

APPROVED BY
LAFAYETTE COUNTY
SCHOOL BOARD
ON 5/18/21

FLORIDA EDUCATIONAL EQUITY ACT

LAFAYETTE COUNTY SCHOOL DISTRICT

2020-2021

**ANNUAL EDUCATIONAL
EQUITY UPDATE**

**Equity Report
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2020-21 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.

See Attachment #1 – Prohibiting Discrimination, Including Sexual and Other Forms of Harassment -2.16 revised 11/17/2020

See Attachment #2 - Bullying and Harassment – 5.101 revised 10/15/2019

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 2020 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 of the manual for all of the required elements for the annual notification of nondiscrimination.

Lafayette School District's Annual Notification for Vocational Education Programs was published via the school district website before school began August 2020 for the 2020-2021 school year, and continued to be posted on the website throughout the 2020-2021 school year. See attachment #3 – 2020-21 Annual Notification of Nondiscrimination.

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.).

Please refer to page 4 of the manual for required elements for the continuous notification of nondiscrimination

Staff, students and others are notified of the name, title, address and telephone number of the coordinator via the school district website, newsletters, and various publications. See attachment #4 – 2020-21 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 5 of the manual for all of the required elements of the Notice for Availability of Reasonable Accommodations to Applicants for Employment.

See attachment #5 – 2020-21 Notice of Availability of Reasonable Accommodations to Applicants for Employment.

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

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

B. Any other items identified on the current or past monitoring work plans as Incomplete. *N/A*

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

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

Grades 9-12 Total Enrollment 2020-21 (341)

<i>White</i> 233 & 68%	<i>Black</i> 28 & 8%	<i>Hispanic</i> 72 & 21%	<i>ELL Students</i> * & **%	
Whites In AP/IB/AICE 2016-17 .40% (1)	Whites In AP/IB/AICE 2017-18 0% (0)	Whites In AP/IB/AICE 2018-19 .78% (2)	Whites In AP/IB/AICE 2019-20 0% (0)	Whites In AP/IB/AICE 2020-21 0% (0)
White Males In AP/IB/AICE 2016-17 0% (0)	White Males In AP/IB/AICE 2017-18 0% (0)	White Males In AP/IB/AICE 2018-19 0% (0)	White Males In AP/IB/AICE 2019-20 0% (0)	White Males In AP/IB/AICE 2020-21 0% (0)
Blacks In AP/IB/AICE 2016-17 0% (0)	Blacks In AP/IB/AICE 2017-18 0% (0)	Blacks In AP/IB/AICE 2018-19 0% (0)	Blacks In AP/IB/AICE 2019-20 0% (0)	Blacks In AP/IB/AICE 2020-21 0% (0)
Black Males In AP/IB/AICE 2016-17 0% (0)	Black Males In AP/IB/AICE 2017-18 0% (0)	Black Males In AP/IB/AICE 2018-19 0% (0)	Black Males In AP/IB/AICE 2019-20 0% (0)	Black Males In AP/IB/AICE 2020-21 0% (0)
Hispanics In AP/IB/AICE 2016-17 % (#)	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 0% (0)
Hisp. Males In AP/IB/AICE 2016-17 0% (0)	Hisp. Males In AP/IB/AICE 2017-18 0% (0)	Hisp. Males In AP/IB/AICE 2018-19 0% (0)	Hisp. Males In AP/IB/AICE 2019-20 0% (0)	Hisp. Males In AP/IB/AICE 2020-21 0% (0)

ELL Students In AP/IB/AICE 2017-18 0% (0)	ELL Students In AP/IB/AICE 2018-19 **% (*)	ELL Students In AP/IB/AICE 2019-20 **% (*)	ELL Students In AP/IB/AICE 2020-21 **% (*)
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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 2016-17 to 2020-21.

The high school began offering Dual Enrollment classes in place of AP/IB/AICE courses effective the 2014-2015 school year. In 2020-2021, Lafayette School District continues to offer Dual Enrollment classes in place of AP courses. With zero (0) students participating in AP/IB/AICE courses for 2020-2021 and one (1) in 2016-2017, there is no data to evaluate for comparison purposes. The Dual Enrollment information is shown in the DE Chart.

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.

AP/IB/AICE courses were replaced with Dual Enrollment classes effective the 2014-15 school year at the high school. No new or modified methods and strategies are noted; however, it is noted that student interest in AP courses is extremely low. Generally speaking, the virtual AP option is only utilized by students searching for a course not offered at the high school. Students usually gravitate to options the high school offers for advanced courses such as: DE, CTE, and other various Level 3 courses. Most eligible students prefer DE courses over AP courses due to the additional requirement to pass the AP exam as well as AP courses to receive credit for the AP course. In DE courses, the student received the credit if they pass the class. The DE option is usually more appealing to students seeking to enroll in advanced courses.

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.

The high school began offering Dual Enrollment classes in place of AP/IB/AICE courses effective the 2014-15 school year. In 2019-20, Lafayette School District continues to offer dual enrollment classes in place of AP courses. LCSD data shows zero (0) students participating in off-site AP/IB/AICE courses for 2020-2021 and zero (0) in 2016-2017 and the data charts supplied by DOE show 1 student participating in AP/IB/AICE courses. There is no comparative data to report. The Dual Enrollment information is shown in the DE chart.

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

Grades 9-12 Total Enrollment 2020-21 (341)

White 233 & 68% **Black** 28 & 8% **Hispanic** 72 & 21% **ELL Students** * & **%

Whites In DE 2016-17 23.20% (58)	Whites In DE 2017-18 25% (64)	Whites In DE 2018-19 29.30% (75)	Whites In DE 2019-20 31% (75)	Whites In DE 2020-21 26.6% (62)
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White Males In DE 2016-17 21.48% (29)	White Males In DE 2017-18 24% (32)	White Males In DE 2018-19 21.90% (30)	White Males In DE 2019-20 27.4% (37)	White Males In DE 2020-21 24.0% (29)
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Blacks In DE 2016-17 3.45% (1)	Blacks In DE 2017-18 13% (3)	Blacks In DE 2018-19 19.23% (5)	Blacks In DE 2019-20 6.3% (1)	Blacks In DE 2020-21 7.1% (2)
Black Males In DE 2016-17 0% (0)	Black Males In DE 2017-18 9% (1)	Black Males In DE 2018-19 7.14% (1)	Black Males In DE 2019-20 9.1% (1)	Black Males In DE 2020-21 5.6% (1)
Hispanics In DE 2016-17 14.29% (8)	Hispanics In DE 2017-18 16% (9)	Hispanics In DE 2018-19 16.36% (9)	Hispanics In DE 2019-20 20.46% (14)	Hispanics In DE 2020-21 19.4% (14)
Hisp. Males In DE 2016-17 8% (2)	Hisp. Males In DE 2017-18 8% (2)	Hisp. Males In DE 2018-19 11.11% (3)	Hisp. Males In DE 2019-20 12.5% (4)	Hisp. Males In DE 2020-21 11.4% (4)
	ELL Students In DE 2017-18 0% (0)	ELL Students In DE 2018-19 *% (*)	ELL Students In DE 2019-20 *% (*)	ELL Students In DE 2020-21 *% (*)

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 2016-17 to 2020-21.

The evaluation of grades 9-12 reveals the percentage of White students enrolled in Dual Enrollment courses increased from 23.20% (58) to 26.6% (62) from 2016-17 to 2020-21. The percentage of White males increased from 21.48% to 24%, while the number participating stayed the same at 29. The percentage of Black students enrolled in Dual Enrollment courses has increased from 2016-17 to 2020-21, from 3.45% to 7.1%. Black males increased in number by one (1) and in percentage points from 0% in 2016-17 to 5.6% in 2020-21. Hispanic students increased in number and percent from 8 to 14 participants, and in percentage points from 14.29% to 19.4% for the same time period. Hispanic male participation in DE courses has increased by two (2) in number of participants and by percentage points from 8% in 2016-17 to 11.4% in 2020-21. Efforts continue through the Guidance Office to encourage males to participate in DE courses rather than depending on a sports track to higher education. Due to less than ten (10) ELL students being in the 9-12 grade span no data is captured in the data reports from DOE; therefore, no comparative data for ELL students from 2017-18 to 2020-21 is available. However, the Guidance Office continues to encourage ELL students to participate in DE courses. The district exceeded the goal of increasing the percent of participants in dual enrollment by at least 2 percentage points from the 2016-17 school year to the 2020-21 school year, except in the ELL category.

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.

A Long Distance Learning Lab offers a wide variety of Dual Enrollment courses. The district offers Edgenuity, Inc., an approved Florida Department of Education virtual education provider offering additional online course opportunities. The District offers CTE courses to include: Agritechnology, Digital Design, Culinary Arts and Health Science. Various Vo-Tech courses are offered through an agreement with neighboring vocational schools. A Digital Tools and ICT course introduces the district's middle school students to core concepts associated with computers and their use.

Accountability Measure and Timelines

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

Increase the number of Black students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2021-2022 school year.

Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2021-2022 school year.

Increase the number of Black Male students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2021-2022 school year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2021-2022 school year.

Increase the number of White Male students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2021-2022 school year.

Increase the number of ELL students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2021-2022 school year.

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

Grades 9-12 Total Enrollment 2020-21 (341)

White	Black	Hispanic	ELL Students	
233 & 68%	28 & 8%	72 & 21%	* & **%	* & **%
Whites All Level 3 2016-17 42% (105)	Whites All Level 3 2017-18 40% (101)	Whites All Level 3 2018-19 40.63% (104)	Whites All Level 3 2019-20 50.4% (122)	Whites All Level 3 2020-21 45.5% (106)
White Males All Level 3 2016-17 31.85% (43)	White Males All Level 3 2017-18 30% (39)	White Males All Level 3 2018-19 27.01% (37)	White Males All Level 3 2019-20 45.9% (62)	White Males All Level 3 2020-21 37.2% (45)
Blacks All Level 3 2016-17 20.69% (6)	Blacks All Level 3 2017-18 42% (10)	Blacks All Level 3 2018-19 38.46% (10)	Blacks All Level 3 2019-20 56.3% (9)	Blacks All Level 3 2020-21 42.9 (12)
Black Males All Level 3 2016-17 16.67% (2)	Black Males All Level 3 2017-18 0% (0)	Black Males All Level 3 2018-19 28.57% (4)	Black Males All Level 3 2019-20 63.6% (7)	Black Males All Level 3 2020-21 27.8% (5)
Hispanics All Level 3 2016-17 41.07% (23)	Hispanics All Level 3 2017-18 51% (28)	Hispanics All Level 3 2018-19 47.27% (26)	Hispanics All Level 3 2019-20 55.9% (38)	Hispanics All Level 3 2020-21 50% (38)
Hisp. Males All Level 3 2016-17 20% (5)	Hisp. Males All Level 3 2017-18 29% (7)	Hisp. Males All Level 3 2018-19 25.93% (7)	Hisp. Males All Level 3 2019-20 46.9% (15)	Hisp. Males All Level 3 2020-21 40% (14)
	ELL Students All Level 3 2017-18 50% (1)	ELL Students All Level 3 2018-19 **% (**)	ELL Students All Level 3 2019-20 **% (**)	ELL Students All Level 3 2020-21 **% (**)

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 2016-17 to 2020-21.

The evaluation shows an increase in White, Black and Hispanic student participation when comparing 2016-17 data to 2020-21 data. The number of White students participating in Level 3 courses increased from 42% in 2016-17 to 45.5% in 2020-21. White male participation in Level 3 courses increased in the same period, from 31.85% to 37.2%. Black student participation in all Level 3 courses increased significantly from 20.69% in 2016-17 to 42.9% in 2020-21. Black Males enrolled in level 3 courses had an increase in percentage points from 16.67% in 2016-17 to 27.8% in 2020-21. Hispanic students increased from 41.07% to 50% from 2016-17 to 2020-21. Hispanic Males had a significant increase in percentage points from 20% in 2016-17 to 40% in 2020-21. Comparison data for ELL student participation is not available due to the low number of ELL students (1) in the 9-12 grade span for the 2017-18 to 2020-21 comparison years.

Methods and Strategies

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

***The district will continue methods and strategies as follows:**

***Increase awareness for students and parents regarding the long-range benefits of post-secondary education and the preparation needed to attend. This includes Parent Night held in the spring for parents of 8th-11th grade students to raise awareness of course offerings and encourage parent participation in planning their child's post-secondary education plan.**

***Advertise higher-level courses and benefits through brochures and informational flyers.**

***Continue the long distance learning lab implemented in the 14-15 school year.**

***Continue the contract with Edgenuity, Inc., a state approved virtual education provider, in order to continue offering a wider variety of courses, many of which are level 3.**

***Counsel with students to plan a Major Area of Interest and write a career plan to encourage them to make DE and CTE course choices early in their high school career to better prepare them for college and careers. Beginning 2014-15 school year, the district requires all students' grades 9-12 to take CTE courses.**

***All 11th & 12th grade students participate in the PERT test to encourage eligibility for DE courses.**

***Encourage students to join Career Academies with articulation agreements with Community Colleges.**

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.

The district continues to be committed to encourage all students in grades 9-12 to enroll in Level 3, DE and CTE courses. While all areas reported for Level 3 courses had increases, and some with significant increases; the district will continue to work to increase Black and Black Male participation by 2 percentage points, as well as increasing Hispanic and Hispanic Male participation by 2 percentage points by the end of the 2021-22 school year.

Respond to the following questions

Equity Questions for Remote Learning

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

Lafayette County School District will provide laptops, Chromebooks, or other electronic devices to all students who are not able to attend a brick and mortar school so they are able to continue their educational program at home.

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

The schools in Lafayette County are fully open and operational for students to participate in educational opportunities at the brick and mortar schools. Lafayette County School District ensures students have curriculum available to participate in learning opportunities, whether they attend in-person or distance learning. In the event distance learning is chosen, reliable, high-speed internet is the sole responsibility of the student(s) and their parent(s)/guardian(s). It should be noted that Lafayette County is a rural area with little access to reliable, high-speed internet.

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

Lafayette County School District ensures students have curriculum available to participate in learning opportunities; however, the district is not responsible for the varying levels of access to the internet and technology that students may experience. Online instruction will be delivered using a combination of Google Classroom, iReady, and Edgenuity and will mirror the instruction provided in the brick and mortar setting. It should be noted that all students are attending brick and mortar schools at this time, receiving in-person instruction.

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

Lafayette County District School personnel will work with IEP teams to determine needed services, including compensatory services for students with disabilities. Speech/language therapy, physical therapy, occupational therapy, counseling, and vision and hearing services, along with necessary accommodations and/or modifications will be assessed for educational necessity by the IEP teams. Students learning through access standards will be provided individualized modified instruction tailored to the students' abilities and needs. Medically necessary services for students with physical disabilities will be provided to students who require them to be able to function in an educational environment. Assistive technology, laptops, Chromebooks, or other electronic devices will be provided to students who are not able to attend a brick and mortar school so that they are able to continue their educational program at home. Services with teachers and therapists/counselors will be provided to each of these students at the frequency and intensity as decided by the IEP team.

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

The district will provide instructional support online, telephonically with paper assignment packets, and through consultation with parents via the Spanish-language translator, digital translation, and translation dictionaries. The district will work with each family and student to provide services while taking into account their unique situations and needs. LCSD personnel will work with ELL Committees to identify any ELL students who have regressed and determine if additional or supplemental ESOL services are needed. Progress Monitoring data will be used to determine if ELL students have suffered regression due to school closures, are not on level with their peers, or are not expected to complete a year's academic growth prior to the end of the 2020-2021 school year. An additional resource is Rosetta Stone, which the district has purchased multiple license of for use by students needing additional supports/instruction.

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

Professional Development for innovative learning tools and curriculum has been delivered during the spring, summer and fall of 2020. The LCSD Technology Coach offers continuous support and professional development opportunities to all faculty and staff. These opportunities will continue in 2021. LCSD employs the Google Education Suite and uses Google Classroom as the learning platform for every teacher. All teachers have been provided professional development for Google Classroom and post announcements, assignments, and instruction online in a uniform manner across the district to support all learning modalities. Teachers have received professional development for Google Meet, a video-communication service, and they participate in PLC and grade level meetings using this tool. Curriculum Associates (iReady) offers a comprehensive network of support including professional development, implementation planning and data support, and online asynchronous educator resources. The i-Ready support website is available 24/7 and provides teachers with videos, professional learning, community/collaborative team planning resources, and implementation tools. Edgenuity is used as part of the curriculum in many of the classrooms. Edgenuity is also used for credit retrieval for students to retrieve credits when needed. Occasionally it is used for Dual Enrollment students when their Dual Enrollment classes conflict with core classes at the high school; then Edgenuity can be used to obtain that credit during a Study Hall class. LCSD will offer continued professional development and support focused on the district learning platform, tools for enhancing innovative and virtual learning environments, support and interventions for students in various learning modalities, BEST standards and curriculum.

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

Lafayette County School District employs a Mental Health Coordinator that provides counseling services to students showing a need for such services. Meridian Behavior Healthcare also provides counseling services to students and families on a referral basis. In addition, Lafayette County School District provides Telehealth opportunities for those students who are unable to attend school in the traditional brick and mortar environment.

- 8) How are you maintaining regular communication with students and families — particularly the most vulnerable — during school closures?

Regular communication occurs in multiple ways with students and families, to include the most vulnerable student population. Each student has an email account as part of the district's email system. Remind is a platform the school staff utilizes to get messages to students and parents. The school's and district websites are a source of information for staff, parents, students and the community as a whole. Teachers with students utilizing distance learning to receive their education will make contact with the student(s) and parents on a weekly basis to consult about the student's progress and answer any issues that may have risen. Teachers and administrators also will call parents and students as the need arises to impart information. The district has a call-out system that can simultaneously call all staff, parents and students to make important announcements known quickly and efficiently. Teachers and administrators also utilize the mail service to deliver written correspondence to parents and students.

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

Lafayette County School District recognizes the importance of identifying academic deficiencies early, especially in an unstable environment of distance learning. Progress monitoring of students has been and will continue to be a focal point in the district. Using a Multi-Tiered System of Support, district and school personnel are able to make decisions about instruction and offer the intervention and support necessary at the earliest possible point. School MTSS Leadership teams will analyze data from the diagnostic assessments conducted at the beginning of the school year along with numerous progress monitoring assessments completed throughout the school year to determine if students have regressed or are not on track to achieve a minimum of one year's academic growth. Decisions on how to proceed with instruction will be based on available student data at the time. Data will be assessed by grade-level, subgroup, and on an individual basis. Instruction and intervention will be adjusted as needed at all levels. Specific concerns for subgroups from vulnerable populations will be considered when making instructional decisions to ensure that appropriate intervention and services are provided. For our students with disabilities, IEP teams will determine the need for compensatory services based on progress monitoring data with an emphasis in reading and math. Therapists and counselors will provide input to IEP teams to determine the need for compensatory therapy and/or counseling services based on their unique progress monitoring data, including observations, anecdotal data, screenings, and evaluations. For our ELL students, LCSD personnel will work with ELL Committees to identify any ELL students who have regressed and determine if additional or supplemental ESOL services are needed. Progress monitoring data will be used to determine if ELL students have suffered regression due to school closures, are not on level with their peers, or are not expected to complete a year's academic growth prior to the end of the school year. Parents/Guardians of students identified through the progress monitoring system (Multi-Tiered System of Support) described as having regressed or not on track to make average yearly progress will be notified in writing of the need for and availability of interventions and support services through the school. Numerous attempts will be made to contact and meet with parents/guardians to review the recommended educational setting for the student. Regardless if the parent/guardian can be reached by phone, a letter will be mailed to the student address on file outlining the need for and availability of additional support. This letter will also contain contact information and the desire to engage in meaningful conversation regarding the student's academic future.

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

Lafayette School District supports all high school students, especially seniors by continually assessing them for graduation readiness, and preparation for college and career readiness. Intervention courses are made available for all high school students who have not yet met their graduation requirements as determined by a passing score on statewide assessments. Selection for these intervention classes is based on results from Summer/Fall/Winter Algebra 1 and 10th grade FSA ELA/EOC assessments. Such courses are available to all current 11th graders who were unable to take their 10th Grade FSA ELA assessment and have yet to receive a passing or concordant score. Decisions on additional support(s) offered through tutoring sessions and/or FSA/EOC boot camps will be made available once statewide assessment results from the 2020-2021 school year are received and are available for data analysis.

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification

- A.** Attach a **Compliance Verification Form** for the district (only one for the district, **not** one for each school), signed by the superintendent. **(See pages 7-8 in the 2020-2021 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 9 in the 2020-2021 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 10 in the 2020-2021 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.

PART IV: GENDER EQUITY IN ATHLETICS
Athletic Compliance Verification Form

District: Lafayette

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

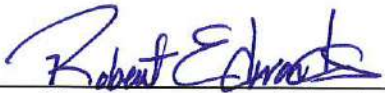
NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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



Signature, Superintendent



Date

2020-21 Athletic Participation Monitoring Form

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

School: Lafayette High	Number of Participants			Lafayette Middle Sch	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	11	0	11	Baseball	1	12	0	0	12
Basketball	7	13	20	Basketball	2	19	1	15	34
Cross Country	0	0	0	Cross Country	0	0	0	0	0
Flag Football/ Football	32	0	32	Flag Football/ Football	1	33	0	0	33
Golf	6	0	6	Golf	0	0	0	0	0
Soccer	20	20	40	Soccer	1	22	1	22	44
Softball	0	16	16	Softball	0	0	2	20	20
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0	0
Tennis	0	0	0	Tennis	0	0	0	0	0
Track and Field	21	28	49	Track and Field	0	0	0	0	0
Volleyball	0	10	10	Volleyball	0	0	2	24	24
Wrestling	0	0	0	Wrestling	0	0	0	0	0
Weightlifting	0	0	0	Weightlifting	0	0	0	0	0
Total Varsity Participants	97	87	184	Total JV Participants	86		81		167
% of Varsity Participants	53	47	100%	% of JV Participants	51		49		100%
Total Student Enrollment by Gender 2020-21	139	121	260	Total Student Enrollment by Gender 2020-21	192		186		378
% Student Enrollment by Gender 2020-21	53	47	100%	% Student Enrollment by Gender 2020-21	51		49		100%

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

PART V: EMPLOYMENT EQUITY

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

District: <u>Lafayette</u>		2020-21 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	1189	121 (10%)	246 (21%)	820 (69%)	2 (0%)	586 (49%)	603 (51%)
District-Level Administrators	4	0 (0%)	0 (0%)	4 (100%)	0 (0%)	2 (50%)	2 (50%)
Principals	2	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)
Asst. Principals	2	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2 (100%)	0 (0%)
Teachers	71	0 (0%)	1 (1%)	70 (99%)	0 (0%)	58 (%)	13 (%)
Guidance Counselors	3	0 (0%)	0 (0%)	3 (100%)	0 (0%)	3 (100%)	0 (0%)

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

In comparing employment demographics in district administrative and faculty positions to student demographic data; each position listed in the chart above is under-represented by the Black populace by 10 percentage points, by the Hispanic populace by 22 percentage points, except teachers are by 21 percentage points, and other Other populace by 4 percentage points. In District-level Administrators, females are over-represented by 1 percentage point and males are under-represented by 1 percentage point. In Principal positions females are under-represented by 49 percentage points. In Assistant Principal positions males are under-represented by 51 percentage points and in Guidance Counselor positions males are under-represented by 51 percentage points.

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

Attend recruitment fairs as available hosted by our educational consortium and at colleges and universities when pandemics are not an issue.
 All employment opportunities are posted on the district website along with directions to apply and offers for accommodations as needed.
 Available positions posted through NEFEC for broader dissemination between all counties in the consortium.

PART VI: SINGLE-SEX SCHOOLS AND CLASSES

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

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

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

District:	2020-21 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment

N/A		

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:	2020-21 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
N/A						

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

- Does the district offer single-sex education? **NO**
- How is single-sex education being justified? **N/A**
- How does the district keep track of single-sex public education? **N/A**
- What does the district do to insure there is no illegal sex segregation in education? **N/A**
- Is single-sex education intended to decrease sex discrimination in the outcomes? **N/A**
- Do the schools provide comparable co-educational options? **N/A**
- How are single-sex educational options reviewed, monitored, and evaluated to insure they are legal? **N/A**
- Who is involved in the evaluations and guidance on the implementation of single-sex education? **N/A**
- What assurances are provided to ensure that single-sex options are completely voluntary? **N/A**
- Are there pre-implementation reviews of proposed single-sex education? **N/A**
- What entities review and approve single-sex options, and what standards do they use? **N/A**
- Is there assistance from external groups for training or consultation? **N/A**
- How does the district monitor to ensure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? **N/A**
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? **N/A**
- 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? **N/A**
- 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. N/A**

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

E. If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form. (See page 13.) N/A**



PART VI:

SINGLE-SEX SCHOOLS AND CLASSES

Single-Sex Evaluation Verification Form

District: Lafayette

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
N/A		



Signature, Superintendent

23 April 2021

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?

All pregnant and parenting students are allowed to continue in regular education coursework and earn a high school diploma. We have no restrictions based on this status. We provide transportation, health care from the nurse on staff if needed, and parent education.

- (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.)

Lafayette School District does not have a separate facility for pregnant and parenting students.

- (3) How are school counselors and administrators trained to effectively advise pregnant or parenting students of their options to participate in regular classroom activities or enroll in a special program, and their access to curricular, extracurricular, and ancillary service programs?

School Counselors attend meetings regularly with their peers for training. School Counselors also meet with students to advise them of their options.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

PROHIBITING DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT	2.16*
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I. Policy Against Discrimination

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

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2. For Students – Student Support Services at (Contact information *)
 3. Job applicants with disabilities requesting accommodations under the American with Disabilities Act (ADA) may contact Human Resources at (Contact information*)
 4. Current School District employees with disabilities requesting accommodations under the ADA may contact Professional Standards at (Contact Information)
- F. The Superintendent shall submit an annual equity report addressing the district's educational and employment practices as required by Florida's Educational equity Act.
- II. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law
- A. The School Board desires to maintain an academic and work environment in which all employees, volunteers, and students are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.
- B. The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to nonemployee volunteers who work subject to the control of school authorities, and to all vendors or service providers who have access to School Board facilities.
- III. Definitions
- A. Compliance Officer is the person designated by the School Board to receive complaints of harassment referred by the Title IX Coordinator and oversees the investigation of those complaints as described below.
- B. Sexual harassment prohibited by Title IX means conduct on the basis of sex that satisfies one or more of the following:
1. An employee of the School Board conditioning the provision of an aid, benefit, or service of the School Board on an individual's participation in unwelcome sexual conduct (quid pro quo)

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2. Any unwanted or unwelcome conduct that a reasonable person would find so severe, pervasive and objectively offensive that it denies a person equal educational access.
 3. Reports of sexual assault, dating violence, domestic violence and stalking, as defined in the federal Violence Against Women Act do not need to meet the description of severe, pervasive and objectively offensive.
- C. Prohibited sexual harassment includes, but is not limited to, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when
1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
 2. Submission to or rejection of the conduct by an individual is used as the basis for employment or academic decisions affecting the individual.
 3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance or employment, unreasonably interfering with the individual's education or employment, or creating an intimidating, hostile, or offensive educational or employment environment.
 4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding any term or condition of employment, employment or academic benefits, or services, honors, programs, or activities available at or through the school.
- D. Types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to
1. Graphic verbal comments about an individual's body or appearance.
 2. Sexual jokes, notes, stories, drawings, pictures or gestures.
 3. Sexual slurs, leering, threats, abusive words, derogatory comments or sexually degrading descriptions.
 4. Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for sexual favors, including but not limited to repeated unwelcome requests for dates.
 5. Spreading sexual rumors.
 6. Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.

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7. Cornering or blocking normal movements.
8. Displaying sexually suggestive drawings, pictures, written materials, and objects in the educational environment.

IV. Definition of Other Forms of Prohibited Harassment

A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race (including anti-Semitism), color, religion, gender, national or ethnic origin, age, disability, marital status, sexual orientation, political or religious beliefs, citizenship, pregnancy or genetic information or any other distinguishing physical or personality characteristic protected by law and that

1. Has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment;
2. Has the purpose or effect of interfering with an individual's work or academic performance; or
3. Otherwise, adversely affects an individual's employment or academic performance.

B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:

1. Epithets, slurs or negative stereotyping; or
2. Threatening, intimidating or hostile acts, such as physical acts of aggression against a person or his property; or
3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the school or District office premises or circulated in the workplace or academic environment.

V. Procedures for Filing Complaint of Discrimination, Sexual Harassment, or Other Form of Illegal Harassment

A. Procedures for Filing Complaints

1. Any person who believes that he or she has been discriminated against, or placed in a hostile environment based on gender, marital status, sexual orientation, race, color, national or ethnic origin, religion, age, disability, political or religious beliefs, pregnancy or any other distinguishing physical or personality characteristics by an employee, volunteer, agent or student of the School District should report the alleged harassment to the Title IX

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Coordinator or to any school personnel. The alleged harassment should be reported within sixty (60) days of alleged occurrence. The complaint should set forth a description of the alleged discriminatory actions/harassment, the time frame in which the alleged discrimination occurred, the person or persons involved in the alleged discriminatory actions, and any witnesses or other evidence relevant to the allegations in the complaint. Any school personnel who has notice that a student or other school personnel may have been a victim of prohibited harassment shall immediately report the alleged harassment to the Title IX Coordinator. The formal complaint must be resolved according to the federal regulations and District processes that specifically apply to such formal complaints; and

2. After receiving a complaint, the Title IX Coordinator makes an initial determination whether the allegations may be sexual harassment prohibited by Title IX. If they may be, the Title IX Grievance Process listed below is followed. If it does not meet the sexual harassment prohibited by Title IX, then the complaint is referred to the Compliance Officer who follows the procedures set forth below. The Title IX Coordinator will also determine whether the alleged harassment may also constitute criminal conduct and ensure that law enforcement officials are notified, if necessary. If the alleged harassment may also constitute child abuse, then it must be reported to the Department of Children and Families.
3. The complaint should be filed with the School Principal, Site Administrator or Supervisor. Complaints filed with the Principal, Site Administrator, or supervisor must be forwarded to the District's EEO Officer (*Equity or Professional Standards Coordinator) within five (5) days of the filing of the complaint. If the complaint is against the principal, site administrator, or supervisor, the complaint may be filed directly with the EEO (*Equity or Professional Standards coordinator) officer.
4. If the complaint is against the District's EEO Officer, the Superintendent, or other member of the School Board, the complaint may be filed with the School Board Attorney.

B. Procedures for Processing Complaints of Harassment

1. Complaints filed against persons other than the Equity Officer (Professional Standards Coordinator), Superintendent or member of the School Board.
 - a. Upon receipt of the written complaint by the District EEO/Equity Officer (Professional Standards Coordinator) Officer, the District

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EEO Officer shall appoint an investigator to conduct an investigation of the allegations in the complaint. The investigation may be conducted by school personnel or a third party designated by the school district. The investigation will be conducted within thirty (30) days. The investigator shall determine whether interim measures should be taken pending the outcome of the investigation. Such interim measures may include, but are not limited to, separating the alleged harasser and the person allegedly harassed. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources; take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation, and make a recommendation to the District EEO/Equity Officer (Professional Standards Coordinator) Officer as to whether there is reasonable cause to believe a violation of the District's antidiscrimination policy has occurred. Copies of documents, evidence and witness statements which were considered in the investigation must be sent to the EEO officer along with the summary and recommendation.

- b. If the complaint is against the EEO officer, the School Board Attorney shall appoint an investigator, who shall conduct an investigation in the manner set forth in section V.B.1.a.
- c. The investigation, summary, relevant documents, witnesses' statements and recommendation should be completed and forwarded to the EEO Officer within thirty (30) days, or to the School Board Attorney within thirty (30) days, if the complaint is against the EEO Officer. The EEO Officer, or School Board Attorney, respectively, shall review the investigation summary, evidence and recommendation, and determine within ten (10) days whether there is reasonable cause to believe a discriminatory practice occurred.
- d. If the EEO Officer or School Board Attorney determines there is reasonable cause to believe a violation of the nondiscriminatory policy occurred, he or she shall within ten (10) days provide notice of the reasonable cause finding to the complainant and the accused. The EEO Officer or School Board Attorney shall then forward the investigatory file, reasonable cause determination, and all related documents and evidence, to the Superintendent.

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- e. If the EEO Officer or School Board Attorney determines, after a review of the investigation, summary, recommendation and other evidence, that there is no reasonable cause to believe a discriminatory practice occurred, he or she shall provide within ten (10) days notice of the finding of no reasonable cause to the complainant and accused. The complainant may request a no reasonable cause finding by the EEO Officer or School Board Attorney be reviewed by the Superintendent within ten (10) days of receipt of this notice. The complainant shall provide a written statement detailing facts in support of his or her disagreement with the determination.
- f. The complainant will also be given an opportunity to meet with the Superintendent and EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney shall prepare a written memorandum summarizing the content of the conference to be included in the complaint file. The Superintendent shall within ten (10) days of receipt of the notice make a final determination as to whether there is reasonable cause to believe a discriminatory practice occurred.
- g. If review by the Superintendent is not timely requested, the EEO Officer or School Board Attorney's determination of no reasonable cause shall be final.
- h. The accused may request, within ten (10) days of receipt of a notice of a finding of reasonable cause, that the determination be reviewed by the Superintendent. The request must include a written statement expressing the accused's position on the complaint and findings, and address any facts, statements or evidence which he or she submits are inaccurate. The accused will be given an opportunity to meet with the Superintendent and the EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney must within ten (10) days of receipt of the notice prepare a memorandum summarizing the content of the meeting to be included in the complaint file.
- i. If review by the Superintendent is not timely requested, the EEO Officer or School Board Attorney's determination of no reasonable cause shall be final.
- j. After providing the opportunity for an informal hearing as referenced in section V.B.1.h., the Superintendent shall evaluate all the evidence, the investigation summary, recommendations

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and findings, along with any input by the accused and complainant, and make a final determination as to whether there is reasonable cause to support the complainant's allegations. He or she shall then determine any necessary disciplinary, remedial, or other action. Notice of the final disposition of the complaint and any disciplinary and/or remedial action shall within ten (10) days of the informal hearing be forwarded to the accused and the complainant, and a copy of the notice will be filed with and maintained in the office of the District EEO Officer and the Personnel Director.

- k. All employees shall cooperate with any investigation of alleged harassment conducted under this policy or by an appropriate state or federal agency.
 - l. Employees may choose to pursue their complaints through the relevant employee grievance procedure instead of the complaint procedure in this policy.
2. Complaints against School Board Members or against the Superintendent
- a. Complaints against School Board Members or the Superintendent shall be filed with the School Board Attorney. The School Board Attorney will within twenty (20) days appoint an outside, independent investigator to conduct an investigation and make a recommendation as to whether a discriminatory practice has occurred. It is recommended, but not mandatory, that the investigator be an attorney familiar with federal and state law prohibiting discrimination on the basis of a protected status.
 - b. The complainant and accused shall be interviewed by the outside investigator. Both shall provide written lists of witnesses to be interviewed, and documents or other evidence to be reviewed as relevant to the complaint. The investigator shall interview all witnesses identified by the complainant or accused, in addition to witnesses with relevant knowledge which the investigator may discover from other sources. The investigator shall also review relevant documents and other evidence. The investigator shall within twenty (20) days of receiving the complaint prepare a written summary of his or her investigation, and a recommendation to the School Board Attorney as to whether there is reasonable cause to believe that a discriminatory practice may have occurred.
 - c. If reasonable cause is recommended by the investigator against a

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School Board Member or an elected Superintendent, the recommendation shall within twenty (20) days be forwarded to the Governor's office to determine if there is evidence that a misfeasance or malfeasance of office occurred. The Governor's office will be responsible for taking any necessary action in accordance with applicable law with reference to an elected official. The School Board shall receive and make the final determination if the Superintendent is appointed by the Board.

- d. A finding of no reasonable cause by the outside investigator, which is reviewed and confirmed by the School Board Attorney shall be final. In compliance with Florida Statute, the investigation file shall become public record and the Superintendent or School Board Member shall answer to their constituency.

C. Penalties for Confirmed Discrimination or Harassment

1. Student - A substantiated allegation of discrimination or harassment against a student shall subject that student to disciplinary action consistent with the *Code of Student Conduct*.
2. Employee or Volunteer - A substantiated allegation of discrimination or harassment against an employee may result in disciplinary actions including termination and referral to appropriate law enforcement authorities. A volunteer shall be removed from service and a referral may be made to appropriate law enforcement authorities.

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

1. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (FERPA). Limited disclosure may be necessary to complete a thorough investigation as described above. The District's obligation to investigation and take corrective action may supersede an individual's right to privacy.
2. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.

VI. Sexual Harassment Prohibited by Title IX

A. Definitions

1. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment prohibited by Title IX.

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2. Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment prohibited by Title IX against a respondent and requesting that the allegation be investigated. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. When the Title IX coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party. The allegations in a formal complaint must be investigate. In response to a formal complaint, the Title IX grievance process noted below is followed.
3. Program or Activity includes locations, events or circumstances over which the School Board excises substantial control over both the respondent and the context in which the sexual harassment occurs.
4. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment prohibited by Title IX.
5. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measured are designed to restore or preserve equal access to the School Board's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security or monitoring of parts of campus, and other similar measures. Any supportive measures provided to the complainant or respondent are maintained as confidential, to the extent that maintaining such confidentiality does not impair the ability to provide supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

B. Title IX Complaint (Grievance) Process

1. Any person may report sex discrimination prohibited by Title IX, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any other means that results in the Title IX Coordinator receiving the

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person's verbal or written report. Such a report may be made at any time, including non-business hours, by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

2. Complainants and respondents are treated equitably by offering supportive measures to a complainant and by following this grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
3. The Title IX Coordinator promptly contacts the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain the process for filing a formal complaint.
4. Nothing herein precludes a respondent from being removed from the School's education program or activity on an emergency basis, provided that an individualized safety and risk assessment determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and that the respondent is provided with notice and an opportunity to challenge the decision immediately following the removal.
5. Nothing herein precludes a non-student employee respondent from being placed on administrative leave during the pendency of a grievance process.
6. This grievance process treats complainants and respondents equitably by providing remedies to complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following this process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies are designed to restore or preserve equal access to the School's education program or activity.
7. The respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
8. All relevant evidence is evaluated objectively, including both inculpatory and exculpatory evidence. Credibility determinations are not based on a person's status as a complainant, respondent, or witness.

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9. Any Title IX Coordinator, investigator, decision-maker, or any person who facilitates an informal resolution process may not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
10. Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment prohibited by Title IX, the scope of the School's education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, and how to serve impartially, including by avoiding pre-judgment of the facts at issue, conflicts of interest, and bias. Decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. Investigators receive training on issues of relevance in order to create investigative reports that fairly summarize relevant evidence.
11. A finding of responsibility may result in disciplinary action up to and including expulsion for students or dismissal of employees.
12. The standard of evidence used to determine responsibility is preponderance of the evidence.
13. This grievance process does not allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege.
14. Notice of allegations
 - a. On receipt of a formal complaint, the Title IX coordinator gives the following written notice to the parties who are known:
 - (1) notice of the grievance process, including any informal resolution process, and
 - (2) notice of the allegations of sexual harassment potentially constituting sexual harassment prohibited by Title IX, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment prohibited by Title IX, and the date and location of the alleged incident, if known.

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15. The Written Notice

- a. includes the identities of parties involved;
- b. includes the conduct allegedly constituting sexual harassment;
- c. includes the date and location of the alleged incident;
- d. a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- e. informs the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- f. informs the parties of any provisions in the School Board's code of conduct or the superintendent's Standards of Student Conduct that prohibit knowingly making false statements or knowingly submitting false information during the grievance process.
- g. If, in the course of an investigation, the investigator decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, notice of the additional allegations is provided to the parties whose identities are known.

16. Dismissal of formal complaints

- a. A formal complaint or any allegations therein must be dismissed if the conduct alleged in the complaint would not constitute sexual harassment prohibited by Title IX even if proved; or did not occur in the School's education program or activity; or did not occur against a person in the United States.
- b. Such a dismissal does not preclude action under another provision of the School Board's code of conduct.
- c. A formal complaint or any allegations therein may be dismissed if at any time during the investigation: a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the School Board; or specific circumstances prevent the School Board from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

17. Investigation of formal complaint

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- a. When investigating a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on the School Board and not on the parties provided that a party's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party are not accessed, considered, disclosed or otherwise used without the voluntary, written consent of the party's parent, or the party if the party is an eligible student, to do so for this grievance procedure.
- b. The parties have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- c. The ability of the parties to discuss the allegations under investigation or to gather and present relevant evidence is not restricted.
- d. The parties have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The choice or presence of advisor for either the complainant or respondent is not limited in any meeting or grievance proceeding.
- e. Any party whose participation is invited or expected is provided written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.
- f. The investigator provides both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence which will not be relied upon in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to the completion of the investigative report, the investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy,

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and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report.

- g. The investigator creates an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the time a determination regarding responsibility is made, sends to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.
 - h. After the investigator has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the question any decision to exclude a question as not relevant.
18. Determination regarding responsibility
- a. The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility.
 - b. The written determination must include:
 - (1) identification of the allegations potentially constituting sexual harassment prohibited by Title IX;
 - (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence; findings of fact supporting the determination;

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- (3) conclusions regarding the application of the School Board's code of conduct to the facts;
 - (4) a statement of, and rationale for, the result as to each allegation including a determination regarding responsibility, any disciplinary sanctions the School Board imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School Board's education program or activity will be provided to the complainant; and the procedures and permissible bases for the complainant and respondent to appeal.
- c. The decision-maker must provide the written determination regarding responsibility to the parties simultaneously.
 - d. The determination regarding responsibility becomes final either on the date that the parties are provided with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely.
 - e. The Title IX Coordinator is responsible for effective implementation of any remedies.

19. Appeals

- a. Either party may appeal from a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, for the following reasons:
 - (1) procedural irregularity that affected the outcome of the matter;
 - (2) new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - (3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- b. Notification of appeal must be given in writing to the Title IX Coordinator.
- c. As to all appeals, the Title IX Coordinator

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- (1) notifies the other party in writing when an appeal is filed and implements appeal procedures equally for both parties;
 - (2) ensures that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator; and ensures that the decision-maker for the appeal complies with the standards set forth in Title IX and this policy.
- d. The appeal decision-maker
- (1) gives both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - (2) reviews the evidence gathered by the investigator, the investigator's report, and the decision-maker's written decision;
 - (3) issues a written decision describing the result of the appeal and the rationale for the result; and provides the written decision simultaneously to both parties and the Title IX Coordinator.

20. Timelines

- a. The investigative report will be provided to the parties within 35 days from the date the formal complaint is filed.
- b. A decision will be issued within 10 working days from the date the investigative report is submitted to the decision-maker.
- c. Either party may appeal within 5 working days from the date the written determination regarding responsibility is given to the parties.
- d. Any appeal will be resolved within 15 calendar days from the filing of the appeal.
- e. If the parties agree to an informal resolution process, these deadlines are tolled from the time one party requests an informal resolution process until either the time the other party responds, if that party does not agree to the informal resolution process, or until either party withdraws from the informal resolution process.

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- f. Temporary delays of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action are permitted. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; disciplinary processes required by law or School Board policy; or the need for language assistance or accommodation of disabilities.

VII. Informal Resolution Process

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

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- E. An informal resolution process is not offered unless a formal complaint is filed.

VIII. Training

- A. Training is mandatory for all school-based Title IX Coordinators, investigators, decision-makers, hearing officers, and appeals decision-makers.
- B. All training materials is available to the public on request and is located on the district's website.

IX. Recordkeeping

- A. The School Board will maintain for a period of seven (7) years records of:
 - 1. Each investigation of allegations of sexual harassment prohibited by Title IX including any determination regarding responsibility and any audio or audiovisual recording or transcript, if any, required under the Title IX regulations, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the school's education program or activity.
 - 2. Any Appeal and the result therefrom;
 - 3. Any informal resolution and the result therefrom; and
 - 4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
 - 5. For each response required under 34 C.F.R. §106.44, the School Board must create, and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment prohibited by Title IX. In each instance, the School Board will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to its education program or activity. If the School Board does not provide a complainant with supportive measures, then it will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

X. Retaliation Prohibited

- A. Any act of retaliation against an individual who files a complaint alleging a violation of the District's antidiscrimination policy and/or sexual or illegal harassment policy or who participates in the investigation of a discrimination complaint is prohibited.

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

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

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

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

HISTORY: ADOPTED: _____
REVISION DATE(S): _____

CHAPTER 5.00: STUDENTS**BULLYING AND HARASSMENT****5.101*****I. Statement Prohibiting Bullying and Harassment**

- A. It is the policy of the Lafayette County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying or harassment of any type against any students, employees, visitors, volunteers or agents who work on school related activities, subject to the control of school officials. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
- B. The District upholds that bullying or harassment of any student or school employee, visitor, volunteer or agent is prohibited:
1. During any education program or activity conducted by a public K-12 educational institution;
 2. During any school-related or school-sponsored program or activity;
 3. On a school bus of a public K-12 educational institution;
 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution within the scope of the School District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
 5. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the School District or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. School staff is not required to monitor any non-school-related activity, function, or program.

II. Definitions

- A. Accused is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside

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the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.

- B. Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation and is often characterized by an imbalance of power. Bullying may involve but is not limited to
- i. Unwanted Teasing;
 - ii. Social Exclusion;
 - iii. Threat;
 - iv. Intimidation;
 - v. Stalking;
 - vi. Cyberstalking or Cyberbullying;
 - vii. Physical violence;
 - viii. Theft;
 - ix. Sexual, religious, anti-semitic, cultural, or racial harassment;
 - x. Public or private humiliation; or
 - xi. Destruction of property.

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

- C. Complainant is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.

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- D. Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
- E. Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- F. Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:
1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property
 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits;
 3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
 4. Has the effect of substantially disrupting the orderly operation of a school.
- G. Bullying, Cyberbullying/Cyberstalking and harassment also encompass:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

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2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system.
 - c. Acting in a manner that has an effect of bullying or harassment.

III. Behavior Standards

- A. The Lafayette County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. Lafayette County School District employees are responsible for adhering to the Principles of Professional Conduct of the Education Profession in Florida and district policies governing conduct and behavior.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. Refer to the Code of Conduct for specific behavior expectations.

IV. Consequences

- A. Committing an act of bullying or harassment
 1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the

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facts and surrounding circumstances followed by the determination of disciplinary sanctions appropriate to the perpetrators position within the district. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.

2. Consequences and appropriate remedial interventions for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
 3. Consequences and appropriate remedial interventions for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
 4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school or district administrator after consideration of the nature and circumstances of the act, including reports to Professional Standards and/or appropriate law enforcement officials.
- B. Wrongful and intentional accusation of an act of bullying or harassment
1. Consequences and appropriate remedial interventions for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
 2. Consequences and appropriate remedial interventions for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
 3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to Professional Standards and/or appropriate law enforcement officials.

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V. Reporting an Act of Bullying or Harassment

- A. At each school, the principal or the principal's designee shall be responsible for receiving oral or written complaints alleging violations of this policy and will determine the appropriate action.
- B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
- C. All other members of the school community, including students, parent/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
- D. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, parents/legal guardians, visitors and other agents, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
- E. The alleged victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
- F. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
- G. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
- H. Any written oral reporting or an act of bullying or harassment shall be considered an official means of reporting such act(s).
- I. Reporting may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. The principal/designee or District Administrator shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner.

VI. Investigation of a Report of Bullying or Harassment

- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act.
- B. While the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying or harassment

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against a student and the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate.

- C. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at school bus stop.
- D. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
- E. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- F. The investigator shall collect and evaluate the facts including but not limited to:
 - 1. Description of incident(s) including nature of the behavior;
 - 2. Context in which the alleged incident(s) occurred;
 - 3. How often the conduct occurred;
 - 4. Whether there were past incidents or past continuing patterns of behavior;
 - 5. The relationship between the parties involved;
 - 6. The characteristics of parties involved, *i.e.*, grade, age, sex, race;
 - 7. The identity and number of individuals who participated in bullying or harassing behavior;
 - 8. Where the alleged incident(s) occurred;
 - 9. Whether the conduct adversely affected the student's education or educational environment or the employees work or workplace environment;

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

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3. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- C. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.
- VIII. Notification to Parents/Guardians of Incidents of Bullying or Harassment
- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment and the parents/legal guardians of the perpetrator of an act of bullying or harassment as well as notification to all agencies when criminal charges may be pursued against the perpetrator.
1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated, or reasonably thereafter. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
 2. If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (Every Student Succeeds Act, Title VIII, Part F, Subpart 2, Section 8532) that states “. . .a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”
- B. Immediate notification to the parents/legal guardians of the perpetrator of an act bullying or harassment.
- The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has

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been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

- C. Notification to local agencies where criminal charges may be pursued.

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

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

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

- A. The teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist) to determine the severity of concern and appropriate steps to address the concern. The involved student's parents or legal guardian may be included.
- B. School personnel or the parent/legal guardian may refer a student to the school intervention team or equivalent school-based team with a problem-solving focus for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
- C. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
- D. If a formal discipline report or formal complaint is made against an employee, the principal/designee or district administrator must refer the employee to the Employee Assistance Program for determination of appropriate counseling support and/or interventions.
- E. A student may be required to obtain counseling and/or attend a recognized treatment program at parental expense and show proof of completion of such counseling or program. Such offenses may include, but are not limited to, substance abuse, threats, intimidation, bullying, harassment, or acts motivated by hate or bias.

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- F. An employee component to address intervention and assistance as determined appropriate by the Employee Assistance Program that includes, but are not limited to:
 - a. Counseling and support to address the needs of the victims of bullying; and
 - b. Research-based counseling/interventions to address the behavior of the employees who bully others (e.g., empathy training, anger management).
- G. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend
 - 1. Counseling and support to address the needs of the victims of bullying or harassment;
 - 2. Research-based counseling or interventions to address the behavior of the students who bully and harass others, e.g., empathy training, anger management; and/or
 - 3. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.
- X. Reporting Incidents of Bullying and Harassment
 - A. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. Cyberbullying incidents shall be included within the bullying incidents category. The report shall also include, in a separate section, each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
 - B. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and harassment as incident codes as well as bullying-related as a related element code.

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1. SESIR Definitions
 - a. Bullying – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation.
 - b. Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.
2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.
3. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the bullying-related code. Such incidents are
 - a. Alcohol
 - b. Arson
 - c. Battery
 - d. Breaking and Entering
 - e. Disruption on Campus
 - f. Drug Sale/Distribution Excluding Alcohol
 - g. Drug Sale/Possession Excluding Alcohol

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- h. Fighting
 - i. Homicide
 - j. Kidnapping
 - k. Larceny/Theft
 - l. Robbery
 - m. Sexual Battery
 - n. Sexual Harassment
 - o. Sexual Offenses
 - p. Threat/Intimidation
 - q. Trespassing
 - r. Tobacco
 - s. Vandalism
 - t. Weapons Possession
 - u. Other Major (Other major incidents that do not fit within the other definitions)
- C. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information Management System.
- D. The District shall provide bullying and harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department.
- E. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race, or disability shall include the incident basis. Victims of these

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offenses shall also have the incident basis (sex, race, or disability) noted in their student records.

- XI. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment
- A. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
 - B. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying or harassment in schools.
 - C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying and harassment including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.
- XII. Reporting to a Victim's Parents/Legal Guardians the Legal Actions Taken to Protect the Victim

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

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XIII. Publicizing the Policy

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

XIV. Review of Policy

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

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1001.43, 1003.04, 1003.31, 1003.32,
1006.07, 1006.08, 1006.09, 1006.10,
1006.147, F.S.
20 USC 1232g

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

HISTORY:

ADOPTED: _____
REVISION DATE(S): _____
FORMERLY: NEW

**Lafayette School District
Annual Notification of Nondiscrimination**

Lafayette School District offers programs in the following areas of study to all Lafayette High School Students:

Agricultural Sciences
Art, Design and Media
Computer Sciences
Health Services
Culinary Arts

Lafayette School District's career and technical programs are open to all high school students in the district and is committed to a policy of nondiscrimination in employment and educational opportunity. No person shall be discriminated against or harassed in any educational program, services or activities, or employment conditions or practices on the basis of race, color, national origin, religion, sex, age, pregnancy disability, marital status, sexual orientation, or lack of English language skills. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:

Name/Title: Alissa Hingson, District Equity Coordinator
Office Address: 363 NE Crawford Street, Mayo, FL 32066
Phone Number (Voice/TDD): 386-294-4137
E-mail : ahingson@lcsbmail.net

Distrito Escolar de Lafayette Notificación Anual de No Discriminación

El Distrito Escolar de Lafayette ofrece programas en las siguientes áreas de estudio a todos los estudiantes de Lafayette High School (secundaria/preparatoria):

Ciencias Agrícolas – (Agricultural Sciences)
Arte, Diseño y Medios de Comunicación – (Art, Design and Media)
Ciencias de Computación – (Computer Sciences)
Servicios de Salud – (Health Services)
Artes Culinarias – (Culinary Arts)

Los programas de carreras y técnicos del Distrito Escolar de Lafayette están abiertos a todos los estudiantes de la escuela secundaria/preparatoria en el distrito y están comprometidos a una política de no discriminación en el empleo y las oportunidades educativas. Ninguna persona debe de ser discriminada o acosada en cualquier programa educativo, servicios o actividades, o condiciones de empleo o prácticas en base de raza, color, origen nacional, religión, sexo, edad, incapacidad de embarazo, estado civil, orientación sexual, o falta de destrezas en el idioma inglés. Preguntas, quejas o peticiones de información adicional con respecto a la discriminación o acoso pueden enviarse a:

Nombre/Título: Alissa Hingson, Coordinador de Equidad del Distrito
Dirección de Oficina: 363 NE Crawford Street, Mayo, FL 32066
Número de Teléfono (Voz/TDD): 386-294-4137
Correo Electrónico: ahingson@lcsbmail.net

where our students are spectacular!



Quick Links

- Assessment Information
- Calendar 2020-2021 School Year
- Calendar 2019-2020 School Year
- Centralized Open Enrollment
- CYF Annual Notice of Non-Discrimination
- CLE Notice to Parents & Administrative Officials
- Family Empowerment Scholarships
- Family Empowerment Scholarships PDF
- Florida Ed Stats Portal
- FortifyFL
- Home Education Information
- Just, Equal, Florida
- Just Take 20
- Lafayette School District Contact List
- Online Payments
- Parent Involvement Guide 2019-20 English
- Parent Involvement Guide 2019-20 Spanish
- Public Records Request
- Report Bullying
- Skyward



The state of Florida has recently released Fortify Florida, a suspicious activity reporting tool by mobile usage. FortifyFL was created and funded by the 2019 Florida Legislature as part of the Marjorie Stowers Douglas High School Public Safety Act.

Students, parents, school personnel, and community members can use FortifyFL to INSTANTLY report suspicious activity to appropriate school officials and local law enforcement agencies. The app allows for anonymous and non-anonymous reporting and the inclusion of photos and videos.

The FortifyFL app is available for download in the Apple App Store and Google Play Store. Suspicious activity can also be reported online at [FortifyFL.com](https://www.fortifyfl.com).

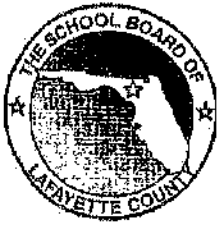


Upcoming Events

Lafayette District Schools Calendar

<https://web.archive.org/web/20200813203311/https://www.lafayette.k12.fl.us/>

Link showing what was on our website as of 8/13/2020



ROBERT EDWARDS
SUPERINTENDENT

Lafayette County School Board

363 N.E. Crawford Street • Mayo, Florida 32066-5612

Telephone: (386) 294-1351

FAX: (386) 294-3072

TO: Parents/Guardians: Students Attending School within School Board of Lafayette County

From: Paula Ginn, CTE Director of Lafayette County

Return on Investment Letter-Parent Notification

Florida Law now requires school districts to notify the parent of a student earning an industry certification that articulates for postsecondary credits of estimated cost savings in terms of tuition and fees associated with post-secondary credits. Students and parents must also be informed of all industry certifications available to the student.

Students attending Lafayette District Schools are afforded the opportunity to earn the following recognized industry certifications:

Certification	Program	Primary Career Cluster	School
Microsoft Office Specialist	Digital Design/Web Development	Information Technology/Arts, A/V, Technology & Education	Lafayette High School
ADOBE Dreamweaver	Digital Design/Web Development	Information Technology/Arts, A/V, Technology & Education	Lafayette High School
ADOBE Flash	Digital Design/Web Development	Information Technology/Arts, A/V, Technology & Education	Lafayette High School
ADOBE PremierePro	Digital Design/Web Development	Information Technology/Arts, A/V, Technology & Education	Lafayette High School
ADOBE Illustrator	Digital Design/Web Development	Information Technology/Arts, A/V, Technology & Education	Lafayette High School
ADOBE InDesign	Digital Design/Web Development	Information Technology/Arts, A/V, Technology & Education	Lafayette High School
ADOBE Photoshop	Digital Design/Web Development	Information Technology/Arts, A/V, Technology & Education	Lafayette High School
Microsoft Technology Associate – Introduction to Programming Using HTML	Digital Design/Web Development	Information Technology/Arts, A/V, Technology & Education	Lafayette High School
Certified Nursing Assistant	Allied Nursing Assisting	Health Sciences	Lafayette High School
Emergency Medical Responder	Allied Nursing Assisting	Health Sciences	Lafayette High School
Agriculture Systems Associate	Agritechnology	Agriculture, Food, and Natural Resources	Lafayette High School

AgriTechnology Specialist	AgriTechnology	Agriculture, Food, and Natural Resources	Lafayette High School
Animal Science Specialist	AgriTechnology	Agriculture, Food, and Natural Resources	Lafayette High School
Agriculture Associate	AgriTechnology	Agriculture, Food, and Natural Resources	Lafayette High School
Forestry Specialist	AgriTechnology	Agriculture, Food, and Natural Resources	Lafayette High School
Agriculture Systems Associate	AgriTechnology	Agriculture, Food, and Natural Resources	Lafayette High School
Agricultural Unmanned Aircraft Systems Specialist	AgriTechnology	Agriculture, Food, and Natural Resources	Lafayette High School
Certified Food Safety Manager	Culinary	Hospitality and Tourism	Lafayette High School
Certified Food Protection Manager (ServSafe)	Culinary	Hospitality and Tourism	Lafayette High School

Students who earn a recognized industry certification become eligible for the Merit Designation on their high school diploma upon graduation. Students who remain in a Career and Technical program of study and earn a minimum of three high school credits will have successfully completed one requirement associated with Florida's Bright Future Gold Seal Scholarship. Students who earn a recognized industry certification and wish to continue with postsecondary education are eligible to receive articulated credit for successful completion of high school coursework as prescribed in Florida's State-wide Articulation Agreements found on the Florida Department of Education's web page:
<http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/index.shtml>

Students earning an industry certification with a state-wide articulation agreement shall be eligible to receive the cost savings shown in the table below. In order to receive the associated cost savings and the established articulation credit, a student shall be enrolled in the associated AS Program of Articulation that is offered at a Florida postsecondary institution. Additionally, students earning a recognized industry certification and three high school credits in a program of study may earn locally generated articulation credit within a postsecondary CTE pathway.

Certification	Certification Code	As Program of Articulation	Articulated Credit	Average Tuition & Fees per Credit Hour	State College Savings
Adobe Certified Associate-Dreamweaver	ADOBE010	Internet Services Technology	3	106.88	320.64
Adobe Certified Associate-Flash	ADOBE011	Internet Services Technology	3	106.88	320.64
Microsoft Office Specialist Bundle	MICR0069	Office Administration	3	106.88	320.64
AgriTechnology Specialist Certification	FLFBR001	Agricultural Production Technology	2	106.88	213.76
Animal Science Specialist Certification	FLFBR005	Agribusiness Management	3	106.88	320.64
Agriculture Associate Certification	FLFBR007	Agricultural Production Technology	3	106.88	320.64

Certified Food Protection Manager (ServSafe)	NRAEF003	Culinary Management OR Restaurant Management	3	106.88	320.64
Certified Food Safety Manager	NRFSP001	Baking and Pastry Management	3	106.88	320.64
Certified Food Safety Manager	NRFSP001	Restaurant Management OR Culinary Management	2	106.88	213.76

For any additional information or questions, please contact me directly at (386) 294-1649 or at pginn@lcsbmail.net

Paula Ginn
CTE Director

DARREN DRIVER
DISTRICT ONE

JEFF WALKER
DISTRICT TWO

MARION C. McCRAY
DISTRICT THREE

AMANDA HICKMAN
DISTRICT FOUR

TAYLOR McGREW
DISTRICT FIVE

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HUMAN RESOURCES



Welcome to the Human Resources page of the Lafayette School District website. If reasonable accommodations are required for the application and/or interview process, or if you have any application, job openings or personnel questions, please contact Alisha Hingson, Director of Teaching & Learning Services, 363 NE Crawford Street, Mayo, Florida 32066, 386-294-4157 or by email to ahingson@lcsdmail.net.

Thank you for your interest in working for the Lafayette County School district. Beginning March 15, 2016, employment applications will be completed online with the exception of applicants applying for substitute positions.

IMPORTANT LINKS

CONTRACTS/AGREEMENTS
2019-2022 FINAL Agreement
LEA 10-15-19.pdf

2019-2022 FINAL Agreement
SBE 10-15-19.pdf

SALARY SCHEDULES & OTHER
INFORMATION