintendent may engage in professional

activities which do not impair the performance of his duties as stated above. The Superintendent shall receive up to five (5) days of professional leave per year for such activities.

C. Absence from the District. The Superintendent shall advise the Board of any time when the Superintendent will be absent from the school district for a period of more than two (2) working days.

4. RESPONSIBILITIES OF THE BOARD. The Board shall perform its duties in accordance with Federal law, Florida Statutes, State Board of Education Rules and Board policy. The Board, as well as individual Board members, shall refer concerns and complaints to the Superintendent. Individual Board members have no authority to take action or direct the Superintendent except with express authorization by majority vote of the Board taken during a duly-constituted public meeting. To the extent the Superintendent has any concerns or complaints involving any individual Board member(s), the Superintendent shall report the same to the Board Chair and Board counsel, after which the Board shall review and address, if necessary, any such concerns or complaints.

5. PROFESSIONAL GROWTH OF SUPERINTENDENT.

A. Seminars and Conferences. The Board encourages the continuing professional growth of the Superintendent through participation in:

- (1) Activities conducted or sponsored by local, state and national school administrator and school board associations, including but not limited to Florida School Boards Association (FSBA), Florida Association of District School Superintendents (FADSS), and the Florida School Board Insurance Trust (FSBIT);
- (2) Seminars and courses offered by public or private educational institutions; and
- (3) Conferences which may improve the Superintendent's capacity to perform his professional responsibilities.

B. Meeting Attendance: Line-of-duty Leave and Travel Expense Reimbursement. The Superintendent may take up to ten (10) paid work days per year of line-of-duty leave to attend such meetings, and the Superintendent shall be eligible for travel expense reimbursement outside of the Sarasota County in accordance with Section 112.061, Florida Statutes. The Board, in its discretion, shall approve the Superintendent's leave request for said professional growth activities which exceed three (3) consecutive work days in length. The Superintendent may take additional paid line-of-duty leave days if said leave is taken for the purpose of conducting business for the Board.

C. Membership Fees. The Board shall pay, on behalf of the Superintendent, the annual membership dues for the American Association of School Administrators, the Florida Association of School Administrators, Florida Association of District School Superintendents,

appropriate community organizations, and similar organizations, as approved by the Board, membership in which will contribute to the performance of his duties.

D. Reimbursement. The Board shall pay, on behalf of the Superintendent, all sums eligible for reimbursement under Section 112.061, Florida Statutes.

6. COMPENSATION. ~~Retroactive to Effective~~ July 1, 2021~~2~~, for all services rendered by the Superintendent under this Contract, the Board shall pay the Superintendent a base salary of Two Hundred Twenty-Seven Thousand and 00/100 Dollars (\$227,000.00) per year. ~~("Base Salary")~~.

A. Pay Increases. ~~For the fiscal year commencing Effective~~ July 1, 2022~~3~~, the Superintendent shall receive a pay increase equal to the average percentage increase granted ~~to~~ the Sarasota County School District instructional bargaining unit or three percent (3.0%), whichever is less. Said increase shall be made retroactive to July 1st of the fiscal year in which the bargaining process is ~~commenced~~ ~~completed~~ and shall be calculated in accordance with past practices.

The Board may, at its sole discretion, grant additional pay increases at any time due to the Board's assessment of current conditions or any other factors bearing on the Superintendent's performance and compensation.

B. Supplemental Salary. In lieu of providing a vehicle, paying in-county mileage, and in order to offset his personal expenses in connection with the performance of his duties, the Board shall pay the Superintendent the sum of Nine Hundred and 00/100 Dollars (\$900.00) per month as supplemental salary.

Commented [N31]: The Board should consider an appropriate increase of this \$900.00 monthly allowance due to gas prices/inflation

C. Performance Pay/Annual Performance Goals. In addition to the Base Salary provided in Section 6 above, beginning in the Contract Year starting on July 1, 2022 and in each subsequent Contract Year this Contract is in effect, the Board shall commit an additional \$15,000.00 which the Superintendent shall be eligible to receive as Performance Pay. On or before June 30, 2022, the Board shall set goal(s) for the Superintendent and/or Board to complete or perform during the 2022-2023 Contract Year, ~~and follow the same process for each subsequent Contract Year thereafter ("Performance Pay Process")~~. The Board shall consult with the Superintendent about the establishment of these goals but will retain the absolute discretion to establish both the goals and the amount or percentage of the Performance Pay that the Superintendent may earn by the achieving of a particular goal. The goal(s) and the amount of Performance Pay for the achieving of any particular goal shall be established by a majority vote of the members of the Board. This procedure for goal setting shall be completed by the Board on or before June 30th of each Contract Year to establish Performance Pay goals for the next Contract Year, ~~and the process for evaluating the Superintendent's performance, and the final Board decision on the Performance Pay to be awarded to Superintendent for the Contract Year that ended on June 30 of the prior Contract Year shall be completed by October 1st of such~~

Contract Year (i.e., within 90 days of the end of the prior Contract Year). Any failure by the Board to commence this Performance Pay Process for any Contract Year shall not be deemed a waiver of the Superintendent's right to this process and any Performance Pay. Any Performance Pay received by the Superintendent will not become part of the Superintendent's Base Salary.

D. **Deferred Benefit.** During each year that this Contract is in effect, the Board shall contribute a sum equal to fifteen percent (15.0%) of the Superintendent's annual salary on behalf of the Superintendent to a retirement plan qualified under Section 403-B of the IRS code selected by the Superintendent.

E. **Florida Retirement System.** The Superintendent shall be entitled to participate in the Senior Management Category of the Florida Retirement System subject to then applicable laws and rules of the category and system.

F. **Furlough Days.** In the event that the Board or Superintendent imposes one or more mandatory furlough days on Board administrative staff on 251-day employment contracts, the Superintendent shall also be subject to such imposition for a like number of days.

G. **Statutory Compensation.** Superintendent shall be entitled to receive any and all compensation for which he is eligible under Florida Statutes, including but not limited to certification-related incentive pay.

7. EMPLOYEE BENEFITS.

A. **Vacations.** As of the effective date, the Superintendent shall be entitled to two (2) days of vacation for each month of service under this Contract. If the aggregate number of days exceeds sixty (60), the cash value of all such excess days may, at the Superintendent's option be paid to the Superintendent on June 30th of each fiscal year. The Superintendent shall be entitled, at his election, to use or be paid for all previously accrued vacation leave upon resignation or termination at his pay rate at the time of termination.

B. **Sick Leave.** As of the effective date, the Superintendent shall be entitled to one (1) day of sick leave per each full month of employment. The Superintendent shall be entitled to become a member of the District sick leave pool. The Superintendent, at his discretion, may use any or all previously accrued sick leave days as he sees fit. Upon resignation or termination, any unused days shall be paid out in full at the rate of pay in effect on that date.

C. **Personal leave.** The Superintendent shall be granted up to eight (8) personal leave days each year. These personal leave days shall not be counted as, nor deducted from, the Superintendent's available sick leave.

D. **Health Insurance.** The Superintendent shall have the option of participating in any health insurance plan offered to the employees of the school district,

provided he pays the premium for any health insurance plan selected less any Board contributions or credits available to school district employees. Except as provided by law, the Superintendent shall be treated as any other district employee for the purposes of any preexisting condition requirements. Upon retirement, the Superintendent and his spouse shall receive the same Board contribution toward insurance premiums as provided to District employees until each are respectively of Medicare eligible age. The Superintendent must elect such participation within thirty (30) days after his official date of retirement.

E. Life Insurance. The Board shall provide term life insurance coverage at its sole expense for the Superintendent in the amount of Fifty Thousand and 00/100 Dollars (\$50,000.00).

F. Disability Insurance. The Superintendent shall be entitled to the same disability insurance coverage plan provided to school district employees at the Board's sole expense.

G. Medical Examination. The Superintendent agrees to have a comprehensive medical examination once annually, if requested by the Board. The cost of such medical report and examination being borne by the Board. The Superintendent shall furnish to each member of the Board a statement from the physician who rendered such physical examination, in substantially the following words:

"I have conducted a complete physical examination of Brennan Asplen, III on _____. In my opinion, he is capable of carrying out the duties of Superintendent of Schools of Sarasota County.

_____, M.D."

The Superintendent need not furnish to the Board members or Board a copy of the medical examination report made by the physician and furnished to the Superintendent, the above statement being sufficient compliance with the Board's objective in understanding the physical well-being of the Superintendent to perform his duties. Further, the Board shall have the right at anytime during the term of this Contract to require that the Superintendent submit to a psychiatric examination by at least two (2) qualified psychiatrists selected by the Board, and the Superintendent agrees to submit to such examination and to allow the reports of said psychiatrists to be furnished to the Board. The cost of such examination shall be borne by the Board.

H. Death. If the Superintendent dies during the term of his employment, the Board shall pay to the spouse of the Superintendent if she survives him, or the estate of the Superintendent, as the case may be, the compensation which would otherwise be payable to the Superintendent for a period of one month plus any severance and accrued but unused sick leave

~~and vacation/annual leave.~~ Such payments shall be in addition to any and all other death benefits for which the Superintendent is qualified and entitled to receive.

8. PROFESSIONAL LIABILITY.

A. Defense and Hold Harmless. The Board agrees that it shall defend, hold harmless and indemnify the Superintendent from any and all demands, claims, suits, actions and legal proceedings brought against the Superintendent in his individual capacity, or in his official capacity as agent and employee of the Board, provided the incident arose while the Superintendent was acting within the scope of his employment and excluding any matters resulting from criminal acts or willful and wanton misconduct of the Superintendent. Notwithstanding the foregoing, individual Board members shall in no event be personally liable for indemnifying the Superintendent against such demands, claims, suits, actions and legal proceedings. If conflict exists concerning the defense to such a claim between the legal position of the Board, the Superintendent may engage independent counsel, in which event the Board shall reimburse the Superintendent for the reasonable costs of legal representation.

B. Adverse Matters. The Board ~~may, but is not required shall not, however, be required to~~ pay any costs of ~~the Superintendent's any~~ legal representation in the event the Board and the Superintendent are adverse parties in any termination proceedings.

9. PERFORMANCE ASSESSMENT.

A. Term. The Board shall assess the performance of the Superintendent annually.

B. Criteria. The criteria for the assessment shall be based on the Superintendent's performance metrics ~~agreed upon as outlined by both the Board and the Superintendent as is per~~ the attached Exhibit "A". The criteria shall include assessment of the performance of the duties of the Superintendent as referenced in this Contract, the Superintendent's personal goals, and the goals set forth in the school district strategic plan. For subsequent contract years, any additional criteria shall be established by June 30th and with any ~~such additional criteria being appended to this Contract as Amended Exhibit A-1st.~~

Commented [N2]: To be consistent with language in Compensation, I changed date from June 1st to June 30th.

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C. Reporting. The Superintendent shall be responsible for reporting to the Board any school district strategic plan goals for which satisfactory progress was not made, in addition to documentation of District achievement.

10. TERMINATION OF CONTRACT. This Contract may be terminated by:

~~A. A~~ Retirement of the Superintendent pursuant to Florida law.

B. Resignation of the Superintendent. The Superintendent may resign his position by providing at least thirty (30) days advance written notice of resignation to the Board.

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C. Disability of the Superintendent. Should the Superintendent be unable to perform the essential functions of this position due to physical or mental disability and said disability exists for a period of more than six (6) months, the Board may, at its sole discretion, cease making periodic salary payments hereunder, or make partial salary payments after such period. If such disability continues for more than six (6) months, or if such disability is permanent, irreparable or of such a nature as to make performance of the Superintendent's duties impossible, the Board, at its option, taking into account all relevant factors including the medical likelihood of the Superintendent's recovery, may leave this Contract in place or terminate this Contract and, in that event, the respective duties, rights and obligations of each party shall terminate, provided the Superintendent has received not less than six (6) months salary pursuant to this provision. If a question exists concerning the capacity of the Superintendent to perform the essential functions of his position, the Board may require the Superintendent to submit to a physical or mental examination by a physician selected by the Board. The examination shall be done at the expense of the Board. The Superintendent shall be entitled to receive a full, confidential report from the examining physician or other qualified medical professional. The physician shall report to the Board only whether the Superintendent has a continuing disability which prohibits or impairs him from performing one or more of the essential functions of his position, said functions defined pursuant to Section 1001.51, Florida Statutes.

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D. Termination Without Cause. Notwithstanding any other provision of this Contract, the Board may remove the Superintendent from his position at any time during the term of this Contract, without cause, upon an affirmative vote of at least four members majority of the Board members, so long as at least thirty (30) days advance written notice of an intention to terminate without cause is provided to the Superintendent. Superintendent expressly waives any right he might otherwise have to object to the reasons for his termination, prior notice and/or a hearing in connection with such termination of his employment.

Commented [N33]: Sufficient advance notice is needed to avoid "ambush" meetings where a motion can be made to terminate for arbitrary, capricious or political reasons, without any notice. It is also the fair and reasonable approach, where there is no cause being established. Just as advance notice should be required for a resignation, same for a "without cause" termination.

E. Termination by Mutual Agreement. Both the Superintendent and Board may agree to terminate this Contract upon mutual agreement during a duly-noticed public meeting.

Commented [N34]: Can keep this language (last sentence) only if the other changes (30 days notice, 4 board members) are adopted. If no agreement is reached as to those suggested changes, then I recommend that this highlighted language (last sentence) be struck and replaced with Superintendent shall be entitled to provide a statement during a publicly scheduled meeting after any final decision made by the Board.

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F. Severance Compensation. In the event the Board exercises its discretion to terminate Superintendent's employment without cause pursuant to Section 11(DG) above, the Board agrees to pay Superintendent a lump sum equivalent to the Superintendent's Base Salary and benefits for twenty (20) weeks at the rate then in effect or the maximum allowed by Section 215.425, Florida Statutes, whichever is less. Superintendent will also be entitled to receive payment for any accrued vacation/annual leave and sick leave to which he is due as of the date of his termination. Superintendent agrees that the payments described in this Section

shall be the only compensation to which he is entitled as a result of his employment being terminated without cause.

~~E.~~ G. Termination for Cause. Superintendent may be dismissed for cause from his employment for conduct which is prejudicial to the Board or the School District including, without limitation, willful neglect of duty, material breach of this Contract, violation of the Code of Ethics applicable to members of the teaching profession in Florida, violation of the Code of Ethics prescribed by Chapter 112, Florida Statutes (as amended), conduct precluded by Rules 6B-1.001, 6B-1.006 and 6B-4.009, Florida Administrative Code (as amended), or for "just cause" as determined by Section 1012.33, Florida Statutes (as amended). Notice of termination for cause shall be given in writing and Superintendent shall be entitled to request a hearing to contest his termination. The Superintendent must request a hearing within ten (10) calendar days of the notice of termination or the right to a hearing is waived. Any such hearing will proceed in accordance with Chapter 120, Florida Statutes. If terminated for cause, Superintendent shall only be entitled to payment for any earned, accrued and unused vacation/annual leave and accrued and unused sick leave to the extent permitted by Board policy and shall be ineligible for any other compensation or benefits including but not limited to any severance compensation. If it is determined pursuant to the Chapter 120 hearing described above that the termination was without cause, then the provisions of Sections 11(C) and 11(D) shall apply.

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Commented [N35]: Recommend requiring the parties enter mediation prior to any hearing being scheduled

11. **WAIVER.** The parties agree that each requirement, duty and obligation set forth herein is substantial and important to the formation of this Contract and, therefore, is a material term hereof. Any party's failure to enforce any provision of this Contract shall not be deemed a waiver of such provision or a modification of this Contract. A waiver of any breach of a provision of this Contract shall not be deemed a waiver of any subsequent breach and shall not be construed to be a modification of the terms of this Contract.

12. **LAWS OF FLORIDA.** This Contract shall be applied and in all respects interpreted according to the laws of the State of Florida. Sole and exclusive jurisdiction for any action arising out of this Contract shall be in the County or Circuit Court for the Twelfth Judicial Circuit in and for Sarasota County, or the United States District Court, Middle District of Florida, Tampa Division, which encompasses Sarasota County.

Commented [N36]: This contract is devoid of any mechanism addressing enforcement for breach. Recommend including a Dispute Resolution provision, i.e. mediation prior to bench trial, along with an attorney's fee provision.

13. **NOTICES.** When any of the parties desire to give notice to the other, such notice must be in writing, sent by U.S. Mail, postage prepaid, addressed to the party for whom it is intended at the place last specified. The place for giving notice shall remain until it is changed by written notice in compliance with the provisions of this Section. For the present, the parties designate the following as the respective places for giving notice:

To the Board: School Board of Sarasota County, Florida
Attn: School Board Chair

1960 Landings Blvd.
Sarasota, FL 34231

With a copy to: Daniel DeLeo, Esq., General Counsel
Shumaker, Loop & Kendrick, LLP
240 S. Pineapple Ave., 10th Floor
Sarasota, FL 34236

To Superintendent: Dr. Brennan Asplen, Superintendent of Schools
1960 Landings Blvd.
Sarasota, FL 34231

14. **CONTRACT PREPARATION.** The parties acknowledge that they have been advised and have had the opportunity to obtain whatever advice and counsel as was necessary for each of them to form a full and complete understanding of all rights and obligations herein. Shumaker, Loop & Kendrick, LLP is legal counsel representing the School Board and has initially drafted this Contract. As each party has had the opportunity to review and negotiate this Contract, the parties agree that the preparation of this Contract has been their joint effort. This Contract contains the parties' mutual expressions and the resulting document shall not, solely as a matter of judicial construction, be construed more severely against one of the parties than the other.

15. **ENTIRE AGREEMENT.** This instrument contains the entire Contract between the parties. Except as otherwise indicated above, it may not be modified other than by an agreement in writing signed by the party against whom enforcement of any waiver, change, modification, extension or discharge is sought.

16. **SAVINGS CLAUSE.** If during the term of the Contract it is found that a specific clause is illegal under Federal or State law, the remainder of the contract shall not be affected, but shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Contract upon the date indicated.

THE SCHOOL BOARD OF SARASOTA,
FLORIDA

By: _____
Jane Goodwin, Chair

Brennan Asplen, III, Superintendent

APPROVED AS TO FORM:

By:
DANIEL J. DELEO, ESQ.
School Board Attorney

**OFFICE OF SCHOOL BOARD MEMBERS****SY 2021-2022****Superintendent Evaluation Summary**

	Rating			
	Highly Effective	Effective	Needs Improvement	Unsatisfactory
	Standard			Rating HE E NI U
I	Leadership and Standard Culture			HE
II	Communications and Community Relations			HE
III	Organizational Management			HE
IV	Fiscal Stewardship			HE
V	Human Resources Management			HE
VI	Instructional Leadership			HE
VII	Curriculum Planning and Development			HE
VIII	Values and Ethics of Leadership			HE
IX	Labor Relations			HE
X	Visionary and Situational Leadership			HE
	OVERALL RATING			

Board Member Signature:**Board Member Name (Select):****Date:****Superintendent Signature:****Superintendent Name: Dr. Brennan Asplen****Date:**



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Rating

Highly Effective

Effective

Needs Improvement

Unsatisfactory

Standard 1. Leadership Culture

Rating

This standard stresses the superintendent's performance in leadership through empowering others, visioning, and influencing school culture and climate.

HE

EVIDENCE of SUPPORT:

- Continually showcased weekly school videos to introduce the Superintendent; permit the community to virtually visit all schools; gain insight to school programming and their alignment to the Strategic Plan.
- Provided the First Annual State of the School District presentation
- Introduced character education to all classrooms and athletics
- Standardized the vision and branding "Working as one for the success of all"
- Provided leadership in the creation of the Strategic Plan
- Created the position and hired the Director of Innovation and Equity and the Family Engagement Coordinator
- Promoted and monitored School Improvement Plans at all schools
- Designed and implemented fidelity checks and progress monitoring processes at all schools
- Initiated the systemic implementation of Professional Learning Communities (PLCs) and the Multi-Tiered System of Support (MTSS) process at all schools

COMMENT:



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Superintendent Evaluation Summary

Rating

Highly Effective Effective Needs Improvement Unsatisfactory

Standard II: Communications and Community Relations

Rating

This standard emphasizes the skills necessary to establish effective two-way communications not only with students, staff, and parents, but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

HE

SAMPLE EVIDENCE of SUPPORT:

- Provided oversight for the development and revision of school district policies
- Consulted with legal counsel routinely to ensure the correct implementation of Federal and State school statutes
- Conducted weekly meetings (phone or live) with each school board member
- Consulted with the board chair in the development of school board and workshop agendas
- Provided ongoing correspondence with school board members, legal counsel, community members, city government officials, foundation leaders, business leaders, and all stakeholders
- Conducted a variety of community presentations to gather feedback from: community organizations, community boards, chamber boards, city and county managers, philanthropic organizations, foundations, business boards
- Managed community engagement across social media platforms to facilitate positive relationships
- Facilitated avenues for student dialogue through the Superintendent Advisory Council, the Superintendent Forum, and the Boys and Girls Club
- Facilitated avenues for teacher dialogue through Teacher of the Year group feedback meetings, ESE committee meetings, and school visit conversations with teacher groups
- Facilitated avenues for principal dialogue through meetings and school visits to gather feedback
- Facilitated parental communication by holding individual and small group meetings, to solve issues and gather feedback
- Directed the initiatives to promote internal staff communications: leadership briefings, Human Resource Quarterly Newsletters, Elementary and Secondary weekly and monthly updates and briefings to school leaders

COMMENT:

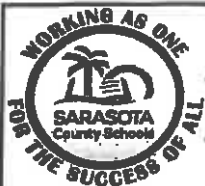
**OFFICE OF SCHOOL BOARD MEMBERS****SY 2021-2022****Superintendent Evaluation Summary****Rating****Highly Effective****Effective****Needs Improvement****Unsatisfactory****Standard III: Organizational Management****Rating**

This standard requires the superintendent to gather and analyze data for *organizational decision making* and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations.

HE**SAMPLE EVIDENCE of SUPPORT:**

- Directed the initiatives to gather, analyze, and disaggregate ongoing formative and summative data from all department to include academic, staff, financial, facility and other operational information to better inform decision making.
- Designed and implemented fidelity checks and progress monitoring processes at all schools

COMMENT:



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Superintendent Evaluation Summary

Rating

Highly Effective

Effective

Needs Improvement

Unsatisfactory

Standard IV: Fiscal Stewardship

Rating

This standard requires the superintendent to gather and analyze data for *financial decision making* and for making recommendations to the board to effectively allocate resources.

HE

SAMPLE EVIDENCE of SUPPORT:

- Directed the reorganization of the staffing formula to be sure schools are not over staffed
- Focused attention to the unique needs of each school when dispersing resources
- Appropriated the spending of ESSR funds
- Appropriated the spending of referendum funds
- Appropriated the spending of capital funds for new construction and renovations
- Maintained a 7.5 % fund balance
- Negotiated successful SC/TA, IUPA, and Administrative compensation contracts
- Met weekly with cabinet, associate superintendents, and other critical leaders to discuss the implementation of policy, projects, and fiscal spending
- Consulted regularly with the Chief Financial Officer to discuss financial forecasting, spending, and account management
- Collaborated with cabinet and the communications director on both internal and external communication plans using multiple formats
- Conducted Town Hall Meetings to facilitate transparency
- Prepared and conducted Superintendent Reports at board meetings
- Provided monthly presentations to school leadership
- Collaborated with and presented to the Financial Committee

COMMENT:



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Superintendent Evaluation Summary

Rating

Highly Effective Effective Needs Improvement Unsatisfactory

Standard V. Human Resource Management

Rating

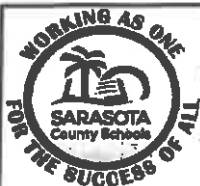
This standard requires skills in applying ethical, contractual, and legal requirements for personnel selection, development, retention, promotion, and dismissal.

HE

SAMPLE EVIDENCE of SUPPORT:

- Created early hiring processes to employ the very best teachers and staff
- Increased outreach efforts for recruitment
- Monitored the DOE equity report related to hiring practices
- Initiated a more efficient Human Resource hiring process to alleviate the burden on school personnel so they can better concentrate on teaching and learning
- Ensured that appropriate employee discipline was administered as necessary
- Directed that effective interview committees were utilized in the hiring process
- Collaborated on the design, implementation and monitoring of a staff evaluation system in alignment with state statute
- Hired an Equity and Innovation Director to implement a Equity Plan and DOE report regarding employee diversity, closing the achievement gap, and securing equitable materials and services for all students
- Collaborated with the Chief Financial Officer, Chief Academic Officer, and the Chief of Operations to create and implement a fair and equitable policy to support career growth
- Initiated district wide research - based professional learning opportunities for both academic and operational staff to include but not limited to: Instructional programs, PLCs, MTSS, Operations, Equity and Diversity, Belonging and Dignity, Safety and Mental Health
- Authorized a Human Resource Department Study incorporating internal and external stakeholders to continue to remove obstacles in the hiring process
- Initiated recognition ceremonies to celebrate teachers, and other staff publicly for their outstanding contributions

COMMENT:



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Superintendent Evaluation Summary

Rating

Highly Effective

Effective

Needs Improvement

Unsatisfactory

Standard VI. Instructional Leadership

Rating

This standard emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement.

HE

SAMPLE EVIDENCE of SUPPORT:

- Ensured teachers have the opportunity to train on the new BEST standards
- Facilitated the opportunity for teachers to be trained on the new English Language Arts text series and curriculum
- Refined the focus and Implementation of the MTSS process at all grade levels to ensure proper intervention services for all students
- Supported the utilization of unique programs to differentiate Tier 1, Tier 2, and Tier 3 instruction
- Initiated PLC training to emphasize the collaboration of teacher teams to create formative and summative assessments, analyze data, and properly group students for small group instruction based on standards missed to ensure a guaranteed, viable curriculum to produce favorable student outcomes
- Led the development of the District Strategic Plan
- Created and participated in "On the Move" video series documenting school and staff visits
- Designed and implemented fidelity checks and progress monitoring processes at all schools
- Initiated formal literacy walk processes across elementary, middle, and high schools
- Supported systems for ongoing academic progress monitoring at district and school level: I-Ready, Benchmark assessments, Diagnostic Reviews etc.
- Ensured the effective implementation of progress monitoring processes at each school
- Met with the Chief Academic Officer, the Chief Financial Officer and executive directors to examine master scheduling, teaching strategies and the outcome of fidelity checks

COMMENT:

**OFFICE OF SCHOOL BOARD MEMBERS****SY 2021-2022****Superintendent Evaluation Summary****Rating****Highly Effective****Effective****Needs Improvement****Unsatisfactory****Standard VII. Curriculum Planning and Development****Rating**

This standard focuses on the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning, and testing theories.

HE**SAMPLE EVIDENCE of SUPPORT:**

- Ensured district curriculum leaders attended DOE training and information sessions
- Encouraged risk taking and the piloting of new instructional programs
- Directed all principals and teachers to frequently progress monitor student achievement throughout the school year
- Directed staff to become experts in understanding the BEST standards and the programs currently utilized
- Implemented training for teachers to build capacity and teacher efficacy to understand and prescribe what strategies work best for certain student needs
- Initiated the implementation of Professional Learning Communities training as a foundation for our way of work
- Met with the Chief Academic Officer, and executive directors to examine master scheduling, teaching strategies and the outcome of fidelity checks
- Requested and utilized data analysis on academic and operational KPIs and dashboards overall and in reference to particular events
- Collaborated with academic leadership on curriculum adoption in alignment with new standards in the content areas and Career Technical Education programs
- Met regularly with district curriculum teams and with school department team leaders in small groups virtually

COMMENT:



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Superintendent Evaluation Summary

Rating

Highly Effective Effective Needs Improvement Unsatisfactory

Standard VIII. Values and Ethics of Leadership	Rating
<p>This standard stresses the understanding and modeling of appropriate value systems, ethics, and moral leadership. It also requires the superintendent to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.</p>	HE
<p>SAMPLE EVIDENCE of SUPPORT:</p> <ul style="list-style-type: none"> •As stated in the Strategic Plan, implemented valued characteristics such as respect, responsibility, citizenship, belonging, honesty, trustworthiness, etc. •Introduced Character Strong as a pilot to implement the new character education initiative •Encouraged the student services department to work closely with many different agencies in the county •Hired and will continue to hire additional mental health professionals •Supported the ongoing training in Youth Mental Health First Aid (YMHFA); to date half of our employees have been trained and the remainder will continue to be trained •Facilitated the grief counseling team's efficient response to school needs many times this year •Addressed all stakeholder groups with integrity and professionalism during board meetings, town hall presentations, staff meetings, and community meetings •Ensured that all written, digital and presented communication was ethical, articulate and targeted; it was aligned with district and state policy as appropriate 	
<p>COMMENT:</p>	

**OFFICE OF SCHOOL BOARD MEMBERS****SY 2021-2022****Superintendent Evaluation Summary****Rating****Highly Effective****Effective****Needs Improvement****Unsatisfactory****Standard IX: Labor Relations****Rating**

This standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiations status, to understand and effectively administer negotiated labor contracts, and to keep abreast of legislative changes affecting the collective bargaining processes.

HE**SAMPLE EVIDENCE of SUPPORT:**

- Met with the union once per week to solve problems and discuss issues
- Kept the board informed of negotiations progress and discussed options for increased compensation for all contract types
- Successfully reached agreement on employee contracts
- Kept the board informed of legislative changes through meetings with our lobbyists
- Continued to make changes to policies, procedures, and documents to reflect new laws passed
- Met with union leadership and executive leadership about teacher and staff employment and compensation
- Sent communication to all stakeholders about negotiation status
- Collaborated with union leadership about both instructional and classified contract interpretation, implementation and modification as necessary

COMMENT:



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Superintendent Evaluation Summary

Rating

Highly Effective Effective Needs Improvement Unsatisfactory

Standard X: Visionary and Situational Leadership

Rating

This standard requires the superintendent to provide both visionary and situational leadership.

HE

SAMPLE EVIDENCE of SUPPORT:

- Implemented a logistics plan for Covid mitigation to include: dashboard creation, quarantining, identifying essential workers, medical waivers, religious waivers, managing protests, and other issues from August-October
- Added 23 behavior specialist positions and 14 instructional facilitators to support, respond, and assist students' recovery and acceleration
- Created, implemented, and began progress monitoring the Strategic Plan
- Presented referendum information many times at different venues and meetings around the county
- Initiated a media campaign to secure an extremely high voter turnout which impacted the highest county referendum passage rate at 85%
- Added eight new Pre-KG classrooms this in SY 21-22
- Brought ESE program specialists and ELL program specialists together to collaborate with curriculum specialists districtwide to eliminate silos
- Initiated Professional Learning Community vision
- Designed and secured funding to add school interventionists or instructional facilitators/coaches to each school in SY 22-23. This permitted school level administrators to hire personnel to target unique school needs
- Developed comprehensive plans for future Summer Programming and after, during school tutoring programs through the strategic use of ESSER funding to continue to accelerate learning in school years 22-23 and 23-24

COMMENT:



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Achievement of Strategic Plan Metrics*

Strategic Plan Metrics	Met or Did not Meet
1. Create the Strategic Plan	
2. Increase grade 3 English Language Arts (ELA) proficiency from 68% to 69% (SY 21-22)	
3. Increase the percent of students in the lowest quartile making learning gains in ELA from 40% to 42% (SY 21-22)	
4. Increase HS acceleration rate (lagged data) presented in the year it appears in the school grade calculation from 72% (SY 20-21) to 73% (end of SY21-22)	
5. Increase staff retention rate by 5% for effective and highly effective staff	
6. Increase the number of qualified applicants for posted positions by 1%	
7. Maintain the percentage of families who strongly agree and/or agree with "district communications are effective" on the District Parents Annual survey	
8. Maintain the fund balance percentage (Financial Condition Ratio) at 7.5%	
9. Develop appropriate Key Performance Indicators (KPIs) to measure and collect baseline data	
10. Maintain the percentage of operational expenditures to total budget at 16.3%	
11. Collect Baseline Data on: Goal 2, Metric 1: The number of schools receiving model school recognition as determined by state PBIS criteria annually	
12. Collect Baseline Data on: Goal 2, Metric 2: Modify the Annual Student Climate Survey and distribution protocol	
13. Collect Baseline Data on: Goal 2, Metric 3: Reduce annually the number of district-wide disciplinary exclusions	
14. Collect Baseline Data on: Goal 3, Metric 1: The percentage of vacancies that are filled within ten days of the start of school	
15. Collect Baseline Data on Goal 4, Metric 2: The percentage of staff positively responding to a question about efficacy of internal communications in the annual staff climate survey	
* Metrics may change annually in alignment with metrics/dates written in the strategic plan.	
The achievement of these annual metrics is tied to a monetary bonus per Superintendent's contract.	

option 1



OFFICE OF SCHOOL BOARD MEMBERS

SY 2021-2022

Achievement of Strategic Plan Metrics*

Strategic Plan Metrics	Met or Did not Meet
1. Create the Strategic Plan	
2. Increase grade 3 English Language Arts (ELA) proficiency from 68% to 69% (SY 21-22)	
3. Increase the percent of students in the lowest quartile making learning gains in ELA from 40% to 42% (SY 21-22)	
4. Increase HS acceleration rate (lagged data) presented in the year it appears in the school grade calculation from 72% (SY 20-21) to 73% (end of SY21-22)	
5. Increase staff retention rate by 5% for effective and highly effective staff	
6. Increase the number of qualified applicants for posted positions by 1%	
7. Maintain the percentage of families who strongly agree and/or agree with "district communications are effective" on the District Parents Annual survey	
8. Maintain the fund balance percentage (Financial Condition Ratio) at 7.5%	
9. Develop appropriate Key Performance Indicators (KPIs) to measure and collect baseline data	
10. Maintain the percentage of operational expenditures to total budget at 16.3%	
11. Increase English Language Arts (ELA) proficiency from 64% to 66% (SY 21-22)	
12. Increase Mathematics proficiency from 64% to 66% (SY 21-22)	
13. Increase Science proficiency from 64% to 66% (SY 21-22)	
14. Increase English Language Arts (ELA) learning gain from 56% to 57% (SY 21-22)	
15. Increase Mathematics Learning gain from 50% to 53% (SY 21-22)	
* Metrics may change annually in alignment with metrics/dates written in the strategic plan.	
The achievement of these annual metrics is tied to a monetary bonus per Superintendent's contract.	

option 2

Option 3 Other items to consider
Performance Pay \$15,000

- 1. Create and implement a Strategic Plan**
- 2. Maintain District's "A" rating**
- 3. Successfully pass Referendum**
- 4. Successfully navigate school/district operations during Covid**
- 5. First ever Districtwide Accreditation**
- 6. ESE Corrective Action**

*** Metrics**

**may
change
annually
in
alignment
with
metrics/d
ates
written in
the
strategic
plan.**

The achievement of these annual metrics is tied to a monetary bonus per Superintendent's contract.



June 14, 2022 Board Meeting
Agenda Item 2.

Title
STRATEGIC PLAN - GOAL 5

Description

Recommendation

Contact
DUMAS

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Stocktake Report	6/8/2022	Cover Memo

Sarasota County Schools Strategic Plan Stocktake: June 2022

Heat Map Key

1. Stalled – requires initiation and/or needs urgent and decisive action	2. Needs Attention – aspects need urgent and/or substantial attention	3. Mixed – Some aspects on track, some require attention	4. Good – requires refinement with systematic and systemic implementation
Complete – Activity Milestone has been completed as outlined			

Goal 5: Operate Efficiently and Effectively through Fiscal Stewardship

Goal Lead: Jody Dumas, Mitsi Corcoran, Bonnie Penner

Goal 5 Description

This goal is focused on ensuring that we operate as efficiently and effectively as possible, to optimize resources for supporting high quality instruction to impact student achievement, and to sustain public trust and confidence in the school district through exercising sound financial practices and effective stewardship of funds.

Goal 5 Metrics

1. Maintain or improve fund balance percentage (Financial Condition Ratio)
2. % Of Operational KPIs meeting targets
3. % Of Operational budget to total budget

Goal 5 Metrics	Targets																				
	Baseline Values	Fall 2021	Winter 2021-2022	Spring 2022	Summer 2022	Fall 2022	Winter 2022-2023	Spring 2023	Summer 2023	Fall 2023	Winter 2023-2024	Spring 2024	Summer 2024	Fall 2024	Winter 2024-2025	Spring 2025	Summer 2025	Fall 2025	Winter 2025-2026	Spring 2026	Summer 2026
1	13.10%				>7.5%				>7.5%				>7.5%				>7.5%				>7.5%
2	TBD				90%				92%				93%				94%				95%
3	17.99%				17.99%				17.89%				17.65%				17.50%				17.35%

Goal 5 Strategies

1. Maximize efficiency of operations
2. Professional development for operational departments
3. Environmental sustainability focuses on all aspects of district and school operations (electric buses, high performance buildings, agriculture programs, farm to table)
4. Create districtwide customer service culture

Strategy-level Progress Reflection

Strategy	Heat Map Reflection
Maximize Efficiency	This Strategy is on track with progress being made in all key activities.
Professional Development	This Strategy is on track. Key training coordinator position is posted and continued on-time progress depends on ability to hire strong candidate for this position
Environmental Sustainability	This strategy is on track however one of the Strategy leads has left the district. Continued on-time progress will depend on getting new lead up and running
Customer Service	This strategy is delayed. We have identified the need to hire an implementation manager for the project

Overall Goal 5 Progress Reflection

Major Accomplishments	<ul style="list-style-type: none"> • Zero-Based budgeting process has been implemented in all department budgets for this budget year • Operational Year-End Review has been completed for a base year with more departments being added • Training Coordinator position posted • Projected ending fund balance projected 13.10 • Projected year ended Ops expenditures to total budget 17.99 (budgeted) • Farm planning moving forward and included project in CIP • Solar projects currently under study • Energy managers hired and deployed • Initial purchase of electric buses and lawn equipment complete • Paperless employee files in HR • Student ID project on track • SOP survey developed and deployed
Perceived Challenges	<ul style="list-style-type: none"> • Identifying budget for evaluation system and customer service project • Filling training coordinator position • Filling Key vacated positions in strategy leads • COVID/vacancies • Filling project managers in IT • Competing projects • Staff capacity

Likelihood of Success (1-4)	<ul style="list-style-type: none"> • High
Topics to discuss with leadership	<ul style="list-style-type: none"> • Implementation manager for customer service program • Additional budget for strategies associated with this goal
Goal Metric Updates	<ul style="list-style-type: none"> • See above

Strategy 1: - Maximize Efficiency of Operations

Goal Lead: Christa Curtner and Tameka Hannon

Strategy Description

Operations will Implement new integrated information systems and processes that will consolidate information and data such as inventory, work status, and communications in a centralized location. The Integrated information systems will reduce silos in operations, labor and time, duplicate efforts, and paperwork. Operations will use systems to better support decision making and create work environments that are more efficient with data analytics. A paperless organization increases ROI, contributes to labor savings, reduces printing costs, manages and stores documents securely, improves customer service, and enhances disaster recovery. Standard operating procedures are in-depth guidelines that contribute to your organization's success, efficiency, predictability, reliability, and employees. SOPs provide structured work environments, improvement in management and employee training, guidance on performing tasks or job duties, and boosts customer satisfaction. Standard operating procedures should be updated regularly, so organizations and employees can achieve their operational KPIs.

Strategy 1 Activities

1. Analyze all information systems, identify redundancies, automate and consolidate.
2. Review Processes to Identify Efficiencies and System Enhancements (go paperless).
3. Develop Standard Operating Procedures (SOPs) throughout Operations.
4. Enhance Zero Based Budgeting procedure to include specific Strategic Plan goals. Provide training to Departmental Cost Center Heads on completion and compliance with process.

Strategy 1 Activity Milestones with Progress Monitoring Targets

Activity 1: Analyze all information systems, identify redundancies, automate and consolidate		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Work with directors and staff to identify and understand current information systems or applications used in their departments.	Summer				
2	Evaluate the department's processes and information systems for inefficiency by measuring workforce productivity and employee productivity, including data regarding cost savings.		Spring			
3	Partner with the information technology department to form a team to recognize complex organizational factors, provide resources, research systems in other districts, assist with analytical planning, and perform a gap analysis to implement an integrated information system successfully.			Spring		
4	Pilot integrated information system with selected departments and track productivity levels and employee satisfaction.				Summer	
5	Fully implement integrated information system throughout the Operations division.					Summer

Activity 2: Review Processes to Identify Efficiencies and System Enhancements (go paperless)		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Evaluate current systems efficiency and enhancements by strategically analyzing processes that departments can refine by going paperless or improve through a system upgrade.		Fall			
2	Collaborate with departments to create a vision and develop a process that would streamline tasks, so departments successfully reduce labor and time, enhance workflow, and provide customer service more efficiently.		Summer			
3	Merge efforts with the planning of an integrated information system with information technology. Include change management process with IT and system ownership			Spring		
4	Roll out yearly system upgrades and pilot any new information system(s) that improve efficiency and support the division's paperless environment.				Fall	
5	Fully implement new information system(s) throughout the Operations division and introduce a paperless work environment.					Summer

Activity 3: Develop Standard Operating Procedures (SOPs) throughout Operations		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Collect information from departments regarding the percentage of SOPs completed.	Completed				
2	Collaborate with directors to develop a list of processes that need SOPs.		Summer			
3	Write, review, and implement SOPs			Winter		
4	Continue to manage SOPs to optimize department and employee performance. Use metrics to demonstrate areas of improvement.				Winter	

Activity 4: Enhance Zero Based Budgeting procedure to include specific Strategic Plan goals. Provide training to Departmental Cost Center Heads on completion and compliance with process.		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Prepare and update Zero Based Budgeting (ZBB) process to include Strategic Planning Goals.	Completed				
2	Provide training to Cost Center Heads on completion and compliance on ZBB process according to new strategic goals for appropriations.		Completed			
3	Work with ESD to use system in tracking each budgeted appropriation to a specific strategic goal.		Summer			
4	Use ESD for appropriation to strategic goal tracking to allow for district wide centralized organization and transparency.		Fall			
5	Prepare Budget with these Strategically aligned appropriations.			Winter		

Strategy 1 Progress Reflection

Major Accomplishments	<ul style="list-style-type: none"> • Developing and deploying the SOP survey • Identified the percentage of departments that have SOPs • Identified the percentage of departments that regularly update SOPs • With the current system enhancements below, the district has begun to reduce silos, go paperless, and make continuous improvements through system upgrades: <ul style="list-style-type: none"> ○ Archibus ○ Districtwide Student ID ○ Employee Electronic Folders ○ Electronic Records Request ○ Electronic Student Records ○ P25 Radio ○ Raptor • Departments' Zero-Based Budgeting aligned to Strategic Goals • Financial Software (ESD) designed to include Goals and Strategies for budget/reporting purposes
Perceived Challenges	<ul style="list-style-type: none"> • Noncompliance or not aligned with the District's own SOPs • Lack of extensive SOP training • Converting SOPs digitally and updating current SOPs to a district's standard template • Employee labor hours needed to identify and consolidate information systems • Implementing new integrated information systems and processes that will consolidate information and data such as inventory, work status, records, and communications in a centralized location • Downtime when converting departments over to new technology and/or consolidating information to a centralized location • New programming and process of Budget/Goals/Strategies for our software vendor
Topics to discuss with leadership	<ul style="list-style-type: none"> • Identify departments that will need assistance with developing and managing SOPs • Discuss creating a standardized district template for SOPs • Discuss ideas on how new SOPs can be reviewed and approved through departments, schools, and at the district-level to make sure they align with the district • Create and deploy department systems survey • Continue to refine and improve financial software's Goals and Strategy alignment

Strategy 2: Provide Intentional Development for Operational Employees

Goal Lead: Jody Dumas, Tracy Brizendine and Sara Dan

Strategy 2 Description

To provide clear paths for SDS Operations employees to advance on the classified and administrative areas. To develop career ladders and succession planning for all Operations Departments and enhance staff fulfillment, growth, and enhance overall job satisfaction.

Strategy 2 Activities

1. SOPs are developed for all Departments for Career Ladders and Succession planning.
2. Develop or determine leadership courses for all Lead Staff and FNS Managers
3. Develop leadership courses for new administrators and district staff desiring to become administrators.
4. Define Career Ladders
5. Revise the classified evaluation system to provide more frequent, meaningful, targeted feedback for growth.

Strategy 2 Activity Milestones with Progress Monitoring Targets

Activity 1: <i>SOPs are developed for all Departments for Career Ladders and Succession planning.</i>		2021-2022	2022-2023	2023-2024	2024-2025
1	Creating or obtaining SOPs for each department		Fall		
2	Align and revise contract language as needed	Completed			
3	Identify staff seeking advancement in all departments		Fall		
4	Identify current staff who have not completed required leadership courses		Fall		
5	Obtain baseline data for internal promotions (past two years)	Completed			

Activity 2: <i>Develop or determine leadership courses for all Lead Staff and FNS Managers</i>		2021-2022	2022-2023	2023-2024	2024-2025
1	Identify specific courses needed (i.e. - Conflict resolution, Dare to Lead, Etc.)		Spring		
2	Determine How many courses are needed		Spring		
3	Develop or purchase courses			Fall	
4	Measure number of attendees by department			Winter	

Activity 3: Develop leadership courses for new administrators and district staff desiring to become administrators.		2021-2022	2022-2023	2023-2024	2024-2025
1	Hire Professional Development Person for Operations	Completed			
2	Identify trainers for courses		Fall		
3	Identify alternative funding sources (Grants, Supporting Organizations)		Winter		

Activity 4: Define Career Ladders		2021-2022	2022-2023	2023-2024	2024-2025
1	Measure Training Needs of Leads and FNS Managers		Winter		
2	Measure Training Needs of Operations Administrators		Winter		
3	Monitor completion of training requirements				Summer

Activity 5: Revise the classified evaluation system to provide more frequent, meaningful, targeted feedback for growth		2021-2022	2022-2023	2023-2024	2024-2025
1	Work to adjust evaluations so they align with district goals and missions			Winter	
2	Work with departments to implement targeted metrics for employee growth			Spring	
3	Establish system for tracking employee performance			Summer	
4	Purchase and implement new system		Winter		

Strategy 2 Progress Reflection

Major Accomplishments	<ul style="list-style-type: none"> Language for the Classified Bargaining Agreement has been revised and aligns with departments. Defined baseline advancement data for classified Operations staff. Training Coordinator Position has closed and is in the hiring process.
Perceived Challenges	<ul style="list-style-type: none"> Newly hired training coordinator onboarding process and develop collaboration with all Operations Departments to establish individual needs. Funding to procure a new personnel evaluation system and implementing that system. Aligning the new evaluation system with the needs of each department.
Topics to discuss with leadership	<ul style="list-style-type: none"> What are the goals and vision that the stakeholders would like to see with this new position and the professional development of the classified Operations staff?

Strategy 3: Focus on Environmental Sustainability in all aspects of District and School Operations (electric buses, electric powered lawn maintenance equipment, high performance buildings, agriculture programs, farm to table, chemical free pesticides, etc.)

Goal Leads: Don Hampton

Strategy 3 Description

Purchase electric buses and battery powered lawn maintenance equipment to reduce CO2 emissions and reduce the amount of labor hours and MRO supplies needed to repair diesel powered bus engines and lawn maintenance equipment. Utilize our recently acquired energy management team, our design build teams, architects & contractors to monitor energy usage, suggest ways to upgrade current buildings energy efficiencies and design future buildings to be more energy efficient and more easily maintained. Use our agricultural areas to grow and supply fresh farm raised food to our Food and Nutrition Services Kitchens for student feeding programs. Research and test environmentally friendly pesticides and other chemicals for outdoor environments

Strategy 3 Activities

1. Provide specifications for buses and equipment, provide purchasing vehicles to obtain needed equipment, design and install charging stations, purchase equipment in budget friendly phases.
2. Meet with energy consultants, design teams, add LED lights and other energy saving equipment to designs as well as existing buildings, design and build a new prototype environmentally friendly building.
3. Design, plant, and maintain food gardens for FNS use while using those gardens as an education tool.
4. Research and test environmentally friendly chemicals for outdoor use.
5. Coordinate quarterly district wide student environmental team meetings.

Strategy 3 Activity Milestones with Progress Monitoring Targets

Activity 1: <i>Provide specifications for buses and equipment, provide purchasing vehicles to obtain needed equipment, design and install charging stations, purchase equipment in budget friendly phases</i>		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Develop specifications for buses and lawn equipment	Completed				
2	Obtain purchasing strategy for buses and lawn equipment	Completed				
3	Design and build charging stations for the first three buses		Fall			
4	Phase I Purchase 3 buses		Fall/Winter			
5	Phase II Design and build charging stations for three buses		Summer			
6	Phase II Purchase 3 buses		Fall			
7	Phase III Design and build charging stations for three buses			Spring		
8	Phase II Purchase 3 buses			Summer		
9	Research and test battery powered lawn equipment	Fall				
10	Purchase lawn equipment initial trial phase	Spring				

Activity 2: <i>Meet with energy consultants, design teams, add LED lights and other energy saving equipment to designs as well as existing buildings, design and build a new prototype environmentally friendly building</i>		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Energy program contract signed	Completed				
2	LED Lights throughout the district completed in phases on a year-by-year basis					Summer
3	Ice plants installed where there are none 1 per year or as budget allows		Summer			
4	Research new construction design for better energy performance	Fall				
5	Develop Design Standards requiring low Energy Use Intensity (EUI); utilize on new classroom wing		Summer			
6	Build new classroom wing with new products		Fall			
7	Build a new high school with new products and methods		Summer			
8	Build new K-8 with new products and new methods		Winter			

Activity 3: Design, plant, and maintain food gardens for FNS use while using those gardens as an education tool		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Hire agriculture specialists and identify resources	Summer				
2	Plant basic foods for 22/23 school year - Kale, Tomatoes		Fall			
3	Develop Ag curriculum at SHS and STC	Fall				
4	Study and design Improvements for "The Farm" at McIntosh Ag		Fall			
5	Obtain needed funding for farm improvements	Completed				
6	Construction of new farm		Winter			

Activity 4: Research and test environmentally friendly chemicals for outdoor use.		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
1	Research non-chemical opportunities for non-chemical weed killers using student-based research		Fall			
2	Evaluate results of weed killers		Fall			
3	Evaluate cost of Green alternatives			Spring		
4	Transition to green alternatives for weed control dependent upon study and cost results			Winter		
5	Develop district wide strategy meetings with all school green teams		Fall			
6	Select school-based coordinator for green team meetings		Fall			

Strategy 3 Progress Reflection

Major Accomplishments	<ul style="list-style-type: none"> • 3 electric buses are on order. These buses are due to arrive around the first of the year. • Transportation, Facilities and Construction are working together with FPL to install the EV Charging Stations for the first 3 buses to utilize when they arrive. • Facilities has purchased and distributed 60 pieces of battery powered lawn equipment to all campuses district wide and will be gathering feedback regarding the operations of this equipment. • The District has entered into a partnership with Cenergistic to implement a \$10,000,000 savings over a 5-year span. • Energy Saving LED Light Fixtures continue to be installed throughout the District. At this point all higher energy using fixtures such as parking lots and gymnasiums have been upgraded to LEDs. Two schools have been completely upgraded and another is 90% complete which includes all classroom fluorescents fixtures upgraded to LED. • Energy Use Intensity (EUI) as an energy efficiency benchmark. The EUI is calculated by the energy used per square foot per year. Our design goal for our new campuses is an EUI of 25 or less and an air tightness of 0.25 cubic feet per minute per square foot, the average Florida school is 55-75, so this will be a significant improvement in the building envelope. To get to these numbers we need to build a tight building envelope, this has been requested to the design professionals who we will be contracting with on our new K - 8 and High School. • Meetings are in process with FPL for the possibility to utilize some of the District's roofs to install solar array panels on to help reduce energy costs. • Design is in place to utilize Integrated Concrete Forms to build a new classroom wing. This type of construction not only adds storm resistant strength to a building but can also save up to 48% of energy cost needed to cool the building. • Funding is secured for renovation of our district's Farm property, west of McIntosh Middle School. Research and feedback were collected from local ranchers, growers, teachers, students, families, and UF/IFAS staff to inform the design. A formal site evaluation was completed, and design is currently underway. "The Farm" is a collaborative project between FNS, SHS, and CTE with intent on supplying our cafeterias and culinary programs with fresh, local produce grown by students for students. Further, The Farm functions as an agricultural education hub, facilitating experiential learning for all K-12 students via interactive field trips and research projects. • FNS has posted a position for an Agriculture Specialist who will be utilized for the new Ag Program at The Farm, developing districtwide student experiences that tie into all curriculum areas. • A new Green Team has been formed with two students from Sarasota High, representatives from FNS, Facilities and STC. Different aspects of green initiatives will be studied and researched though this group. We will eventually reach out to other schools that have these student lead groups and involve them all.
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Perceived Challenges	<ul style="list-style-type: none"> Funding, everything that we are doing to gain Environmental Sustainability has extra costs associated with it. Everything from battery operated grounds equipment to EUI rated buildings. All cost will be evaluated to ensure the District funds are being best utilized for the good of the District and ultimately our students in Sarasota County. People, we have had changes in key personnel and retraining replacements will take time. Also, people shortages continue to plague us. It's hard to stay focused on the plan when we constantly need to find creative ways to fill gaps.
Topics to discuss with leadership	<ul style="list-style-type: none"> Funding Personnel shortages

Strategy 4: Create a District-Wide Customer Service Culture

Goal Lead: Joe Binswanger, Charlotte Price

Strategy 4 Description

To create a culture where service excellence is modeled on both internal and external customers (adults and students) and becomes hard-wired across all departments and schools. The intent of this strategy is to foster a common service minded culture in every employee in Sarasota County Schools.

Strategy 4 Activities

1. Identify an organization to support customer service framework
2. Assess customer service needs
3. Set goals
4. Train employees in the desired customer service
5. Embed customer service initiatives in district culture
6. Celebrate victories/achievements

Strategy 4 Activity Milestones with Progress Monitoring Targets

Activity 1: <i>Identify organization to support customer service framework</i>		2021-2022	2022-2023	2023-2024	2024-2025
1	Research firms who provide customer service training and consulting		Summer		
2	Identify budget for program	Spring			
3	Develop RFP for customer service program		Fall		
4	Sign Agreement		Spring		
5	Hire implantation manager		Spring		
6	Begin implementation		Summer		

Activity 2: <i>Set goals</i>		2021-2022	2022-2023	2023-2024	2024-2025
1	Determine a realistic expectation of customer service benchmarks for our organization		Fall		
2	Modify goals and continuously improve goals				Fall

Activity 3: <i>Train employees in the desired customer service</i>		2021-2022	2022-2023	2023-2024	2024-2025
1	Select appropriate training tools			Winter	
2	Develop training strategy (i.e., group training, train the trainer, facilitator training)			Winter	
3	Begin training			Summer	
4	Adapt training as necessary			Spring	

Activity 4: <i>Embed customer service initiatives in district culture</i>		2021-2022	2022-2023	2023-2024	2024-2025
1	Incorporate customer service into annual employee evaluations				Winter
2	Evidence of customer service improvement in School Improvement Plans and Strategic Goals for departments				Spring
3	Supervisors have resources to recommend Professional Development to employees who would benefit from additional customer service training				Fall

Activity 5: Celebrate victories/achievements		2021-2022	2022-2023	2023-2024	2024-2025
1	Summer Leadership Institute will recognize outstanding Customer Service staff			Summer	
2	Each cost center has a process to recognize employee customer service that aligns to this strategy			Fall	
3	Develop an Employee Recognition Program				Winter

Strategy 4 Progress Reflection

Major Accomplishments	<ul style="list-style-type: none"> • Collaborative conversations between instructional, operational, and financial departments identifying common language and objectives. • Exploratory conversations with cost center heads on areas that customer service training can be built into existing professional development; i.e. new employee orientation.
Perceived Challenges	<ul style="list-style-type: none"> • To build a common culture of customer service, it will require consistency and time. Patience and understanding may be required as a “new normal” is created across the district relating to customer service. • Training all employees in common language and expectations in customer service while competing with other important initiatives across the district. • With customer service potentially becoming part of annual employee evaluations, the annual negotiations with SC/TA leadership could have an impact on the depth to which customer service is embedded within the evaluation. • Creating buy-in across the district to a customer service culture regardless of the various job functions in an organization as large as ours. • Implementation manager for customer service program
Topics to discuss with leadership	<ul style="list-style-type: none"> • What are the key performance indicators that high quality customer service is evident throughout our organization?



June 14, 2022 Board Meeting
Agenda Item 3.

Title
COLLEGE & CAREER UPDATE

Description

Recommendation

Contact
JENNINGS

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
CCLR Update	6/8/2022	Cover Memo

CCLR (College, Career, and Life Readiness) Update

Sarasota County School Board Workshop

6-14-22

CCLR in SCS Goals:

- Establish standard services provided through all high school Career Centers
- Increase Career Awareness (K-5), Exploration (6-8), and Concentration (9-12)
- Increase partnerships with local employers and organizations
- Increase and track all Work-Based Learning (WBL) and employer-student engagements
- Improved stakeholder communication on career pathways/roadmaps
- Ensuring ALL students leave us with a personalized, realistic, post-high school plan

CCLR in SCS Strategies for Summer 2022:

- CCLR Program Manager (Amy Earl) starts 6/13/22
- Career Advisors for high schools being hired through the summer
- Identify expectations and accountability for all Career Advisors
- Refine CCLR plan/expectations for levels K-5, 6-8, and 9-12
- Select and design onboarding for new Student Dashboard system
- Bring together all Career Advisors during “Teacher Planning Week” for orientation
- Work with high schools to determine Career Center service priorities and providers

CCLR in SCS Strategies for 2022 – 2023 school year:

- Communicate Career Center services and Career Advisor roles
- Begin onboarding and training for new Student Dashboard system
- Meet with Career Advisors monthly to assess progress and share best practices
- Continue to establish new stakeholder partnerships and WBL opportunities
- All 2023 seniors graduate “with a plan”

Strategic Plan Goal 1:

Personalize learning and accelerate growth for all students.

Strategy 5:

Equip all students for life readiness through access to accelerated, specialized, college, and career focused instructional opportunities.



June 14, 2022 Board Meeting
Agenda Item 4.

Title

CAREER DUAL ENROLLMENT

Description

Recommendation

Contact

DIPILLO

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
Dual Enrollment - Home Education	6/8/2022	Cover Memo
Dual Enrollment - Private School	6/8/2022	Cover Memo
Dual Enrollment - Imagine North Port	6/8/2022	Cover Memo
Dual Enrollment Statute	6/8/2022	Cover Memo
Dual Enrollment FAQs	6/8/2022	Cover Memo

2022-23 Career Dual Enrollment Articulation Agreement
Between the School Board of Sarasota County, Florida and Click or tap here to enter text.
and Home Education Student

THIS AGREEMENT is entered into by and between the School Board of Sarasota County, Florida's Suncoast Technical College, hereafter referred to as "STC"; and Click or tap here to enter text.; hereafter referred to as the "Parent/Guardian" and [INSERT NAME]; hereinafter referred to as "Student".

WHEREAS, Florida Statutes provide that career dual enrollment is a curricular option of elective credits toward completing a career certification program through a school district's technical college, and

WHEREAS, Section 1007.271(13)(b), F.S. requires:

Each public postsecondary institution eligible to participate in the dual enrollment program pursuant to Section [1011.62](#)(1)(i), F.S. to enter into a home education articulation agreement with each home education student seeking enrollment in a dual enrollment course and the student's parent. By August 1 of each year, the eligible postsecondary institution shall complete and submit the home education articulation agreement to the Florida Department of Education.

WHEREAS, STC provides services as a career center established by the School Board of Sarasota County, Florida under Section 1001.44, F.S. that wishes to enhance opportunities for home education (Juniors and Seniors) to identify and set clear career and post-secondary education goals before completing the home education program established by their parents/guardians.

WHEREAS, STC is a publicly funded post-secondary institution providing a variety of high skill, high wage, career training program options, and

NOW, THEREFORE, BE IT RESOLVED that STC and Parent/Guardian agree to the following:

- A. This Agreement supersedes all previous career dual enrollment agreements between STC and the Parent/Guardian and Student. The term of this Agreement shall be for one year beginning on July 1, 2022 and expiring June 30, 2023.
- B. Career dual enrollment at STC is available to home education students meeting the following criteria:
 - I. Be registered as a home education student with the district.
 - II. Must meet the minimum score on a common placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.
 - III. Maintain a minimum 2.0 unweighted grade point average (GPA).

- IV. Be classified as a high school Junior or Senior.
- V. Nursing ONLY; 2.5 unweighted cumulative GPA.
- VI. Demonstrate readiness for post-secondary work evidenced by an acceptable attendance record as referenced in district policy: <https://www.sarasotacountyschools.net/Page/2562> and satisfactory disciplinary record.

C. Specific programs and courses offered through high school dual enrollment at STC can be found at:

https://www.suncoast.edu/uploaded/Documents_and_PDFs/HS_Dual_Enrollment_Folder_WEB.pdf.

The High School Subject Area Equivalency List mandates the minimum subject area credit awarded for specific courses taken through career dual enrollment. The subject area and credit equivalency list can be found at:

<http://fldoe.org/core/fileparse.php/5421/urlt/CareerTechList1920.pdf>.

D. Many programs offer a statewide articulation agreement with A.S. or A.S.S. degree programs at state colleges or articulations for earning industry certifications.

A copy of the statement on transfer guarantees from the Department of Education can be found at:

<https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf>

Current articulations can be found at: <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/psav-to-aas-as-degree.shtml> or <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml>.

E. STC will provide eligible home education students and/or their parents/guardians with information pertaining to career dual enrollment opportunities when requested. Interested home education students will complete a career dual enrollment application and have the opportunity to visit a STC program(s) of interest. STC will facilitate the application and scheduling of visits through STC staff and the STC website.

F. Applications for career dual enrollment will be accepted by STC until the priority deadline of March 31, for the beginning of the following school year. Late applications will only be accepted through June 30 on a space-available basis and with mutual agreement of the parent/guardian and the STC director. Once applications are reviewed, home education students are notified of acceptance. Parents/Guardians and home education students must attend a scheduled mandatory orientation.

- I. The parent/guardian and STC will collaborate to determine final acceptance and monitor individual student performance.
- II. All home education students enrolled in career dual enrollment shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the

program as specified in 6A-10.040, F.A.C.

- G. All career dual enrolled home education students will have the opportunity to achieve at least one (1) industry certification or license as part of the career program.
- H. Only career preparatory courses contained within the state course numbering system, which are part of a sequence of courses in a program offered through the STC leading to an industry certification, are included within this Agreement. New programs/courses meeting this specification can be added to the Agreement at any time by STC.
- I. Home education students participating in career dual enrollment are exempt from the payment of registration, tuition, instructional materials, and laboratory fees. Home education students may be responsible for other costs such as uniform, parking, and program-specific equipment/supplies. These items will be specified and provided at the time of program orientation. Home education students are responsible for returning textbooks at the end of the course/program. Home education students will be charged the full price of textbooks if not returned on or before they are scheduled to graduate.
- J. Home education students participating in career dual enrollment will be responsible to maintain STC rules of conduct, as specified in the School District of Sarasota County, Florida Code of Student Conduct. Home education students must also adhere to the STC attendance policy. Excessive absences may result in student being removed from program.
- K. STC will report grades to the Parent/Guardian in compliance with the established district grade reporting procedures and schedule.
- L. The Parent/Guardian will ensure all career and dual enrolled home education students will meet STC's requirements for admission. STC and the Parent/Guardian will collaborate to monitor and maintain individual student performance in career courses.
- M. STC shall be responsive to parent/guardian inquiries as to their minor student's home education performance and progress in the career dual enrollment program. Responding to parent inquiries of performance for home education students who are 18 years of age and older will require a signed release from student.
- N. Home education students will be responsible for self-transportation to and from STC. Cost-Free transportation is also available through Sarasota County Area Transit for all students of STC with a student ID badge.
- O. STC instructors will provide all accommodations/modifications aligned to any home

education student's 504/IEP plan.

P. Parent/Guardian must notify the Homeschool Office and STC of any changes in student's home education enrollment. Changes in enrollment status may disqualify student from attending Career Dual Enrollment at STC.

Q. Students whose academic performance, attendance, and/or behavior falls below expectations prior to admission or at any time throughout 2022-2023 school year, may be immediately removed from program.

IN WITNESS WHEREOF, the parties have executed, or had their authorized representatives execute, this agreement on the dates written below

Jane Goodwin, Board Chair, The School Board of Sarasota County, Florida

Date

Approved for Legal Content
April 13, 2022 by
Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: MRM

Parent/Guardian of Homeschool Student

Date

Homeschool Student

Date

2022-23 Career Dual Enrollment Articulation Agreement
Between the School Board of Sarasota County, Florida and

Click or tap here to enter text. School

THIS AGREEMENT is entered into by and between the School Board of Sarasota County, Florida's Suncoast Technical College, hereafter referred to as "STC"; and Click or tap here to enter text. School; hereafter referred to as the "Private School".

WHEREAS, Florida Statutes provide that career dual enrollment is a curricular option of elective credits toward earning a high school diploma and completing a career certification program through a public school district's technical college, and

WHEREAS, Section 1007.271(7), F.S. requires:

Each career center (STC) established under Section 1001.44, F.S. to enter into an agreement with each high school in the school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center (STC) to the Florida Department of Education, and

WHEREAS, STC wishes to enhance opportunities for high school Juniors and Seniors to identify and set clear career and post-secondary education goals before high school graduation, and

WHEREAS, STC is a publicly funded post-secondary institution providing a variety of high skill, high wage, career training program options, and

NOW, THEREFORE, BE IT RESOLVED that STC and the Private School agree to the following:

- A. This Agreement supersedes all previous career dual enrollment agreements between STC and the Private School. The term of this Agreement shall be for one year beginning on July 1, 2022 and expiring June 30, 2023.
- B. Career dual enrollment at STC is available to high school students meeting the following criteria:
 - I. Be enrolled as a student at the Private School secondary school.
 - II. Be classified as a high school Junior or Senior.
 - III. Possess and maintain a minimum 2.0 unweighted grade point average (GPA).
 - IV. Nursing ONLY; 2.5 unweighted cumulative GPA.
 - V. Demonstrate readiness for post-secondary work evidenced by an acceptable attendance record as referenced in district policy: <https://www.sarasotacountyschools.net/Page/2562> and satisfactory disciplinary record.
 - VI. Be recommended by their school to attend STC.

- C. Specific programs and courses offered through high school dual enrollment at STC can be found at:
https://www.suncoast.edu/uploaded/Documents_and_PDFs/HS_Dual_Enrollment_Folder_WEB.pdf. The High School Subject Area Equivalency List mandates the minimum subject area credit awarded for specific courses taken through career dual enrollment. The subject area and credit equivalency list can be found at:
<http://fldoe.org/core/fileparse.php/5421/urlt/CareerTechList1920.pdf>.
- D. Many programs offer a statewide articulation agreement with A.S. or A.S.S. degree programs at state colleges or articulations for earning industry certifications.
A copy of the statement on transfer guarantees from the Department of Education can be found at:
<https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf>
Current articulations can be found at: <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/psav-to-aas-as-degree.shtml> or <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.shtml>.
- E. STC will notify students of the career dual enrollment opportunity through career and post-secondary education awareness activities in county high schools, including charter schools. Interested students will complete a career dual enrollment application and have the opportunity to visit a STC program(s) of interest. STC will facilitate the application and scheduling of visits through counselors, teachers, STC staff, and the STC website.
- F. Applications for career dual enrollment will be accepted by STC until the priority deadline of March 31, for the beginning of the following school year. Late applications will only be accepted through June 30 on a space-available basis and with mutual agreement of the home high school principal and STC director. Once applications are reviewed, students are notified of acceptance. Parents and students must attend a scheduled mandatory orientation.
- I. The home high school and STC will collaborate to determine final acceptance and monitor individual student performance to ensure on-time graduation.
 - II. All students enrolled in career dual enrollment shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program as specified in 6A-10.040, F.A.C.
- G. All career dual enrolled students will have the opportunity to achieve at least one (1) industry certification or license as part of the career program.

- H. Only career preparatory courses contained within the state course numbering system, which are part of a sequence of courses in a program offered through the STC leading to an industry certification, are included within this Agreement. New programs/courses meeting this specification can be added to the Agreement at any time by STC.
- I. Students participating in career dual enrollment are exempt from the payment of registration, tuition, instructional materials, and laboratory fees. Students may be responsible for other costs such as uniform, parking, and program-specific equipment/supplies. These items will be specified and provided at the time of program orientation. Students are responsible for returning textbooks at the end of the course/program. Students will be charged the full price of textbooks if not returned on or before they are scheduled to graduate.
- J. The Private School will reimburse the Board the cost of the STC program tuition and lab fees at the standard yearly rate approved by the Board for the enrollment year, as set forth in Exhibit "A" attached hereto. STC will invoice the Private School two times per year coinciding with the FTE surveys 2 and 3. Payment of these invoices shall be remitted within forty-five (45) days of the date of the invoice to:

Suncoast Technical College
Attn: Bookkeeping
4748 Beneva Rd
Sarasota, FL 34233

- K. Students participating in career dual enrollment will be responsible to maintain STC rules of conduct, as specified in the School District of Sarasota County, Florida Code of Student Conduct. Students must also adhere to the STC attendance policy. Excessive absences may result in student being removed from program.
- L. STC will report grades to the Private School in compliance with the established district grade reporting procedures and schedule.
- M. The Private School will ensure all career and dual enrolled students will meet STC's requirements for admission. STC and the Private School will collaborate to monitor and maintain individual student performance in career courses.
- N. STC shall be responsive to parent inquiries as to their minor student's performance and progress in the career dual enrollment program. Responding to parent inquiries of performance for students 18 years of age and older will require a signed release from student.

O. The student will be responsible for self-transportation to and from STC. Cost-Free transportation is also available through Sarasota County Area Transit for all students of STC with a student ID badge.

P. STC instructors will provide all accommodations/modifications aligned to any student's 504/IEP plan.

Q. Students whose academic performance, attendance, and/or behavior falls below expectations prior to admission or at any time throughout 2022-2023 school year, may be immediately removed from program.

IN WITNESS WHEREOF, the parties have had their authorized representatives execute this Agreement on the dates written below.

Jane Goodwin, Board Chair, Sarasota County Schools

Date

Approved for Legal Content
April 13, 2022 by
Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: MRM

Name of Director, Director, Private School

Date

School Board of Sarasota County, FL

Suncoast Technical College

High School Dual Enrollment - Career Certificate Program Tuition and Fees Master Index for 2020-2021

Program	Career Cluster	Prog/Course Number	Program Hours	App Fee	Reg Fee	Activity Fee	Fac/Equip Use Fee	Entrance Fees	Tuition	Lab Fee	Program Cost	1 Year Cost	2 Year Cost
Accounting Operations	Business Mgmt & Admin	BO70110	900	45.00	25.00	30.00	0.00	20.00	2,628.00	647.86	3,395.86	1,697.93	3,395.86
Administrative Office Specialist	Business Mgmt & Admin	BO70330	1050	45.00	25.00	30.00	0.00	20.00	3,066.00	737.90	3,923.90	1,961.95	3,923.90
Advanced Manufacturing & Production Technology	Manufacturing	J100200	600	45.00	25.00	30.00	100.00	20.00	1,752.00	225.00	2,197.00	1,098.50	2,197.00
Air Conditioning, Refrigeration and Heating Technology	Architecture & Construction	CA00100	750	45.00	25.00	30.00	85.00	20.00	2,190.00	450.00	2,845.00	1,422.50	2,845.00
Automotive Collision Technology Technician	Trans, Dist & Logistics	TA01300	1400	45.00	25.00	30.00	125.00	20.00	4,088.00	2,129.28	6,462.28	3,231.14	6,462.28
Automotive Service Technology	Trans, Dist & Logistics	IA70608	1800	45.00	25.00	30.00	100.00	20.00	5,256.00	1,774.05	7,250.05	3,625.03	7,250.05
Building Trades and Construction Design Technology	Architecture & Construction	CI00100	900	45.00	25.00	30.00	75.00	20.00	2,628.00	1,856.00	4,679.00	2,339.50	4,679.00
Business Management & Analysis	Business Mgmt & Admin	BO60200	900	45.00	25.00	30.00	0.00	20.00	2,628.00	647.86	3,395.86	1,697.93	3,395.86
Carpentry	Architecture & Construction	CS10300	1200	45.00	25.00	30.00	25.00	20.00	3,504.00	1,189.50	4,838.50	2,419.25	4,838.50
CNC Production Specialist	Manufacturing	J200300	600	45.00	25.00	30.00	290.00	20.00	1,752.00	450.00	2,612.00	1,306.00	2,612.00
Computer Systems & Information Technology	Information Technology	Y100200	900	45.00	25.00	30.00	0.00	20.00	2,628.00	986.92	3,734.92	1,867.46	3,734.92
Cosmetology	Human Services	D500100	1200	45.00	25.00	30.00	0.00	20.00	3,504.00	1,327.42	4,951.42	2,475.71	4,951.42
Digital Design	Arts, A/V Tech & Comm	BO70600	1200	45.00	25.00	95.00	0.00	20.00	3,504.00	1,260.48	4,949.48	2,474.74	4,949.48
Digital Video Technology	Arts, A/V Tech & Comm	K100400	900	45.00	25.00	55.00	0.00	20.00	2,628.00	759.72	3,532.72	1,766.36	3,532.72
Drafting	Architecture & Construction	CI00200	1500	45.00	25.00	55.00	25.00	20.00	4,380.00	1,203.79	5,753.79	2,876.90	5,753.79
Electrician	Architecture & Construction	IA60314	1500	45.00	25.00	30.00	85.00	20.00	4,380.00	960.00	5,545.00	2,772.50	5,545.00
Emergency Medical Technical (ATD)	Health Science	WI70212	300	45.00	25.00	30.00	283.00	138.00	876.00	718.36	2,115.36	1,057.68	2,115.36
Fire Fighter	Law, Public Safety & Security	PO30200	492	45.00	25.00	30.00	497.00	530.00	1,436.64	1,529.91	4,093.55	2,046.78	4,093.55
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC)	Architecture & Construction	CA00410	750	45.00	25.00	30.00	85.00	20.00	2,190.00	450.00	2,845.00	1,422.50	2,845.00
Industrial Machinery Maintenance and Repair	Manufacturing	IA70303	1350	45.00	25.00	30.00	25.00	20.00	3,942.00	690.00	4,777.00	2,388.50	4,777.00
Legal Administrative Specialist	Business Mgmt & Admin	BO72000	1050	45.00	25.00	30.00	0.00	20.00	3,066.00	737.90	3,923.90	1,961.95	3,923.90
Marine Service Technologies	Trans, Dist & Logistics	TA00210	1350	45.00	25.00	30.00	250.00	20.00	3,942.00	2,997.00	7,309.00	3,654.50	7,309.00
Medical Administrative Specialist	Business Mgmt & Admin	BO70300	1050	45.00	25.00	30.00	0.00	20.00	3,066.00	708.45	3,894.45	1,957.23	3,894.45
.Net Application Development & Programming	Information Technology	Y700400	1050	45.00	25.00	30.00	0.00	20.00	3,066.00	714.89	3,900.89	1,950.45	3,900.89
Plumbing	Architecture & Construction	CS00500	1080	45.00	25.00	30.00	85.00	20.00	3,153.60	700.00	4,058.60	2,029.30	4,058.60
Practical Nursing	Health Science	HI70607	1350	45.00	25.00	30.00	531.00	338.00	3,942.00	1,376.48	6,287.48	3,143.74	6,287.48
Precision Machining & CNC Automation	Manufacturing	J200100	1200	45.00	25.00	30.00	25.00	20.00	3,504.00	881.00	4,530.00	2,265.00	4,530.00
Professional Culinary Arts & Hospitality	Hospitality & Tourism	N100500	1200	45.00	25.00	110.00	25.00	20.00	3,504.00	1,530.10	5,259.10	2,629.55	5,259.10

Note: All Fees are subject to change without notice

2022-23 Career Dual Enrollment Articulation Agreement
Between the School Board of Sarasota County, Florida and
Imagine School at North Port, Inc., a Charter School

THIS AGREEMENT is entered into by the School Board of Sarasota County, Florida's Suncoast Technical College, hereafter referred to as "STC"; and **Imagine School at North Port, Inc., a Charter School**; hereafter referred to as the "Charter School".

WHEREAS, Florida Statutes provide that career dual enrollment is a curricular option of elective credits toward earning a high school diploma and completing a career certification program through a school district's technical college, and

WHEREAS, Section 1007.271(7), F.S. requires:

Each career center (STC) established under Section 1001.44, F.S. to enter into an agreement with each high school in the school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center (STC) to the Florida Department of Education, and

WHEREAS, STC wishes to enhance opportunities for high school Juniors and Seniors to identify and set clear career and post-secondary education goals before high school graduation, and

WHEREAS, STC is a publicly funded post-secondary institution providing a variety of high skill, high wage, career training program options, and

NOW, THEREFORE, BE IT RESOLVED that STC and Charter School agree to the following:

- A. This Agreement supersedes all previous career dual enrollment agreements between STC and the Charter School. The term of this Agreement shall be for one (1) year beginning on July 1, 2022 and expiring June 30, 2023.
- B. Career dual enrollment at STC is available to high school students meeting the following criteria:
 - I. Be enrolled as a student at the Charter School secondary school.
 - II. Be classified as a high school Junior or Senior.
 - III. Possess and maintain a minimum 2.0 unweighted grade point average (GPA).

- IV. Nursing ONLY; 2.5 unweighted cumulative GPA.
 - V. Meet the graduation requirements for Florida state-wide assessments.
 - VI. Demonstrate readiness for post-secondary work evidenced by an acceptable attendance record as referenced in district policy: <https://www.sarasotacountyschools.net/Page/2562> and satisfactory disciplinary record.
 - VII. Be recommended by their school to attend STC.
- C. Specific programs and courses offered through high school dual enrollment at STC can be found at:
https://www.suncoast.edu/uploaded/Documents_and_PDFs/HS_Dual_Enrollment_Folder_WEB.pdf. The High School Subject Area Equivalency List mandates the minimum subject area credit awarded for specific courses taken through career dual enrollment. The subject area and credit equivalency list can be found at: <http://fldoe.org/core/fileparse.php/5421/urlt/CareerTechList1920.pdf>.
- D. Many programs offer a statewide articulation agreement with A.S. or A.S.S. degree programs at state colleges or articulations for earning industry certifications. A copy of the statement on transfer guarantees from the Department of Education can be found at:
<https://info.fldoe.org/docushare/dsweb/Get/Document-6472/hb7059tapb.pdf>
Current articulations can be found at: <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/psav-to-aas-as-degree.stml> or <http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>.
- E. STC will notify students of the career dual enrollment opportunity through career and post-secondary education awareness activities in county high schools, including charter schools. Interested students will complete a career dual enrollment application and have the opportunity to visit a STC program(s) of interest. STC will facilitate the application and scheduling of visits through counselors, teachers, STC staff, and the STC website.
- F. Applications for career dual enrollment will be accepted by STC until the priority deadline of March 31, for the beginning of the following school year. Late applications will only be accepted through June 30 on a space-available basis and with mutual agreement of the home high school principal and STC

director. Once applications are reviewed, students are notified of acceptance. Parents and students must attend a scheduled mandatory orientation.

- I. The home high school and STC will collaborate to determine final acceptance and monitor individual student performance to ensure on-time graduation.
 - II. All students enrolled in career dual enrollment shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program as specified in 6A-10.040, F.A.C.
- G. All career dual enrolled students will have the opportunity to achieve at least one (1) industry certification or license as part of the career program.
- H. Only career preparatory courses contained within the state course numbering system, which are part of a sequence of courses in a program offered through the STC leading to an industry certification, are included within this Agreement. New programs/courses meeting this specification can be added to the Agreement at any time by STC.
- I. Students participating in career dual enrollment are exempt from the payment of registration, tuition, instructional materials, and laboratory fees. Students may be responsible for other costs such as uniform, parking, and program-specific equipment/supplies. These items will be specified and provided at the time of program orientation. Students are responsible for returning textbooks at the end of the course/program. Students will be charged the full price of textbooks if not returned on or before they are scheduled to graduate.
- J. The Charter School will reimburse the Board the cost of the STC program tuition and fees at the standard yearly rate approved by the Board for the enrollment year at the rate set forth in Exhibit "A" attached hereto. The School Board will deduct this amount from the monthly disbursements made by the School Board to the Charter School as shown on the monthly earnings report.
- K. Students participating in career dual enrollment will be responsible to maintain STC rules of conduct, as specified in the School District of Sarasota County, Florida Code of Student Conduct. Students must also adhere to the STC attendance policy. Excessive absences may result in

student being removed from program.

- L. STC will report grades to the Charter School in compliance with the established district grade reporting procedures and schedule.
- M. The Charter School will ensure all career and dual enrolled students will meet STC's requirements for admission. STC and the Charter School will collaborate to monitor and maintain individual student performance in high school and career courses.
- N. STC shall be responsive to parent inquiries as to their minor student's performance and progress in the career dual enrollment program. Responding to parent inquiries of performance for students 18 years of age and older will require a signed release from student.
- O. The student will be responsible for self-transportation to and from STC. Cost-Free transportation is also available through Sarasota County Area Transit for all students of STC with a student ID badge.
- P. STC instructors will provide all accommodations/modifications aligned to any student's 504/IEP plan.
- Q. Students whose academic performance, attendance, and/or behavior falls below expectations prior to admission or at any time throughout 2022-2023 school year, may be immediately removed from program

IN WITNESS WHEREOF, the parties have executed, or had their authorized representatives execute, this agreement on the dates written below

Jane Goodwin, Board Chair, Sarasota County Schools

Date

Approved for Legal Content
April 13, 2022 by
Shumaker, Loop & Kendrick, LLP
Attorneys for The School Board
of Sarasota County, Florida
Signed: MRM

Name of Director, Director, Charter School

Date

School Board of Sarasota County, FL
Suncoast Technical College

High School Dual Enrollment - Career Certificate Program Tuition and Fees Master Index for 2020-2021														
Program	Career Cluster	Prog/Course Number	Program Hours	App Fee	Reg Fee	Activity Fee	Fac/Equip Use Fee	Entrance Fees	Tuition	Lab Fee	Program Cost	1 Year Cost	2 Year Cost	
Accounting Operations	Business Mgmt & Admin	B070110	900	45.00	25.00	30.00	0.00	20.00	2,628.00	647.86	3,395.86	1,697.93	3,395.86	
Administrative Office Specialist	Business Mgmt & Admin	B070330	1050	45.00	25.00	30.00	0.00	20.00	3,066.00	737.90	3,923.90	1,961.95	3,923.90	
Advanced Manufacturing & Production Technology	Manufacturing	J100200	600	45.00	25.00	30.00	100.00	20.00	1,752.00	225.00	2,197.00	1,098.50	2,197.00	
Air Conditioning, Refrigeration and Heating Technology	Architecture & Construction	C400100	750	45.00	25.00	30.00	85.00	20.00	2,190.00	450.00	2,845.00	1,422.50	2,845.00	
Automotive Collision Technology Technician	Trans, Dist & Logistics	T401300	1400	45.00	25.00	30.00	125.00	20.00	4,088.00	2,129.28	6,462.28	3,231.14	6,462.28	
Automotive Service Technology	Trans, Dist & Logistics	I470608	1800	45.00	25.00	30.00	100.00	20.00	5,256.00	1,774.05	7,250.05	3,625.03	7,250.05	
Building Trades and Construction Design Technology	Architecture & Construction	C100100	900	45.00	25.00	30.00	75.00	20.00	2,628.00	1,856.00	4,679.00	2,339.50	4,679.00	
Business Management & Analysis	Business Mgmt & Admin	B060200	900	45.00	25.00	30.00	0.00	20.00	2,628.00	647.86	3,395.86	1,697.93	3,395.86	
Carpentry	Architecture & Construction	C510300	1200	45.00	25.00	30.00	25.00	20.00	3,504.00	1,189.50	4,838.50	2,419.25	4,838.50	
CNC Production Specialist	Manufacturing	J200300	600	45.00	25.00	30.00	290.00	20.00	1,752.00	450.00	2,612.00	1,306.00	2,612.00	
Cter Systems & Information Technology	Information Technology	V100200	900	45.00	25.00	30.00	0.00	20.00	2,628.00	986.92	3,734.92	1,867.46	3,734.92	
ctology	Human Services	D500100	1200	45.00	25.00	30.00	0.00	20.00	3,504.00	1,327.42	4,951.42	2,475.71	4,951.42	
Design	Arts, A/V Tech & Comm	B070600	1200	45.00	25.00	95.00	0.00	20.00	3,504.00	1,260.48	4,949.48	2,474.74	4,949.48	
Video Technology	Arts, A/V Tech & Comm	K100400	900	45.00	25.00	55.00	0.00	20.00	2,628.00	759.72	3,532.72	1,766.36	3,532.72	
ign	Architecture & Construction	C100200	1500	45.00	25.00	55.00	25.00	20.00	4,380.00	1,203.79	5,753.79	2,876.90	5,753.79	
ian	Architecture & Construction	I460314	1500	45.00	25.00	30.00	85.00	20.00	4,380.00	960.00	5,545.00	2,772.50	5,545.00	
ency Medical Technical (ATD)	Health Science	W170212	300	45.00	25.00	30.00	283.00	138.00	876.00	718.36	2,115.36	1,057.68	2,115.36	
ghier	Law, Public Safety & Security	P030200	492	45.00	25.00	30.00	497.00	530.00	1,436.64	1,529.91	4,093.55	2,046.78	4,093.55	
ig, Ventilation, Air-Conditioning/Refrigeration (HVAC)	Manufacturing	C400410	750	45.00	25.00	30.00	85.00	20.00	2,190.00	450.00	2,845.00	1,422.50	2,845.00	
trial Machinery Maintenance and Repair	Manufacturing	I470303	1350	45.00	25.00	30.00	25.00	20.00	3,942.00	690.00	4,777.00	2,388.50	4,777.00	
Administrative Specialist	Business Mgmt & Admin	B072000	1050	45.00	25.00	30.00	0.00	20.00	3,066.00	737.90	3,923.90	1,961.95	3,923.90	
Service Technologies	Trans, Dist & Logistics	T400210	1350	45.00	25.00	30.00	250.00	20.00	3,942.00	2,997.00	7,309.00	3,654.50	7,309.00	
al Administrative Specialist	Business Mgmt & Admin	B070300	1050	45.00	25.00	30.00	0.00	20.00	3,066.00	708.45	3,894.45	1,947.23	3,894.45	
Application Development & Programming	Information Technology	V700400	1050	45.00	25.00	30.00	0.00	20.00	3,066.00	714.89	3,900.89	1,950.45	3,900.89	
iling	Architecture & Construction	C500500	1080	45.00	25.00	30.00	85.00	20.00	3,153.60	700.00	4,058.60	2,029.30	4,058.60	
ial Nursing	Health Science	H170607	1350	45.00	25.00	30.00	531.00	338.00	3,942.00	1,376.48	6,287.48	3,143.74	6,287.48	
ion Machining & CNC Automation	Manufacturing	J200100	1200	45.00	25.00	30.00	25.00	20.00	3,504.00	881.00	4,530.00	2,265.00	4,530.00	
isional Culinary Arts & Hospitality	Hospitality & Tourism	N100500	1200	45.00	25.00	110.00	25.00	20.00	3,504.00	1,530.10	5,259.10	2,629.55	5,259.10	
All Fees are subject to change without notice														

All Fees are subject to change without notice

Exhibit A-

[Title XLVIII](#)[Chapter 1007](#)[View Entire Chapter](#)

EARLY LEARNING-20 EDUCATION CODE

ARTICULATION AND ACCESS

1007.271 Dual enrollment programs.—

- (1) The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student.
- (2) For the purpose of this section, an eligible secondary student is a student who is enrolled in any of grades 6 through 12 in a Florida public school or in a Florida private school that is in compliance with s. 1002.42(2) and provides a secondary curriculum pursuant to s. 1003.4282. Students who are eligible for dual enrollment pursuant to this section may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under s. 1007.263. Instructional time for dual enrollment may vary from 900 hours; however, the full-time equivalent student membership value shall be subject to the provisions in s. 1011.61(4). A student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Applied academics for adult education instruction, developmental education, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.
- (3) Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and a demonstrated level of achievement of college-level communication and computation skills as provided under s. 1008.30(1) or (2). Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school grade point average and the minimum postsecondary grade point average established by the postsecondary institution. Regardless of meeting student eligibility requirements for continued enrollment, a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the course is hindered. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average. Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established under subsection (21). Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction. Additional requirements included in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses or limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student at an independent postsecondary institution.
- (4) District school boards may not refuse to enter into a dual enrollment articulation agreement with a local Florida College System institution if that Florida College System institution has the capacity to offer dual enrollment courses.
- (5)(a) Each faculty member providing instruction in college credit dual enrollment courses must:
1. Meet the qualifications required by the entity accrediting the postsecondary institution offering the course. The qualifications apply to all faculty members regardless of the location of instruction. The postsecondary institution offering the course must require compliance with these qualifications.
 2. Provide the institution offering the dual enrollment course a copy of his or her postsecondary transcript.

3. Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered by that postsecondary institution.

4. Adhere to the professional rules, guidelines, and expectations stated in the postsecondary institution's faculty or adjunct faculty handbook. Any exceptions must be included in the dual enrollment articulation agreement.

5. Adhere to the rules, guidelines, and expectations stated in the postsecondary institution's student handbook which apply to faculty members. Any exceptions must be noted in the dual enrollment articulation agreement.

(b) Each president, or designee, of a postsecondary institution offering a college credit dual enrollment course must:

1. Provide a copy of the institution's current faculty or adjunct faculty handbook to all faculty members teaching a dual enrollment course.

2. Provide to all faculty members teaching a dual enrollment course a copy of the institution's current student handbook, which may include, but is not limited to, information on registration policies, the student code of conduct, grading policies, and critical dates.

3. Designate an individual or individuals to observe all faculty members teaching a dual enrollment course, regardless of the location of instruction.

4. Use the same criteria to evaluate faculty members teaching a dual enrollment course as the criteria used to evaluate all other faculty members.

5. Provide course plans and objectives to all faculty members teaching a dual enrollment course.

(6) The following curriculum standards apply to college credit dual enrollment:

(a) Dual enrollment courses taught on the high school campus must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor with courses taught on the postsecondary institution campus, the postsecondary institution offering the course is responsible for providing in a timely manner a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes to the faculty member teaching the course. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year.

(b) Instructional materials used in dual enrollment courses must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.

(c) Course requirements, such as tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for all nondual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.

(d) Dual enrollment courses taught on a high school campus may not be combined with any noncollege credit high school course.

(7) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Each career center established under s. 1001.44 shall enter into an agreement with each high school in any school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center to the Department of Education by August 1. The agreement must:

(a) Identify the courses and programs that are available to students through career dual enrollment and the clock hour credits that students will earn upon completion of each course and program.

(b) Delineate the high school credit earned for the completion of each career dual enrollment course.

(c) Identify any college credit articulation agreements associated with each clock hour program.

(d) Describe how students and parents will be informed of career dual enrollment opportunities and related workforce demand, how students can apply to participate in a career dual enrollment program and register for courses through their high schools, and the postsecondary career education expectations for participating students.

(e) Establish any additional eligibility requirements for participation and a process for determining eligibility and monitoring the progress of participating students.

(f) Delineate costs incurred by each entity and determine how transportation will be provided for students who are unable to provide their own transportation.

(8) Each district school board shall inform all secondary students and their parents of dual enrollment as an educational option and mechanism for acceleration. Students and their parents shall be informed of student eligibility requirements, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards shall annually assess the demand for dual enrollment and provide that information to each partnering postsecondary institution. Alternative grade calculation, weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

(9) The Commissioner of Education shall appoint faculty committees representing public school, Florida College System institution, and university faculties to identify postsecondary courses that meet the high school graduation requirements of s. [1003.4282](#) and to establish the number of postsecondary semester credit hours of instruction and equivalent high school credits earned through dual enrollment pursuant to this section that are necessary to meet high school graduation requirements. Such equivalencies shall be determined solely on comparable course content and not on seat time traditionally allocated to such courses in high school. The Commissioner of Education shall recommend to the State Board of Education those postsecondary courses identified to meet high school graduation requirements, based on mastery of course outcomes, by their course numbers, and all high schools shall accept these postsecondary education courses toward meeting the requirements of s. [1003.4282](#).

(10) Early admission is a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. A student must enroll in a minimum of 12 college credit hours per semester or the equivalent to participate in the early admission program; however, a student may not be required to enroll in more than 15 college credit hours per semester or the equivalent. Students enrolled pursuant to this subsection are exempt from the payment of registration, tuition, and laboratory fees.

(11) Career early admission is a form of career dual enrollment through which eligible secondary students enroll full time in a career center or a Florida College System institution in postsecondary programs leading to industry certifications, as listed in the CAPE Postsecondary Industry Certification Funding List pursuant to s. [1008.44](#), which are creditable toward the high school diploma and the certificate or associate degree. Participation in the career early admission program is limited to students who have completed a minimum of 4 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade. Students enrolled pursuant to this section are exempt from the payment of registration, tuition, and laboratory fees.

(12) The State Board of Education shall adopt rules for any dual enrollment programs involving requirements for high school graduation.

(13)(a) The dual enrollment program for a home education student, including, but not limited to, students with disabilities, consists of the enrollment of an eligible home education secondary student in a postsecondary course creditable toward an associate degree, a career certificate, or a baccalaureate degree. To participate in the dual enrollment program, an eligible home education secondary student must:

1. Provide proof of enrollment in a home education program pursuant to s. [1002.41](#).
2. Be responsible for his or her own transportation unless provided for in the articulation agreement.
3. Sign a home education articulation agreement pursuant to paragraph (b).

(b) Each public postsecondary institution eligible to participate in the dual enrollment program pursuant to s. [1011.62\(1\)\(i\)](#) must enter into a home education articulation agreement with each home education student seeking enrollment in a dual enrollment course and the student's parent. By August 1 of each year, the eligible

postsecondary institution shall complete and submit the home education articulation agreement to the Department of Education. The home education articulation agreement must include, at a minimum:

1. A delineation of courses and programs available to dually enrolled home education students. Courses and programs may be added, revised, or deleted at any time by the postsecondary institution. Any course or program limitations may not exceed the limitations for other dually enrolled students.
2. The initial and continued eligibility requirements for home education student participation, not to exceed those required of other dually enrolled students. A high school grade point average may not be required for home education students who demonstrate achievement of college-level communication and computation skills as provided under s. 1008.30(1) or (2); however, home education student eligibility requirements for continued enrollment in dual enrollment courses must include the maintenance of the minimum postsecondary grade point average established by the postsecondary institution.
3. The student's responsibilities for providing his or her own transportation.
4. A copy of the statement on transfer guarantees developed by the Department of Education under subsection (15).

(14) The Department of Education shall approve any course for inclusion in the dual enrollment program that is contained within the statewide course numbering system. However, developmental education and physical education and other courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, may not be so approved but must be evaluated individually for potential inclusion in the dual enrollment program. This subsection may not be construed to mean that an independent postsecondary institution eligible for inclusion in a dual enrollment or early admission program pursuant to s. 1011.62 must participate in the statewide course numbering system developed pursuant to s. 1007.24 to participate in a dual enrollment program.

(15) The Department of Education shall develop a statement on transfer guarantees to inform students and their parents, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. The statement shall be provided to each district school superintendent, who shall include the statement in the information provided to all secondary students and their parents as required pursuant to this subsection. The statement may also include additional information, including, but not limited to, dual enrollment options, guarantees, privileges, and responsibilities.

(16) Students who meet the eligibility requirements of this section and who choose to participate in dual enrollment programs are exempt from the payment of registration, tuition, and laboratory fees.

(17) Instructional materials assigned for use within dual enrollment courses shall be made available to dual enrollment students from Florida public high schools free of charge. This subsection does not prohibit a Florida College System institution from providing instructional materials at no cost to a home education student or student from a private school. Instructional materials purchased by a district school board or Florida College System institution board of trustees on behalf of dual enrollment students shall be the property of the board against which the purchase is charged.

(18) School districts and Florida College System institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited.

(19) The Commissioner of Education may approve dual enrollment agreements for limited course offerings that have statewide appeal. Such programs shall be limited to a single site with multiple county participation.

(20) A postsecondary institution shall assign letter grades to each student enrolled in a dual enrollment course. The letter grade assigned by the postsecondary institution shall be posted to the student's high school transcript by the school district.

(21) Each district school superintendent and each public postsecondary institution president shall develop a comprehensive dual enrollment articulation agreement for the respective school district and postsecondary institution. The superintendent and president shall establish an articulation committee for the purpose of

developing the agreement. Each state university president may designate a university representative to participate in the development of a dual enrollment articulation agreement. A dual enrollment articulation agreement shall be completed and submitted annually by the postsecondary institution to the Department of Education on or before August 1. The agreement must include, but is not limited to:

- (a) A ratification or modification of all existing articulation agreements.
- (b) A description of the process by which students and their parents are informed about opportunities for student participation in the dual enrollment program.
- (c) A delineation of courses and programs available to students eligible to participate in dual enrollment.
- (d) A description of the process by which students and their parents exercise options to participate in the dual enrollment program.
- (e) A list of any additional initial student eligibility requirements for participation in the dual enrollment program.
- (f) A delineation of the high school credit earned for the passage of each dual enrollment course.
- (g) A description of the process for informing students and their parents of college-level course expectations.
- (h) The policies and procedures, if any, for determining exceptions to the required grade point averages on an individual student basis.
- (i) The registration policies for dual enrollment courses as determined by the postsecondary institution.
- (j) Exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution.
- (k) Exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution which apply to faculty members.
- (l) The responsibilities of the school district regarding the determination of student eligibility before participating in the dual enrollment program and the monitoring of student performance while participating in the dual enrollment program.
- (m) The responsibilities of the postsecondary institution regarding the transmission of student grades in dual enrollment courses to the school district.
- (n) A funding provision that delineates costs incurred by each entity.

1. School districts shall pay public postsecondary institutions the standard tuition rate per credit hour from funds provided in the Florida Education Finance Program when dual enrollment course instruction takes place on the postsecondary institution's campus and the course is taken during the fall or spring term. When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the postsecondary institution's proportion of salary and benefits to provide the instruction. When dual enrollment course instruction is provided on the high school site by school district faculty, the school district is not responsible for payment to the postsecondary institution. A postsecondary institution may enter into an agreement with the school district to authorize teachers to teach dual enrollment courses at the high school site or the postsecondary institution. A school district may not deny a student access to dual enrollment unless the student is ineligible to participate in the program subject to provisions specifically outlined in this section.

2. Subject to annual appropriation in the General Appropriations Act, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken by a student during the summer term.

- (o) Any institutional responsibilities for student transportation, if provided.

(22) The Department of Education shall develop an electronic submission system for dual enrollment articulation agreements and shall review, for compliance, each dual enrollment articulation agreement submitted pursuant to subsections (13), (21), and (24). The Commissioner of Education shall notify the district school superintendent and the Florida College System institution president if the dual enrollment articulation agreement does not comply with statutory requirements and shall submit any dual enrollment articulation agreement with unresolved issues of noncompliance to the State Board of Education.

(23) District school boards and Florida College System institutions may enter into additional dual enrollment articulation agreements with state universities for the purposes of this section. School districts may also enter into dual enrollment articulation agreements with eligible independent colleges and universities pursuant to s. 1011.62(1)(i). By August 1 of each year, the district school board and the Florida College System institution shall complete and submit the dual enrollment articulation agreement with the state university or an eligible independent college or university, as applicable, to the Department of Education.

(24)(a) The dual enrollment program for a private school student consists of the enrollment of an eligible private school student in a postsecondary course creditable toward an associate degree, a career certificate, or a baccalaureate degree. In addition, a private school in which a student, including, but not limited to, students with disabilities, is enrolled must award credit toward high school completion for the postsecondary course under the dual enrollment program. To participate in the dual enrollment program, an eligible private school student must:

1. Provide proof of enrollment in a private school pursuant to subsection (2).
2. Be responsible for his or her own instructional materials and transportation unless provided for in the articulation agreement.
3. Sign a private school articulation agreement pursuant to paragraph (b).

(b) Each public postsecondary institution eligible to participate in the dual enrollment program pursuant to s. 1011.62(1)(i) must enter into a private school articulation agreement with each eligible private school in its geographic service area seeking to offer dual enrollment courses to its students, including, but not limited to, students with disabilities. By August 1 of each year, the eligible postsecondary institution shall complete and submit the private school articulation agreement to the Department of Education. The private school articulation agreement must include, at a minimum:

1. A delineation of courses and programs available to the private school student. The postsecondary institution may add, revise, or delete courses and programs at any time.
2. The initial and continued eligibility requirements for private school student participation, not to exceed those required of other dual enrollment students.
3. The student's responsibilities for providing his or her own instructional materials and transportation.
4. A provision clarifying that the private school will award appropriate credit toward high school completion for the postsecondary course under the dual enrollment program.
5. A provision expressing that costs associated with tuition and fees, including registration, and laboratory fees, will not be passed along to the student.

(25) For students with disabilities, a postsecondary institution eligible to participate in dual enrollment pursuant to s. 1011.62(1)(i) shall include in its dual enrollment articulation agreement, services and resources that are available to students with disabilities who register in a dual enrollment course at the eligible institution and provide information regarding such services and resources to the Florida Center for Students with Unique Abilities. The Department of Education shall provide to the center the Internet website link to dual enrollment articulation agreements specific to students with disabilities. The center shall include in the information that it is responsible for disseminating to students with disabilities and their parents pursuant to s. 1004.6495, dual enrollment articulation agreements and opportunities for meaningful campus experience through dual enrollment.

History.—s. 357, ch. 2002-387; s. 109, ch. 2004-357; s. 6, ch. 2005-196; s. 39, ch. 2006-74; s. 6, ch. 2008-142; s. 100, ch. 2011-5; s. 20, ch. 2012-191; s. 32, ch. 2013-27; s. 54, ch. 2013-35; s. 13, ch. 2013-45; s. 17, ch. 2013-51; s. 70, ch. 2014-39; s. 21, ch. 2014-56; s. 114, ch. 2015-2; s. 4, ch. 2016-137; s. 27, ch. 2018-6; s. 27, ch. 2019-119; s. 180, ch. 2020-2; s. 5, ch. 2021-162

Dual Enrollment Frequently Asked Questions

Dual enrollment is an acceleration mechanism that allows students to pursue an advanced curriculum relevant to their individual postsecondary interests. Each year, more than 60,000 students participate in Florida's dual enrollment program, and the number is growing. According to the U.S. Department of Education, college credit earned prior to high school graduation reduces the average time-to-degree and increases the likelihood of graduation for the students who participate in these programs. There is also evidence that dual enrollment increases academic performance and educational attainment.

As the emphasis on career planning increases, students will be encouraged to select courses that align with their postsecondary goals. As with all acceleration options, students should be advised based on individual needs and carefully monitored to ensure success. School counselors play an important role in communicating accurate information to students and parents, fostering a positive understanding of the merits of dual enrollment and developing collaborative relationships with college advisors and peers.

Dual enrollment is one of a number of acceleration options available that enable students to pursue a rigorous curriculum for high school graduation, as well as earn credit toward a degree or industry certification. The ACC Credit-by-Examination Equivalencies report (<https://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>) lists a number of examination programs in which students may earn college credit for successful completion of an exam. Advanced Placement (AP), International Baccalaureate (IB) and Advanced International Certificate of Education (AICE) also include coursework for a standard high school diploma. Other included examinations are the College-Level Examination Program (CLEP), DSST, and UExcel (Excelsior) in which students complete only the exam for college credit. For students participating in AP, IB, and/or AICE as well as Dual Enrollment, counselors and students should refer to the ACC Credit-by-Examination list to ensure that a student is not repeating college credit coursework through dual enrollment that could be awarded based on exam scores.

Students may also participate in career dual enrollment for courses that will lead to an industry certification. Many industry certifications will articulate to college credit toward a degree. A listing of articulated industry certifications may be found at:

http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp.

Students and Parents

1. What is dual enrollment?

Dual enrollment is an acceleration program that allows students in grades 6-12, including home education and private school students and students with disabilities, to take postsecondary coursework and simultaneously earn credit toward a high school diploma, a career certificate, an industry certification or an associate or baccalaureate degree at a Florida public or eligible private postsecondary institution.

2. What is early admission?

Early admission is a form of dual enrollment permitting high school students to enroll in college or career courses on a full-time basis. As with all dual enrollment programs, students earn both high school and college/career credits for courses completed. Career early admissions is a form of career dual enrollment through which eligible secondary students enroll full-time in a career center or a Florida College System institution in postsecondary programs leading to industry certification, as listed in the CAPE

Postsecondary Industry Certification Funding List pursuant to section (s.) 1008.44, Florida Statutes (F.S). Participation in the career early admission program shall be limited to students who have completed a minimum of four (4) semesters of full-time secondary enrollment.

3. How many credits must a student take in the early admission dual enrollment program?

Early admission students must enroll in minimum of 12 college credit hours per semester, but cannot be required to enroll in more than 15 college credit hours per semester.

4. What is career dual enrollment?

Career dual enrollment is an option for secondary students to earn industry certifications adopted pursuant to s. 1008.44, F.S, which count as credits toward a high school diploma. Career dual enrollment is available for secondary students seeking a certificate or degree and industry certification through a career education program or course.

5. Who is eligible to take dual enrollment courses?

Students must meet the following eligibility criteria per Section 1007.271(3), F.S.:

- Be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program;
- Have a 3.0 unweighted high school grade point average (GPA) to enroll in college credits, or a 2.0 unweighted high school GPA to enroll in career dual enrollment courses;
- For college credits, achieve a minimum score on a common placement test pursuant to Rule 6A-14.064, Florida Administrative Code (F.A.C.);
- Meet any additional eligibility criteria specified by the postsecondary institution in the Dual Enrollment Articulation Agreement; and
- Not be scheduled to graduate from high school prior to the completion of the dual enrollment course.

All students in grades 6-12 who meet these eligibility requirements and/or additional eligibility requirements as determined in the articulation agreement must be allowed to participate in dual enrollment. Any additional eligibility requirements or limits on dual enrollment participation based on grade levels must be only to ensure college readiness and not to arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participation.

Students must maintain at least a 3.0 unweighted high school GPA and the minimum required postsecondary GPA specified in the Dual Agreement Articulation Agreement for continued eligibility to participate in college credit dual enrollment courses.

6. What are the eligibility requirements for students in home education programs?

Home education students shall have equal access to dual enrollment as public school students. Home education students must present evidence to the postsecondary institution that the home education program is in compliance with s. 1002.41, F.S. It is not the statutory requirement that home education students present a transcript at the time of entry to the dual enrollment program; however, there may be educational benefits to the student for sharing their education background. Each postsecondary institution must enter into a Home Education Articulation Agreement with each student seeking enrollment in a dual enrollment course and the student's parent/guardian.

7. Are prospective college credit dual enrollment students required to take a common placement test such as the Postsecondary Education Readiness Test (PERT)?

Yes. Students must still demonstrate readiness for college credit postsecondary instruction in Mathematics or English, pursuant to s. 1008.30(6), F.S., by meeting or exceeding the college ready score(s) established in Rule 6A-10.0315, F.A.C. Public high school students shall have opportunities to test at the high school as described in the Dual Enrollment Articulate Agreement.

For home education students seeking to participate in dual enrollment, the Florida College System institution in the school district's service area for which the home education student is registered should provide the opportunity to test (one administration per subtest) at that institution.

Nonpublic high school students' testing opportunities are at the discretion of the postsecondary institution and may be included in the Dual Enrollment Articulation Agreement.

8. If a student is registered for attendance with a private high school, may they also be considered a home education student?

Please consult with your district to determine the student's enrollment status.

9. What private postsecondary institutions are eligible to offer dual enrollment?

To be eligible to offer dual enrollment the postsecondary institution must be licensed to provide postsecondary education in Florida (or exempt from licensure requirements) and accredited by an organization approved by the US Department of Education (s. 1011.62(1)(i), F.S.). This does not preclude students from taking postsecondary courses at non-eligible private postsecondary institutions; however, these courses will not be considered a part of Florida's dual enrollment program.

10. What if a student does not have the required GPA?

Participation in dual enrollment by students without the required GPA is at the discretion of the postsecondary institution and the school district. Exceptions may be granted on an individual student basis if both educational entities agree and the criteria for exceptions are included in the Dual Enrollment Articulation Agreement.

11. May the school district deny participation in the dual enrollment program to a qualified student?

Yes. A school district may not deny a student access to dual enrollment if the student meets the initial eligibility criteria as stated in the appropriate articulation agreement. However, according to s. 1007.271(3), F.S., "a student may lose the opportunity to participate in a dual enrollment course if the student is disruptive to the learning process such that the progress of other students or the efficient administration of the hours is hindered", regardless of meeting the requirements for continued participation.

12. May a student who does not meet eligibility requirements or students who wish to take ineligible courses participate in dual enrollment, but pay their own tuition and fees?

High school students who have not met dual enrollment eligibility requirements and students who wish to enroll in ineligible courses may be permitted to pay tuition and fees and participate in college coursework

at the discretion of the postsecondary institution. These courses are not considered part of Florida's dual enrollment program.

13. Are students dually-enrolled in career certificate programs leading to industry certificates (non-college credit) with a district career center, district charter technical career center or Florida College System institution required to take a basic skill examination within six weeks of entry into a course?

Yes, unless the program in which the student is enrolled is less than 450 hours in length or the student qualifies for an exemption pursuant to s. 1004.91 F.S.

14. What courses are available for students to take through dual enrollment?

There are hundreds of rigorous courses available to students through dual enrollment. The *Dual Enrollment Course-High School Subject Area Equivalency List* is updated annually and approved by the Articulation Coordinating Committee (ACC) and the State Board of Education as a tool that identifies dual enrollment courses guaranteed to satisfy specific high school graduation subject area requirements. The current lists are available online by accessing the following links.

- Academic List: <https://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList.pdf>
- Career/Technical List: <https://www.fldoe.org/core/fileparse.php/5421/urlt/CareerTechList.pdf>

For career dual enrollment in certificate programs, students are awarded the equivalent high school credit upon completion of the entire dual enrollment course.

Students should be encouraged to complete postsecondary General Education Core requirements prior to participating in elective postsecondary courses. General Education Core requirements may be found at: <http://www.fldoe.org/policy/articulation/general-edu-core-course-options.stml>.

Additional dual enrollment courses that are not included on the *Dual Enrollment Course-High Schools Subject Area Equivalency List* may be taken. Any dual enrollment course not on the equivalency list must count, at a minimum, as an elective toward high school graduation. However, districts are not prohibited from granting subject area credit for those courses not included on the list, if appropriate. There is no explicit limitation in statute regarding the number of high school elective credits a student may earn through dual enrollment.

*Applied academics for adult education, developmental education, physical education skills and recreation courses are prohibited from inclusion in the dual enrollment program.

15. May a student take online dual enrollment courses?

Yes, a student may take online dual enrollment courses if allowed by the postsecondary institution. There is no distinction in law made between dual enrollment courses taught in a face-to-face format versus those offered online.

16. Are there restrictions on career education dual enrollment courses?

Yes. Career dual enrollment is limited to students who are enrolled in college credit courses leading toward a degree or career and technical certificate courses or programs that each lead to an approved industry certification on the CAPE Industry Certification Funding List or CAPE Postsecondary Industry

Certification Funding List described in s. 1008.44, F.S.

17. When and where are dual enrollment courses taught?

Pursuant to s. 1007.271, F.S., students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours and during the summer term. Dual enrollment courses may be available on the high school campus, at the local career education center, Florida College System institution, state university or eligible nonpublic postsecondary institution.

18. May a student take dual enrollment courses at a postsecondary institution outside of the service area?

Students may be allowed to participate in dual enrollment courses at a postsecondary institution outside of their service area. For additional information the student should contact their counselor or district to discuss what opportunities may be available to them. A Dual Enrollment Articulation Agreement must be in place with the postsecondary institution for students to take dual enrollment courses.

19. May a student take a dual enrollment course at the college or university if that same dual enrollment course is offered on the high school campus?

This is a local decision for inclusion in the Dual Enrollment Articulation Agreement. School districts and postsecondary institutions will determine if dual enrollment courses offered at the high school are thereby ineligible for enrollment at the postsecondary institution.

20. May an early admission student participate in high school activities?

School district policies vary regarding student participation in high school activities. However, students in early admission programs are eligible under the Florida High School Athletic Association (FHSAA) to participate in high school athletics.

21. May students with disabilities participate in dual enrollment?

Yes. In the Dual Enrollment Articulation Agreement, a postsecondary institution must include services and resources that are available to students with disabilities who register in a dual enrollment course.

22. What services must be offered to dual enrollment students with disabilities?

In order to receive services, students will be required to disclose their disability and register with the postsecondary institution's office for student disability services. Students in need of disability services will typically need to present current documentation of their disability. Documentation requirements may vary across postsecondary institutions and may also be different than the documents required by middle and high schools. Students should contact the institution's student disability services office for specific documentation requirements.

23. May a student take dual enrollment courses even after completion of high school graduation subject area requirements?

According to s. 1007.271(2), F.S., "if a student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment." For this instance, high school graduation is considered the awarding of a high school diploma.

24. May a student take dual enrollment courses beyond the high school graduation date?

No. If a student is projected to graduate from high school before the completion of the postsecondary course, the student may not take that course through dual enrollment. However, the student may pay tuition and fees as a regularly admitted postsecondary student if permitted by the postsecondary institution.

25. Will dual enrollment courses transfer to other college and universities?

Postsecondary courses taken through dual enrollment will transfer to any Florida public college or university offering that statewide course number and must be treated as though taken at the receiving institution. However, if students do not, upon high school graduation, attend the same college or university where they earned the dual enrollment credit, the application of transfer credit to general education, prerequisite and degree programs may vary at the receiving institution if the course is not offered by the receiving institution. In addition, students who attend an out-of-state college should check with their intended institution to inquire whether dual enrollment credit will be accepted in transfer. Transfer policies for postsecondary courses taken through dual enrollment are consistent with those for students who take postsecondary coursework as a regularly admitted postsecondary student.

26. Is a student who completes dual enrollment credits considered a freshman for state university admissions?

According to Board of Governors Regulation 6.002, first-time-in-college freshman are defined as students who have earned a standard high school diploma from a Florida public or regionally accredited high school, or its equivalent, and who have earned fewer than twelve (12) semester hours of transferable college credit after receiving a standard high school diploma or its equivalent. High school students who also graduate with an associate in arts degree at high school graduation move into upper division coursework (assuming completion of the proper prerequisites). Those students, however, may be eligible for “freshman” scholarships, depending upon the university. Students on this track should contact their prospective university regarding specific benefits.

27. Do students pay tuition for college or career credit dual enrollment courses?

A student who is enrolled in a dual enrollment or early admission program through a Florida College System institution or state university is exempt from the payment of tuition, registration, and laboratory fees pursuant to s. 1009.25, F.S.

28. Must students pay postsecondary institution fees?

Pursuant to s. 1011.62(1)(i), F.S., students enrolled in dual enrollment instruction shall be exempt from the payment of tuition, registration, and laboratory fees. Please consult with the postsecondary institution to determine if additional fees may be charged.

29. Are public school students required to pay for text books?

Section 1007.271(17), F.S., specifies that “Instructional materials assigned for use within dual enrollment courses shall be made available to students from Florida public high schools free of charge.” In addition, early admission is listed in subsection (7) as “a form of dual enrollment” so all of the same statutory provisions apply. This provision of instructional materials includes electronic access codes for these materials. This exemption for public school students from paying for instructional materials prohibits up-front payments for materials with later reimbursements regardless of student performance in the dual enrollment course.

30. Are charter school students eligible for dual enrollment?

Yes. Charter school students are eligible to participate in dual enrollment subject to the eligibility criteria described s. 1007.271(3), F.S., (see question #5 for criteria).

31. Are charter school students exempt from tuition, registration and laboratory fees?

Yes. Section 1009.25, F.S., states that any student enrolled in dual enrollment is exempt from the payment of tuition and fees.

32. Do charter school students have instructional materials provided free of charge?

Yes. Students at charter schools are public school students; under s. 1007.271(17), F.S., instructional materials for dual enrollment courses are made available for Florida public high school students free of charge. School districts and charter schools are responsible for the payment for instructional materials.

33. Is dual enrollment right for everyone?

The dual enrollment program is an opportunity to take challenging courses and accelerate educational opportunities. Students who successfully complete dual enrollment courses will save time and money toward their college degree with free tuition and textbooks. Students should understand, however, that dual enrollment course are college courses and the amount of work necessary to succeed in dual enrollment courses may be much greater than in high school courses. In addition, dual enrollment courses become part of a student's permanent college transcript and are calculated into the student's permanent postsecondary GPA. Poor performance as a dual enrollment student can ultimately impact one's postsecondary career, including acceptance to a state university, academic standing and financial aid eligibility. It is important to do well in these courses to realize all the benefits of dual enrollment.

School Districts/Secondary Schools

1. What is a Dual Enrollment Articulation Agreement?

A Dual Enrollment Articulation Agreement establishes guidelines for implementing the program for eligible students. Section 1007.271(13), F.S., mandates that public postsecondary institutions enter into dual enrollment agreements with home education students seeking dual enrollment. Section 1007.271(21), F.S., requires that school districts and public postsecondary institutions enter into dual enrollment articulation agreements. Schools districts providing career dual enrollment opportunities through district-operated career centers or through charter career centers (for their own students or also for neighboring school districts) shall have consistent articulation policies for all students. Section 1007.271(24), F.S., requires that public postsecondary institutions and eligible private postsecondary institutions enter into agreements with private secondary schools seeking to offer dual enrollment to its students.

Only those Dual Enrollment Articulation Agreements that are required by statute must be annually submitted to the Florida Department of Education, Office of Articulation by August 1. Any amendments to the agreement may be submitted after that date. Templates for each type of agreement are available as provided below:

- For public school districts and postsecondary institutions:
<https://www.fldoe.org/core/fileparse.php/5421/urlt/0078396-dualenrollmentarticulationagreement.pdf>

- For private secondary schools and postsecondary institutions:
<http://www.fldoe.org/core/fileparse.php/5421/urlt/PrivateSchoolDEAA.pdf>
- For home education students and postsecondary institutions:
<http://info.fldoe.org/docushare/dsweb/Get/Document-6474/hb7059tapd.pdf>

The department provides an electronic submission system whereby each public postsecondary institution or school district must submit its articulation agreements: <http://www.fldoe.org/policy/articulation/>. The Florida Department of Education reviews these agreements for compliance with statutory provisions and reports back to the school district and public postsecondary institution with any issues. Any articulation agreements with unresolved issues of noncompliance will be submitted to the State Board of Education.

2. Must a public postsecondary institution enter into a Dual Enrollment Articulation Agreement with a private secondary school?

Yes. Section 1007.271(24), F.S., requires that each postsecondary institution eligible to participate in the dual enrollment program must enter into private school articulation agreements with each eligible private school in its geographic service area seeking to offer dual enrollment.

3. May the school district establish additional dual enrollment eligibility requirements?

Yes. Per s. 1007.271(3), F.S., “Florida College System institution boards of trustees may establish additional initial student eligibility requirements, which shall be included in the dual enrollment articulation agreement, to ensure student readiness for postsecondary instruction. Additional requirements in the agreement may not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses.”

4. What courses are available for students to take through dual enrollment?

There are hundreds of rigorous courses available to students through dual enrollment. The *Dual Enrollment Course-High School Subject Area Equivalency List* is updated annually and approved by the Articulation Coordinating Committee (ACC) and the State Board of Education as a tool that identifies dual enrollment courses guaranteed to satisfy specific high school graduation subject area requirements. The current lists are available online by accessing the following links.

- Academic List: <http://www.fldoe.org/core/fileparse.php/5421/urlt/AcademicList1920.pdf>
- Career/Technical List: <http://www.fldoe.org/core/fileparse.php/5421/urlt/CareerTechList1920.pdf>

For career dual enrollment in certificate programs, students are awarded the equivalent high school credit upon completion of the entire dual enrollment course.

Students should be highly encouraged to complete postsecondary General Education Core requirements prior to participating in elective postsecondary courses. General Education Core requirements may be found at: <http://www.fldoe.org/policy/articulation/general-edu-core-course-options.stml>.

Additional dual enrollment courses that are not included on the *Dual Enrollment Course-High Schools Subject Area Equivalency List* may be offered. Any dual enrollment course not on the equivalency list must count, at a minimum, as an elective toward high school graduation. However, districts are not prohibited from granting subject area credit for those courses not included on the list, if appropriate. There is no explicit limitation in statute regarding the number of high school elective credits a student may earn

through dual enrollment.

*Applied academics for adult education, developmental education, physical education skills and recreation courses are prohibited from inclusion in the dual enrollment program.

5. Does a student have to be admitted to or enrolled in a postsecondary career education program?

While career dual enrollment students do have to be admitted to or enroll in a postsecondary career and technical certificate program, any postsecondary career and technical certificate courses eligible for dual enrollment must be identified as leading toward a certificate and approved industry certification, per s. 1007.271(7), F.S.

6. May a district place Advanced Placement® and dual enrollment students in the same course?

No, “dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course”, per s. 1007.271(6)(d), F.S.

7. Is a dual enrollment student required to take high school End-of-Course (EOC) assessments?

Students who complete their U.S. History or Biology 1 high school graduation requirement through dual enrollment are not required to complete the associated End-of-Course Assessment. All students must, however, complete the Algebra 1 assessment. For students who wish to be eligible for the “Scholar” diploma designation, they must pass the Algebra 1, Biology 1 and US History EOC assessments. Beginning with the 2014-15 ninth grade students, Scholar designation requirements also include passing the Geometry EOC assessment. Students who complete related subject area coursework through dual enrollment should be advised of this requirement and take appropriate courses or be provided material by the high school to increase their likelihood of success on EOC assessments. Appropriate courses for Biology 1 and US History are listed in the *2018-19 Dual Enrollment Course-High School Subject Area Equivalency List*. Please refer to s. 1003.4285, F.S. for additional information regarding diploma designations.

8. May a student use grade forgiveness under the dual enrollment program?

If the public postsecondary institution and school district have an applicable forgiveness policy for dual enrollment students, it must be included in the Dual Enrollment Articulation Agreement as a component of the continued eligibility requirements. Note that all grades, including those forgiven, will remain on the postsecondary transcripts and may be used for admissions and financial aid eligibility.

9. May a student take dual enrollment courses even after completion of high school graduation subject area requirements?

According to s. 1007.271(2), F.S., “if a student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment.” For this instance, high school graduation is considered the awarding of a high school diploma.

10. How are dual enrollment courses weighed by the public school district?

Section 1003.437, F.S., specifies that “For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271.” For districts that use a weighted grading

system, s. 1007.271(8), F.S., states that “school districts and Florida College System institutions must weigh dual enrollment courses the same as advanced placement, International Baccalaureate, and Advance International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.”

This provision relating to GPA weighting includes all dual enrollment courses, including career education courses. In addition, there should be no difference between the weighting of any college-level courses or courses that do not appear on the *Dual Enrollment Course-High School Subject Area Equivalency List*.

11. Why are dual enrollment courses not listed in the Course Code Directory?

Dual enrollment courses are college courses identified with a prefix and number by the Statewide Course Numbering System (SCNS). Dual enrollment courses and credit awarded by district career center, district charter technical career centers, Florida College System institutions or universities (s. 1011.62(1), F.S.) must be recorded by the course number and title used by the postsecondary institution to the school district records and reported by the district to the Florida Department of Education for enrollment and high school transcript records.

12. What dual enrollment courses count toward a Bright Futures Scholarship?

The Bright Futures Course Table (formerly Comprehensive Course Table [CCT]) (BFCT); <https://sso.osfaffelp.org/BFIEHS/Course/ComprehensiveCourse> lists courses considered for the Bright Futures scholarship. Dual enrollment courses are found by scrolling to the bottom of each subject area course list. For each course, the BFCT displays the number of credits applied for scholarship purposes, its application to the different scholarship levels and if the course is identified as “core” by the State University System for admissions purposes.

Courses offered through dual enrollment that are not listed on the BFCT should be referred to the Office of Articulation in the Florida Department of Education for action.

13. May dual enrollment courses taken from an eligible private postsecondary institution count toward high school graduation?

Yes. Courses taken from an eligible private postsecondary institution (see question #9, in the Students and Parents section for institutional eligibility) may be considered dual enrollment and count toward high school graduation; the application of these courses toward specific requirement is at the discretion of the school district. These courses may also be reported for funding purposes. Please link to the following for more information about district reporting of dual enrollment courses: <http://fldoe.org/core/fileparse.php/7729/urlt/0100075-109525.pdf>.

14. How are the dual enrollment costs shared between the school district and the public postsecondary institution?

For dual enrollment courses offered on a public postsecondary institution campus, the school district pays the standard tuition rate per credit hour from the Florida Education Finance Program (FEFP) when they are taken during the fall or spring terms. For 2018-19, the standard tuition is \$2.33 per contact hour for certificate programs, \$71.98 per credit hour at a Florida College System institution and set tuition rate at a state university. For dual enrollment courses offered on the high school campus by the postsecondary faculty, the school district must reimburse the college for costs associated with the proportion of salary and benefits of the instructor. For dual enrollment courses offered on the high school campus by school district faculty, the school district is not responsible for payments to the public postsecondary institution.

15. Does the law require that the school district pay the standard tuition for dual enrollment at a state university?

Yes. The law requires the standard tuition payment between the school district and public postsecondary institution.

16. Does the law require that the school district pay the standard tuition for dual enrollment at an eligible private postsecondary institution?

Currently, Florida statute does not specify tuition requirements for districts whose dual enrollment students are participating at an eligible postsecondary institution. Tuition requirements should be addressed in the parties' articulation agreement.

17. Are registration and laboratory fees included in the school district payment of the standard tuition rate for dual enrollment at the postsecondary institution?

Dual enrollment students, and their legal guardians are exempt from paying tuition, registration and laboratory fees. Pursuant to s. 1007.271, F.S., payment for registration and laboratory fees by the district may be addressed in the articulation agreement.

18. Does the school district have to pay the public postsecondary institution for dual enrollment taken during the summer?

No. School districts are required to pay the public postsecondary institutions' standard tuition rate per credit hour for fall and spring terms only. Section 1007.271(21), F.S., states "subject to annual appropriation in the General Appropriations Act, a public postsecondary institution shall receive an amount of funding equivalent to the standard tuition rate per credit hour for each dual enrollment course taken during the summer term."

19. Does the school district have to pay the tuition if a student participates in dual enrollment at a public college or university outside of the service area?

Yes. The public postsecondary institution outside of the service area may enter into a Dual Enrollment Articulation Agreement with the school district, to include the same funding provisions contained in s. 1007.271(21), F.S. The school district is also required to have a Dual Enrollment Articulation Agreement with any postsecondary institution where their students attend dual enrollment courses.

20. If a student already is enrolled in six secondary courses (one full FTE) is the district still required to pay for dual enrollment courses outside of school hours?

Yes. A school district must pay the standard tuition rate for any dual enrollment courses taken during the school year, either before, during or after school. A school district may not deny an eligible student from participating in the dual enrollment program even if the student is taking six secondary courses during the school day.

21. Does a school district get a tuition refund for student withdrawals?

Student withdrawal and refund procedures should be outlined in the articulation agreement. However, the school district may not charge a student if the student withdraws from a dual enrollment course.

22. Who pays for the industry certification examinations?

District policies regarding the payment for industry certification examinations for students in a secondary program should also apply to dual enrollment students. Public postsecondary institution policies should apply to students from private schools or home education programs. If, however, the industry certification examination is covered at the college within a course's laboratory fee, then the student is exempt from that payment, as students are exempt from laboratory fees.

23. How are dual enrollment courses reported for FTE funding?

Please refer to FTE information at <http://www.fldoe.org/finance/fl-edu-finance-program-fefp/fte-info/> to determine reporting requirements.

24. May a school district and public postsecondary institution enter into an agreement whereby the public postsecondary institution pays the school district an administrative fee for operating the dual enrollment program?

While public postsecondary institutions and school districts may not agree to vary the statutory tuition rate (for example, by agreeing to a discounted rate or a refund of all or a portion of the tuition), a school district and public postsecondary institution may form an agreement whereby the public postsecondary institution pays the school district for legitimate administrative services provided in operating the dual enrollment program. All payment agreements should be documented. These arrangements are optional and not a required part of the articulation agreement.

25. Must the charter school enter into a dual enrollment articulation agreement with the local postsecondary institution?

Yes. The charter school may be included in the school district agreement or may negotiate its own agreement with the postsecondary institution.

26. Does the charter school have to pay the costs associated with dual enrollment?

Any payments to the postsecondary institution for charter school student participation in dual enrollment will be established in the Dual Enrollment Articulation Agreement between the postsecondary institution and the school district (if the charter school is included in the agreement), or between the postsecondary institution and the charter school.

27. What measures are in place to ensure dual enrollment is a rigorous acceleration option?

Dual enrollment courses are college-level courses. The postsecondary institution is responsible for dual enrollment, whether it is delivering the instruction on a college campus or overseeing instruction delivered on a high school campus. Pursuant to s. 1007.271(5) and (6), F.S., faculty must have college level teaching credentials and eligible students must prove college readiness evidenced by GPA and college placement test scores. Courses taught on the high school campus must be equivalent in rigor and content to those taught on the college campus. To ensure comparability, teachers are evaluated by the postsecondary institution.

28. How is dual enrollment included in the Florida high school accountability system (i.e. high school grades)?

Pursuant to s. 1008.34, F.S., beginning with the 2014-15 school year, a school's grade shall be based on a

number of components, each worth 100 points. One component includes the percentage of students who were eligible to earn college and career credit through examinations from Advanced Placement, International Baccalaureate and Advanced International Certificate of Education, through dual enrollment, and by earning a national industry certification identified on the funding list described in s. 1008.44, F.S.

29. May a school district limit the number of courses a student may take through dual enrollment at an eligible private postsecondary institution?

No. A school district may not impose limitations on dual enrollment coursework solely based on it being provided by an eligible private postsecondary institution.

Postsecondary Institutions

1. What is a Dual Enrollment Articulation Agreement?

A Dual Enrollment Articulation Agreement establishes guidelines for implementing the program for eligible students. Section 1007.271(13), F.S., mandates that public postsecondary institutions enter into dual enrollment agreements with home education students seeking dual enrollment. Section 1007.271(21), F.S., requires that school districts and public postsecondary institutions enter into dual enrollment articulation agreements. Schools districts providing career dual enrollment opportunities through district-operated career centers or through charter career centers (for their own students or also for neighboring school districts) shall have consistent articulation policies for all students. Section 1007.271(24), F.S., requires that public postsecondary institutions and eligible private postsecondary institutions enter into agreements with private secondary schools seeking to offer dual enrollment to its students.

Only those Dual Enrollment Articulation Agreements that are required by statute must be annually submitted to the Florida Department of Education, Office of Articulation by August 1. Any amendments to the agreement may be submitted after that date. Templates for each type of agreement are available as provided below:

- For public school districts and postsecondary institutions:
<https://www.fldoe.org/core/fileparse.php/5421/urlt/0078396-dualenrollmentarticulationagreement.pdf>
- For private secondary schools and postsecondary institutions:
<http://www.fldoe.org/core/fileparse.php/5421/urlt/PrivateSchoolDEAA.pdf>
- For home education students and postsecondary institutions:
<http://info.fldoe.org/docushare/dsweb/Get/Document-6474/hb7059tapd.pdf>

The department provides an electronic submission system whereby each public postsecondary institution or school district must submit its articulation agreements: <http://www.fldoe.org/policy/articulation/>. The Florida Department of Education reviews these agreements for compliance with statutory provisions and reports back to the school district and public postsecondary institution with any issues. Any articulation agreements with unresolved issues of noncompliance will be submitted to the State Board of Education.

2. Must a public postsecondary institution enter into a Dual Enrollment Articulation Agreement with a private secondary school?

Yes. Section 1007.271(24), F.S., requires that each postsecondary institution eligible to participate in the dual enrollment program must enter into a private school articulation agreement with each eligible private school in its geographic service area seeking to offer dual enrollment.

3. What private postsecondary institutions are eligible to offer dual enrollment?

To be eligible to offer dual enrollment, the postsecondary institution must be licensed to provide postsecondary education in Florida (or be exempt from licensure requirements) and accredited by an organization approved by the US Department of Education (section 1011.62(1)(i), F.S.). This does not preclude students from taking postsecondary courses at non-eligible private postsecondary institutions; however, these courses will not be considered as part of Florida's dual enrollment program, and the student will not be exempt from the payment of tuition and fees.

4. May a Florida College System institution establish additional dual enrollment eligibility requirements?

Yes. A Florida College System institution board of trustees may establish additional eligibility requirements in the Dual Enrollment Articulation Agreement. All students in grade 6-12 who meet eligibility requirements must be allowed to participate in dual enrollment. Any additional eligibility requirements or limits on dual enrollment participation based on grade level must be to ensure college readiness and not to arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participation.

5. May the Florida College System institution delay registration from dual enrollment students until the drop/add period?

No. Access to dual enrollment may not be limited based on capacity or space available. Therefore, dual enrollment students must be allowed to register during the general registration period.

6. What services must be offered to dual enrollment student with disabilities?

In order to receive services, student will be required to disclose their disability and register with the postsecondary institution's office for student disability services. Students in need of disability services will typically need to present current documentation of their disability. Documentation requirements may vary across postsecondary institutions and may also be different than the documents required by middle and high schools. Students should contact the institution student disability services office for specific documentation requirements.

7. How are the dual enrollment costs shared between the school district and the public postsecondary institution?

For dual enrollment courses offered on a public postsecondary institution campus, the school district pays the standard tuition rate per credit hour from the Florida Education Finance Program (FEFP) when they are taken during the fall or spring terms. For 2018-19, the standard tuition is \$2.33 per contact hour for certificate programs, \$71.98 per credit hour at a Florida College System institution and the set tuition rate at a state university. For dual enrollment courses offered on the high school campus by the postsecondary faculty, the school district must reimburse the college for costs associated with the proportion of salary and benefits of the instructor. For dual enrollment courses offered on the high school campus by school district faculty, the school district is not responsible for payments to the public postsecondary institution.

8. Does the law require that the postsecondary institution receive tuition payments for dual enrollment of home school students?

No. The section regarding payment of the standard tuition rate is included within the school district and

public postsecondary institution Dual Enrollment Articulation Agreement, not the home education articulation agreements. A public postsecondary institution may not charge tuition for dual enrollment courses taken by home education students to the student, the student's legal guardian or the school district.

9. Does the law require that the public postsecondary institution receive tuition payments from the dual enrollment of students at eligible private secondary schools?

No. However, a public postsecondary institution must enter into a Dual Enrollment Articulation Agreement with an eligible private secondary school and may negotiate for payment from the private secondary school for students eligible to participate in dual enrollment. Their agreement must include a statement that the tuition may not be passed on to the student or their legal guardian.

10. May a school district and public postsecondary institution enter into an agreement whereby the public postsecondary institution pays the school district an administrative fee for operating the dual enrollment program?

While public postsecondary institutions and school districts may not agree to vary the statutory tuition rate (for example, by agreeing to a discounted rate or a refund of all or a portion of the tuition), a school district and public postsecondary institution may form an agreement whereby the public postsecondary institution pays the school district for legitimate administrative services provided in operating the dual enrollment program. All payment agreements should be documented. These agreements are optional and not a required part of the articulation agreement.

For questions relating to the dual enrollment program, please contact:

Office of K-20 Articulation
Florida Department of Education
Phone: 850-245-0427
Email: Articulation@fldoe.org



June 14, 2022 Board Meeting
Agenda Item 5.

Title
ANNUAL EQUITY UPDATE

Description

Recommendation

Contact
MOORE

Financial Impact

ATTACHMENTS:

Description	Upload Date	Type
2021-22 Equity Update	6/8/2022	Cover Memo
Monitoring Work Plan	6/8/2022	Cover Memo
2021-22 SCS Annual Equity Update	6/13/2022	Cover Memo



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.sarasotacountyschools.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

Date

Signature of School Board Chair Ms. Jane Goodwin

Date



Tom Grady, *Chair*
Ben Gibson, *Vice Chair*
Members
Monesia Brown
Marva Johnson
Ryan Petty
Andy Tuck
Joe York

August 23, 2021

Dr. Brennan Asplen
Superintendent
Sarasota County School District
1960 Landings Boulevard
Sarasota, Florida 34231-3365

Dear Superintendent Asplen:

Federal and state laws, rules and regulations require that institutions receiving federal financial assistance take steps to prohibit discrimination and harassment on the bases of race, sex, national origin and disability in the provision of and access to educational programs, services and activities, as well as in their employment practices. Each institution must develop plans to demonstrate compliance, and the Florida Department of Education (FDOE) must ensure that institutions comply with all requirements. The district's Florida Educational Equity Act (FEEA) update provides FDOE with the information required to evaluate the district's efforts in achieving compliance with the requirements.

The Office of Equal Educational Opportunity (OEEO) has received and reviewed your 2020-21 FEEA update. The FEEA update comprises disaggregated data on student participation rates in Advanced Placement, Dual Enrollment and other Level 3 courses, and the district's efforts to improve academic achievement and access to high-quality instruction for minority students, particularly minority male students. The FEEA update also includes a review of the district's civil rights policies and procedures; the results of the district's comprehensive review of its athletic programs; employment data for administrative, instructional and guidance positions; information on single-gender schools or classes, where applicable; and details of the district's program(s) available to pregnant and parenting students.

Information submitted in the district's 2020-21 FEEA update was used to generate the attached 2021-22 Monitoring Work Plan (MWP), which contains a summary of your district's progress from 2016-17 to 2020-21. This MWP should be reviewed for comments, recommendations and submission deadlines, as it will be utilized by OEEO to monitor compliance and to record progress in addressing identified equity issues. Requested information should be submitted to Lydia Southwell, Office of Equal Educational Opportunity, Florida Department of Education, 325 W. Gaines Street, Room 644C, Tallahassee, Florida 32399.

JACOB OLIVA
CHANCELLOR OF PUBLIC SCHOOLS

Superintendent Brennan Asplen
August 23, 2021
Page Two

The Office of Equal Educational Opportunity is available to provide technical assistance upon request. If you have any questions, please call OEEO at 850-245-0511.

Sincerely,



Jacob Oliva

JO/ls

Attachment

cc: Al Harayda, Sarasota County School District Equity Coordinator
Lydia Southwell, Director of the Office of Equal Educational Opportunity

2021-22
MONITORING WORK PLAN
FOR
COMPLIANCE WITH THE FLORIDA EDUCATIONAL EQUITY ACT (FEEA)

The attached has been developed to assist you in planning and implementing corrective actions or in evaluating the methods and strategies identified as a result of the review of your 2019-20 FEEA Update. The topics listed in the first column are those identified during the review process and reflect the requirements specified in section 1000.05, Florida Statutes, and Rules 6A-19.001 – 6A-19.010, Florida Administrative Code.

Column 1. *Description of Agency Action Needed or Clarification Requested*

- When a submitted method or strategy does not appear to address the identified underrepresentation, the district is requested to develop and implement targeted methods and strategies specific to the program.
- When a submitted method or strategy does not contain clear action steps, implementation timelines or accountability measures, a recommendation is made for the omitted information to be submitted.

Column 2. *Date Due*

- Specifies timelines when the information requested in Column 1 should be submitted to the Office of Equal Educational Opportunity (OEEO).

Column 3. *Contact Person*

- Identifies the person responsible for each action listed in Column 1; this should be the person you want us to contact as we monitor implementation.

Column 4. *Monitoring Record*

- This column is used by OEEO to monitor implementation.

MODIFICATIONS TO ITEMS INCLUDED IN THE WORK PLAN SHOULD BE SENT TO

Lydia Southwell
Educational Policy Development Director
Office of Equal Educational Opportunity
325 West Gaines Street, Suite 644C
Florida Department of Education
Tallahassee, Florida 32399-0400
Telephone: 850-245-9556

**2021-22 MONITORING WORK PLAN
BASED ON THE 2020-21 FEEA UPDATE**

Agency: SARASOTA COUNTY SCHOOL DISTRICT

Description of Agency Action Needed or Clarification Needed	Due Date	Contact Person	MONITORING RECORD: Include contact data and type, person contacted, materials reviewed and evaluation
<p>PART I: PROCEDURAL REQUIREMENTS</p> <p>A number of procedural requirements to ensure equal educational opportunities are included in federal and state civil rights rules, regulations and guidelines. These requirements include the annual and continuous notices of nondiscrimination; the designation of person(s) to coordinate compliance with federal and state regulations prohibiting discrimination and notification of the identity of, and contact information for, the person(s); and the adoption and availability of grievance or complaint procedures for use by students, employees and applicants for admission and employment.</p> <p>A. The following policies and procedures were submitted to OEEC. Please notify OEEC of any changes to these policies.</p> <p>1. Policy of Nondiscrimination Policy 2.71, Policy Against Discrimination</p> <p>Action Required: The district should continue to train staff on the implementation of its nondiscrimination policies and that they are made available to students, parents, employees and the general public.</p> <p>2. Grievance or Complaint Procedure(s) Policies 2.71 and 2.72 includes grievance procedures for complaints of discrimination and harassment.</p> <p>Action Required: The district should continue to ensure that the grievance procedures are published and that they are made available to students, parents, employees and the general public.</p> <p>3. Harassment Policy Policy 2.71, Policy Against Discrimination – Students; and Policy 2.72, Policy Against Discrimination – Employees/Applicants.</p> <p>Action Required: The district should continue to train staff on the implementation of its grievance and harassment policies and that they are made available to students, parents, employees and the general public.</p> <p>B. The following nondiscrimination notices were submitted by the district.</p> <p>1. Annual Notification of Nondiscrimination for Vocational Education Programs The annual notice of nondiscrimination is published on the Suncoast Technical College's webpage.</p>			<p>Statutes and regulations that establish the policy and procedure requirements:</p> <p>Rule 6A-19.010(1)(f), F.A.C.; Title IX: §106.9; Section 504: §104.8; ADA: §35.106; Vocational Guidelines: §IV-A; and Age Discrimination Act §110.10.</p> <p>Rule 6A-19.010(1)(h), F.A.C.; Title IX: §106.8(b); Section 504: §104.7(b); ADA: §35.107(b); and Age Discrimination Act: §110.25(c).</p> <p>Rule 6A-19.008, F.A.C.; Title IX: §106.31; Title VII: §1604.11 and §1606.8; and Age Discrimination Act: §110.10.</p> <p>Vocational Guidelines: §IV-O.</p>

**2021-22 MONITORING WORK PLAN
BASED ON THE 2020-21 FEEA UPDATE**

Agency: SARASOTA COUNTY SCHOOL DISTRICT

Description of Agency Action Needed or Clarification Needed	Due Date	Contact Person	MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation
<p>A summary listing of programs for the career and technical education (CTE) is provided on several of the district's webpages (the district's webpage, Suncoast Technical College and the schools homepage), which includes the contact information for the person responsible for receiving complaints of discrimination or harassment, admission criteria and an assurance that the lack of English language skills would not be a barrier to participation in CTE programs. The district did not provide evidence of the annual notification on nondiscrimination was published prior to the beginning of the school year to students, parents, employees and the general public.</p>	2021-22 Equity Update	Al Harayda	<p>Rule 6A-19.010(1)(f-g), F.A.C.; Title IX; §106.8(b) and §106.9; Section 504: §104.8; ADA: §35.106 and §35.107(a); Age Discrimination Act: §110.25(b); and Boy Scouts Act: §108.9.</p>
<p>Action Required: The district should provide evidence with the 2021-22 Equity Update that the annual notice of nondiscrimination was published in a medium such as the local newspaper or radio/TV prior to the beginning of each school year. The district should also to ensure that the annual notice of nondiscrimination is updated 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: §IV-O. The district should also publish and disseminate the annual notice in languages with a community of minority persons with limited English language skills</p> <p>2. Continuous Notification of Nondiscrimination The district publishes its continuous notices of nondiscrimination on its website and in the Equity Policy Manual, which includes contact information for the person responsible for handling complaints of harassment and discrimination and a statement ensuring equal access to facilities for the Boy Scouts of America. However, the notice on the website is embedded deeply. The district also submitted samples copies of promotional and recruitment materials including the continuous notice of nondiscrimination.</p>	2021-22 Equity Update	Al Harayda	
<p>Action Required: The district should provide a link to the continuous notification of nondiscrimination on the district's homepage for ease of accessibility. The district should continue to ensure that the continuous notice of nondiscrimination is published and distributed regularly to students, parents, employees and the general public as outlined in Title IX.</p> <p>C. Notice for Availability of Reasonable Accommodations to Applicants for Employment. The district's Human Resources website includes the reasonable accommodations statement and contact information for qualified applicants with disabilities to request assistance during the application and interview process.</p>			
<p>Action Required: The district should continue to ensure that the notice for reasonable accommodations is published in areas accessible to applicants.</p>			
<p>PART II: INCOMPLETE ITEMS OR PENDING ACTIONS N/A</p>			

2021-22 MONITORING WORK PLAN BASED ON THE 2020-21 FEEA UPDATE

Agency: SARASOTA COUNTY SCHOOL DISTRICT

Description of Agency Action Needed or Clarification Needed

Due Date
 Contact Person
 MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

Rule 6A-19.010(1)(c), F.A.C., requires institutions to develop and implement methods and strategies to increase participation in designated programs and courses for students from underrepresented groups. Data for Part III – Student Participation is collected by the Florida Department of Education data warehouse. To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (*).

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

The state conducted an analysis of student enrollment in Advanced Placement, IB and AICE courses from 2016-17 to 2020-21.

Enrollment Data Submitted: Yes. Overall enrollment increased from 32 percent to 40 percent.

Evidence of Success:

Enrollment in Advance Enrollment Courses			
Group	2016-17	2020-21	Change in Enrollment Gap
White	35%	42%	
Black	17%	27%	Decreased from 18 to 15 percentage points
Hispanic	24%	33%	Decreased from 11 to 9 percentage points
White M	29%	38%	
Black M	18%	21%	Decreased from 11 to 17 percentage points
Hispanic M	22%	28%	Decreased from 7 to 10 percentage points
Change in Enrollment Gap			
Group	2016-17	2020-21	
White	35%	42%	
ELL	6%	18%	Decreased from 29 to 24 percentage points

Strategies Submitted: The district submitted strategies to increase enrollment in AP, IB and AICE courses for the 2021-22 school year.

Agency: SARASOTA COUNTY SCHOOL DISTRICT

Page 4 of 7

2021-22 MONITORING WORK PLAN BASED ON THE 2020-21 FEEA UPDATE

Agency: SARASOTA COUNTY SCHOOL DISTRICT

Description of Agency Action Needed or Clarification Needed

Due
Date

Contact
Person

MONITORING RECORD: Include contact date and
type, person contacted, materials reviewed and
evaluation

Enrollment Data Submitted: Overall enrollment increased from 86 percent to 74 percent

Evidence of Success:

Enrollment in All Advanced Courses			
Group	2016-17	2020-21	Change In Enrollment Gap
White	70%	78%	
Black	41%	57%	Decreased from 29 to 21 percentage points
Hispanic	57%	67%	Decreased from 13 to 11 percentage points
White M	67%	75%	
Black M	36%	51%	Decreased from 31 to 24 percentage points
Hispanic M	55%	64%	Decreased from 12 to 11 percentage points
Group	2016-17	2020-21	Change In Enrollment Gap
White	70%	78%	
ELL	32%	49%	Decreased from 38 to 27 percentage points

Strategies Submitted: Yes. The district submitted strategies to increase enrollment in level 3 courses for the 2021-22 school year.

Accountability Measures: The district's goal is to increase the enrollment for black and Hispanic students by 1 percentage point for each group by the end of the 2021-22 school year. The district did not submit accountability measures for ELL students.

Action Required for Part III: The district has shown some increases in minority enrollment for advanced courses, however, the enrollment gaps persist. The accountability measures do not appear to be targeted to reduce the gap significantly or close the gap. The district should submit accountability measure for ELL students with the 2021-22 Equity Update. The district should continue to review and update strategies and accountability measures as required and submit to OEEC.

2021-22
Equity
Update

Al Harayda

**2021-22 MONITORING WORK PLAN
BASED ON THE 2020-21 FEEA UPDATE**

Agency: SARASOTA COUNTY SCHOOL DISTRICT

Description of Agency Action Needed or Clarification Needed	Due Date	Contact Person	MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation
<p>REMOTE LEARNING</p> <p>The district submitted responses to the equity questions for remote learning indicating the resources used to provide students access during COVID-19.</p> <p>PART IV: GENDER EQUITY IN ATHLETICS</p> <p>Title IX and Rule 6A-19.004, F.A.C., require schools to provide equitable equipment and supplies, scheduling, travel, coaching, facilities, training, publicity and promotion, support services, funding, and opportunities for proportionate participation in interscholastic sports.</p> <p>Athletics Compliance Verification</p> <p>The 2020-21 Annual Update included individual Compliance Verification Forms for each middle and high school signed and dated by the superintendent indicating the district is in compliance with Title IX regarding female participation in athletics. However, the district submitted athletic participation monitoring forms showing that the females are underrepresented in athletics at schools.</p> <p>Corrective Action Plans: The district submitted corrective action plans to address underrepresentation of females in athletics for Booker, Riverview, Sarasota and Venice High Schools that are out of compliance.</p> <p>Action Required: The district should continue to monitor participation in athletics. The schools should submit updates to the corrective action plans in the 2021-22 Equity Update.</p> <p>PART V: EMPLOYMENT EQUITY</p> <p>Title VI and the Florida Educational Equity Act allow school districts to implement affirmative actions to overcome the effects of prior discrimination or conditions which resulted in limiting participation by persons of a particular color, race or national origin. OEEU reviewed 2020-21 employment data for the district's administrative and instructional positions to identify underrepresentation of minority employees.</p> <p>Employment Data Submitted: Yes. Black and Hispanic employees are underrepresented in administrative and faculty positions, while male employees are underrepresented in faculty positions.</p> <p>Strategies to Address Underrepresentation: The district did not submit strategies to address underrepresentation of minority employees in administrative and faculty positions.</p>	2021-22 Equity Update	Al Harayda	

**2021-22 MONITORING WORK PLAN
BASED ON THE 2020-21 FEEA UPDATE**

Agency: SARASOTA COUNTY SCHOOL DISTRICT

Description of Agency Action Needed or Clarification Needed	Due Date	Contact Person	MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation
<p>Action Required: 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.</p>	2021-22 Equity Update	Al Harayda	
<p>PART VI: SINGLE-SEX SCHOOLS AND CLASSES N/A.</p>			
<p>PART VII: PREGNANT AND PARENTING STUDENTS The district was asked to provide information regarding educational access for pregnant and parenting students to ensure that they are provided comparable educational services in compliance with the requirements of Title IX and Section 1003.54, F.S.</p>			
<p>Does the district operate separate programs for pregnant/parenting students? The district reported that pregnant or parenting students may remain in their zoned school or attend one of the two center schools for pregnant and parenting students. Riverview and North Port High Schools offer on-site childcare and other services are provided. Students may also attend Suncoast Technical Center and/or take on-line learning courses. Ancillary services and transportation are provided for all pregnant and parenting students in the Teenage Parent Program.</p>			
<p>Action Required: 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.</p>	2020-21 Equity Update	Al Harayda	



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 repost 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**

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

Date

Signature of School Board Chair Ms. Jane Goodwin

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>

(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/>

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

- A. Any Items identified during equity on-site review which are on the Voluntary Compliance Plan (VCP).
- B. 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.

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)**

<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 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 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.

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

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

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

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.

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

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

Signature, Superintendent

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 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 be 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
(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



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:

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 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 – (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](#)

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/dmEwUgUaBQ>. 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

AI

AI Harayda

Employee Relations and Equity Administrator

Human Resources

Sarasota County Schools

941-927-9000 x 31217

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](#)

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

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 10
Dupl., OSA

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

Alta Vista	Meredith McArthur
Ashton	Jacob Ruscoe
Awater	Jamie Kiser
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
Goda	Marya Annicelli
Gulf Gate	Leigh Michaliojko
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
Philippi Shores	Tina Quintana
Pine View	Roy Sprinkle
Riverview	Keith 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

Construction services	Kevin Snyder
FNS	Kristen Pulfer
SCSPD	Duane Oakes
IT	Anthony Doldotto
Human Resources	Rob Boney



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.

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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

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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.

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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.

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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

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- 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.

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- 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.

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- 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.

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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

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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,

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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.

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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.

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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,

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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.

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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

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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

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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:

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- 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

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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.

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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

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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

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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

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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

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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, or at 100 SE 2nd 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.

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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.

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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.

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- 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

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- 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

Legal Clerk

Notary, State of WI, County of Brown

My commission expires

Publication Cost: \$140.25

Order No: 8883402

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THIS IS NOT AN INVOICE!

Please do not use this form for payment remittance.

SARAH BERTELSEN
Notary Public
State of Wisconsin

Suncoast Technical College Open
House - February 3rd, 8:00 am-7:00
pm.
Annual Notification of Nondiscrimi-
nation 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/scs-equity-procedure>.

Щопливе повідомлення надішліть на адресу Сарасоти про недискримінацію наших програм за посиланням <https://bit.ly/scs-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 4900 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.

3FA4P0H7GR17904 2014 FORD
13260021

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 4728 LENA RD UNIT 104, LAKEWOOD RANCH, FL 34371 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.

1G4AXS3X0E014000 2014 CAD
2D4GP4477R30081 2007 DODG
1JFTRX18W4YNA9126 2000 FORD
KNDNB3300614457 2007 KIA
1N4AL3AP1C011440 2012 NISS
1NKBK32E36Z40027 2006 TOYT

Pub: Dec. 26, 2021: 26407483

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 15TH 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.

1G4HR54K30U113693 2003 BUIC
2G4WD52295130087 2005 BUIC
1GCDM1RWX1B135799 2001 CHEV
1C3AN0L74X89P180 2004 CHRY
1B4H22Y0WV23403 1998 DODG
2FMDK3A3CB8B50291 2011 FORD
1HD1CAP19LY134627 1999 HD
1HGCN2263A827707 2003 HOND
3N1AB1E37L422913 2007 NISS
1G2JB12F83214730 2000 PONT
JTMZK32V06006449 2007 TOYT

Pub: Dec. 26, 2021: 26407482

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 2303 6TH ST E, BRADENTON, FL 34208 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.

1G8H031U831135570 2003 CHEV
3A8FY480WT15T135 2000 CHRY
1B7GL3Y3VS17854 1997 DODG
3GTEC19VX31303049 2003 GMC
KMD4J239D1700497 2013 HYUN

Pub: Dec. 26, 2021: 26407324

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 424 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.

1HGCN44517A831593 2007 HOND
3KPCMA39KEM2599 2019 HYUN

Pub: Dec. 26, 2021: 6407385

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) 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, visita <https://bit.ly/sce-equity-procedure>.

Illegible text block, likely a second language translation of the equity notice.

Sarasota Technical College Open House - February 3rd, 6:00 pm-7:00 pm.
12/24/2021



Public Notices

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

Open House

OPEN

Call for details

300 S. 1st St. #100
Tampa, FL 33602

OPEN

Call for details

300 S. 1st St. #100
Tampa, FL 33602

Open House

OPEN

Call for details

300 S. 1st St. #100
Tampa, FL 33602

SELL IT BUY IT FIND IT

Call for details

300 S. 1st St. #100
Tampa, FL 33602

Open House

OPEN

Call for details

300 S. 1st St. #100
Tampa, FL 33602

OPEN

Call for details

300 S. 1st St. #100
Tampa, FL 33602

Open House

OPEN

Call for details

300 S. 1st St. #100
Tampa, FL 33602

SELL IT BUY IT FIND IT

Call for details

300 S. 1st St. #100
Tampa, FL 33602

LOOK "DESPERATELY" NEEDED

Low Mileage Cars/Trucks

Also Buses & Vans

Model: TOP 10 PAID!

LARRY @ 941-380-7793

RECREATION

Call for details

300 S. 1st St. #100
Tampa, FL 33602

RECREATION

Call for details

300 S. 1st St. #100
Tampa, FL 33602

RECREATION

Call for details

300 S. 1st St. #100
Tampa, FL 33602

RV'S WANTED

CASH/TRADE/CONSIGN

(941) 260-0476

RV'S WANTED

CASH/TRADE/CONSIGN

(941) 260-0476

RV'S WANTED

CASH/TRADE/CONSIGN

(941) 260-0476

RV'S WANTED

CASH/TRADE/CONSIGN

(941) 260-0476

Notice to Creditors

Call for details

300 S. 1st St. #100
Tampa, FL 33602

Notice to Creditors

Call for details

300 S. 1st St. #100
Tampa, FL 33602

Notice to Creditors

Call for details

300 S. 1st St. #100
Tampa, FL 33602

Notice to Creditors

Call for details

300 S. 1st St. #100
Tampa, FL 33602

Public Notices

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Public Notices

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Public Notices

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Tampa, FL 33602

Public Notices

Call for details

300 S. 1st St. #100
Tampa, FL 33602

Having A Garage Sale?

YARD SALE

GARAGE SALE

YARD SALE

SATURDAY

YARD SALE



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



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



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



What are the hours for the Bistro?



4748 Beneva Road Sarasota, FL 34233

Phone: (941) 924-1365



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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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MENU

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 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 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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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 11th or 12th 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 with the subject line **HS Dual Enrollment 2023.*

***Space is LIMITED. Please contact Nancy Gallagher 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**

- o Carpentry
- o CNC Production Specialist
- o Computer Aided Drawing and Modeling
- o Electrician
- o Industrial Machinery Maintenance and Repair
- o 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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Phone: (941) 924-1365



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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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MENU



Adult & Community Enrichment

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



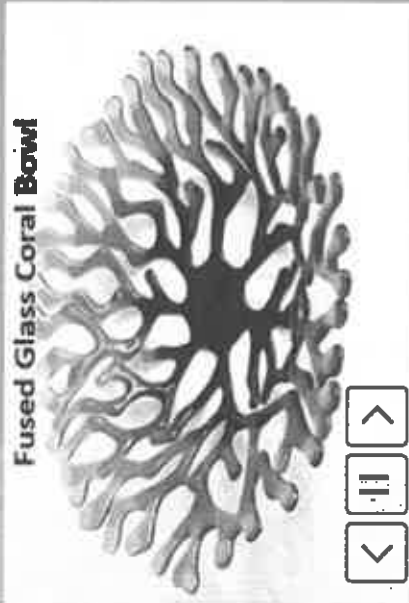
Fused Glass Landscape IIIa



Fused Glass Holiday Ornaments



Fused Glass Garden Totems



Fused Glass Coral Bowl



Intro to Epamelling



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 & 15 | 10 a.m. - Noon

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

ACE
ADULT & COMMUNITY ENRICHMENT

Course offered thru the ACE Program at Suncoast Technical College

Register
CLICK HERE
or go to:
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 14th and 15th 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, 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
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 & Community Center

1,261 followers

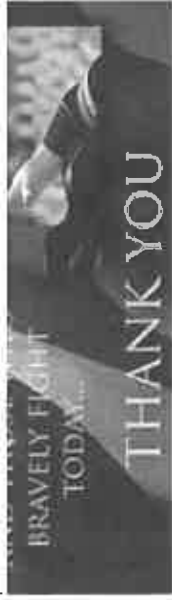
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TO THOSE WHO
COURAGEOUSLY
GAVE THEIR LIVES...

ANDERSON



**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 under Resources. For more information, please contact Galina Jordan at 941-361-6590.



4748 Beneva Road, Bldg 3 Sarasota, FL 34233

Phone: (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: Certipoint

- » 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

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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 – 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		
Automotive Service Technology	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		
	ASE Entry-Level – Auto: (A17) 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		
Building Trades and Construction Design Technology	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	NCCER	In program
	NCCER Carpentry Level 3		
Business Management and Analysis	NCCER Construction Technology		
	NCCER Core Certification		
	Desktop Pro	Desktop Pro Certipoint	
	Entrepreneurship & Small Business		
	Microsoft Office Specialist (MOS) Bundle Certification	Microsoft Corporation	In program
Carpentry	MOS Master	Intuit	
	QuickBooks Certified User		
	NCCER Carpentry: Level 1		
	NCCER Carpentry: Level 2		
	NCCER Carpentry: Level 3	National Center for Construction Education & Research (NCCER)	In program
	NCCER Carpentry: Level 4		
	NCCER Core Certification		

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+	Computing Technology Industry Association	In program
	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 Certified Associate (ACA) – InDesign	Adobe Systems	In program
Digital Video Technology	Adobe Certified Associate (ACA) – Photoshop (Creative Cloud 2015 or later) Adobe Certified Associate (ACA) Visual Communication with Adobe Premiere Pro Adobe Certified Associate (ACA) – Photoshop (Creative Cloud 2015 or later)	Adobe Systems	In program
Drafting	American Drafting & Design Association Certified Drafter	American Design Drafting Association	In program
	Autodesk Certified User – AutoCAD		
	Autodesk Certified User – Inventor	Autodesk	
	Autodesk Certified User – Revit Architecture		
	Certified Solidworks Associate-Academic (CSWA-Academic)	Dassault Systems Solidworks Corporation	
Electrician	Certified Solidworks Professional-Academic (CSWP-Academic)	International Society for Certified Electronics Technicians Mike Holt Enterprises National Center for Construction Education & Research (NCCER)	In program
	CPR & First Aid		
	Electronic System Associate (ESA)		
	Mike Holt Enterprises Apprenticeship Level 1		
	NCCER Core Certification		
	NCCER Electrical – Level 1		
	NCCER Electrical – Level 2		
NCCER Electrical – Level 3			
NCCER Electrical – Level 4	OSHA		
OSHA 10 Hour			
Emergency Medical Technician (ATD)	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
Heating, Ventilation, AC/Refrigeration (HVAC/R) 1	CPR & First Aid		
	HVAC Excellence Employment Ready – Air Conditioning		
	HVAC Excellence Employment Ready – Electrical		
	HVAC Excellence Employment Ready – Heat Pump		
	NCCER Core Certification		
	NCCER HVAC Level 1		
	NCCER HVAC Level 2		
Industrial Machinery Maintenance and Repair	NCCER HVAC Level 3		
	OSHA 10 Hour		
	NCCER Core Certification		
	NCCER Industrial Maintenance Mechanic – Level 1		
	NCCER Industrial Maintenance Mechanic – Level 2		
	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		
Marine Service Technologies	ABYC (American Boat and Yacht Council)		
	ASE Automobile/Light Truck Technician – (A1) Engine Repair		
	ASE Automobile/Light Truck Technician – (A6) Electrical/Electronic Systems		
	ASE Entry Level – (ER) Auto: Engine Repair		
	ASE Entry Level – (EE) Auto: Electrical/Electronic Systems		
	Electronics System Associate (ESA)		
	Marine Diesel Certification		
	Marine Electrical Certification		
	NMEA (National Marine Electronics Association)		
	Yamaha Marine Maintenance Certifications		
Medical Administrative Specialist	Certified Medical Administrative Assistant (CMAA)		
	Microsoft Office Specialist (MOS) Bundle Certification		
	MOS Master		
Nursing Assistant (Long Term Care)	Certified Nursing Assistant (CNA) Certificate		
Paramedic (ATD)	Florida Paramedic License		
Plumbing	Backflow Certification		
	CPR & First Aid		
	NCCER Core Certification		
	NCCER Plumbing – Level 1		
	NCCER Plumbing – Level 2		
	NCCER Plumbing – Level 3		
	NCCER Plumbing – Level 4		
	OSHA 10 Hour		

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 (CPM1) 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		National Institute for Metalworking Skills (NIMS)	In program
Professional Culinary Arts & Hospitality	Certified Food Protection Manager (ServSafe®)	National Restaurant Association Educational Foundation	In program
Surgical Technology	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	Whites In DE 2018-19	Whites In DE 2019-20	Whites In DE 2020-21	Whites In DE 2021-22
12% (1,029)	11% (977)	7% (612)	6% (520)	6% (470)

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

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

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

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

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

Blacks	Blacks	Blacks	Blacks	Blacks
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2017-18	2018-19	2019-20	2020-21	2021-22
39% (445)	48% (529)	57% (599)	57% (605)	62% (633)

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

Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2017-18	2018-19	2019-20	2020-21	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.

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

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 Participants			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, Principal


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					
Total Varsity Participants				Total JV Participants		50		55	105
% of Varsity Participants			100%	% of JV Participants		48		52	100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22		384		354	738
% Student Enrollment by Gender 2021-22			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: 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		—		—	—
Total Varsity Participants				Total JV Participants		47		64	111
% of Varsity Participants			100%	% of JV Participants		42%		58%	100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22		452		389	841
% Student Enrollment by Gender 2021-22			100%	% Student Enrollment by Gender 2021-22		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**

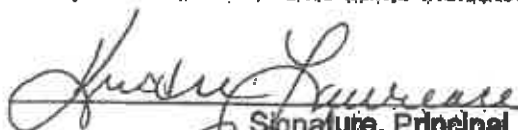
Corrective Action Plan


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</u> <u>Nov 13</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) Timeline
	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					
Total Varsity Participants				Total JV Participants		53		71	124
% of Varsity Participants			100%	% of JV Participants		43%		57%	100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22		421		425	846
% Student Enrollment by Gender 2021-22			100%	% Student Enrollment by Gender 2021-22		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>None 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					
Total Varsity Participants				Total JV Participants	11				
% of Varsity Participants			100%	% of JV Participants	100%				100%
Total Student Enrollment by Gender 2021-22				Total Student Enrollment by Gender 2021-22	21	2			23
% Student Enrollment by Gender 2021-22			100%	% Student Enrollment by Gender 2021-22	86%	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

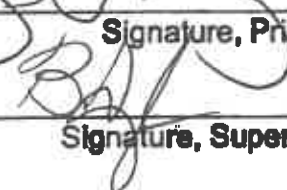
School Name: Oak Park School

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

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
	<u>NA</u>	<u>In 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

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>Sunrise Mid</i>	Number of Participants			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.

School: <i>Venice Middle</i>	Number of Participants			Number of Participants					
<i>Varsity Teams</i>	Males	Females	Total	<i>Non-Varsity Teams</i>	#	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					
<i>middle school</i>									
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.

Tim Dinn
Signature, Principal

B. J. [Signature]
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: <u>Woodland</u>	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				
<u>middle school</u>								
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**

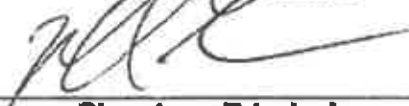
Corrective Action Plan

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
	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

4/14/22

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, freshman, 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	0	13	Weightlifting		0		0	0
Total Varsity Participants	124	113	237	Total JV Participants	7	24		31	31
% of Varsity Participants	52%	48%	100%	% of JV Participants	23%	77%		100%	100%
Total Student Enrollment by Gender 2021-22	544	703	1247	Total Student Enrollment by Gender 2021-22	544	703		1247	1247
% Student Enrollment by Gender 2021-22	44%	56%	100%	% Student Enrollment by Gender 2021-22	44%	56%		100%	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 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, tryouts & 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
<u>In 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.

Rachel Kelly
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%.

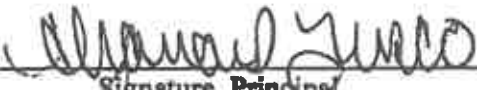
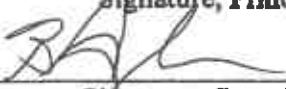
**PART IV
GENDER EQUITY IN ATHLETICS
Corrective Action Plan**

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"> 1. The Athletic Department will continue to promote female athletics thru school-based communications, recognitions, Special Events and Awards Programs. 2. The Athletic Department will work with the Administration toward hiring the best qualified coaches, and in-school teachers/employees as coaches, to promote female athletics. 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. 4. To date, approximately 25 females and 2 males have signed up for Competitive Cheerleading for next school year. 5. The Athletic Department has hired more female coaches, which will provide female role-modeling and encourage female participation in athletics. <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>2021-2022</p> <p>2021-2022</p> <p>2021-2022</p> <p>2021-2022</p> <p>2021-2022</p>
	<p>We have our schools first female principal; I believe this will help our female population. Shannon Pasco 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

5-13-22
 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
Total Varsity Participants	245	223	469	Total JV Participants	178		108		286
% of Varsity Participants	52	48	100%	% of JV Participants	62		38		100%
Total Student Enrollment by Gender 2021-22	1186	1289	2475	Total Student Enrollment by Gender 2021-22	1186		1289		2475
% Student Enrollment by Gender 2021-22	47	53	100%	% Student Enrollment by Gender 2021-22	47		53		100%

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

PART IV GENDER EQUITY IN ATHLETICS


Corrective Action Plan

District: Sarasota

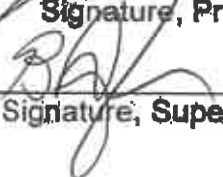
School Name: Riverview High School

(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 rod.dragash@sarasotacountyschools.net (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

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.

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
Total Varsity Participants	219	177	396	Total JV Participants	136	75	211
% of Varsity Participants	55%	45%	100%	% of JV Participants	64%	36%	100%
Total Student Enrollment by Gender 2021-22	1211	1188	2399	Total Student Enrollment by Gender 2021-22	1211	1188	2399
% Student Enrollment by Gender 2021-22	50%	50%	100%	% Student Enrollment by Gender 2021-22	50%	50%	100%

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

PART IV GENDER EQUITY IN ATHLETICS

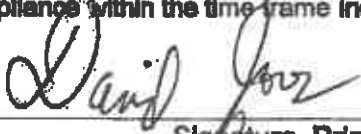
Corrective Action Plan

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 941 955-0181</p>	2022-23 school year

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



 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

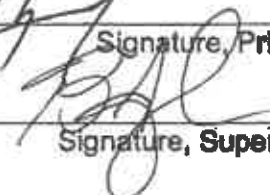
School Name: Venice High

(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) 488-6726	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.

- G. 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.

Name of School/Program	Date Single-Sex Program Began	Date Last Evaluation Completed

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 be 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.sarasotacountysschools.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.



June 14, 2022 Board Meeting
Agenda Item 6.

Title

DISPLAY OF POLITICAL ITEMS

Description

Recommendation

Contact

EDWARDS

Financial Impact



June 14, 2022 Board Meeting
Agenda Item 7.

Title

DATA SHARING AGREEMENTS

Description

Recommendation

Contact

CANTALUPO & BINSWANGER

Financial Impact



June 14, 2022 Board Meeting
Agenda Item 8.

Title
MEMBERS COMMENTS

Description

Recommendation

Contact
GOODWIN

Financial Impact