

2020-2021

Wakulla County School District Equity Handbook

# Annual Equity Report

Florida Educational Equity Act  
Wakulla County School District

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# **EXECUTIVE SUMMARY**

## **2019-2020 Annual Update**

### **Florida Educational Equity Act**

#### **Background**

Reporting requirements for the 2020-2021 Update include:

- Current civil rights policies and procedures, including the School Board adopted Policy of Nondiscrimination, identification of Equity Coordinator, Grievance or Complaint Procedures, Harassment Policy, AIDS/HIV Policy, Policy assuring equal access to Boy Scouts of America and other patriotic youth groups and samples of annual and continuous notification of nondiscrimination and the district's Equity Coordinator;
- Responses to any items from 2019-20 Annual Update that were identified as incomplete;
- Enrollment data and methods and strategies for increasing minority enrollment in AP, DE, Honors and other Level 3 courses. AP, DE, Honors and Level 3 courses are analyzed by race and specifically for Black and Hispanic Males;
- The Compliance Verification Form, monitoring forms and corrective action plans for compliance with Title IX for gender equity in athletics;
- Employment data analyzed to include methods and strategies to address any underrepresentation to diversity the administrative, instructional and guidance workforce; and
- Information regarding programs for pregnant and parenting students and compliance.

An overview of the historical background follows. The responsibilities of the Office of Equal Educational Opportunity [OOEO] include compliance oversight of the Florida Educational Equity Act, Section 1005.05, Florida Statutes, and other federal and state legislation relating to equity in education.

The FEEA and other federal and state legislation, such as Title IX, Title VI, Title II (ADAA), Section 504, and the Vocational Guidelines, prohibit discrimination on the basis of race, ethnicity, national origin, gender, disability or marital status against students and employees. The annual Educational Equity Update is a reporting tool that enables the OOEO to monitor and ensure adherence to provisions of the laws, and that educational resources are equitably distributed.

The FEEA, Section 1000.05, F.S. became law in June 1984, and the implementing rules 6A-19.001-10.010 were adopted by the State Board of Education in February 1985. The Equity Act was amended in 1993 to mandate stronger monitoring and enforcement for gender equity in athletics and again in 2002 to clarify the K20 responsibilities. Rule 6A-19.004, interscholastic, intercollegiate, Club and Intramural Athletics, was amended in September 1994 to reflect the monitoring and enforcement requirements.

In the past, the Educational Equity Act (EEA) planning process has been conducted in three-year cycles. The initial three-year cycle enabled local agencies to develop a general overview of their compliance status in the areas of policy, enrollment patterns, staffing patterns, financial aid and athletics. During the second cycle, the planning process focused on mathematics as a critical curricular component. During the third cycle, science was the focus with chemistry as the target program in 1991-1992, physics in 1992-1993, and biological sciences in 1993-1994. The 1993-1994 year also initiated concentration on bringing institution into compliance with gender equity in athletics.

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During the next cycle, high school and middle school mathematics was the target program. From 1997-1998 through 2000-2001, institutions focused on closing the racial performance gaps in reading. During 1999-2000 districts and colleges were also required to submit the policies and procedures providing civil rights protections for students and staff. During 2001-2002, school districts began a focus on African American and Hispanic student access to high quality instruction. Community colleges began a focus on African American and Hispanic student success in achieving an AA degree. In 2002-2003, school districts continued to focus on African American and Hispanic student access to high quality instruction. Community colleges continued to focus on African American and Hispanic student success in achieving an AA degree.

In 2003-2004, school districts continued to focus on African American and Hispanic student access to high quality instruction including Advanced Placement (AP), Dual Enrollment (DE), Honors and Level III course (912), 8<sup>th</sup> grade Algebra I and PLAN/ACT and PSAT/SAT test takers. In addition, school districts focused on closing the racial performance gaps in reading on the 3<sup>rd</sup> and 10<sup>th</sup> grade FCAT tests.

Starting in 2004, school districts were asked to evaluate the success of the methods and strategies aimed at reducing gaps in student performance or increase participation of underrepresented groups by race/ethnicity and gender. Added to the accountability, school districts have been asked to report on gender equity in athletics, implementation of substitution requirements in vocational technical centers and employment equity.

Beginning in 2009-2010 and through 2010-2012, the report focused on methods and strategies to increase enrollment of Black and Hispanic 8<sup>th</sup> grade students in Algebra I; increase percentage of Black and Hispanic students in grades 9-12 in Advanced Placement, and increase Dual Enrollment, and Level III courses. The report also provided an update on gender and employment equity.

**The 2020-21 Monitoring Work Plan has been carefully reviewed and information requested has been included as indicated with reference to The Office of Equal Educational Opportunity, Florida Department of Education commentary. This 2020-2021 Equity Report and handbook have been approved by the Wakulla County School Board on May 17, 2021.**

## Statement of Commitment

The School District of Wakulla County, with leadership from our School Board, has developed District and Individual School Improvement Plans related to State Goals for student achievement that will provide the direction and focus for our actions.

The District is committed to providing equity in education for all students. This commitment is affirmed through the vision, mission statement, beliefs and strategic parameters:

### **VISION**

We will provide a rigorous and appropriate education that results in success for all students.

### **MISSION STATEMENT**

*We are committed to success for all students, teachers, staff, and our community.*

### **CORE VALUES (Governing our Way of Work) We will always:**

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- Make decisions based on the best interest of the students.
- Behave in an ethical manner.
- Prepare students for productive citizenship.
- Be willing to try innovative research-based programs.
- Employ highly trained and dedicated individuals who can work effectively in their assigned positions.
- Treat each person with dignity and honor the right to be safe.
- Recognize the uniqueness and capability of each student.
- Set high expectations and embrace a challenging curriculum.
- Celebrate our cultural heritage and the diversity that enriches our lives.
- Embrace technology to engage students and enhance education.
- Work to involve our community and all stakeholders in the educational process.
- Teach and practice responsibility and service to others.
- Teach students to be accountable for their own actions.
- Focus on continuous improvement for student achievement and professional growth.

**We will never:**

- Compromise excellence.
- Give up on a student.
- Be satisfied with our successes, but will continue to strive for improvement.

## School District Focus Areas, Goals & Objectives

The School District of Wakulla County, with leadership from our School Board, has developed DISTRICT Goals for student achievement that will provide the direction and focus for our actions. This is a five-year plan.

### **FOCUS AREA A: TEACHING AND ASSESSING FOR LEARNING**

**Goal A1: Beginning in school year 2017/18, decrease the percent of students scoring at Level 1 on the Florida Standards Assessment for Math (grades 3-8) by 1% annually to achieve an overall decrease of 5% by the end of the 2021/22 school year.**

**Objectives:**

- Investigate the needs of Prekindergarten students in math.
- Engage students with alternative math strategies and programs to improve achievement

**Goal A2: Beginning in school year 2017/18, decrease the percent of students scoring at Level 1 on the Florida Standards Assessment for ELA (grades 3-10) by 1% annually to achieve an overall decrease of 5% by the end of the 2021/22 school year.**

**Objectives:**

- Analyze the needs of prekindergarten students in ELA
- Implement Computer-Assisted Instruction (CAI) and instructional resources for ELA to support classroom instruction.

**Goal A3: Improve the use of progress monitoring and data review to inform instruction**

**Objectives:**

Address and improve the use of student achievement data (progress monitoring, Response to Intervention) to impact instruction.

**Goal A4: Maximize the implementation of standards-based instruction to improve student achievement.**

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**Objectives:**

Train and support teachers in the implementation of standards-based instruction

**Goal A5: Maximize student achievement in science and social studies in grades K-12, and ensure that the curricular needs of all subjects are met.**

**Objectives:**

- Improve and enhance student achievement in science
- Improve and enhance student achievement in social studies
- Evaluate student success in all curricular areas, and provide intervention and enrichment as needed.

**Goal A6: Implement, maintain, and monitor a system to assess the success of the school system by identifying the percent of graduates that are employed or enrolled in a post-secondary program.**

**Objectives:**

- Embed skills for college and career success in all courses. (Connected to training in Focus Area)
- Ensure that every student participates in a CTE, Dual Enrollment, and/or Advanced Placement class prior to graduation.
- Investigate and address, through early intervention, root causes for students' post-graduation lack of success.

**FOCUS AREA B: HIGH PERFORMING STAFF**

**Goal B1: Employ, retain, and train highly qualified, effective and accountable personnel.**

**Objectives:**

- Maintain current and effective evaluation system for teachers and leaders.
- Maintain/Expand Level 1 Leadership and Level II Principal Certification programs.
- Implement SKYWARD "onboarding" software for applications and forms.
- Create and implement "Grow Your Own" teacher recruitment program.
- Provide training to support staff in meeting the needs of the students.

**Goal B2: Implement a system to encourage and support professional collaboration among teachers and leaders.**

**Objective:**

Implement guidelines and procedures to support and encourage collaborative learning.

**FOCUS AREA C: COMMUNITY ENGAGEMENT AND STUDENT SUPPORT**

**Goal C1: Create a communicated system for providing information about available resources to the school district.**

**Objective:**

Create a communicated system for providing information about available resources in the school district.

**Goal C2: Ensure that all students are provided with an adult advocate**

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**Objective:**

Ensure that all students are provided with an adult advocate

**GoalC3: Ensure that all staff have the skills needed to serve as advocates for students (linked to training on Goal B).**

**Objective:**

Ensure that all staff have the skills needed to serve as advocates for students (linked to training in

Focus

Area B).

**FOCUS AREA D: SAFE AND ORDERLY ENVIRONMENT**

**Goal D1: Provide an educational environment that ensures a safe, drug free, healthy school climate both physically and emotionally.**

**Objective:**

- Provide bullying prevention awareness training in all schools to all students.
- Communicate the Character Education Curriculum to all staff.
- Provide training in behavior management techniques to all bus drivers.

**FOCUS AREA E: RESOURCES AND SYSTEM SUPPORT SERVICES**

**Goal E1: Provide efficient, effective and innovative operations that facilitate and strengthen success in the**

Wakulla

County School District.

**Objectives:**

- Maintain an efficient, effective, and innovative Finance Department.
- Maintain an efficient, effective, and innovative Transportation Department.
- Maintain an efficient, effective, and innovative MIS/Technology Department.
- Maintain an efficient, effective, and Food Service Department.
- Maintain an efficient, effective, and innovative Facilities/Maintenance Department

**DISTRICT DEMOGRAPH**

	Students Oct 2016	Students Oct 2017	Students Oct 2018	Students 2019	Students Oct 2020
TOTAL	5075	5058	5368	4836	4793
Male	53%	52%	52%	52%	52%
Female	47%	48%	48%	48%	48%
White	81%	80%	79%	80%	80%
Black	11%	10%	10%	9%	9%
Hispanic	3%	3%	3%	3%	3%
Other	6%	7%	8%	8%	8%

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The student population is both an opportunity and a challenge. The School District of Wakulla County works to provide a quality education for all students. The District is constantly identifying and eliminating obstacles that may exist within the structure of the schools and the school system.

## **ASSIGNMENT OF RESPONSIBILITY**

### **SCHOOL BOARD AND SUPERINTENDENT**

The responsibility for ensuring equality of opportunities and appropriate affirmative action is ultimately, but not exclusively, that of the School Board of Wakulla County. Overall district responsibility for the educational equity program is entrusted to the Superintendent of Schools or his designated representatives. The Superintendent, as Chief Executive Officer of the District, is empowered to recommend specific programs and activities for implementation to the School Board.

### **DISTRICT AND SCHOOL CENTER ADMINISTRATORS**

All other administrative staff members are required to assist the Superintendent in this function by monitoring their schools or departments and to ensure that every step is being taken to facilitate the implementation of the goals and employment opportunities articulated by the School Board. Chief administrative staff members have specific responsibilities for the development and implementation of short-range objectives for equity on a year-by-year basis for each of their operating units. In like manner, it is their responsibility to give the Florida Educational Equity Act Implementation Plan full support through positive leadership and personal example. Schools have been requested to address equity, and access as well as safety issues in their school improvement plans.

### **ALL EMPLOYEES**

It is the responsibility of every employee of the district to create an environment, which is conducive to achieving and maintaining educational equity.

## **REQUIREMENTS AND DISTRICT RESPONSES**

The Florida Educational Equity Act, Section 1000.05, F.S. requires that each governing board submit the Educational Equity Act Annual update to the Office of Equal Educational Opportunity (OEE), Florida Department of Education.

### **2020-21 Annual Equity**

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5/2016, 7/2018, 07/2019, 9/2020, 05/2021 Angie Walker*

*Wakulla County School District – Committed to Success*  
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## PART I:

## PROCEDURAL REQUIREMENTS<sup>1</sup>:

**As part of the 2020-21 Annual Update, only policies and procedures that have been changed or modified should be submitted.**

The following statement appears in District handbooks, including faculty, staff, personnel, volunteer, mentors; and student; school and district web-sites, public reports, i.e. Superintendent's report, parent program publications, safety brochures and more.<sup>2</sup> The district has also created an Equity Handbook to further assist stakeholders. The Equity Handbook is provided in the appendices for OEEA review. In the Equity Handbook, the newly adopted (01-2021) School Board Policy 2.70 Prohibiting Discrimination, Including Sexual and Other Forms of Harassment is included.

### NON DISCRIMINATION STATEMENT

The School Board of Wakulla County, Florida does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information for applicants and employees, or any other reason prohibited by Federal and State law regarding non-discrimination. See 34 C.F.R. 100.6(d); 34 C.F.R. 106.9; 34 C.F.R. 110.25.

In addition, the School Board provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. See 34 C.F.R. 108.9.

Disabled individuals needing reasonable accommodations to participate in and enjoy the benefits of services, programs, and activities of the School Board are required in advance to notify the administrator at the school/center at which the event or service is offered to request reasonable accommodation.

The lack of English language skills will not be a barrier to any opportunity or event associated with Wakulla County Schools.

The designated Equity Coordinator, Title IX and Section 504 Compliance Coordinator as required by 34 C.F.R. 100.6(d) is **Angie Walker, Chief Human Capital Officer**, 69 Arran Road, Crawfordville, Florida 32327; 850.926.0065; [Angela.walker@wcsb.us](mailto:Angela.walker@wcsb.us).

### EMPLOYMENT POLICY

<sup>1</sup> The Wakulla County School District Equity Handbook is included in the appendix, page 57. The Equity Handbook is available to all employees via the district web-site.

The Wakulla County School Board is committed to providing an effective management system with leadership development opportunities which will motivate school leaders, staff and students to strive for excellence in order to insure that all of our students achieve their full potential as students and as citizens of their community and world.

### **EQUITABLE EMPLOYMENT PRACTICES**

The Wakulla County School Board selects employees on the basis of merit, training, and experience. Equal opportunities for employment, training, compensation, promotion and other conditions of employment are provided without regard to race, color, religion, national origin, age, sex, handicap, perceived disability or record of disability as defined by the Americans with disabilities Act, or marital status. Veterans are provided employment rights in accordance with Public Law 93-508 (Federal), Chapter 295, Florida Statutes and Section 504 of the Vocational Rehabilitation Act of 1973. The District complies with all federal and state laws prohibiting discrimination in employment.

### **PART II: INCOMPLETE ITEMS OR PENDING ACTIONS**

- A. Any Items identified during equity on-site review-NA
- B. Any other items identified on the current or past monitoring work plan as incomplete-NA

### **PART III: STUDENT PARTICIPATION**

#### **Grades 9-12, Students enrolled in AP, IB, or AICE**

#### **Grades 9-12 Enrollment 2020-2021 (119 District Wide)**

The following percentages reflect within race/ethnicity calculations for students enrolled in Advanced Placement courses over the past five (5) years. In 2020-2021% 8.6% of Whites (a decrease of 11 percentage points), 2.1% of Blacks (a decrease of 19.20 percentage points), 10.3% of Hispanics (a decrease of 21.80 percentage points), 6.5% of White Males (a decrease of 12.85 percentage point), 2.1% of Black Males (a decrease 19.20 percentage points) and 11.10% of Hispanic Males (a decrease of 27.60 percentage points) were enrolled. Overall participation decreased (12%) for the 2020-21 school year. However, prior to the 2020-2021 SY, all categories of students except one, increased and several significantly. There is fluctuation from year to year, but the five-year span indicates an overall continued growth except for the 2020-21 SY. Due to COVID and the distance learning options, fewer AP, IB or AICE courses were scheduled due to a decrease in enrollment. Although such a significant decrease has never been seen prior to the year of COVID, close monitoring of minority enrollment will continue to ensure increased enrollment.

WHITES 2016/2017 15.18%(185)	WHITES 2017/2018 21%(255)	WHITES 2018/2019 18.50%(225)	WHITES 2019-2020 19.7% (235)	WHITES 2020-2021 8.6% (101)
WHITE MALES 2016/2017 11.08%(69)	WHITE MALES 2017/2018 19%(127)	WHITE MALES 2018/2019 18.67%(118)	WHITE MALES 2019-2020 19.35(117)	WHITE MALES 2020-2021 6.5% (40)
BLACKS 2016/2017 14.62%(25)	BLACKS 2017/2018 24%(41)	BLACKS 2018/2019 22.22%(36)	BLACKS 2019-2020 21.3%(32)	BLACKS 2020-2021 2.1% (3)
BLACK MALES 2016/2017 10.75%(10)	BLACK MALES 2017/2018 25%(22)	BLACK MALES 2018/2019 21.35%(19)	BLACK MALES 2019-2020 17.9%(14)	BLACK MALES 2020-2021 1.3% (1)

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HISPANIC 2016/2017 26.19%(11)	HISPANIC 2017/2018 23%(11)	HISPANIC 2018/2019 19.30%(11)	HISPANIC 2019-2020 32.1%(18)	HISPANIC 2020-2021 10.3% (6)
HISPANIC MALES 2016/2017 11.11%(2)	HISPANIC MALES 2017/2018 17%(4)	HISPANIC MALES 2018/2019 22.58%(7)	HISPANIC MALES 2019-2020 38.7%(12)	HISPANIC MALES 2020-2021 11.1% (4)
ELL 2016/2017 No school enrolled	ELL 2017/2018 None	ELL 2018/2019 No school enrolled	ELL 2019-2020 None enrolled	ELL 2020-2021 None enrolled
DISTRICT 2016/2017 15.27%(232)	DISTRICT 2017/2018 21%(329)	DISTRICT 2018/2019 19.11%(291)	DISTRICT 2019-2020 20.1(299)	DISTRICT 2020-2021 8.1% (119)

Department of Education databases.

### Evidence of Success

The evaluation reveals a significant decrease with enrollment in Advanced Placement courses for all students included in this equity report. Prior to the 2020-2021 SY, students enrolled in AP/IB/AICE courses over the past five years showed increases most years with only a slight decline in isolated categories. Overall improvement had been seen. For the 2020-2021 SY, decline can only be attributed to COVID-19. AP/IB/AICE courses were offered face-to-face as well as virtually but with limited offerings due to restrictions with teacher availability.

### Description of any Modifications or Changes to Methods and Strategies:

The increased enrollment in AP/IB/AICE students from the 2018-2019 SY to the 2019-2020 SY was encouraging but the decline with Black enrollment was disappointing, particularly with the additional steps taken to increase minority enrollment. The increase over the past five years prior to the 2020-2021 was somewhat encouraging, but it did not reflect the effort to increase enrollment during those years. Below is a list of efforts that was used to increase minority enrollment in advanced courses. These actions will be reviewed to determine if implementation was complete, which ones were not able to be completed due to COVID restrictions, and what additional changes should be applied. Although the 2019-2020 SY ended abruptly in March of 2020 due to COVID and the 2020-2021 created challenges across the board, enrollment of advanced classes will continue to be monitored for implementation and fidelity. The distance learning enrollment went from 21% down to less than 1% over the course of the 2020-21 SY indicating that the 2021-2022 SY will reflect a population similar to the historic data thus collected.

### NEWLY IMPLEMENTED FOR THE 20/21 SY AND CONTINUED FOR THE 21-22 SY

- Meetings throughout the year were held with one or more of the following at each meeting: Equity Officer, Angie Walker; Assistant Superintendent, Sunny Chancy; Assistant Principal, Priscilla Tucker; Assistant Principal, Johnny Graham; Minority & Recruitment Director, Dod Walker; AVID Coordinator, Katherine Spivey; AVID teacher, Lara Davis; teacher, Sonja Rosier, teacher; Jillian Solburg; teacher Heidi Montgomery; and student services teacher, Jessica Mapes, Jennifer Edwards, Amanda Camper, Susan Hutchins, Spurgeon McWilliams

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- Review the number of minority students enrolled in AP and level 3 courses prior to school beginning and before the end of the semester to ensure time for enrollment in second semester courses.
- Grade level Guidance counselors (one per grade) will meet with each AVID student at the end of each semester to provide support for those minority students enrolled in AP and level 3 courses and to encourage enrollment for those students who are not enrolled.
- Keep an ongoing list of parents attending parents' nights (fall and spring) and compare to Black and Hispanic students enrolled in AVID. For those minority students enrolled but did not have a parent attend the parent night, contact will be made for those Black and Hispanic students to ensure understanding of the advanced courses offered.
- All Black and Hispanic students enrolled in AP or level 3 courses progress will be monitored each 9 weeks to ensure success, provide support, and encourage participation for the following year.
- Adult advocates assigned to Black and Hispanic students enrolled in AP and level 3 courses will meet regularly with their assigned students to provide support and monitor progress of students.
- Minority students' academic progress will be monitored quarterly by the school's intervention team. This intervention team will run a report of all minority students who meet dual-enrollment qualifications but have yet to dual-enroll and encourage a more challenging course load, as appropriate. The intervention team also hosts monthly parent nights for the community.
- Semester evaluation of percentage of minority students participating in advanced classes and progress will be led by the intervention team.
- At the end of the year, the percentage of minority students' success in all advanced classes will be evaluated by the intervention team to plan ways to offer more support where needed.
- New club started in 2019-2020 by Sonja Rosier and continued for the 2020-2021 SY titled "The Next Level" where students met bi-monthly on Tuesdays to check-in with a large group of minority students about their progress toward their post-secondary goals, including rigorous course work while in high school.
- Freshman Seminar teachers met with their students every Friday to discuss academic progress.
- CTE courses added to the fifth grade curriculum at all elementary schools
- Teachers trained for CTE curriculum at the fifth grade level
- The addition of an Associate Dean to Student Services to help expand availability of individual counseling
- Advocate a culture of college & career readiness for all students by all faculty
- At least one honors, AP, or Dual Enrollment course will be required for all AVID students-SY 2020-21
- One guidance counselor for each of the four high school grades remains in place for SY 2020-21
- Administrative support remains in place at each middle and high school, including an associate dean to assist with AVID and other student resource duties
- AVID newsletter continue to be distributed to all AVID students, parents, and WHS faculty.
- Fall and spring student tours of College/Career Centers
- Continue to increase its course offerings as well as increase the number of "on-campus" dual enrollment courses
- Wakulla High School will continue to purchase AP exams for students
- Continue to assign all students an adult advocate for social and academic needs. Advocates will monitor and encourage students' participation in extracurricular activities and academic progress.
- Students meet with assigned school counselor to discuss all opportunities for advanced courses annually.
- AVID is continued to be implemented at the two (2) middle schools and both schools are AVID DEMONSTRATION SCHOOLS
- Continue using two (2) administrators to monitor the implementation of AVID

## **2021-2022 New Accountability Measure and Timelines**

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Increase the number of all students in grades 9-12 enrolling in AP courses to at least the percentage from the prior year. Each semester a review of course enrollment will be made and minority students targeted to increase enrollment in advanced courses. Due to COVID, the decreased number of students enrolled in AP classes for the 20-21 SY was unprecedented; no other year comes close to the decrease for all students, minority and not. The district will use similar methods of increased enrollment in these classes prior to COVID but will monitor enrollment closely. Because the percentage of distance learning students decreased from 50% enrolled to less than

### **Grades 9-12, Dual Enrolled Students (DE)**

Grades 9-12 Enrollment 2020-2021 (328 District)

The following percentages reflect within race/ethnicity calculations for students enrolled in Dual Enrollment courses. In 2020-21, 24.7% of Whites, 9.6% of Blacks, 15.5% of Hispanics, 27.6% of white males, 6.3% of black males, and 13.5% of Hispanic males were enrolled in Dual Enrollment courses. This is an increase for Whites from 16-17 SY by over 12% points and an increase of 7.5 % points from the 19-20 SY; an increase for white males from 16-17 SY by 20.70% points and an increase of 9.4% point9 from the 2018-20 SY, an increase of Blacks from 16-17 SY by 3.75% and by 5.6% from the 2019-20 SY; an increase of black males from the 16-17 SY by 4.5%% points and 5% points from the 2019-20 SY; an increase for Hispanics by 5.98% points from the 16-17 SY and an increase of 4.8% points from the 2019—20 SY; an increase for Hispanic males from the 16-17 SY by 13.9% points and an increase 7.4% points from the 19-20 SY. Overall participation significantly increased over the five-year period, in some categories by over 20 percentage points. For the same reasons that AP courses decrease, Dual enrollment classes increased. Similar monitoring and supportive actions will continue for the 21-22 SY to ensure dual enrollment classes are attended by minority students. Because Black enrollment has fluctuated historically, attention will be placed on Black enrollment with special attention to black males.



WHITES 2016/2017 12.31%(150)	WHITES 2017/2018 17%(339)	WHITES 2018/2019 18.24%(224)	WHITES 2019-2020 17.2%(206)	WHITES 2020-21 24.7%(291)
WHITE MALES 2016/2017 6.90%(43)	WHITE MALES 2017/2018 11%(70)	WHITE MALES 2018/2019 20.09%(127)	WHITE MALES 2019-2020 18.2%(110)	WHITE MALES 2020-2021 27.6%(169)
BLACKS 2016/2017 5.85%(10)	BLACKS 2017/2018 6%(10)	BLACKS 2018/2019 8.64%(14)	BLACKS 2019-2020 4.0%(6)	BLACKS 2020-2021 9.6%(14)
BLACK MALES 2016/2017 2.15%(2)	BLACK MALES 2017/2018 3%(3)	BLACK MALES 2018/2019 4.49%(4)	BLACK MALES 2019-2020 1.3%(1)	BLACK MALES 2020-2021 6.3%(5)
HISPANIC 2016/2017 9.52%(4)	HISPANIC 2017/2018 10%(5)	HISPANIC 2018/2019 8.77%(5)	HISPANIC 2019-2020 10.7%(6)	HISPANIC 2020-2021 15.5%(9)
HISPANIC MALES 2016/2017 0%(0)	HISPANIC MALES 2017/2018 4%(1)	HISPANIC MALES 2019/2019 9.68%(3)	HISPANIC MALES 2019-2020 6.5%(2)	HISPANIC MALES 2020-2021 13.9%(5)
ELL 2016/2017 No school enrolled	ELL 2017/2018 None	ELL 2018/2019 None Enrolled in school	ELL 2019-2020 None enrolled	ELL 2020-2021 None enrolled
DISTRICT 2016/2017 11.78%(179)	DISTRICT 2017/2018 11%(171)	DISTRICT 2018/2019 17.14%(261)	DISTRICT 2019-2020 15.6%(232)	DISTRICT 2020-2021 22.4%(328)

\*Data generated from the Florida Department of Education databases.

### Evidence of Success

The overall evaluation for the 2020-2021 SY proved to be successful with increased enrollment in all categories. Popularity of dual enrollment classes far outweighs that of AP and other advanced classes.. The increase in enrollment in all categories is unprecedented. Dual Enrollment courses continue to be popular with students due to the opportunity to have free college courses and free books while in high school and without having to leave the high school campus or the student's home. The district continues to add more courses and provide more opportunity to assist all students.

### Description of any Modifications or Changes to Methods and Strategies:

The programs and strategies in place and listed in the previous section (Students enrolled in AP, IB, or AICE) are used in all areas of academic rigor to attract and support minority students. These strategies help provide choices for minority students as well as offer support for the students and their families. Wakulla High School has increased the selection of dual enrollment courses and continues to strive to offer more choices each year.

### 2020-2021 New Accountability Measure and Timelines

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Because of the unprecedented increase in the number of all students in grades 9-12 DE course, the District is cautious. All categories of enrollment are expected to at least maintain the percentage seen this year with close monitoring, especially for minority students. Each semester a review of course enrollment will be made.

### Grades 9-12 Level 3 Courses (Including AP, IB, AICE, and DE Courses)

Grades 9-12 Enrollment 2020-21 (788 District-Wide)

The following percentages reflect within race/ethnicity calculations for students enrolled in Honors courses. In SY 2020-21, 56% whites (a decrease of 4.80 percentage points), 39% blacks (a decrease of 8.3 percentage points), 41.4% Hispanic (a decrease of 19.30 percentage points) were in enrolled. In 2020-21, 52.1% white males (a decrease of 1.9 percentage points), 35.4 of Black Males (a decrease of 4.3 percentage points) and 44.4% of Hispanic Males (a decrease of 13.7percentage points) were enrolled.

WHITES 2016/2017 67.43%(822)	WHITES 2017/2018 67%(823)	WHITES 2018/2019 61.60%(749))	WHITES 2019-2020 60.8%(727)	WHITES 2020-2021 56%(659)
WHITE MALES 2016/2017 65.17%(406)	WHITE MALES 2017/2018 65%(429)	WHITE MALE 2018/2019 59.02%(373)	WHITE MALE 2019-2020 54%(327)	WHITE MALES 2020-2021 52.1%(319)
BLACKS 2016/2017 48.54%(83)	BLACKS 2017/2018 55%(96)	BLACKS 2018/2019 58.64%(95)	BLACKS 2019-2020 47.3%(71)	BLACKS 2020-2021 39.0%(57)
BLACK MALES 2016/2017 44.09%(41)	BLACK MALES 2017/2018 54%(47)	BLACK MALES 2018/2019 48.31%(43)	BLACK MALES 2019-2020 39.7%(31)	BLACK MALES 2020-2021 35.4%(28)
HISPANIC 2016/2017 69.05%(29)	HISPANIC 2017/2018 60%(29)	HISPANIC 2018/2019 68.42%(39)	HISPANIC 2019-2020 60.7%(34)	HISPANIC 2020-2021 41.4%(24)
HISPANIC MALES 2016/2017 55.56%(10)	HISPANIC MALES 2017/2018 52%(12)	HISPANIC MALES 2018/2019 54.84%(17)	HISPANIC MALES 2019-2020 58.1%(18)	HISPANIC MALES 2020-2021 44.4%(16)
ELL 2016/2017 No school enrolled	ELL 2017/2018 67%(2)	ELL 2018/2019 None	ELL 2019-2020 None enrolled	ELL 2020-2021 None enrolled
DISTRICT 2016/2017 64.52%(980)	DISTRICT 2017/2018 65%(1,006)	DISTRICT 2018/2019 61.65%(939)	DISTRICT 2019-2020 59.2%(881)	DISTRICT 2020-2021 53.8%(788)

#### Evidence of Success

The evaluation reveals progress in increasing enrollment in Honors courses over the course of the four-year period (from SY 16/17to SY 19/20) for White males, Hispanics, and Hispanic males. There has been fluctuation over the four-year period with significant increase and significant decrease seen in Black male enrollment. The decrease in other categories is slight over the four-

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year span and increased overall slightly. For the 2020-21 SY, there were decreases in all categories overall with more seen with Hispanic Males.

#### **Description of any Modifications or Changes to Methods and Strategies:**

The programs and strategies in place and listed in the previous section (Students enrolled in AP, IB, or AICE) are used in all areas of academic rigor to attract and support minority students. These strategies help to provide choices for minority students as well as other students. Wakulla High School has increased the selection of dual enrollment courses and continues to strive to offer more choices each year. Due to COVID and the need to completely change schedules and courses, the 2020-21 SY caused a decrease in the availability of courses being offered for all students. Because of the significant and unprecedented increases and decreases in areas of enrollment, strategies, and methods to increase enrollment in advanced classes and dual enrollment classes will continue and be closely monitored for the 2021-2022 SY.

The strategies list below are in addition to the strategies listed in the previous section:

- ⑩ Continue with an additional math high school credit course offered in 8<sup>th</sup> grade, placing ALL eighth-grade students in a credit bearing course.
- ⑩ Continue the addition of Integrated Science and Algebra I Honors classes offered at the middle school to prepare students for rigorous courses and their expectations of high school and beyond. Additionally, Digital Information Technology (DIT) is offered in middle school, providing the opportunity for students to earn vocational or practical arts high school credit. Geography is a proposed course offering at the middle school for the 2017-18 school year. In addition, the district is adding DIT certification in all k-5 elementary schools and 6<sup>th</sup> grade and both middle schools.
- ⑩ Continue communication with parents at the middle school level on the importance of college/career readiness.
- ⑩ An expansive Black History Program that works directly with minority students offering roundtable discussions, guest speakers, panel discussions through the advanced course which increases minority interest.
- ⑩ Civil Rights Tour including weekly meetings for eight weeks for standards-based lessons in African American History, multiple parents' nights, and the culminating over-night trip for the Civil Rights Tour.

#### **2020-2021 New Accountability Measure and Timelines**

The 2020-21 accountability goals will mirror the goals set prior to COVID: Increase the number of Black enrollments by at least 4 percentage points and Black males by at least 4 percentage points by the end of the 2021-22 SY while continuing to increase all student enrollment each year by at least 2 percentage points. Each semester a review of course enrollment will be done, and minority students targeted to encourage to enroll in advanced courses.

#### **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? All students electing to do distance learning were given a one-on-one device.
  2. How are you ensuring all students have access to reliable, high-speed internet to continue their education? The District placed high-speed internet "hot spots" throughout the county in order
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to provide safe, convenient locations for students and families to use if internet access in their homes was not an option.

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? Wakulla offered face-to-face instruction and distance learning simultaneously from day one of the 2020-2021 SY. For those students who elected to enroll in distance learning, teachers were assigned to teach those students as a distance learning class. Distance Learning students were not taught with face-to-face students. There were provided a teacher who could focus solely on the distance learning students. At the elementary schools, each grade had at least one distance learning teacher to solely teach those students. At the secondary level, each subject taught had teachers assigned to solely teach distance learning students. This was done so that teachers had the opportunities to work with distance learning students as a group, individually, and to allow time to communicate with the students and the parents.
4. How are you supporting students with disabilities who need specialized instruction, related services, and other supports during school closures? Fortunately, school closure only occurred during the mandated closure in March of the 2019-2020 SY. Support was provided one-on-one with all students needing the support. Every parent of a child identified as having special needs was contacted and plans were developed based on mutual agreement between the parent and the teacher.
5. How are you ensuring the instructional needs of English language learners (ELL), are supported during school closures. Again, Wakulla was fortunate that schools remained closed for a relatively short period of time during the spring of 2020 as was mandated. However, to ensure support was provided during that time, parents of ELL students were contacted and plans were made specific to the needs of those students. Teachers communicated regularly with our ELL students to provide any additional support needed.
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 was and is continually provided for teachers. The district ESE Director, Belinda McElroy, provides training on support of our students with disabilities each year. Other trainings are provided through our Professional Development Director, Lori Sandgren. Most of these courses are on-line as well as offered face-to-face. Administrators, instructional coaches, guidance counselors, and lead teachers meet quarterly to monitor the progress of these students. Wakulla's lowest socioeconomic school, Medart Elementary School, had additional support assigned to them through district administrators and contracted instructional training and data monitoring training. The additional support was provided on a weekly basis.
7. How are you supporting the social and emotional well-being of students, their parents/caregivers, and teachers during school closures? Teachers were required to stay in continuous contact with students during school closures through email, CANVAS (the distance learning platform), phone, or other district approved communication platforms. Teachers had

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been taught to look for signs of emotional needs during the communication times. Parents were invited to attend distance learning trainings to keep them informed and allow them to voice any concerns they may have. Teachers were provided support through their administrators, the district social workers, and the free Employee Assistance Program (EAP) provided to all employees. In addition, all employees-teachers, administrators, bus drivers, custodians, food service workers, secretaries, paraprofessionals are required to participate in the 6-hour Youth Mental Health First Aide Training. Each year all employees must also participate in a 90-minute renewal training for additional support and to be kept abreast of new research, look-fors, and procedures.

8. How are you maintaining regular communication with students and families-particularly the most vulnerable-during school closures? Weekly communication between the teachers/schools took place during school closures but additional communication took place for those in need to plan, simply touch base, and be sure to stay connected to our students and families. Families were contacted and plans were developed based on the needs of each individual child. The district provided home visits to vulnerable students who were not able to be reached by phone. In addition, meals were provided to most all students during the time of school closure. Administrators, bus drivers, and teachers brought those meals to students 3 days a week to every home in the school district where there was a desire to receive those meals.
9. How are you measuring student progress to ensure students and families have an accurate picture of student performance for this school? Measuring progress initially was a challenge due to the suddenness of the closure and the lack of experience with a long-term closure. However, as district maneuvered through the process with grace and dignity shown towards the students. Progress was initially monitored through the work produced by the students and verbal communication and checks. After the March through May 2020 school closure, progress monitoring was significantly improved due to the onboard of CANVAS as a distance learning platform, schools opening in August for the 2020-2021 SY as was regularly planned, and teachers being prepared to immediately assess each student's progress and needs. Schools are using district approved monitoring programs and/or materials to keep data, monitor students progress, and adjust instruction according to the needs of the students. Parents are kept informed of their child's progress through weekly and quarterly reports, phone calls and other platforms used for communication. In addition, parent training nights were held to assist parents with the use of CANVAS, stay connected to the families, and answer questions.
10. How are you supporting all high school students, especially seniors, in staying on track to graduate and preparing for college and career?
  - A. One guidance counselor is assigned to each grade (9<sup>th</sup>-12<sup>th</sup>) to provide support throughout the year and provide students a familiar "go to" counselor at all times.
  - B. "Senior Chats" are held in October so that each senior has the opportunity to meet with either a guidance counselor or administrator to discuss each students particular graduation requirements, discuss a plan on how to meet those requirements, discuss after graduation plans, provide scholarship information and explain how to apply, and share grant opportunities that are available. Bright Futures is reviewed with students as is local career opportunities for

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those wanting to jump into a career. Vocational schools such as Lively programs are shared and the application process discussed.

- C. For Seniors, two counselors are assigned for the year. The counselors actively track seniors throughout their entire year identifying at-risk seniors and preparing a plan for graduation. All resources are provided to the seniors to assist with their decision on what to do after college as well as providing resources to help them graduate. A similar system/procedure exist for grades 9-12 students. Counselors review the progress of their assigned student after each 9-weeks and work with all stake holders to get any failing students back on track.
- D. Scheduling occurs at the beginning of the Spring Semester. Each student meeting with a counselor or administrator one-on-one to discuss the following school year's schedule, what their goals are after high school, and what they can be doing now to reach those goals. Both colleges at CTE pathways are presented to each student, with accompanying resources and information.

#### **PART IV:**

#### **GENDER EQUITY IN ATHLETICS**

- A. Athletics Compliance Verification Form Signed and dated by Superintendent (attached)
- B. Participation Monitoring Form (attached))
- C. Corrective Action Plans -NA

#### **PART V:**

#### **EMPLOYMENT EQUITY**

District: <u>Wakulla</u>		2020-21 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	4793	431 =9%	143=3%	3,834=80%	383=8%	2,300=48%	2,492=52%
District-Level Administrators	11	0 (0%)	0 (0%)	10 (91%)	1 (9%)	6 (50%)	5 (50%)
Principals	9	1 (13%)	1 (11%)	7 (78%)	0	3(33%)	6 (67%)
Asst. Principals	12	1 (10%)	0 (0%)	10(83%)	1 (8%)	8(67%)	4 (33%)
Teachers	297	18 (0.5%)	7(0.2%)	310(92%)	3(0.1%)	280 (83%)	58(17%)
Guidance Counselors	3	1 (33%)	0 (0%)	2 (66%)	0 (0%)	2 (100%)	1 (33%)

The October 2020 data reflects the following: school administrators are 14% minority (a slight decrease from last year), the instructional staff is 8% minority (a very slight increase) and the student body is 12% minority (no decrease or increase).

Continued minority recruiting continued for the 2020-21 SY with school and district level administrators. However, there was limited recruiting opportunities which left the district to recruit using public sources such as Handshake, LinkedIn, and Teachers to Teachers. While the district continues to strive to hire the most qualified candidate, minority interviews are a priority. In addition, the district takes a strong stance on hiring minority applicants when there are other equally qualified candidates. Virtual recruitment fairs continue to drive the source of mainstream recruitment. The District will continue to seek opportunities for minority recruitment including out of state recruitment fairs for the 2021-2022 SY. Out of state recruitment has not been a practice used in the past and was not allowed during the 2020-2021 SY due to COVID restrictions, but there were there no recruiting fairs held regardless. Wakulla School District will continue using recruiting companies and the district website in efforts to broaden a diverse pool of applicants and focus on qualified minority applicants.

The district will continue to advertise teaching positions in early Spring as was practiced the Spring of 2021 to allow time to draw attention to a more diverse group of applicants. Spring graduates begin seeking jobs during the Spring, giving the Wakulla School District the opportunity to be more selective from our local and distant universities.

The district will continue to offer entry level administrative positions as well as use associate deans at the secondary level to broaden leadership opportunities.

The district will continue its Wakulla Educational Leadership Academy (WELA) and continue to target participation from minority teachers. School principals assist by encouraging minority teachers with leadership skills to participate in WELA while also offering leadership roles at the school level.

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Wakulla has partnered with Grand Canyon University to recruit paraprofessionals and other employed staff in the district. A recruitment day was advertised and planned during the 2020 semester with Grand Canyon presenting their program options for those present. For this first-time recruitment fair, 21 employees attended. Wakulla will hold a similar recruitment fair with Grand Canyon University if the fall of 2021 and is looking to partner with other universities.

Flagler College continues to partner with Wakulla County utilizing district and school administrators to assist with their mock interviews and internship placement.

FSU and FAMU continue to partner with Wakulla County Schools to place interns in classrooms which promote the school district and give opportunity to recruit minority teachers in the program.

The school district web-site was updated again to improve a user friendly format.

Interview committees are selected to include representation that reflected the demographics of the community for all administrative positions.

One assistant principal, a black male, participated in the Level II Principal Certification Program during the 2020-21 SY.

Six teachers participated in Wakulla County's Leadership Program, five females, one male and one black female.

A new Dean Pool opportunity will open second semester of the 2021-2022 SY as it does each year.

The Wakulla County School District continues to assign and pay mentors for all new certified hires for their first year as a Wakulla County employee to recruit and maintain all high level, quality teachers.

## **PART VI:**

### **SINGLE-SEX SCHOOLS AND CLASSES**

Does the district offer single-gender education school or classes? NO

## **Part VII:**

### **Pregnant and Parenting Students**

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

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

*All teenage parents enrolled in the Wakulla School District are offered a comprehensive teenage parent program through the teen parent program coordinator. The goal is to keep students in school working toward a high school diploma or its equivalent. Options include a standard curriculum diploma; a modified Performance-Based Exit Option standard diploma; or the adult education GED program. Students participating in the program are exempt from minimum attendance requirements related to pregnancy, maternity leave, or documented parenting issues such as a child's illness. The District has partnered with North Florida Child Development Center to provide a case manager who provides instruction in prenatal and postnatal health care, parenting skills, child development and other related topics.*

**2. If the district operates a separate facility for pregnant and parenting students, how are students informed of the different curricula, services or other options available at the facility versus what is available at their home schools? Please attach brochure(s) used to inform pregnant and parenting students of their education options.**

*There is not a separate facility. Students can remain at their home school unless they choose a virtual option or the Performance-Based Exit Option or adult education. Please see detailed information on the brochure below. Students are encouraged to stay in school, participate in school activities and clubs while making difficult decisions best for each individual student.*

## Child Care Services

Wakulla County School District will provide child care services during school hours for the child of a student who is enrolled in public school.



Child care will be provided at no cost to the student in collaboration with :

### North Florida Child Development Bright Beginnings Preschool

360 Shadaville Highway  
Crawfordville, FL 32327

Contact: **Andrea Kilpatrick** for an appointment to apply for Early Headstart  
(850)926-8299 or (850)832-8273

*\*Please contact Sunny Chaney at (850)926-0065 if you have difficulty getting in touch with Ms. Kilpatrick.*

#### Documentation needed:

- ◆ Infant's birth certificate or proof of pregnancy if child is not born
- ◆ Proof of Residency (Notarized letter from parent/person who pays the utility bill and a copy of the utility bill)
- ◆ Proof of Income for mother is applicable
- ◆ Mother's Social Security Card
- ◆ Insurance or Medicaid Card
- ◆ Mother's picture id
- ◆ WIC/Food Stamp # if applicable



## Wakulla County Schools

Teen Parent Program  
Sunny Chaney, Director of Instruction  
Wakulla County School Board  
69 Arran Road  
Crawfordville, FL 32327  
850-926-0065  
850-926-0123 (FAX)  
Sunny.Chaney@wcsbus



## Teen Parent Program

Educational programs designed to support our students who are pregnant or students who are mothers or fathers and their children.



### Educational Program Options

Wakulla County Schools provide pregnant students or students who are parents with the following options in order to obtain a high school diploma:

- 1) Continue to participate in regular classroom activities in the current school with allowance for absences and make up work pertaining to the birth.
- 2) Enroll in Home School Education and participate in Wakulla Virtual School at home. Contact the school board office at 926-0065 to enroll.
- 3) Enroll in Alternative High School Program, if eligible based on current earned credits.



#### Missed School Work related to birth:

Once you make the school aware that the baby has been born, you can ask the school front office to request your missed assignments. You will need to have someone pick them up from the front office. You will receive new assignments when you turn in the previous ones.

### Additional Services

The Teen Parent Program contact will provide students with resources and referrals in Wakulla County that address topics such as parental and postnatal health care, parenting skills, benefits of sexual abstinence and consequences of subsequent pregnancies. The program contact will also assist with any school related issues or absences through regular check in conferences with the pregnant student or the student who is a parent.

### Community Resources

**Healthy Families:** The Healthy Families program provides families with useful up to date information on child development and parenting. Services are delivered primarily through home visits with parents and children. During a typical home visit, parents can learn activities to help strengthen children's brain and language development. Home visits allow Healthy Families to provide information of specific interest to individual families. (850)897-4121 or (850)899-3412 or [www.healthyfamilies.org](http://www.healthyfamilies.org)

**Healthy Start:** Healthy Start is a program to promote optimal health and development for all babies and pregnant women in Wakulla County. They are part of the Capital Area Healthy Start Coalition. The Healthy Start program wants to help ensure access to care and provide support to families in reducing identified risk factors in our community. Services include childbirth and parenting education, breastfeeding education, information on baby spacing, ideas for eating healthy, smoking cessation education and support, and home visits.

**Wakulla County Health Department:** Provides low cost pregnancy tests, prenatal care and prenatal vitamins. (850)926-0400

**Women, Infants and Children (WIC):** Provides the following services:

- ♦ Nutrition education and counseling
- ♦ Breastfeeding promotion and support
- ♦ Health care and social service referrals including referrals for immunizations
- ♦ Supplemental nutritious foods for low and moderate income pregnant, postpartum and breastfeeding women, infants and children.

WIC staff from the Leon County Health Department provide WIC services at the Wakulla County Health Department each Wednesday from 8 a.m. to 3:30 p.m. Contact WIC at (850)606-8300 or (800)416-4123

#### Wakulla Pregnancy Center:

Services provided include free pregnancy test, information on topics related to pregnancy, parenting and choices. Non diagnostic ultrasounds, assistance with maternity and baby needs including new baby items, diapers and clothing and other items for baby. The moms and babies room is stocked by donations from the community and has new and gently used items. 886 Woodville Highway, Crawfordville, FL 32327 (850)210-1276



**WAKULLA COUNTY SCHOOL DISTRICT  
HIGH SCHOOL ALTERNATIVES TO WAKULLA HIGH SCHOOL**

**24 Credit Alternative High School Diploma or Performance-Based Exit Option Regular High School Diploma**

**To Enroll:**

- ✓ Minimum sixteen (16) years of age
- ✓ Official withdrawal from K-12 high school program
- ✓ Score equivalent to 9.0 grade or higher on T.A.B.E. Reading Equivalency test
- ✓ Academically behind peers (Note: May get graduate ahead of peers; program is designed to "catch up" to peers)
- ✓ No significant history of disciplinary problems

**To Graduate:**

- ✓ Passing scores on required FCAT/EOC exams needed for year entered 9<sup>th</sup> grade
- ✓ Passing scores on GED exam (for 14 credit option)
- ✓ Passing grades for all core subjects (14 credits)
- ✓ OR Regular 24 Credit Diploma with acceleration for students who are behind to graduate on time

**Benefits:**

- ✓ Voluntary program
- ✓ Catch up to peers
- ✓ Attend program at SEC, Monday – Friday, 8:00am – 1:30pm
- ✓ Transportation from WHS, lunch program available
- ✓ Contact at SEC is Cheryl Mallow at 962-2151
- ✓ Receive standard high school diploma (see example #1)
- ✓ Valid for admission requirements for postsecondary education, military, etc.
- ✓ Graduation Ceremony at SEC auditorium (May)

**GED Preparation Program: Equivalency High School Diploma**

**To enroll:**

- ✓ Minimum sixteen (16) years of age
- ✓ Official withdrawal from high school program
- ✓ Enroll in Wakulla Adult Education Program
- ✓ T.A.B.E. in reading, math, language and spelling (test for placement)
- ✓ Show photo identification and Social Security card

**To graduate:**

- ✓ Attend a minimum of forty-eight (48) instructional hours in a minimum of three (3) hour increments if under eighteen (18) years of age
- ✓ Letter of authorization from instructor/administrator authorizing students under eighteen (18) years of age to test
- ✓ Register (fill out necessary paperwork) and pay tuition and exam fees
- ✓ Passing scores on GED exam

**Benefits:**

- ✓ Voluntary program
- ✓ Program available in Crawfordville only
- ✓ Crawfordville campus - Monday – Friday-8:00am – 12:00pm (transportation from WHS on M, W & F, no lunch available); Monday, Wednesday, Friday-8:00am – 1:30pm (transportation from WHS, no lunch available); Tuesday, Thursday-6:00pm – 9:00pm (no transportation or childcare available)
- ✓ Contact Adult Ed Crawfordville campus at 926-1841
- ✓ Graduate with or ahead of peers
- ✓ Receive GED diploma (high school equivalency diploma) (see example #2)
- ✓ Valid for admission requirements for community college, some military (check with recruiting office)
- ✓ Graduation Ceremony at SEC auditorium (May)

**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?**

*The teenage parent coordinator provides the guidance counselors and administrators with information to refer students to her. She also confers with the school nurse who refers pregnant teens to the teen parenting coordinator. Through Early Head Start, childcare is provided at no cost to the participating student, including transportation for the child. Additionally, social services and other ancillary services are addressed by the case manager. School counselors meet with the family to ensure that options are understood and all resources are easily available.*

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## Teen Parent Services

Daycare assistance through Early Head Start, a federally funded community-based program for low-income families with pregnant women, infants, and toddlers up to age 3. It is a program that came out of the Head Start Program. The program was designed in 1994 by an Advisory Committee on Services for Families with Infants and Toddlers formed by the Secretary of Health and Human Services. "In addition to providing or linking families with needed services—medical, mental health, nutrition, and education—Early Head Start can provide a place for children to experience consistent, nurturing relationships and stable, ongoing routines."

### Services provided by:

North Florida Child Development

87 Andrew J Hargrett Sr Rd

Crawfordville, FL 32327

Phone Number: (850) 639-5080 or 926-8299

Contact to make an appointment: Andrea Kilpatrick



### Service Location:

Bright Beginnings Preschool and Daycare

360 Shadeville Rd

Crawfordville, FL 32327

(850) 926-9949

### Documentation needed:

- Infant's birth certificate or proof of pregnancy if child is not born
- Proof of Residency (Notarized letter from parent/person who pays utility bills & copy of utility bill)
- Proof of Income of Mother if applicable
- Mother Social Security Card
- Insurance or Medicaid Card
- Mother's picture ID
- WIC/Food stamp # if applicable

### Missed school assignments:

The front office will request your missed assignments. You will need to have someone pick it up from the front office. You will receive new assignments when you turn in the previous assignments.

**Teen Parent Program Liaison:** Ashley Anderson, LCSW (850)926-2221

# APPENDICES

The Range of Job Duties for the Equity Coordinator include:

## **WAKULLA COUNTY SCHOOL BOARD JOB DESCRIPTION**

**TITLE:** Chief Human Capitol Officer

**EMPLOYEE CATEGORY:** 1/Administrative Personnel

### **QUALIFICATIONS:**

1. Master's Degree from an accredited educational institution.
2. State of Florida certification in Administration and Supervision, Educational Leadership or a related field.
3. Minimum of three (3) years' experience in personnel, management or a related area.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

Knowledge of laws, rules, regulations and codes governing the management of Florida public school human resources. Ability to communicate orally and in writing. Ability to plan and present information to the public. Advanced skills in problem-solving, human interaction and handling of sensitive personnel issues. Ability to work independently and make competent decisions on matters related to areas of responsibility. Ability to balance several job functions at one time and work under a heavy workload. Ability to analyze statistical data for trends and performance in various programs and to develop strategies for improvement. Ability to represent the District at state or regional functions. Ability to facilitate various size groups using facilitative leadership skills. Ability to provide positive leadership and supervision to subordinates. Ability to handle highly sensitive personnel matters in a timely and professional manner. Knowledge of computer hardware and software used to accomplish administrative goals.

**REPORTS TO:** Superintendent

### **JOB GOAL**

To provide accurate and timely information for decision-making and system product analysis and to plan; to coordinate and supervise the Personnel Department in order to maximize the educational experiences for students.

**SUPERVISES:** Assigned Personnel

### **PERFORMANCE RESPONSIBILITIES:**

#### **Service Delivery**

1. Oversee the timely running of all jobs and reports.
2. Prepare and oversee budget for areas assigned.
3. Oversee and set schedules for timely submission of all Department of Education reports.
4. Provide for the maintenance of supporting documentation for all student and staff records.
5. Evaluate the use of hardware, software and other equipment and make recommendations for upgrades as necessary within assigned areas.
6. Monitor and approve requests for the sharing of staff data with other agencies.
7. Direct and coordinate recruitment efforts for the District, including maintenance of automated systems to support recruitment.
8. Direct and establish procedures and best practices for the receipt, maintenance and dissemination of all employment documentation for the application process.
9. Oversee and assure advertisement of position vacancies maintaining historical records.

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WCSB Job Description: Rev. 6/06, 8/07 Imp.-Implemented

10. Oversee and promote positive, accurate and timely communications with applicants and with employees.

11. Supervise and assure the maintenance of job descriptions for the District.

12. Direct, implement and/or document personnel orientation efforts.

13. Direct and oversee performance assessment / evaluation processes for all employment categories.

14. Oversee the development, standardization of District-forms.

15. Serve as the custodian for records storage and disposal.

16. Perform other duties as assigned.

**Inter / Intra-agency Communication and Delivery**

17. Provide school-level personnel with information on residency, custody rights, studentparent rights and privacy laws.

18. Serve as a liaison for the District for archives, history and records management, for personnel and students.

19. Communicate with parents, community, advisory and business groups regarding personnel matters.

20. Maintain contact with other districts and governmental agencies regarding issues in assigned areas.

21. Use effective communication strategies to interact with a variety of audiences.

22. Submit recommendations to the Superintendent for organizational improvement as needed.

**Professional Growth and Improvement**

23. Attend training sessions, conferences and workshops to keep abreast of current best practices, programs, and legal issues in areas of responsibility.

24. Establish in-service programs to inform District and school personnel of policies, practices and available services.

25. Set high standards and expectations for self and others.

26. Maintain a network of peer contacts through professional organizations.

27. Attend meetings and conferences, which promote professional growth and benefit the District.

**Systemic Functions**

28. Provide advice to the Superintendent as to the personnel status of the school system and the wise use of personnel.

29. Be knowledgeable of the systems and procedures that impact areas of responsibilities interacting with other administrators as needed, to assure articulation and efficient delivery of service.

30. Administer and monitor the District's responsibilities regarding certification requirements of employees.

31. Prepare and submit all required reports in a timely manner and maintain all appropriate records.

32. Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment actions.

33. Perform other incidental tasks consistent with the goals and objectives of this position.

**Leadership and Strategic Orientation**

34. Develop short- and long-range plans for the conduct, growth and improvement of department programs and services.

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### **ACTION REQUIRED FOR PART III:**

Review strategies and revise them, as necessary, to ensure that they are targeted at increasing enrollment for minority students and reducing or eliminating enrollment gaps.

Set accountability measures that indicate efforts to effectively close existing enrollment gaps for Advanced Placement, IB, and AICE, and in all advanced courses, including DE, AP, IB, AICE and other level 3 courses.

### **ACTIONS TAKEN**

Meetings throughout the year were held with one or more of the following at each meeting: Equity Officer, Angie Walker; Assistant Superintendent, Sunny Chancy; Assistant Principal, Priscilla Tucker; Assistant Principal, Johnny Graham; Minority & Recruitment Director, Dod Walker; AVID Coordinator, Katherine Spivey; AVID teacher, Lara Davis; teacher, Sonja Rosier, teacher; Jillian Solburg; teacher Heidi Montgomery; and student services teacher, Jessica Mapes, Jennifer Edwards, Amanda Camper, Susan Hutchins, Spurgeon McWilliams.

Administrative leadership meetings were held to discuss students needs, the needs of the distance learning students; the needs of the students who were quarantined, and the needs of the face-to-face/brick and mortar students. Specific adaptations for targeting students who are identified as ESE, struggling, lower-socioeconomic income, and minorities. Data was used to track patterns and training provided on how best to reach these students.

The AVID program continues to serve minority students as well as others needing support and encouragement to enter into advanced courses. The AVID program was instituted in 9<sup>th</sup> grade for SY 2009-10 and expanded additionally each year to include each grade. Additionally, the two middle schools, Riversprings Middle and Wakulla Middle, also instituted the AVID program during the 2009-10 SY, and Riversprings Middle School is now a nationally recognized AVID school. All four elementary schools will began an AVID program during the 2018-19 school year for fifth grade students. One of the purposes of the AVID program is to advocate for more minority students to take college & career readiness courses and provide support to ensure their success in rigorous courses. The opportunity at the middle school level to participate in AVID, has positively impacted participation in the Advanced Placement courses offered at the high school level.

Initiatives taken and/or adaption made to increase participation among minority populations in all advanced courses:

### **SECONDARY LEVEL**

- Advocate a culture of college & career readiness for all students by all faculty
- At least one honors, AP, or Dual Enrollment course will be required for all AVID students.
- One guidance counselor for each of the four high school grades remains in place for SY 2020-21
- Administrative support remains in place at each middle and high school, including an associate dean to assist with AVID and other student resource duties.
- For SY 2020-21 at least 4 parent nights were held for CANVAS training

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- For SY 2020-21 high school teachers have been trained in either AP strategies or Pre-AP strategies.
- AVID newsletter continue to be distributed to all AVID students, parents, and WHS faculty.
- Several, limited one-on-one tours were conducted by coaches.
- Continue to increase course offerings as well as increase the number of “on-campus” dual enrollment courses
- Wakulla High School purchased AP exams for students-due to staffing constraints brought on by COVID, the campus courses were not increased but were offset by increasing student access to online dual enrollment courses.
- All students were assigned an adult advocate for social and academic needs. Advocates monitor and encourage students’ participation in extracurricular activities and academic progress.
- Minority students academic progress monitored quarterly by school’s intervention team
- Semester evaluation of percentage of minority students participating in advanced classes and progress.
- End of year evaluation of percentage of minority students’ success at end of year in all advanced courses.
- Digital Tools Industry certification continued at both middle schools at 6<sup>th</sup> grade

#### **ELEMENTARY LEVEL**

- Incorporate AVID strategies at the 5<sup>th</sup> grade level at the elementary schools
- Train teachers on the identification of gifted students, with emphasis placed on minority students. Teachers will generously screen minority students in hopes of qualifying for the full gifted evaluation
- Assign all students an adult advocate for social and academic needs. The advocates will monitor and encourage students’ participation in extracurricular activities, gifted screenings, parent involvement/communication, and will act as an additional support system.
- Minority students academic progress monitored quarterly by school’s intervention team
- Digital Tools Industry certification will be added to all k-5 schools

Florida Educational Equity Act, Section 1000.05, Florida Statutes (Formerly 228.2001, Florida Statutes) and  
Rules 6A-19.001 – 6A-19.010

**GENDER EQUITY IN ATHLETICS**

District: Wakulla

**Section B: Compliance Verification Form**

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

☒ IN COMPLIANCE ☐ NOT IN COMPLIANCE

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

☒ IN COMPLIANCE ☐ NOT IN COMPLIANCE

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

☒ IN COMPLIANCE ☐ NOT IN COMPLIANCE

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

☒ IN COMPLIANCE ☐ NOT IN COMPLIANCE

4. 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

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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

\_\_\_\_\_  
Robert Pearce, Superintendent

May 2021  
Date

### 2020-2021 Athletic Participation Monitoring Form

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

<b>Riversprings Middle</b>	<i>Number of Participants</i>				<i>Number of Participants</i>		
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>	<b><i>Middle School</i></b>	<i>Males</i>	<i>Females</i>	<i>Total</i>
Baseball				Baseball	17		17
Basketball				Basketball	17	14	31
Cross Country				Cross Country	0	12	12
Flag Football/ Football				Flag Football/ Football	40		40
Golf				Golf			
Soccer				Soccer	20	18	38
Softball				Softball		22	22
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field				Track and Field	13	30	33
Volleyball				Volleyball		25	25
Wrestling				Wrestling	25	0	25
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>	132	121	253
<i>% of Varsity Participants</i>				<i>% of JV Participants</i>	52%	48%	100%
<b>Total Student Enrollment by Gender 2019-20</b>				<b>Total Student Enrollment by Gender 2019-20</b>	293	270	563

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% Student Enrollment by Gender 2019-20				% Student Enrollment by Gender 2019-20	52%	48%	100%
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### 2020-2021 Athletic Participation Monitoring Form

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

<b>Wakulla Middle</b>	<i>Number of Participants</i>				<i>Number of Participants</i>		
<i>Varsity Teams</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>		<i>Males</i>	<i>Females</i>	<i>Total</i>
Baseball				Baseball	16		16
Basketball				Basketball	22	18	40
Cross Country				Cross Country		21	21
Flag Football/ Football				Flag Football/ Football	40		40
Golf				Golf			
Soccer				Soccer	18	17	35
Softball				Softball		25	25
Swimming/Diving				Swimming/Diving			
Tennis				Tennis			
Track and Field				Track and Field	24	26	50
Volleyball				Volleyball		27	27
Wrestling				Wrestling	13	0	13
Weightlifting				Weightlifting			
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>	133	134	267
<i>% of Varsity Participants</i>				<i>% of JV Participants</i>	49.8%	50.2%	100%
<b>Total Student Enrollment by Gender 2017-18</b>				<b>Total Student Enrollment by Gender 2017-18</b>	259	240	499

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% Student Enrollment by Gender 2017-18				% Student Enrollment by Gender 2017-18	51.9%	48.1%	100%
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### 2020-2021 Athletic Participation Monitoring Form

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

Wakulla High	Number of Participants				Number of Participants		
Varsity Teams	Males	Females	Total	JV, Freshman B-teams	Males	Females	Total
Baseball	16		16	Baseball	14		14
Basketball	11	10	21	Basketball	11	15	26
Cross Country	17	19	36	Cross Country	14	13	27
Flag Football/ Football	31	17	48	Flag Football/ Football	30	13	43
Golf	6	9	15	Golf			
Soccer	19	18	41	Soccer	21	17	38
Softball		12	12	Softball		15	15
Swimming/Diving				Swimming/Diving			
Tennis	9	10	19	Tennis			
Track and Field	18	14	32	Track and Field	10	16	26
Volleyball		11	11	Volleyball		13	13
Wrestling	15		15	Wrestling	14		14
Weightlifting	14	19	33	Weightlifting	13	13	26
Total Varsity Participants	156	139	295	Total JV Participants	127	115	242
% of Varsity Participants	53%	47%	100%	% of JV Participants	52%	48%	100%
Total Student Enrollment by Gender 2017-18	716	695	1411	Total Student Enrollment by Gender 2017-18	716	695	1411
% Student Enrollment by Gender 2017-18	51%	49%	100%	% Student Enrollment by Gender 2017-18	51%	49%	100%

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*5/2016, 7/2018, 07/2019, 9/2020, 05/2021 Angie Walker  
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