



ROBERT EDWARDS
SUPERINTENDENT

Lafayette County School Board

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May 20, 2022

Ms. Lydia Southwell, Director
Office of Equal Educational Opportunity
Florida Department of Education
644 Turlington Building
Tallahassee, Florida 32399

Dear Lydia:

Please find enclosed the original 2021-2022 Equity Report with attachments.

Our School Board approved this report on May 17, 2022. If you have any questions, please feel free to contact me.

Sincerely,

Alissa Hingson
Director of Teaching & Learning Services

DARREN DRIVER
DISTRICT ONE

JEFF WALKER
DISTRICT TWO

MARION MCCRAY
DISTRICT THREE

AMANDA HICKMAN
DISTRICT FOUR

TAYLOR MCGREW
DISTRICT FIVE

APPROVED BY
LAFAYETTE COUNTY
SCHOOL BOARD
ON 6/12/02

FLORIDA EDUCATIONAL EQUITY ACT

2021-22 LAFAYETTE DISTRICT ANNUAL EDUCATIONAL EQUITY UPDATE

Lafayette County School District

Equity Report

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2021-22 Annual Equity Update Template

PART I: PROCEDURAL REQUIREMENTS:

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

Submit any policies or procedures revised since the last Equity Update. If there are no changes, please respond with N/A. N/A

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

1. Annual Notification of Nondiscrimination for Vocational Education Programs

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

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

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

SEE ATTACHMENT #1 – Annual Notification of Nondiscrimination for Vocational Education Programs Information

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 6-7 of the manual for required elements for the continuous notification of nondiscrimination

SEE ATTACHMENT #2 – Continuous Notification of Nondiscrimination Information

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

Submit copies of webpages or printed materials for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. The notices should also include contact information for requesting accommodations.

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

SEE ATTACHMENT #3 – Notice of Availability of Reasonable Accommodations to Applicants for Employment Information.

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 2021-22 (339)

<i>White</i> 220 (65%)	<i>Black</i> 35 (10%)	<i>Hispanic</i> 73 (22%)	<i>ELL Students</i> *# (* %)	
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)	Whites In AP/IB/AICE 2021-22 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)	White Males In AP/IB/AICE 2021-22 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)	Blacks In AP/IB/AICE 2021-22 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)	Black Males In AP/IB/AICE 2021-22 0% (0)
Hispanics In AP/IB/AICE 2017-18 0 (0)	Hispanics In AP/IB/AICE 2018-19 0% (0)	Hispanics In AP/IB/AICE 2019-20 0% (0)	Hispanics In AP/IB/AICE 2020-21 0% (0)	Hispanics In AP/IB/AICE 2021-22 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)	Hisp. Males In AP/IB/AICE 2021-22 0% (0)
	ELL Students In AP/IB/AICE 2018-19 *0% (*0)	ELL Students In AP/IB/AICE 2019-20 *0% (*0)	ELL Students In AP/IB/AICE 2020-21 *0% (*0)	ELL Students In AP/IB/AICE 2021-22 *0% (*0)

Evidence of Success

Evaluate the progress made in increasing enrollment for black, Hispanic, black male, Hispanic male, and ELL students in AP/IB/AICE courses, and in closing enrollment gaps for black, Hispanic, black male, Hispanic male, and

ELL students. Evaluation must include 2017-18 to 2021-22.

The high school has not offered Advanced Placement (AP, IB and AICE) courses in several years. In 2021-2022, 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 2021-2022 and zero (0) participating in 2017-2018, 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 2014-2015 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. 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 the AP course to receive credit for the AP course. In DE courses, the student receives 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 2014-2015 school year. In 2021-2022, 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 2021-2022 and zero (0) in 2017-2018. 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 2021-22 (339)

White 220 (65%)	Black 35 (10%)	Hispanic 73 (22%)	ELL Students *# (* %)	
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)	Whites In DE 2021-22 29% (64)
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)	White Males In DE 2021-22 29% (32)
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)	Blacks In DE 2021-22 9% (3)
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)	Black Males In DE 2021-22 8% (2)

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)	Hispanics In DE 2021-22 18% (13)
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)	Hisp. Males In DE 2021-22 15% (6)
	ELL Students In DE 2018-19 *% (*#)	ELL Students In DE 2019-20 *% (*#)	ELL Students In DE 2020-21 *% (*#)	ELL Students In DE 2021-22 *% (*#)

Evidence of Success

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

The evaluation of grades 9-12 reveals the percentage of White students enrolled in Dual Enrollment courses increased from 25% (64) to 29% (64) from 2017-2018 to 2021-2022, while the number stayed the same at 64 due to enrollment differences. The percentage of White males increased from 24% (32) to 29% (32), while the number participating stayed the same at 32 due to enrollment differences. The percentage of Black students enrolled in Dual Enrollment courses has decreased from 2017-2018 to 2021-2022, from 13% (3) to 9% (3), with same number participating both years due to enrollment differences. Black males increased in number by one (1), but decreased in percentage points from 9% in 2017-2018 to 8% in 2021-2022. Hispanic students increased in number and percent from 9 to 13 participants, and in percentage points from 16% to 18% for the same time period. Hispanic male participation in DE courses has increased by seven (7) in number of participants and by percentage points from 8% in 2017-2018 to 15% in 2021-2022. 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 2017-2018 to 2021-2022 is available. However, the Guidance Office continues to encourage ELL students to participate in DE courses. The district met and/or exceeded the goal of increasing the percent of participants in dual enrollment by at least 2 percentage points from the 2017-2018 school year to the 2021-2022 school year, except in the Blacks, Black Males and ELL categories.

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. However, the District does ensure that all students meet with, and have access to, the Guidance Counselors at the middle/high school levels. The Guidance Counselors work closely with all students' grades 9-12 in working toward their goal of graduation, and with planning their post-secondary goals.

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 in DE courses by 2 percentage points by the 2022-2023 school year.

Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 2 percentage points

by the 2022-2023 school year.

Increase the number of Black Male students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2022-2023 school year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2022-2023 school year.

Increase the number of White Male students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2022-2023 school year.

Increase the number of ELL students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2022-2023 school year.

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

Grades 9-12 Total Enrollment 2021-22 (339)

<i>White</i> 220 (65%)	<i>Black</i> 35 (10%)	<i>Hispanic</i> 73 (22%)	<i>ELL Students</i> *# (*%)	
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)	Whites All Level 3 2021-22 40% (88)
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)	White Males All Level 3 2021-22 35% (39)
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)	Blacks All Level 3 2021-22 43% (15)
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)	Black Males All Level 3 2021-22 42% (10)
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% (36)	Hispanics All Level 3 2021-22 62% (45)
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)	Hisp. Males All Level 3 2021-22 51% (20)
	ELL Students All Level 3 2018-19 *% (*#)	ELL Students All Level 3 2019-20 *% (*#)	ELL Students All Level 3 2020-21 *% (*#)	ELL Students All Level 3 2021-22 *% (*#)

Evidence of Success

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

The evaluation shows an increase in White male, Black, Black male, Hispanic male, and Hispanic student participation when comparing 2017-2018 data to 2021-2022 data. The percentage of White students

participating in Level 3 courses maintained at 40% (101) in 2017-2018 to 40% (88) in 2021-2022, even with a decrease in white student 9-12 enrollment. White male participation percentage in Level 3 courses increased in the same period, from 30% (39) to 35% (39), though the same number of white males participated the percentage increased due to enrollment differences. Black student participation in all Level 3 courses increased from 42% (10) in 2017-2018 to 43% (15) in 2021-2022. Black Males enrolled in Level 3 courses increase considerably from 0% (0) to 42% (10) from 2017-2018 to 2021-2022. Hispanic students increased significantly from 51% (28) to 62% (45) from 2017-2018 to 2021-2022. Hispanic Males had a significant increase in percentage points from 29% (7) in 2017-2018 to 51% (20) in 2021-2022. 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 2017-2018 to 2021-2022 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 2014-2015 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 courses.

*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. All students attending Lafayette High School, grades 9-12 have to be enrolled in a CTE course and be working towards passing an industry certification.

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. For 2021-2022 school year, the data shows that minority students are participating in Level 3 courses at higher percentages than non-minority students are. Most areas reported for Level 3 courses had increases, and some with significant increases, but the District will continue to work to increase White, White Male, Black and Black Male, Hispanic, and Hispanic Male participation in Level 3 courses by 2% percentage points by the end of the 2022-2023 school year.

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification

- A. Attach a **Compliance Verification Form** for the district (only one for the district, not one for each school), signed by the superintendent. (See page 11 in the 2021-22 Guidelines.)
- B. Attach an **Athletic Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. Enter the number of male and female athletes for each sport. For varsity teams, enter the number of athletes. For junior varsity/freshmen/B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams. (See page 12 in the 2021-22 Guidelines.)
- C. If the Participation Monitoring Forms indicate that schools are not in compliance with all components required by Title IX and the Florida Educational Equity Act, then each school that is out of compliance must also submit a **Corrective Action Plan**, signed by the principal. (See page 13 in the 2021-22 Guidelines.)

- D.** If the district submitted Corrective Action Plans as part of the 2020-21 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

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)]

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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)]

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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

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NOT IN COMPLIANCE

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



Signature, Superintendent


Date

2021-22 Athletic Participation Monitoring Form

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

School: Lafayette High	Number of Participants			Lafayette Middle Sch	Number of Participants				
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	13	0	13	Baseball	2	22	0	0	22
Basketball	10	12	22	Basketball	2	19	2	20	39
Cross Country	0	0	0	Cross Country	0	0	0	0	0
Flag Football/ Football	33	0	33	Flag Football/ Football	1	33	0	0	33
Golf	6	0	6	Golf	0	0	0	0	0
Soccer	20	20	40	Soccer	1	20	1	22	42
Softball	0	16	16	Softball	0	0	2	22	22
Swimming/Diving	0	0	0	Swimming/Diving	0	0	0	0	0
Tennis	0	0	0	Tennis	0	0	0	0	0
Track and Field	22	28	50	Track and Field	0	0	0	0	0
Volleyball	0	12	12	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	104	88	192	Total JV Participants	94		88		182
% of Varsity Participants	54.2	45.8	100%	% of JV Participants	51.6		48.4		100%
Total Student Enrollment by Gender 2021-22	133	110	243	Total Student Enrollment by Gender 2021-22	199		179		378
% Student Enrollment by Gender 2021-22	54.7	45.3	100%	% Student Enrollment by Gender 2021-22	52.6		47.4		100%

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

PART IV GENDER EQUITY IN ATHLETICS

Corrective Action Plan

District: Lafayette

School Name: Lafayette High School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Junior Varsity (JV) sports are not in compliance for 2021-2022. 51.6% male participation versus 52.6% male student population.	A) Emphasize to coaches of male sports to "sell" their programs and actively recruit athletes within our schools to participate in sports.	Stephen Clark, Athletic Director	08/2022
	B) Encourage male sports teams to keep maximum number of participants allowed in the State Series.	Stephen Clark, Athletic Director	08/2022
	C) Establish maximum number of players for JV Basketball and Soccer teams.	Stephen Clark Athletic Director	08/2022


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



Signature, Principal

5-3-22

Date



Signature, Superintendent

5 May 2022

Date

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>		2021-22 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	1191	84 (7%)	254 (21%)	811 (68%)	42 (4%)	563 (47%)	628 (53%)
District-Level Administrators	5	0 (0%)	0 (0%)	5 (100%)	0 (0%)	2 (40%)	3 (60%)
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	90	2 (.02%)	3 (.03%)	85 (94%)	0 (0%)	73 (81%)	17 (19%)
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 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 7 percentage points, by the Hispanic populace by 21 percentage points with the exception of Teachers by 18 percentage points, and Other by 4 percentage points. In Teacher positions females are over-represented by 34 percentage points and males are under-represented by 36 percentage points. In District-Level Administrators, females are under-represented by 7 percentage points and males are over-represented by 7 percentage points. In Principal positions females are under-represented by 47 percentage points and males are over-represented by 53 percentage points and In Assistant Principal positions males are under-represented by 53 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 as available hosted by our educational consortium and at colleges and universities. 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 X No

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

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

District:	2021-22 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment
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:	2021-22 Single-Sex Classes					
	Male Students Only		Female Students Only		Co-Ed Students	
Grade/Course	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students	# of Classes/ Sections	# of Students
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? 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 12.) 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

25 May 2022

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. The District provides 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.



Quick Links

[Assessment Information](#)
[Back to School Information](#)
[Calendar 2020-2021 School Year](#)
[Calendar 2021-2022 School Year](#)
[Controlled Open Enrollment](#)
[CDE Annual Notice of Non-Discrimination](#)
[CDE Notice to Parents & Administration Officers](#)
[Family Engagement Scholarship](#)
[Family Engagement Scholarship PDF](#)
[Florida Ed Stats Portal](#)
[FortifyFL](#)
[Home Education Information](#)
[Homes at Home](#)
[Just Read, Bouda!](#)
[Just Take 20](#)
[Lafayette School District Contact List](#)
[Online Payments](#)
[Out of Field Teachers 2020-2021](#)
[Parent Involvement Guide: 2019-20 English](#)
[Parent Involvement Guide: 2019-20 Spanish](#)
[Public Records Request](#)
[Recort Building](#)
[Skyward](#)
[Title I Parent & Family Engagement](#)
[Transparency Florida](#)
[Vendors](#)
[Weather](#)

The state of Florida has recently released Fortify Florida, a suspicious activity reporting tool for mobile usage. FortifyFL was created and funded by the 2018 Florida Legislature as part of the Marjory Stoneman 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 one-click reports capturing 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 GetFortifyFL.com.



Upcoming Events

Lafayette District Schools Calendar
 Sunday, August 28

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



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

- An Equal Opportunity Employer -

[Our Field Teachers 2022-2023](#)
[Parent Involvement Guide 2022-23 English](#)
[Parent Involvement Guide 2022-23 Spanish](#)
[Public Records Request](#)
[Report Bullying](#)
[Signcard](#)
[Title IX Sexual Harassment](#)
[Transportation Services](#)
[Website](#)
[Wellness Program](#)
[Virtual School Information](#)

Lafayette District Schools Calendar

Saturday, August 28

[Loading...](#)
[Google Calendar](#)

Our Vision

Our Mission

+

+

Nondiscrimination Statement

The School Board of Lafayette Parish respects the rights of all persons to participate in the education program, services or activities, or employment opportunities provided on the basis of race, color, national origin, sex, age, disability, marital status, pregnancy, religion, and genetic information. The School Board also intends to provide a safe and healthy environment for all students of Lafayette Parish and its employees. Any person who has experienced any such prohibited discrimination may file a complaint with the District Superintendent of Schools, 3001 St. Charles Avenue, Metairie, LA 70006.

Cops! Something went wrong.

Has your device? Google Maps recently saw the Louisiana cop's visit to Lafayette Parish.



Lafayette Elementary School Newsletter



811 East Main Street * Mayo, Florida 32066 * (386) 294-2882

Building "A" Community of Learners

Issue III, October 2021

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★
★ School begins at 8:00 a.m. ★
★ Dismissal Bell rings at 2:45 p.m. ★
★ Breakfast is served at 7:40- 8:00 a.m. ★
★ Personnel is on duty at 7:40 a.m. ★
★ Gates will remain locked until 7:35 a.m. ★
★ All visitors must report to the office. ★
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

The Vision of the Lafayette County School District is to provide all students with educational opportunities within a safe environment conducive to learning which will enable them to become successful students and positive, productive citizens.

From Our Principal

Parents, we know in order to be successful in school, our children need support from both the home and school. Please take the time to read with your child every day, and don't forget to check their folders for homework or messages from their teacher. We know a strong partnership with you will make a great difference in your child's education. As partners, we share the responsibility for our children's success.

Stephen Clark Jr.

Please be prepared to have your ID scanned before entering LES. If we have already scanned your ID, we do not need to scan it again.

Lafayette Elementary School is part of the Community Eligibility Provision which provides all students with **FREE** breakfast and lunch daily.

District Equity Coordinator
Alissa Hingson
363 NE Crawford St. Mayo, FL 32066
(386) 294-4137 ahingson@lcsbmail.net

Please take time to be involved and oversee your child's technology activities, whether it's texting or communicating with others through social websites. Cyberbullying is a huge problem in our society. In fact, 20% of students have reported being victimized by online bullies. For more tips on cyber bullying go to "stopcyberbullying.org".

October Dates to Remember
Oct 18th - Teacher Records Day
Oct 21st - Picture Retakes

Going Home

We **CANNOT** accept bus changes over the phone.

For bus changes, please send a bus note with your child, or fax one to our office at 294-4320 any time before 2:15. Please include a telephone number on the note in case we have questions and need to contact you. p.m.

If you need someone to pick up your child who is not on our pick-up list, please write a note advising the school. This procedure is for the safety of your child.

FortifyFL is an app that allows you to instantly report information about suspicious activity to appropriate law enforcement agencies and school officials. By accessing the app, students can provide a description of a threat, share pics and videos, and submit their contact information if they choose. For more information about FortifyFL, visit our district website at lafayette2.schooldesk.net.

There are many virtual education options available for your children: some provided by the state and others provided by the school district; some are part-time and others are full-time; some are available to all students and some are available to selected students. If you are interested in any of these options for your child please contact Alissa Hingson at 294-4137 or ahingson@lcsbmail.net (Guidance counselors at each school will also have information regarding these options).

NONDISCRIMINATION NOTIFICATION

The School Board of Lafayette County prohibits discrimination in its education programs, services or activities, or employment conditions or practices on the basis of race, color, religion, gender, sexual orientation, age, ethnic or national origin, genetic information, marital status, qualified disability defined under the ADAAA, or on the basis of the use of a language other than English, except as provided by law. The School Board also ensures equal access to school facilities for the Boy Scouts of America and other patriotic youth groups. Any person who believes he or she has experienced any such prohibited discrimination may file a complaint with the District Equity Coordinator by calling (386) 294-4137, or writing to the District Equity Coordinator at 363 NE Crawford Street, Mayo, FL 32066.



Lafayette Elementary School Newsletter



811 East Main Street * Mayo, Florida 32066 * (386) 294-2882

<https://www.lafayette.k12.fl.us>

Building "A" Community of Learners

Issue VII, February 2022

School begins at 8:00 a.m.

Dismissal Bell rings at 2:45 p.m.

Breakfast is served at 7:40- 8:00 a.m.

Personnel is on duty at 7:40 a.m.

Gates will remain locked until 7:40 a.m.

All visitors must report to the office.

Please be prepared to have your ID scanned before entering LES.



*If we have already scanned your ID this year, we do not need to scan it again.

FREE BREAKFAST AND LUNCH

Lafayette Elementary School is part of the Community Eligibility Provision which provides all students with FREE breakfast and lunch.

Please do not park in front of the school entrance at any time. Visitor parking spaces are available in the parking lot in front of the school.



District Equity Coordinator Alissa Hingson
363 NE Crawford St.
Mayo, FL 32066
(386) 294-4137 ahingson@lcsbmail.net

GOING HOME

- ★ For your child's safety, we CANNOT accept bus changes over the phone.
- ★ For bus changes, please send a bus note with your child, or fax one to our office at 294-4320 any time before 2:15. Please include the address where your child is going, as well as a telephone number on the note in case we need to contact you.
- ★ If you plan to have someone pick your child up who is not on their pick-up list, please write a note advising the school. This procedure is for the safety of your child.

The Vision of the Lafayette County School District is to provide all students with educational opportunities within a safe environment conducive to learning which will enable them to become successful students and positive, productive citizens.



February



1st - SACs meeting at 3:15

8th - Class Pictures

15th - Pride Night

22nd - President's Day (No School)



Valentine's Day

We are not accepting deliveries or drop-offs for Valentine's Day this year. Your child's teacher will contact you about any celebration they may plan in class. If you have any questions, please contact the front office at (386) 294-2882.



No Deliveries

No Drop-Offs

No Exceptions

With FortifyFL you can report suspicious activity to school officials and local law enforcement agencies. Download the FortifyFL app in the Apple App Store and Google Play Store. For more information, please visit our district website at <https://www.lafayette.k12.fl.us>.

Please take time to be involved and oversee your child's technology activities, whether it's texting or communicating with others through social websites. Cyberbullying is a huge problem in our society. In fact, 20% of students have reported being victimized by online bullies. For more tips on cyber bullying go to stopcyberbullying.org.

There are many virtual education options available for your children; some provided by the state and others provided by the school district; some are part-time and others are full-time; some are available to all students and some are available to selected students. If you are interested in any of these options for your child please contact Alissa Hingson at 294-4137 or ahingson@lcsbmail.net (Guidance counselors at each school will also have information regarding these options).

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Hornet News

Volume 25, Issue 1

September, 2021



NONDISCRIMINATION NOTIFICATION

The School Board of Lafayette County prohibits discrimination in its education programs, services or activities, or employment conditions or practices on the basis of race, color, religion, gender, sexual orientation, age, ethnic or national origin, genetic information, marital status, qualified disability defined under the ADA, or on the basis of the use of a language other than English, except as provided by law. The School Board also ensures equal access to school facilities for the Boy Scouts of America and other patriotic youth groups.

Any person who believes he or she has experienced any such prohibited discrimination may file a complaint with the District Equity Coordinator by calling (386) 294-4137, or writing to the District Equity Coordinator at 363 NE Crawford Street, Mayo, FL 32066.

Welcome Back!

School Starts August 10, 2021!

Students should report to their homerooms. Breakfast will be served at 7:55-8:10 am. The first bell will ring at 8:10 am and the school day will end at 3:00 pm. Homerooms will be posted (at open house) near the main office. We will be sending home several forms with students on the first day of school. These forms must be filled out, signed and returned. Thank you for your cooperation.

BUS CHANGES: We cannot accept bus changes over the phone. We will accept a note from the parent requesting a bus change or a faxed note from the parent to our office requesting a bus change.

EARLY CHECKOUTS: A student may be checked out from school by their parent. Any person, who is not the parent, MUST be on the student's check out list in order to check them out. A student cannot check their self out of school without a note from their parent and a telephone call from the parent verifying the note.

These precautions are for the safety and well being of our students. Please help us keep them safe by following the guidelines listed above.

LHS Advisory Council

The LHS Advisory Council is seeking new members. If you are interested in serving on this council for the 2021-2022 school year, please call Kristy Garrard at 294-1701

GO / / /
/ / BIG / /
/ / / RED!

Our Mission:

Building a Community of Learners

Our Vision:

To provide all students with educational opportunities within a safe environment conducive to learning which will enable them to become successful students and positive productive citizens.

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 Allissa Hingston, Director of Teaching & Learning Services, 363 NE Crawford Street, Mayo, Florida 32066, 306-294-4137 or by email to ahingston@lcsd.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.

CURRENT JOB OPENINGS

DIRECTIONS FOR COMPLETION OF INTERNAL AND EXTERNAL EMPLOYMENT APPLICATIONS

SUBSTITUTE APPLICATION

[Applicant Procedures Letter](#)

JOB DESCRIPTIONS

[Administrative](#)
[Instructional Personnel](#)
[Support Personnel](#)

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IMPORTANT LINKS

[CONTRACTS/AGREEMENTS](#)
[2019-2022 FINAL Agreement](#)
[LEA 10.75.19.pdf](#)

[2019-2022 FINAL Agreements](#)
[SRP 10-15-19.pdf](#)

[SALARY SCHEDULES & OTHER INFORMATION](#)
[LCSO Organizational Chart](#)

[Salary Schedule 2021-22](#)

[EVALUATIONS](#)
[Administrative Evaluation System](#)
[Instructional Evaluation System](#)

[CERTIFICATION REQUIREMENTS AND RENEWAL INFORMATION](#)

[Instructions for Renewal of Certificate](#)

[Educator Certification Lookup](#)

[Certification Renewal Requirements](#)

[General Certification Requirements](#)