

# Florida Educational Equity Act 2021-2022

DISTRICT ANNUAL EDUCATIONAL EQUITY ACT UPDATE



**CALHOUN COUNTY**  
**SCHOOL DISTRICT**

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Darryl Taylor, Jr., Superintendent  
School Board Approved

## 2021-22 Annual Equity Update

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# Part I: Procedural Requirements:

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

N/A

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

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

The Annual Notification of Nondiscrimination for Vocation Education Programs is sent home with students in the beginning of the year student packets. This document is also published on the district website <http://www.calhounflschools.org/parents>.

### Annual Notification of Nondiscrimination for Vocational Education Programs 2022- 2023

Calhoun County School District offers the following secondary career and technical programs, including career academies wherein students may earn industry certification:

Program	School	Admission Requirements
Agritechnology	Blountstown High School, Altha Public School	None
Technical Agriculture Operations	Blountstown High School, Altha Public School	None
Culinary Arts	Blountstown High School, Altha Public School	None
Digital Design	Altha Public School	None
Digital Media Technology	Blountstown High School, Altha Public School	None
Digital Media/Multimedia Design	Blountstown High School	None
Nursing Assistant	Blountstown High School	Grades 11 or 12
Building Construction Technologies	Blountstown High School	None
Welding	Blountstown High School	None
Television Production Technology	Altha Public School	None
Diversified Career Technology	Blountstown High School, Altha Public School	None

The District does not offer any post-secondary career and technical programs.

A comprehensive policy has been developed, including educational and vocational programs services, activities, employment policies, practices and procedures, which provides protection in terms of race, color, national origin, gender, age, disability, marital status, disabilities, and religion. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. The district's policy of nondiscrimination provides protection to staff and includes all protected classes.

Lack of English language skills will not be a barrier to admission and participation. The district may assess each student's ability to benefit from specific programs through placement tests and counseling, and, if necessary, will provide services or referrals to better prepare students for successful participation.

Contact Person: Dr. Debbie Williams, Equity Coordinator  
20859 Central Ave. E., Room G-20  
Blountstown, Florida 32424  
850-674-8733 ext. 21

## 2. Continuous Notification of Nondiscrimination

Documents provide continuous notification of nondiscrimination included but are not limited to: The Calhoun County School District Code of Conduct, the Student Progression Plan, the Employee Handbook, the Parent Guide, the Virtual Policies, the Title I Parental Involvement Calendar. And the district website <http://www.calhounflschools.org/notification-of-nondiscrimination-for-vocational-education-programs>.

The screenshot shows the Calhoun County School District website. The header includes the district logo and name, "CALHOUN COUNTY SCHOOL DISTRICT Committed to Excellence". A navigation menu lists various sections like District Info, School Board, and Employment. A banner for "ANNOUNCEMENT: COVID-19 Protocols" is visible. The main content area is titled "CONTINUOUS NOTIFICATION OF NONDISCRIMINATION" and contains the following text:

**CONTINUOUS NOTIFICATION OF NONDISCRIMINATION**

A comprehensive policy has been developed, including educational and vocational programs services, activities, employment policies, practices and procedures, which provides protection on the basis of race, color, national origin, religion, sex, age, disability, marital status or sexual orientation. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. The district's policy of nondiscrimination provides protection to staff and includes all protected classes. The Student Code of Conduct and the School Board Policies contain a nondiscrimination statement of assurance and procedures for filing grievances, including complaints of discrimination.

The Florida Educational Equity Act, Section 1000.05, F. S., became law in June 1984, and the implementing rules were adopted by the State Board of Education in February, 1985.

On the right side, there is a "Related Links" section with the following items:

- Mission and Vision
- Calendars
- Continuous Notification of Nondiscrimination
- Controlled Open Enrollment

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

Below is a screen shot of the Human Resources webpage on the district website for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. <http://www.calhounflschools.org/human-resources>

The screenshot shows the Human Resources webpage. The header is "HUMAN RESOURCES". A navigation menu includes Home, Departments, and Human Resources. The main content area is titled "Human Resources" and lists the following contact information:

**Human Resources**

Kim Milligan  
Telephone: 850-674-5927 ext 20  
[kim.milligan@calhounflschools.org](mailto:kim.milligan@calhounflschools.org)

Dr. Debbie Williams  
Telephone: 850-674-5927 ext 21  
[debbie.williams@calhounflschools.org](mailto:debbie.williams@calhounflschools.org)

**Notice of Reasonable Accommodations to Applicants for Employment**

Reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. To request accommodations, please contact:

Dr. Debbie Williams, Assistant Superintendent  
20859 Central Ave East, Room G-20  
850-674-5927 ext 21  
[debbie.williams@calhounflschools.org](mailto:debbie.williams@calhounflschools.org)

On the right side, there is a "Related Links" section with the following item:

- Insurance 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).

The Calhoun County School District has not had an on-site review in the past school year.

**B.** Any other items identified on the current or past monitoring work plans as incomplete.

The Calhoun County School District has no incomplete items.

## 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 (643)

<i>White</i> # & %	<i>Black</i> # & %	<i>Hispanic</i> # & %	<i>ELL Students</i> # & %		
Whites In AP/IB/AICE 2017-18 3% (13)	Whites In AP/IB/AICE 2018-19 3% (12)	Whites In AP/IB/AICE 2019-20 2% (8)	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 4% (10)	White Males In AP/IB/AICE 2018-19 3.42% (8)	White Males In AP/IB/AICE 2019-20 1.7% (4)	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 1% (1)	Blacks In AP/IB/AICE 2018-19 3% (2)	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 3% (1)	Black Males In AP/IB/AICE 2018-19 4% (1)	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 2% (1)	Hispanics In AP/IB/AICE 2018-19 2% (1)	Hispanics In AP/IB/AICE 2019-20 8% (3)	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 4% (1)	Hisp. Males In AP/IB/AICE 2019-20 14% (3)	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**

AP classes were offered at Blountstown High School in 2015-2016 for the first time since 2011-2012. AP classes continue to be offered through FLVS. The District offers many Dual Enrollment classes. These have proven to be a better option for students.

In 2021-2022, enrollment of  
Blacks students decreased by 1 percentage point, from 1% in 2017-2018 to 0% in 2021-2022.  
Black male students decreased by 3 percentage points, from 3% in 2017-2018 to 0% in 2021-2022.  
Hispanic students decreased by 2 percentage points, from 2% in 2017-2018 to 0% in 2021-2022  
Hispanic male students remained the same, from 0% in 2017-2018 to 0% in 2021-2022  
ELL students were not enrolled in AP classes in 2021-2022.

### **Methods and Strategies**

AP classes continue to be offered through FLVS. The District offers many Dual Enrollment classes. These have proven to be a better option for students.

- Provide training to all school counselors in the use of data from district, state, and informal assessments to select appropriate accelerated course options for students.
- The high school guidance counselor will individually work with minority students and/or their parents to inform them of advance course opportunities including dual enrollment requirements and opportunities on the high school campus, at nearby college campuses and online.
- Identify and recruit potential dual enrollment students beginning in 7th grade to promote diversity and ensure access to higher level/rigorous courses at the high school level.
- To introduce students to the workforce dual enrollment programs and academic dual enrollment programs at Chipola College at an early age 5th and 7th graders will be taken on a trip to Gulf Coast State College.
- 10th and 11th grade students will be taken by bus to Chipola College to visit the 6 workforce dual enrollment programs and to the Florida Panhandle Technical College.
- 

### **Accountability Measure and Timelines**

AP classes continue to be offered through FLVS. The District offers many Dual Enrollment classes. These have proven to be a better option for students.

- Increase the number of Black students in grades 9-12 enrolling in AP classes by 1 percentage points by the 2022-2023 school year.
- Increase the number of Black male students in grades 9-12 enrolling AP classes by 1 percentage points by the 2022-2023 school year.
- Increase the number of Hispanic students in grades 9-12 enrolling in AP classes by 1 percentage points by the 2022-2023 school year.
- Increase the number of Hispanic male students in grades 9-12 enrolling in AP classes by 1 percentage points by the 2022-2023 school year.

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

Grades 9-12 Total Enrollment 2021-22 (643)

<i>White</i> # & %	<i>Black</i> # & %	<i>Hispanic</i> # & %	<i>ELL Students</i> # & %		
Whites in DE 2017-18 16% (79)	Whites in DE 2018-19 21% (93)	Whites in DE 2019-20 20% (95)	Whites in DE 2020-21 15% (73)	Whites in DE 2021-22 12% (59)	
White Males in DE 2017-18 13% (32)	White Males in DE 2018-19 16% (39)	White Males in DE 2019-20 13% (32)	White Males in DE 2020-21 9% 23#	White Males in DE 2021-22 7% (18)	
Blacks in DE 2017-18 12% (10)	Blacks in DE 2018-19 10% (7)	Blacks in DE 2019-20 11% (7)	Blacks in DE 2020-21 16% (9)	Blacks in DE 2021-22 2% (1)	
Black Males in DE 2017-18 9% (3)	Black Males in DE 2018-19 7% (2)	Black Males in DE 2019-20 11% (7)	Black Males in DE 2020-21 16% (9)	Black Males in DE 2021-22 0% (0)	
Hispanics in DE 2017-18 15% (6)	Hispanics in DE 2018-19 13% (6)	Hispanics in DE 2019-20 23% (9)	Hispanics in DE 2020-21 27% (11)	Hispanics in DE 2021-22 17% (7)	
Hisp. Males in DE 2017-18 0% (0)	Hisp. Males in DE 2018-19 7% (2)	Hisp. Males in DE 2019-20 14% (3)	Hisp. Males in DE 2020-21 24% (5)	Hisp. Males in DE 2021-22 29% (6)	
	ELL Students in DE 2018-19 0% (0)	ELL Students in DE 2019-20 0% (0)	ELL Students in DE 2020-21 0% (0)	ELL Students in DE 2021-22 0% (0)	



### **Evidence of Success**

The 2021-2022 evaluation reveal a consistent enrollment for black students.

The 2021-2022 evaluation reveals a decrease enrollment for, black and black males.

The 2021-2022 evaluation reveals a increase enrollment for, Hispanic students and Hispanic males.

Black students decreased by 10 percentage points, from 12% in 2017-2018 to 2% in 2021-2022.

Black male students decreased by 9 percentage points, from 9% in 2017-2018 to 0% in 2021-2022.

Hispanic students increased by 2%percentage points, from 15% in 2017-2018 to 17% in 2021-2022.

Hispanic male students increased by 29 percentage points, from 0% in 2017-2018 to 29% in 2021-2022.

### **Methods and Strategies**

- Provide training to all school counselors in the use of data from district, state, and informal assessments to select appropriate accelerated course options for students.
- The high school guidance counselor will individually work with minority students and/or their parents to inform them of advance course opportunities including dual enrollment requirements and opportunities on the high school campus, at nearby college campuses and online.
- Identify and recruit potential dual enrollment students beginning in 7th grade to promote diversity and ensure access to higher level / rigorous courses at the high school level.
- To introduce students to the workforce dual enrollment programs and academic dual enrollment programs at Chipola College at an early age 5th and 7th graders will be taken on a trip to Gulf Coast State College.
- 10th and 11th grade students will be taken by bus to Chipola College to visit the 6 workforce dual enrollment programs and to the Florida Panhandle Technical College.

### **Accountability Measure and Timelines**

- Increase the number of Black students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2022-2023 school year.
- Increase the number of Black male students in grades 9-12 enrolling in DE courses by 1 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 Hispanic male students in grades 9-12 enrolling in DE courses by 2 percentage points by the 2022-2023 school year.

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

**Grades 9-12 Total Enrollment 2021-22 (643)**

<i>White</i> # & %	<i>Black</i> # & %	<i>Hispanic</i> # & %	<i>ELL Students</i> # & %	
Whites All Level 3 2017-18 73% (358)	Whites All Level 3 2018-19 73% (333)	Whites All Level 3 2019-20 71% (334)	Whites All Level 3 2020-21 65% (322)	Whites All Level 3 2021-22 75% (375)
White Males All Level 3 2017-18 67% (63)	White Males All Level 3 2018-19 71% (166)	White Males All Level 3 2019-20 64% (155)	White Males All Level 3 2020-21 60% (152)	White Males All Level 3 2021-22 73% (190)
Blacks All Level 3 2017-18 57% (46)	Blacks All Level 3 2018-19 66% (44)	Blacks All Level 3 2019-20 55% (34)	Blacks All Level 3 2020-21 55% (32)	Blacks All Level 3 2021-22 65% (43)
Black Males All Level 3 2017-18 36% (12)	Black Males All Level 3 2018-19 50% (14)	Black Males All Level 3 2019-20 43% (14)	Black Males All Level 3 2020-21 55% (18)	Black Males All Level 3 2021-22 66% (25)
Hispanics All Level 3 2017-18 76% (31)	Hispanics All Level 3 2018-19 83% (40)	Hispanics All Level 3 2019-20 87% (34)	Hispanics All Level 3 2020-21 78% (32)	Hispanics All Level 3 2021-22 76% (32)
Hisp. Males All Level 3 2017-18 76% (16)	Hisp. Males All Level 3 2018-19 89% (25)	Hisp. Males All Level 3 2019-20 82% (18)	Hisp. Males All Level 3 2020-21 81% (17)	Hisp. Males All Level 3 2021-22 76% (16)
	ELL Students All Level 3 2018-19 0% (0)	ELL Students All Level 3 2019-20 0% (0)	ELL Students All Level 3 2020-21 0% (0)	ELL Students All Level 3 2021-22 0% (0)

### **Evidence of Success**

The evaluation reveals progress increasing enrollment for black, black male students, Hispanics, and Hispanic male students.

In 2021-2022 enrollments of black and black male students increased,

In 2021 – 2022 enrollments of Hispanic and Hispanic male students increased.

Black students increased by 8 percentage points, from 57% in 2017-2018 to 65% in 2021-2022.

Black male students increased by 30 percentage point, from 36% in 2017-2018 to 66% in 2021-2022.

Hispanic students remained consistent at 76 percentage points, from 2017-2018 to in 2021-2022.

Hispanic male students remained consistent at 76 percentage points, from 2017-2018 to in 2021-2022.

### **Methods and Strategies**

- Provide training to all school counselors in the use of data from district, state, and informal assessments to select appropriate accelerated course options for students.
- Target minority rising 7<sup>th</sup> grade students who could excel in advance course work and especially students who exhibit responsibility and maturity.
- The high school guidance counselor will individually work with minority students and/or their parents to encourage them to enroll in all Level 3 courses.
- The high school guidance counselor will monitor these students each grading period and arrange supports as needed.
- To introduce students to the workforce dual enrollment programs and academic dual enrollment programs at Chipola College at an early age 5<sup>th</sup> and 7<sup>th</sup> graders will be taken on a trip to Gulf Coast State College.
- The district will continue to look for ways to expand the schedule to include more Level 3 courses.
- 10<sup>th</sup> and 11<sup>th</sup> grade students will be taken by bus to Chipola College to visit the 6 workforce dual enrollment programs and to the Florida Panhandle Technical College.

### **Accountability Measure and Timelines**

- Increase the number of Black students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2022-2023 school year.
- Increase the number of Black male students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2022-2023 school year.
- Increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2022-2023 school year.
- Increase the number of Hispanic male students in grades 9-12 enrolling in Level 3 courses by 2 percentage points by the 2022-2023 school year.

# PART IV: GENDER EQUITY IN ATHLETICS

## Athletic Compliance Verification Form

District: Calhoun

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

IN COMPLIANCE

NOT IN COMPLIANCE

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

*Dwight Taylor, Sr.*

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

6/30/2022

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: Altha Public	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	12		12	Baseball		15			15
Basketball	10	9	19	Basketball	2	32		10	42
Cross Country	2	10	12	Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf				Golf					
Soccer				Soccer					
Softball		21	21	Softball				12	12
Swimming/Diving				Swimming/Diving					
Tennis				Tennis					
Track and Field				Track and Field					
Volleyball		10	10	Volleyball			2	26	26
Wrestling				Wrestling					
Weightlifting	8	15	23	Weightlifting					
<i>Total Varsity Participants</i>	32	65	97	<i>Total JV Participants</i>	47		48		95
<i>% of Varsity Participants</i>	33%	67%	100%	<i>% of JV Participants</i>	49%		51%		100%
<b>Total Student Enrollment by Gender 2021-22</b>	176	166	342	<b>Total Student Enrollment by Gender 2021-22</b>		176		166	342
<b>% Student Enrollment by Gender 2021-22</b>	51%	49%	100%	<b>% Student Enrollment by Gender 2021-22</b>	51%		49%		100%

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

## 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: Blountstown High	Number of Participants			Number of Participants					
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	#	Females	Total
Baseball	17		17	Baseball	2	36			36
Basketball	10	13	23	Basketball	2	22		14	36
Cross Country	22	11	33	Cross Country					
Flag Football/ Football	19		19	Flag Football/ Football	2	50			50
Golf				Golf					
Soccer				Soccer					
Softball		9	9	Softball			2	25	25
Swimming/Diving				Swimming/Diving					
Tennis				Tennis					
Track and Field	54	23	77	Track and Field					
Volleyball		12	12	Volleyball			2	23	23
Wrestling				Wrestling					
Weightlifting	23	19	42	Weightlifting					
<i>Total Varsity Participants</i>	145	87	232	<i>Total JV Participants</i>	108		62		170
<i>% of Varsity Participants</i>	62%	38%	100%	<i>% of JV Participants</i>	64%		36%		100%
<b>Total Student Enrollment by Gender 2021-22</b>	320	357	677	<b>Total Student Enrollment by Gender 2021-22</b>	320		357		677
<b>% Student Enrollment by Gender 2021-22</b>	47%	53%	100%	<b>% Student Enrollment by Gender 2021-22</b>	47%		53%		100%

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

## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

District: Calhoun

School Name: Altha Public School

(1) Gender Equity in Athletics Component	(2) Planned Actions to Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
<p>Accommodation of Interest and Abilities</p>	<p><b>Progress from 2020–2021 Plan</b></p> <p>For varsity sports, there was a 18% proportionality between the student enrollment and the percentage of varsity participants for the 2021 – 2022 school year. The percentage of male (33%) varsity participants was 34% lower than the female (67%) participants. One reason for this disparity was due to low number of male student athletes.</p> <p>For participation in non-varsity sports, there was a 2% proportionality between enrollment and the percentage of non-varsity participants for males and females for the 2021 – 2022 school year.</p> <p>Altha Public School is a small school, with limited students participating in sports. Most of Altha's middle school students are required to play on the varsity or Junior varsity team, to ensure there are enough players to play the sport.</p> <p><b>Actions for 2022-2023</b></p> <ol style="list-style-type: none"> <li>Look for creative ways to market the current male sports such as cross county and weightlifting</li> </ol>	<ol style="list-style-type: none"> <li>Principal, Assistant principal, AD and Coaches of male sports</li> </ol>	<p>Ongoing</p>

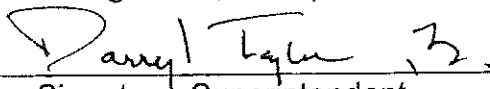
We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.



Signature, Principal

6/30/2022

Date



Signature, Superintendent

6/30/2022

Date



## PART IV GENDER EQUITY IN ATHLETICS

### Corrective Action Plan

District: Calhoun

School Name: Blountstown 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
<p>Accommodation of Interest and Abilities</p>	<p><b>Progress from 2020-2021</b></p> <p>For varsity sports, there was a 15% proportionality between the student enrollment and the percentage of varsity participants for the 2021 – 2022 school year. Male percentages were higher than female percentages.</p> <p>For participation in non-varsity sports, there was a 17% proportionality between enrollment and the percentage of non-varsity participants for males and females for the 2021 – 2022 school year. Male percentages were higher than female percentages.</p> <p><b>Actions for 2022-2023</b></p> <ol style="list-style-type: none"> <li>1. Recruit female coaches who have implement a progressive workout plan preparing students for competition.</li> <li>2. The Athletic Director will work with female athletes to look for college recruiting opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal, AD and Coaches of female sports</li> <li>2. AD and Principal</li> </ol>	<p>Ongoing</p> <p>Ongoing</p>

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

Macey Wood

(Signature, Principal)

6/30/2022

Date

Darrell Taylor

(Signature, Superintendent)

6/30/2022

Date

## PART V: EMPLOYMENT EQUITY

A. Complete the following chart for administrative and instructional positions in the school district. Enter the number

District: <u>Calhoun</u>		2021-22 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	2142	234 (11%)	119 (5%)	1728 (81%)	61 (3%)	1024 (48%)	1118(52%)
District-Level Administrators	7	1(14%)	0 (0%)	6 (86%)	0 (0%)	5 (71%)	2 (29%)
Principals	4	1 (25%)	0 (0%)	3 (75%)	0 (0%)	4 (100%)	0 (0%)
Asst. Principals	6	0 (0%)	0 (0%)	6 (100%)	0 (0%)	4 (67%)	2 (33%)
Teachers	142	4 (28%)	1 (1%)	131 (92%)	6 (4%)	119(84%)	23 (16%)
Guidance Counselors	2	0 (0%)	0 (0%)	2 (100%)	0 (0%)	2 (100%)	0 (100%)

and percent for each race/ethnicity and gender. Count each person only once under one category.

- B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.
- C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

Calhoun County is presently underrepresented in both instructional and administrative positions relative to ethnicity as well as gender. In an effort to hire a greater number of minorities and males, the District will continue to advertise job openings on state and district websites. The District recruiter will attend teacher job fairs.

## PART VI: SINGLE-SEX SCHOOLS AND CLASSES

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

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

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

District:	2021-22 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment

B. In the chart below enter the number of classes and enrollments in all classes for courses for which single-sex classes are offered at co-educational schools in the district.

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

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

- Does the district offer single-sex education?
- How is single-sex education being justified?
- How does the district keep track of single-sex public education?
- What does the district do to insure there is no illegal sex segregation in education?
- Is single-sex education intended to decrease sex discrimination in the outcomes?
- Do the schools provide comparable co-educational options?
- How are single-sex educational options reviewed, monitored, and evaluated to insure they are legal?
- Who is involved in the evaluations and guidance on the implementation of single-sex education?
- What assurances are provided to ensure that single-sex options are completely voluntary?
- Are there pre-implementation reviews of proposed single-sex education?
- What entities review and approve single-sex options, and what standards do they use?
- Is there assistance from external groups for training or consultation?
- How does the district monitor to ensure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls?
- Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures?

- Please share information on why the district or school decided to eliminate single-sex education? **\*This is only for those district(s) or school(s) that discontinued single-sex education.**
- D. Please attach copies of notices to parents/students that co-education options are available and the participation in single-sex classes is completely voluntary.
- E. If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form. (See page 12.)**

**PART VI:**  
**SINGLE-SEX SCHOOLS AND CLASSES**  
**Single-Sex Evaluation Verification Form**

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

I hereby verify that the required evaluations of the single-sex programs and classes offered at the schools listed below were completed, as required by Title IX and Section 1002.311, F.S.

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

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

\_\_\_\_\_  
 Date

## **PART VII: PREGNANT AND PARENTING STUDENTS**

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

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

**The Calhoun County School District provides free child care, transportation, and parent education to help pregnant and parenting students complete coursework necessary to earn a high school diploma. The District works with students on an individual basis to support their needs in order to make them successful students.**

- (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.)

**The Calhoun County School District does not operate 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?

**The Assistant Superintendent and the Parent Educator works with school counselors and administrators to effectively advise students of their options to participate in regular classroom activities, extracurricular activities and available ancillary services.**