



Curriculum Guide

Lincoln Park Academy

1806 Avenue I
Fort Pierce, FL 34950

Principal

Henry Sanabria

Assistant Principals

Candace Stone

Hilary Poole

Lynda Octavi

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Lincoln Park Academy High School

An Academic Magnet School

1806 Avenue I

Fort Pierce, FL 34950

(772) 468-5474

Henry Sanabria, Principal

CEEB # 100525

Assistant Principals

Candace Stone

James Sloan

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IB Coordinator

Carol Kuhn

Counselors

Cynthia Matthews, Director

Cheryl Allen

Tammie Christie

Rosa Myles

Shideh Saleki

The Community

Lincoln Park Academy is located on Florida's Treasure Coast in St. Lucie County. The county is traditionally an agricultural and service oriented community and is one of the fastest growing areas in Florida. Major research centers such as Harbor Branch Oceanographic Institute, the Smithsonian Institute, USDA and the University of Florida are located in St. Lucie County. Several colleges and universities have satellite campuses in the community, which offer limited coursework.

Athletics

Fall Sports

Volleyball, Swimming, Cross-country, Bowling, Golf

Winter Sports

Basketball, Cheerleading, Soccer

Spring Sports

Baseball, Track & Field, Softball, Tennis

Graduation Requirements

Students must earn a minimum of 24 credits, maintain a 2.0 GPA and demonstrate mastery on the Florida State Assessments (FSA).

English	4.0 units
Mathematics	4.0 units
Social Studies	4.0 units
Science	4.0 units
Foreign Language	2.0 units
Performing Art	1.0 units
H. O. P. E.	1.0 units
Electives	4.0 units

Class Rank

Class rank is computed using the weighted cumulative GPA (all courses taken)

Student Profile - Class of 2017

SAT Test Results	LPA	State	
Critical Reading	521	481	
Mathematics	508	475	
Writing	494	462	
ACT Test Results	LPA	State	National
Composite Score	22.2	19.9	20.8

Grading System

Letter grades are earned for each semester of work in all courses.

Grades are assigned on the following scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 0 – 59

Grade Weights: IB = .04, AP = .04, Dual Enrollment = .04, Honors = .02

School Colors: Black & Orange

School Mascot: Greyhound

School Motto: "We do right, because it is right to do right"

College Attendance: 96 % of graduates continue formal education.

School: Enrollment: 1749
Middle School: 803
High School: 946

The School's Awards

- ✓ Lincoln Park Academy has been recognized by US News and World Report, Newsweek Magazine, and the Washington Post as one of the Best High Schools in the Nation.
- ✓ "A" Ranked School
- ✓ International Baccalaureate Diploma Program
- ✓ International Baccalaureate Middle Years Programme
- ✓ Award-winning Athletic Program in Treasure Coast area
- ✓ Five Star School Award
- ✓ Model Pre-Engineering Program
- ✓ High School Seniors received over 5.0 million dollars in scholarships

LPA Graduates were accepted to the following schools in the past three years:

American University	New York University
Auburn University	Northeastern University
Barry University	North western University
Boston College	Nova University
Brown University	Oxford College of Emory University
Carnegie Mellon	Princeton University
Case-Western Reserve University	Rice University
College of William and Mary	Rollins College
Columbia University	Seton Hall University
Cornell University	Shaw University
Dartmouth College	Stanford University
Duke University	Tulane University
Emory University	University of Central Florida
Florida Institute of Technology	University of Florida
Georgia Institute of Technology	University of Miami
Harvard University	University of Pittsburgh
Johns Hopkins University	University of South Carolina
Lyola University	University of South Florida
Massachusetts Institute of Technology	Vanderbilt University
Mercer University	Villanova University
New York University	Yale University

LINCOLN PARK ACADEMY
Course Levels

GRADE LEVEL / MYP	Designed for students who have backgrounds of achievement that fall within the normal range.
HONORS / MYP	Designed for students who have previously demonstrated exceptional growth and achievement and who have high standardized test scores.
Required classes for IB	Designed for highly motivated, advanced students at the ninth and tenth grade levels. entrance into the program by application during eighth grade.
ADVANCED PLACEMENT (AP)	Designed for eleventh and twelfth grade students who have demonstrated advanced achievement and who desire to participate in the College Board Advanced Placement Program. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or University.
INTERNATIONAL BACCALAUREATE (IB)	Designed for eleventh and twelfth grade students who successfully completed the IB MYP program
DUAL ENROLLMENT	Designed for tenth, eleventh and twelfth grade students who meet IRSC and LPA requirements for college credit courses. Dual enrollment allows high school students to simultaneously earn college credit toward a postsecondary diploma, certificate, or degree at a Florida public institution that will also count as a credit toward a high school diploma. Students are permitted to take dual enrollment courses on a part time basis during school hours, after school, or during summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. Early admission is similar to dual enrollment, except that students are enrolled in a college/university course or courses full time. They earn credits simultaneously toward a college degree and a high school diploma.
Mosaic Virtual School	Mosaic is an internet-based school serving the students and teachers in St. Lucie County. This school is part of the St. Lucie County Public Schools.
Florida Virtual School (FLVS)	Florida Virtual High School is an internet-based high school serving the teachers and students in Florida. Students are eligible to participate in these courses by registering online and having their parent/guardian and Guidance Counselor approve their request online. To get more information, visit Flvs.net

Performance Based Program

Performance Based is a program for students who wish to recover credit to be able to graduate with their cohort. Students and parents must both be involved if interested in this program. Credits, attendance and discipline are reviewed and used to determine eligibility for the program. See your Guidance Counselor for more information.

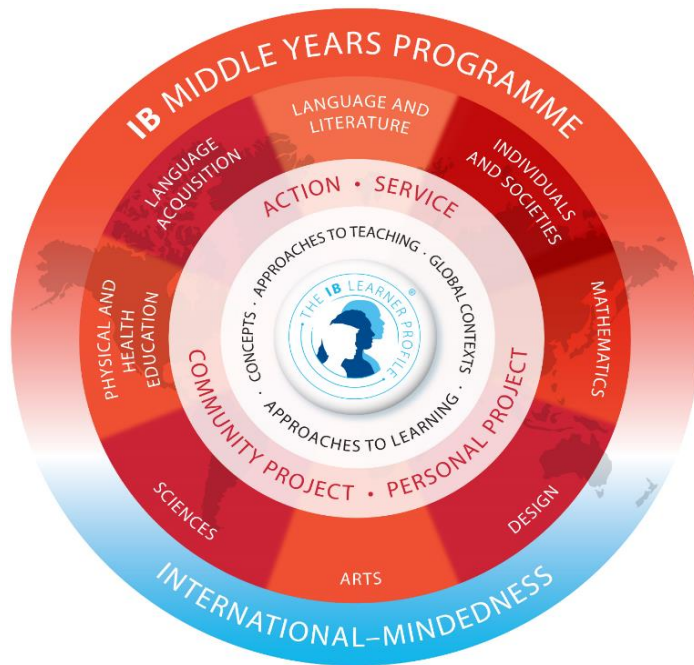
UNIFORM GRADING SYSTEM

Students in grades 6-12 will be awarded letter grades to indicate student progress.

Grade	Percent	Grade Point Average	Definition
A	90-100	4	Outstanding Progress
B	80-89	3	Above Average Progress
C	70-79	2	Average Progress
D	60-69	1	Lowest Acceptable Progress
F	0-59	0	Failure

Students who pass Honors, AP, IB or Dual Enrollment coursework with an average of "C" or better will receive weighted grade value.

International Baccalaureate Programmes: Middle Years and Diploma Programme



The IB Middle Years Programme is an educational framework developed for students in grades 6-10 to gain an understanding of the fluidity of knowledge between subject areas. Additionally, we work to develop students to become critical and reflective thinkers. The final culminating piece, the personal project, allows for students to showcase their talents and knowledge gained over the five years in the programme.

The IB Diploma Programme is an academic programme for highly motivated students in grades 11 and 12 that focuses on six core subjects. This holistic education continues to build from principles and foundations developed through the MYP curriculum. The final culminating pieces—CAS projects, the extended essay, and Theory of Knowledge—allow for the student to further develop a cross cultural understanding of the world.



Guidance Services

Guidance Counselors assist students in developing a realistic picture of their progress in relation to their potential. The guidance staff provides academic advising, orientation services, consultation with parents and teachers, college and career advising, referral services, coordination of standardized testing, assistance to students, parent, teachers and other professionals in developing a sound education program.

Schedule Changes

Students will be able to request changes to their schedules beginning the first day of each semester. The student must submit a completed *Request* for a schedule change form no later than four days following the beginning of each semester. Changes are done on a first come, first serve basis in priority order. No schedule change requests or changes will occur after the second week of the semester except as a result of an ability level change. An ability level conference must consist of the student, parent, teacher, counselor and administrator.

Schedule changes will only be considered for the following reasons: student has already completed course work, a missing course is needed for graduation or program/major completion or student has failed the prerequisite course for the class. All other changes are at administrative discretion.

Exceptional Student Education

All students currently enrolled or determined eligible for Special Education Services will be contacted by the case manager. A copy of each student's Individual Educational Plan is on file at the school and accessed by all teachers assigned to the student. Please visit our ESE website at <http://www.stlucie.k12.fl.us/>

Homebound and Hospitalized Program

The district's Homebound and Hospitalized Program (HHP) has been established to provide instruction to the pupil who must be out of school for at least three weeks due to illness or convalescence, as certified by a licensed physician, psychiatrist, or clinical psychologist.

ESOL/ELL

The ESOL (English for Speakers of Other Languages)/ELL (English Language Learner's) program is designed to provide assistance to students where the primary language spoken at home is other than English. ESOL is a specialized program that focuses on English language instruction.

REQUIREMENTS FOR GRADUATION FROM LINCOLN PARK ACADEMY

4 Credits English	English I, English II, English III, English IV required
4 Credits Math	Algebra I and Geometry required
4 Credits Natural Science	Biology and Chemistry or Physics PLUS one equally rigorous course required
4 Credits Social Science	World History, American History and Economics/American Government, plus 1.0 credit of Social Studies Elective required
2 Credits Foreign Language	Two sequential years in the same language
1 Credit Fine Arts	Art, Band, Chorus, Orchestra, Drama
1 Credit Physical Education	HOPE
4 Credits Electives	Academic courses over requirements listed above count as electives

24 TOTAL CREDITS

Students making up a failed course on Florida Virtual School must earn the high school credit in the same course as required for LPA graduation.

In addition, the student must earn a minimum cumulative GPA of 2.0 and must pass required Florida State Assessments (FSA). The International Baccalaureate diploma curriculum may be substituted to meet state graduation requirements.

The State Board of Education approved new concordant and comparative scores May 16, 2018. The amendment to Rule 6A-1.09422, F.A.C., Statewide, Standardized Assessment Program Requirements, establishes the following concordant scores for the Grade 10 FSA ELA and comparative scores for the FSA Algebra I EOC, beginning with students who enter grade 9 in the 2018-2019 school year:

Concordant scores for Grade 10 FSA ELA:

- SAT Evidence-Based Reading and Writing (EBRW): 480*
- ACT English and Reading: 18*

Comparative Scores for FSA Algebra I EOC

- PSAT/NMSQT Math: 430***
- SAT Math: 420****
- ACT Math: 16

*Administered in March 2016 or beyond.

**The average of the English and Reading subtests. If the average of the two subject test scores result in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

***Administered in 2015 or beyond.

****Administered in March 2016 or beyond.

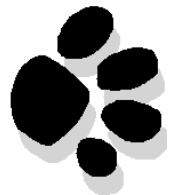
Students who entered grade 9 prior to the 2018-2019 school year may meet their assessment graduation requirement(s) by using the previously established concordant/comparative scores or by meeting the newly concordant/comparative scores listed above.

LINCOLN PARK ACADEMY PROMOTION REQUIREMENTS

MINIMUM HIGH SCHOOL REQUIREMENTS For admission in THE STATE UNIVERSITY SYSTEM OF FLORIDA

ENGLISH	(4)	Three of which must include substantial writing requirements
MATHEMATICS	(4)	At the Algebra I level and above
NATURAL SCIENCE	(3)	Two of which must have included substantial laboratory requirements
SOCIAL SCIENCE	(3)	Includes: History, Civics, Political Science, Economics, and Geography
FOREIGN LANGUAGE	(2)	Both credits must be in the same language
ACADEMIC ELECTIVES	(4)	In addition to the subjects above

It is suggested that beginning in grade 10, students review the college catalog from each university or college (catalogs are available on-line) that they have interest in attending. This way, students can ensure eligibility potential via an appropriate program of study and the admission requirements.



Florida Bright Futures Scholarship Program

Bright Futures eligibility requirements are subject to change annually. The information in this section is the latest information available.

ALL STUDENTS, INCLUDING IB STUDENTS, MUST TURN IN THEIR COMMUNITY SERVICE HOURS TO SANDRA.DAVIS@STLUCIESCHOOLS.ORG FOR RECORDING ON THEIR TRANSCRIPT FOR BRIGHT FUTURES ELIGIBILITY.

How and When do I Apply?

You must apply during your last year in high school or you will forfeit all future eligibility for a Bright Futures Scholarship

To be considered for a Florida Bright Futures Scholarship you must:

1. Apply for a Bright Futures Scholarship by completing the Florida Financial Aid Application after October 1 of your senior year. You may apply on-line beginning October 1st at www.FloridaStudentFinancialAid.org. This application gives the Department of Education (DOE) permission to evaluate your high school transcripts for eligibility for a Bright Futures Scholarship.
2. Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution.
3. Complete the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
4. Earn a Florida standard high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education private high school.
5. Not have been found guilty of, or pled no contest to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
6. Be accepted by and enroll in a degree or certificate program at an eligible Florida public or independent postsecondary institution within 2 years from the student's year of high school graduation.
7. Be enrolled for at least 6 non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term.
8. If not funded in the academic year immediately following high school graduation, apply within two years of high school graduation to have award reinstated.



Service Hours

Donating your time to help an organization or group of people can be a great opportunity to interact with your community and get experiences you can use to make decisions about your future. Community service hours are required for Bright Futures Scholarships and other forms of financial aid. Students who participate in community service hours can add the information to their resume and college applications. Hours must be earned between 9th and 12th grades to be used to qualify for scholarships. Requirements for community service hours are below:

- Service hours must include work for non-profit community service organizations, activities on behalf of a candidate for public office, business or government internship, or school sponsored community service opportunities.
- Service hours may not be service to family members, defined as parents, grandparents, siblings, aunts, uncles, cousins, nieces, nephews, and their spouses, including all step relations.

The following is required to have community service hours entered by school personnel:

- Hours must be documented in writing on the organization's letterhead and must include the organization's contact phone number and signature of the representative from the organization. The letter must be submitted with the SLPS Service Hour Form prior to any deadline set by the school, not to surpass the student's graduation date.
- Students must log hours of community service on the SLPS Service Hour Form. These forms must be signed by the student and parent, then submitted to the school's designee prior to deadlines, not to surpass the student's graduation date.
- Students must evaluate and reflect on their service experience by submitting a written paper or other presentation. This must be submitted together with a letter from the organization and the SLPS Service Hour Form prior to the deadline, not to surpass the student's graduation date.

Work Service Hours

Florida House Bill 461 allows high school students graduating in the 2022-2023 academic year and thereafter, to meet the volunteer service requirements prescribed under each award in the Bright Futures Program through 100 hours of paid work. A student meeting an award requirement through paid work must have approval from the school designee, the administrators of a non-public school, or the Department of Education for a home education program student. Work hours must be earned between 9th and 12th grades in order to be used to qualify for scholarships. The following is required to have work service hours entered by school personnel.

- Students must log work hours on the SLPS Service Hour Form. These forms must be signed by the student and parent and submitted to your high school's designee prior to advertised deadlines, not to surpass the student's graduation date.
- Students must show proof of work experience. This can be done by producing the following documents:
 - Letter signed by employer with contact phone number
 - Check stub (darken the social security number)
 - Any other appropriate form of work verification (deemed by school administration)
- Students must evaluate and reflect on their service experience by submitting a written paper or other presentation. This must be submitted together with proof of work experience and SLPS Service Hour Form prior to the deadline, not to surpass the student's graduation date.

DUAL ENROLLMENT

Indian River State College (IRSC) and St. Lucie Public Schools have an articulation agreement whereby eligible high school students may enroll in certain college courses. Dual Enrollment is an option to earn college credit, but students and their parents must be aware of the risks as well. Please note that universities weigh Dual Enrollment, AICE, Advanced Placement and International Baccalaureate classes equally.

MINIMUM ELIGIBILITY

- ☐ Completion of a minimum of 4.0 core (or world language) high school credits
- ☐ Cumulative grade point average 3.0 or above (unweighted)
- ☐ Qualifying test scores on SAT/ACT/PERT (#7)
- ☐ On track to graduate with, or ahead of, cohort

Important Notes:

- 1) Students must be aware that Dual Enrollment course work is college course work and **the student is expected to be motivated, self-directed and adept at time management.**
- 2) First time Dual Enrollment students cannot participate in more than two, 3-credit courses during their first semester. One of the two courses must be SLS 1101 (PERT Reading 106 req for SLS1101).
- 3) On campus DE courses will not count toward this maximum total. Students must also participate in the IRSC Dual Enrollment orientation online module. Students will provide the completion certificate to high school counselor upon enrollment.
- 4) The college GPA earned from Dual Enrollment classes will be the college GPA when the student begins full-time college studies. There is no asterisk indicating it was taken while the student was in high school. Students are considered to be college students, with all the respective responsibilities of college students. Therefore, students need to be aware that while a 'C' will earn college credit, it may negatively impact their college GPA for future graduate school admissions, as well as for scholarship eligibility.
- 5) **Students are also expected to research their intended major at their intended 4 year college to ensure Dual Enrollment classes are applicable to their intended program of study.** Although all colleges and universities in the State University System are required to accept the credits earned, they may not apply them to their college major. Out of state schools are not bound to a requirement to accept the credits. Each student must research to ensure they are not taking unnecessary credits, as this may affect their financial aid eligibility later in their college career.
- 6) ***Effective Fall 2009, students entering a Florida community college, state college, or state university for the first time in Fall, 2009, and thereafter, will be subject to the state statute on excess hours which could result in a surcharge on tuition. This charge will be applied for each credit hour in excess of 120% of the number required to complete the baccalaureate degree program. Students should regularly review their degree audits and consult with an academic advisor to make sure they are not enrolling in excess courses.*** (Florida Statute 1009.286) In addition, there may be more restrictive credit rules for financial aid. Please check with your post-secondary institution.
- 7) Classes chosen need to meet high school graduation requirements, as well as the student's intended AA program of study.
- 8) If a student opts to qualify with SAT or ACT scores, s/he is responsible for any fees associated with score submission.

9) If classes are during the regular school day, students must obtain a parking permit and complete and return the form per school policy (i.e. *Policy for Students with Abbreviated Schedules* with parking rules)

10) Students may only take a maximum combined (assigned high school and Dual Enrollment) schedule of 7 classes.

Beginning in the Spring 2016 semester, all Dual Enrollment students must complete SLS 1101 – Student Success during their first semester of Dual Enrollment or will be ineligible to continue Dual Enrollment courses in future semesters. Students who have participated in IRSC’s Dual Enrollment program prior to the spring 2016 semester are encouraged to enroll in the course but are not required to do so

11) Students are assigned an IRSC advisor and given his/her name and contact information. Students will need to schedule an appointment during their first semester of DE. All Dual Enrollment students are required to complete an orientation class, which includes meeting with their IRSC advisor sometime during their first semester to map out their program of study. (Please note that during peak registration times – 2 weeks prior to starting classes – students will not be able to schedule an appointment, so students must plan accordingly). Students must become familiar with the IRSC website, especially the course listings, and programs and careers sections.

12) **To drop, add or withdraw from a Dual Enrollment class, the student MUST meet with high school counselor.** Upon withdrawal from or completion of the course, the student must return all Dual Enrollment books to the **district** bookstore. Students will need to return all Dual Enrollment books from one semester before being allowed to pick up books for the next semester.

13) The grades earned from Dual Enrollment courses, including any Ws, Ds, & Fs will always remain on the student’s college transcript. A student earning a ‘W’, ‘D’, or ‘F’ in Dual Enrollment class and wishing to take the course again will do so at his/her own expense. An incomplete/“I” (high school or Dual Enrollment) must be reconciled before future dual enrollment eligibility is determined. If a student retakes a class and earns a ‘C’ or better, the ‘D’ or ‘F’ is NOT removed from the transcript. [also see #13 and #14]

14) Students who withdraw from a course after the ‘Last Day to Drop’ period (and would consequently have a “W” appear on transcript) cannot take additional Dual Enrollment classes until they have retaken and completed the course at their own expense *or* during the summer. *Before* dropping a course online, student must meet with instructor and complete the Dual Enrollment Withdrawal Form. Then, student meets with both the high school counselor and the college advisor for review.

Dual Enrollment students must also adhere to all of the College’s withdrawal procedures.

15) Students who fail a Dual Enrollment course cannot enroll in additional Dual Enrollment courses until they have retaken and completed the course they failed at their own expense *or* during the summer. To retake a course, the student *must still meet eligibility criteria* (including 3.0 cumulative unweighted GPA)

16) Students will be limited to a maximum of 60 credit hours of Dual Enrollment.

17) Students recommended for secondary school expulsion and who are assigned to an alternative school setting may be ineligible for Dual Enrollment while attending the assigned alternative school. Students enrolled in Dual Enrollment courses prior to an assignment at an alternative school may be permitted to complete their Dual Enrollment course(s) but may not be permitted to enroll in additional classes as previously described.

18) If student receives an incomplete, *it is the sole responsibility of the student to notify the school when the final grade/grade change posts.* An “I” (high school or Dual Enrollment) must be reconciled before future dual enrollment eligibility is determined. The general grade change notification policy during senior ranking also applies to DE grade change posts.

I hereby certify that I have read and understand the above information. Date _____

Student Name _____ Student Signature _____

Parent Name _____ Parent Signature _____

**PERT (Postsecondary Education Readiness Test)
And Dual Enrollment Information
You Will Need A Picture ID In Order To Test!**

1. Before taking the PERT, you must apply to IRSC and obtain a membership number. You will also need \$10 and a picture ID. The PERT can be taken at IRSC (Building W), Main Campus or the Pruitt Campus.
2. You will receive a print out of your scores once you are finished testing. Bring your copy to the high school guidance office for recording. Your guidance counselor will review your scores and academic history. You can register online. First time students must bring the Dual Enrollment Admission/Registration form (IRSC Form #68) and form #508 (Application for Dual Enrollment first time students) to the counselor for signature.
3. Take a copy of your registration to the District Book Depot (331 NW Commerce Park Dr. Port St. Lucie, Fl. 34986) for book pick-up between the hours of 8:30 AM – 4:00 PM. You can contact Mrs. Morales, Book Depot, 772-429-4348. If you have any questions.
4. You will be assigned an advisor and given his/her contact information. You are required to complete the orientation during your first semester of Dual Enrollment.
5. Become familiar with the IRSC website, especially the programs careers section.
6. Be aware of the posting online (IRSC website) of the next semester's schedule of classes. Once it posts, select your classes, making sure you have a plan B in case the class(es) you choose close before you register.

MINIMUM SCORES

Reading – 106 (Required for taking SLS1011)

English – 103

Math - 114

Alternative Placement Test

Students must meet or exceed the following Alternative Placement Test scores to demonstrate college readiness:

Alternative Placement Tests	Reading	English/Writing	Mathematics
PSAT/NMSQT	24	25	24
PreACT®	22	18	22
(GED®) Test	165		165
*NA for the Dual Enrollment Program			
Test Assessing Secondary Completion (TASC™)	560	560 - 6 on essay	580
High School Equivalency Test (HiSET®)	15	15	15
ALEKS® PPL			30

Special Programs

- 1. Early College Program:** This program will serve 11th and 12th grade students. Students participating in the program are required by Section 1007.273 to enter into a student performance contract, which must be signed by each participating student, the parent, a representative of the school district, and a representative of Indian River State College.
- 2. Dual Enrollment Success Academy (DESA) Program:** This program is for 12th grade students who have met specific eligibility requirements and are seeking college credits prior to graduation. Specific program tracks and courses with a higher likelihood for success are made available for these students.
- 3. Employment Ready Dual Enrollment:** This program is for high school students who would like to develop technical skills with an emphasis on 21st Century employment opportunities. Students may pursue approved Associate in Science (AS) degrees.
- 4. Career Pathways Dual Enrollment:** This is for 11th and 12th grade students who are enrolled in a Career Academy and would like to accelerate towards a Post-Secondary credential. Students who have received Gold Standards Industry Certifications may receive additional course credits during any semester that they are enrolled. Career Pathways articulated credits may also be applied when the student completes the Career Academy program, graduates from high school and enrolls in a course at IRS.

FLORIDA VIRTUAL SCHOOL COURSES

English

English 4: FL College Prep
English I
English II
English III
English IV

Health/Physical Education

Fitness Lifestyle Design
HOPE
Outdoor Education
Personal Fitness

Social Studies

Economics with Financial Literacy
United States Government
United States History
World History
Economics

Mathematics

Algebra I
Algebra II
Calculus Honors
Geometry
Math for College Readiness
Pre-Calculus
Liberal Arts Math I
Probability & Statistics w/
Applications

Science

Anatomy and Physiology
Biology I
Chemistry I
Earth-Space Science
Marine Science
Physical Science
Physics I
Forensic Science I
Agriscience Foundations I
Environmental Science

World Languages

Chinese I, II, III
French I, II
Latin I, II, III
Spanish I, II, III, IV
American Sign Language I, II

Electives

Art History and Criticism I	Journalism I
Career Res. & Dec. Making	Law Studies
Creative Photography	Leadership Skills Develop.
Critical Thinking & Study Skills	Life Management Skills
Driver Education/Traffic Saf.	Music of the World
Guitar I	Peer Counseling I, I, II ELL

Personal Financial Literacy
Psychology I
Social Media I
Theater, Cinema, & Film Production

Career and Technical Education Courses

Agriscience Foundation I
Agricultural Communications II
Digital Info. Technology Digital Design 1
Foundations of Programming
Computer & Network Security Fund.
Criminal Justice Operation I

Cybersecurity Essentials
Intro To Hospitality
Parenting Skills
Procedural Programming
Networking I

AP Courses

Adv PI Art History		
Adv PI Biology	Adv PI Eng. Lit & Comp.	Adv PI Psychology
Adv PI Calculus AB	Adv PI Environmental Sci.	Adv PI Statistics
Adv PI Calculus BC	Adv PI Human Geography	Adv PI United States Government & Pol.
Adv PI Computer Sci A	Adv PI Macroeconomics	Adv PI United States History
Adv PI Eng. Lang. & Comp.	Adv PI Microeconomics	

Subject	Grade 9	Grade 10	Grade 11	Grade 12
ENGLISH	English I MYP	English II MYP	English III English III Honors AP English Lang & Comp DE English	English IV Honors English IV College Prep AP English Lit DE English
MATH	Algebra I MYP Geometry Geometry MYP Algebra II MYP	Geometry MYP Algebra II MYP Probability and Statistics with Applications Honors Pre-Calculus Honors	Algebra II Honors Pre-Calculus Honors DE Math Calculus Honors	Pre-Calculus DE Math Calculus Honors Probability and Statistics with Applications Honors Algebra II Honors
SCIENCE	Environmental Science AP Environ. Science	Biology I MYP	Chemistry I Chemistry I Honors Physics I Honors AP Environ. Science DE Science Anatomy & Physiology	Marine Science I Honors Physics Honors DE Science Anatomy & Physiology
SOCIAL STUDIES	World Cultural Geography	World History MYP AP World History	US History US History Honors AP US History DE US History	Economics/US Gov't Economics Honors / US Gov't Honors DE AM Gov't/Econ
WORLD LANGUAGE	French I MYP Spanish I MYP Spanish II MYP	French I MYP French II MYP Spanish I MYP Spanish II MYP	French I MYP French III MYP Spanish I MYP Spanish II MYP DE Language	French II Spanish II
GRADUATION REQUIREMENTS	HOPE – <i>Health Opportunities through PE</i>	Elective	Elective	Elective
ELECTIVES	Fine Arts	Elective	Elective	Elective

DE – Dual Enrollment

AP – Advanced Placement

*It is the student's responsibility to make sure he/she has met all requirements for graduation: 24 credits, passing FSA scores and Algebra I EOC as well as a cumulative GPA of 2.0 is required for graduation.

* All courses, except DE or otherwise indicated, are year-long courses. Students cannot drop these at the end of the first semester.

* American Government and Economics are one semester each.

 Diploma Programme	IB MYP	IB MYP	IB Diploma	IB Diploma
	9th Grade	10th Grade	11th Grade	12th Grade
Group 1 Language A	IBMYP English 1 Honors 1001840PI	IBMYP English 2 Honors 1001845PI	IB English Literature 3 HL 1001820	IB English Literature 4 HL 1001830
Group 2 Language B	IBMYP Spanish 2 070880PI IBMYP French 1 0701870PI	IBMYP Spanish 3 0708890PI IBMYP French 2 0701880PI	IB Spanish 4 SL 0708830 IB French 4 SL 0701830	IB Spanish 5 SL 0708840 IB French 5 SL 0701840
Group 3 Individuals & Societies	Economics w/Financial Literacy 2102345 AP US Gov. & Politics 2106420	AP World History 2109420	IB History of Americas HL 2100800	IB Contemporary History 2 HL 2109805
Group 4 Sciences	IBMYP Biology Honors 2000850PI	IBMYP Chemistry 1 2003830	IB Biology 1 HL 2000805	IB Biology 3 HL 2000820
Group 5 Mathematics	IBMYP Geometry Honors 1206810PI IBMYP Algebra II Honors 1200395PI	IBMYP Algebra II 1200395 Prob, Statist w/Appl Honors 1210300 Pre-Calc Honors 1202340	IB Pre-Calculus 1202375 IB Math Studies 1209800	IB Calculus/Descript Statistics 1202810 IB Statistics/Intro Differential Calc. 1210310
Group 6 The Arts	Year of Performing Art (band, orchestra, chorus, guitar) OR Semester of Visual Arts, Art Application	Year of Performing Art (band, orchestra, chorus, guitar) OR Semester of Visual Arts, Art Application	IB Music 2 1300818 IB Theatre 1 SL 0400810	IB Theatre 2 SL 0400820
Reading /EE	Reading based on FSA score	Reading based on FSA score	Extended Essay	Extended Essay
Elective	Theatre, Orchestra, Instructional Tech, Chorus, Band, 3D Art Art 2D Comprehensive	Theatre, Orchestra, Instructional Tech, Chorus, Band, 3D Art Art 2D Comprehensive	IB Chemistry 2 2003810 IB Psychology 2 2107810	Band, Orchestra, Ceramics, Civil Eng. Jazz Ensemble, Digital Media, Web Design 2D Studio Art
Required	Inquiry Skills Service as Action	Personal Project Service as Action	TOK 1 0900800 CAS	TOK 2 0900810 CAS

***Lincoln Park Academy
International Baccalaureate
Diploma Program Curriculum***

*It is the student's responsibility to make sure he/she has met all requirements for graduation: including passing FSA, Algebra I EOC and a minimum cumulative GPA of 2.0. IB students must maintain minimum GPA of 3.00 to remain in the IB program.

*All courses, except DE or otherwise indicated, are year-long courses. Students cannot drop these at the end of the first semester.

*Extended Essay & CAS Hours are REQUIRED of ALL IB students.

*IB Theatre is a 2 year elective.

*Theory of Knowledge is integrated throughout all IB subjects during semester 2 in 11th grade.

LINCOLN PARK ACADEMY TESTING INFORMATION

FSA – Florida State Assessment

The ELA test is administered to 9th & 10th grade students. It assesses students on the Florida Standards in English Language Arts.

PSAT/NMSQT – Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test

This test is currently administered to 8th, 9th, 10th and 11th grade students. This test is considered practice for the SAT. It gives the student practice for the SAT I Reasoning Test and the SAT II Writing Test. It assesses knowledge and skills developed through years of study in a wide range of courses as well as through experiences outside the classroom. The scores are used for possible college scholarships for the 11th grade students as well as possible inclusion in the National Merit Scholarship Program. The scores are also used as predictors for those students who may be successful in the Advanced Placement Classes in certain subject areas. The PSAT is usually administered on the second Tuesday in October of each year at LPA. Since it is a national test, it must be administered on a specific day for uniformity.

SAT – Scholastic Aptitude Test and ACT Assessment Tests

College admissions tests. Eleventh grade students will take the SAT on campus free of charge in March. Other grade students must register (on-line) and pay to take this test. The counselors have fee waivers for students who qualify. The tests are administered on Saturdays at specified sites on specific dates, September – June each year. It is advised that these tests be taken during the spring of the student's junior year (11th grade). It is possible to take them at the beginning of the student's senior year if necessary. The results are used for college admissions as well as for scholarships such as the Florida Bright Futures Scholarship Program.

EOC – End of Course Exams (State Tests)

Algebra I (graduation requirement)

Geometry

Biology

AP – Advanced Placement Exams

The College Board's Advanced Placement Program (AP) enables willing and academically prepared students to pursue college - level studies - with the opportunity to earn college credit, advanced placement or both – while still in high school. It provides a head start in high school and an academic edge in college.

COURSE DESCRIPTIONS

ART

0101300 TWO-DIMENSIONAL STUDIO ART I

1.0 CREDIT

This year-long, entry-level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2-D) artworks, including drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create. They use analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and experimenting with potential solutions to art challenges based on their foundational structural, historical, and cultural knowledge. Students investigate, analyze, and learn to honor the art of Western and non-Western cultures, which informs their own choices when creating works of art and their understanding of the role of art in global culture. As they work, students develop and apply, at a basic level, 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

0101310 TWO-DIMENSIONAL STUDIO ART II

1.0 CREDIT

This year-long, intermediate-level class promotes the enjoyment and appreciation of art as students strengthen their use of media and techniques to create both teacher-assigned and self-directed two-dimensional (2-D) artworks, which may include drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and reinforce knowledge of the structural elements of art and organizational principles of design, manipulating them to create works of art that are progressively more innovative. They use increasingly sophisticated oral and written analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and selecting solutions to art challenges based on their growing structural, historical, and cultural knowledge. Students analyze and honor the art of Western and non-Western cultures, comparing art styles and the people and other influences that molded them, which informs their own choices when creating works of art. As they work, students develop and apply 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

0101320 TWO-DIMENSIONAL STUDIO ART III

1.0 CREDIT

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

0100300 AP ART HISTORY

1.0 CREDIT

Advanced Placement Art History (also known as AP Art History, AP Art, or APAH) is an Advanced Placement art history course and exam offered by the College Board. AP Art History is designed to allow students to examine major forms of artistic expression relevant to a variety of cultures evident in a wide variety of periods from present times into the past. Students acquire an ability to examine works of art critically, with intelligence and sensitivity, and to articulate their thoughts and experiences. The course content covers prehistoric, Mediterranean, European, American, Native American, African, Asian, Pacific, and Contemporary art and architecture. The course designed to teach the following art historical skills: Visual Analysis, Contextual Analysis, Comparisons of Works of Art, Artistic Traditions, Visual Analysis of Unknown Works, Attribution of Unknown Works, Art Historical Interpretations, and Argumentation.

0104300 AP STUDIO ART

1.0 CREDIT

AP Studio Art (also known as AP Art and Design) is a series of Advanced Placement Courses divided into three different categories: AP Studio Art Drawing, AP Studio Art 2D Design, and AP Studio Art 3D Design. Unlike traditional AP exams that utilize a multiple-choice section, free response section, and occasionally an audio section, the AP Studio Art Exam is a portfolio that encompasses 3 different categories: Quality, Concentration, and Breadth. Depending on the AP Studio Art exam the person is taking, the components for each of the 3 categories will vary. Regardless of the exam, all AP Studio Art portfolios have to be turned in by a set date and time.

0109350 AP STUDIO 2D

1.0 CREDIT

Students will develop skills in a two-dimensional medium such as graphic design, photography, collage, printmaking, and others as they learn the principles of 2-D design. Students will create artwork that reflects their own ideas and skills and what they have learned. Students will investigate the materials, processes, and ideas that artists and designers use; practice, experiment, and revise as they create their own work; and communicate their ideas about works of art and design.

0101355 CREATING TWO-DIMENSIONAL ART**1.0 CREDIT**

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

0102305 INTRO TO CERAMICS**1.0 CREDIT**

Students explore how much space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail. size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

0102300 CERAMICS/POTTERY I**1.0 CREDIT**

The purpose of this course is to give students a basic understanding of ceramic process. The content should include, but not be limited to, the composition and treatment of clay products; qualities of art in different forms and styles of clay products; the recognition of properties, limitations and possibilities of clay construction through hand-building techniques, use of clay bodies, glazes, tools and techniques in producing clay products; investigation of decorating techniques; development of skills with ceramic tools; examination of qualities of finished products made by professionals; study of vocabulary relating to ceramics and pottery and defense of aesthetic judgments about works of art produced in clay.

0102310 CERAMICS AND POTTERY II**1.0 CREDIT**

The purpose of this course is to give students and understanding of ceramic process. The content should include, but not be limited to, the investigation of the ceramic process, the relationship between art elements and compositional principles, the function of ceramics/pottery in our society, the history of ceramics/pottery and its relationship to other processes and periods, and the practice of successful forming techniques.

0102320 CERAMICS AND POTTERY III**1.0 CREDIT**

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using advanced hand-building, intermediate-level wheel throwing, and firing techniques. The content should include, but not be limited to, the following: use of tools, equipment, and materials, art vocabulary, functional and nonfunctional form, material preparation, object production, decoration and firing, critical thinking and evaluation, historical and cultural perspectives, personal and social benefits, collaborative skills, and career opportunities.

DRAMA

0400310 THEATRE I**1.0 CREDIT**

The purpose of this course is to provide in-depth experiences in the study and practice of theatre arts and literature. The content should include, but not be limited to, an overview of the history of the theatre and literature of the theatre. Students should be introduced to the fundamentals of theatre production, which include scenery construction, costuming, lighting and make-up. Students should be introduced to the fundamentals of acting.

0400320 THEATRE II**1.0 CREDIT**

The purpose of this course is to provide intermediate development of skills useful to the study and practice of theatre arts. The content should include, but not be limited to, instruction in reading and interpretation of dramatic literature, other instructional emphasis should include techniques and mechanics of acting; set, costume and lighting design, as well as other features of stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and production of plays and other dramatic presentations.

0400330 THEATRE III HONORS**1.0 CREDIT**

The purpose of this course is to provide opportunities for drama students to continue study in acting and production techniques. The content should include, but not be limited to, instruction in specific acting techniques used in various kinds of dramatic presentations. Emphasis should be given to the study of acting theories as well as practice and theory in set design, make-up and lighting.

0400340 THEATRE IV HONORS**1.0 CREDIT**

The purpose of this course is to provide study in various aspects of dramatic and theatrical art. The content should include, but not be limited to, study and practical application in costume, scenery, lighting and sound design; make-up techniques; advanced acting techniques, and theatrical management. Students may specialize by researching information about and participating in selected areas of theatre, including playwriting, direction, stage design and management, choreography and advanced acting. Acting emphasis should be placed upon the development of unique performing styles and solo ensemble presentations.

0400810 IB THEATER I**1.0 CREDIT**

The purpose of this course is to develop in the International Baccalaureate student's knowledge of the major developments in the theatrical history of more than one culture, an ability to interpret play scripts, an understanding audience, an understanding of acting techniques, and an understanding of the basic processes of theatrical production. The content should include, but not be limited to, the historical perspective of theater, multicultural awareness, and the study of theater through analysis, performance, and individual theater performance skill development.

0400820 IB THEATER II**1.0 CREDIT**

The purpose of this course is to develop in the advanced International Baccalaureate student a knowledge of the major developments in the theatrical history of the third of at least three diverse theatrical cultures separated by time; an ability to interpret play scripts analytically and imaginatively, independent of class experience, and to create a director's notebook; an understanding of the art of the stage of the need for objective self-criticism in the development of this art; an ability to perform before an audience demonstrating a knowledge of, and skill, in basic acting techniques; an understanding of the basic processes of theatrical production with sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts; and an ability to synthesize this knowledge in a research paper on some aspect of theater studies. The content should include, but not be limited to, the historical perspective of theater, multicultural awareness, and the study of theater through analysis, performance and individual theater performance skill development.

HEALTH EDUCATION

1501340 BEGINNING WEIGHT TRAINING**0.5 CREDIT**

The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as later in life, improve muscular strength and endurance, and enhance body image. The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, and knowledge of consumer issues related to weight training.

1501350 INTERMEDIATE WEIGHT TRAINING**0.5 CREDIT**

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as later in life, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, expansion of weight training programs by incorporating new exercises, increasing resistance and modifying the number of sets and repetitions, knowledge of various weight training theories, knowledge of various equipment available in the field to develop muscular strength and endurance, and knowledge of designing, implementing, and evaluating a personal weight training program.

1501360 ADVANCED WEIGHT TRAINING III**0.5 CREDIT**

The purpose of this course is to further extend the acquisition of knowledge and the development of skills in weight training for current and future physical fitness pursuits, to further improve muscular strength and endurance, and to enhance body image. Implementation of personal weight-training programs and realization of personal goals should be stressed. The content should include, but not be limited to, reinforcement of basic weight training knowledge, safety practices, designing

and implementing a personal weight training program to meet specific needs and goals, and the organization and administration of weight lifting activities.

1501390 COMPREHENSIVE FITNESS

0.5 CREDIT

The purpose of this course is to enable students to develop understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness. The content should include, but not be limited to, safety practices, terminology, biomechanical and physiological principles, concepts and principles of health-related fitness, personal and group fitness activities, personal fitness, design and implementation of a personal fitness program, fitness assessment, nutrition, consumer issues, benefits of participation.

1501410 POWER WEIGHT TRAINING

0.5 CREDIT

The purpose of this course is to acquire knowledge and skills in power weight training (Olympic and power lifting) and improve or maintain health related physical fitness. The content should include, but not be limited to, safety practices, assessment of health-related fitness skills, techniques, strategies and rules of weight training, assessment of basic Olympic and power weight training skills, and consumer issues related to weight training and fitness activities.

1502430 INDIVIDUAL AND DUAL SPORTS III

0.5 CREDIT

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness. The content should include, but not be limited to, the following: safety practices, rules, terminology and etiquette, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, consumer issues, and benefits of participation.

3026010 HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION

1.0 CREDIT

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content should include, but not be limited to, applying fitness and health concepts, risk and benefits of varying fitness levels, biomechanical and physiological principles, development of an individual wellness plan, responsible decision making, development of an individual nutrition plan, completion of a behavior change project, analyzing of skills-related fitness, safety and injury prevention, safety education practices, analyzing consumer information and community resources, mental and emotional health, including depression and suicide, stress management, coping skills, interpersonal communication, disease prevention and control, tobacco, alcohol, and other drug use and abuse, teen pregnancy prevention, advocating for health and fitness promotion, and technology application to facilitate health and fitness.

1503310 BASKETBALL

0.5 CREDIT

This is an introductory course to the game of basketball. This course is designed to introduce basic basketball skills, techniques and rules. Emphasis will be placed on fundamentals, etiquette and strategies, as well as an appreciation for a lifetime activity.

1503320 SOCCER

0.5 CREDIT

This course is designed to give students the opportunity to learn and develop fundamental skills, techniques, strategies and rules. Emphasis will be placed on fundamentals, etiquette and strategies, as well as appreciation for a life time activity.

HUMANITIES

0900800 IB THEORY OF KNOWLEDGE

1.0 CREDIT

Theory of Knowledge is a required capstone or summary course for the International Baccalaureate Diploma Program. In Theory of Knowledge (or TOK), students learn to compare, synthesize and evaluate the methods of learning acquired in their other IB classes. Students develop critical thinking skills comparing and contrasting Ways of Knowing (Sense Perception, Language, Emotion and Reason) and Areas of Knowledge (Human Sciences, Natural Sciences, Mathematics, The Arts, Ethics, and History). Assessed items include, first, an internally-graded presentation in which students apply Ways of Knowing and Areas of Knowledge to a contemporary issue in a critical fashion. Second, an externally-graded edited essay about to what extent we know what we think we do, addressing one of six possible prompts provided by IBO. Non-IB students may apply to take this course, space and scheduling constraints permitting.

LANGUAGE ARTS

1001840 ENGLISH I MYP

1.0 CREDIT

This one-year course focuses on developing powerful reading skills with special emphasis on the role of the reader in the accumulation and dissemination of meaning. Professional, scholarly reading skills and strategies including textual annotation, note-taking, response writing, abstracting, summarizing, paraphrasing, and reflective writing are important

components of this course. The course also introduces students to the idea that all texts are lenses through which authors examine and make assertions about concepts and ideas that are important to them. The foundational philosophy of this course, a thread that runs through all the MYP and DP English courses, is the idea that “truths,” while relevant and powerful in and of themselves, are exponentially powerful when they are cloaked in “stories,” and that it is these stories that must be analyzed, interpreted, and deconstructed as students’ progress toward becoming more powerful readers.

1001845 ENGLISH II MYP

1.0 CREDIT

This one-year course immerses students in the idea that at some point vigorous, active, and accomplished readers become active and engaged writers. Based on the natural progression of reader to writer, an examination of the roles of twenty-first century writers as well as the specific professional writing skills, techniques, and strategies they employ, become essential. While the professional reading skills of annotation, note-taking, and response writing are continued from the previous course, the addition of professional writing skills and strategies are the focus of this course.

1001380 ENGLISH HONORS III

1.0 CREDIT

The purpose of this course is to promote academic excellence in English language arts through enriched experiences in reading, writing, speaking and listening and to provide instruction in the study of American Literature. The content should include, but not be limited to, composition instruction with frequent practice in writing multi-paragraph essays in a variety of types, including documented papers. Literature study should include the written and oral analysis of American literary works representing the ethnic and cultural diversity of the American experience. The study of literature should also include analysis of American dialects as reflected in the literature. Reference skills and methods of summarizing information should be taught in relation to the production of documented papers. Formal and informal oral communication activities should be provided.

1001410 ENGLISH HONORS IV

1.0 CREDIT

The purpose of this course is to promote academic excellence in English arts through enriched experiences in the communications skills and through instruction in British literature as a part of our literary heritage. The content should include, but not be limited to, instruction in the written and oral analysis of major British literary works of various genres, in relationship to cultural influences and to the development of the literary traditions of the English language. Composition instruction should emphasize writing assignments that develop student’s skills in critical analysis and interpretation of information. Opportunities should also be given for students to extend speaking, listening and viewing skills. Language study should include vocabulary development and an overview of the history of the language as reflected in literature.

1001405 ENGLISH IV COLLEGE PREP

1.0 CREDIT

This course incorporates reading and writing study through writing a variety of informative text using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida’s K-12 Common Core Standards.

1001420 AP ENGLISH LANGUAGE

1.0 CREDIT

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language, as they relate to a variety of writing opportunities calling for the use of different styles and tones. The content should include, but not be limited to, that determined by the College Board Advanced Placement program.

1001430 AP ENGLISH LITERATURE AND COMPOSITION

1.0 CREDIT

The purpose of this course is to involve students in the study and practice of writing and in the study of literature. Students should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students should also acquire an understanding of the writer’s craft. They should develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. The content should include, but not be limited to, that determined by the College Board Advanced Placement program.

1001820 / 1001830 IB ENGLISH III & IV

1.0 CREDIT

The two year IB Literature HL course encourages independent, original, critical and clear thinking and promotes respect for a perceptive approach to the understanding and interpretation of literary works. Through the close study of a wide range of literature, this course focuses on the artistry of literature and requires students to reflect critically on their reading. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. Students respond to literature through externally graded or moderated oral presentations and oral commentaries, carefully edited analysis papers, and 2 hour essays on both studied and unseen works. Students thus develop and refine their command of language in numerous ways with real world application.

1006300 JOURNALISM I**1.0 CREDIT**

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, & broadcast/radio platforms to develop knowledge of journalism history, ethics use, & management techniques related to the production of journalistic media.

1006310 JOURNALISM II**1.0 CREDIT**

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, & broadcast/radio platforms & to develop further knowledge of journalism history, ethics use, & management techniques related to the production of journalistic media.

1006320 JOURNALISM III**1.0 CREDIT**

The purpose of this course is to enable students to perform grade level skills in the production of journalism across print, multimedia, web, & broadcast/radio platforms & to continue to develop knowledge of journalism history, ethics use, & management techniques related to the production of journalistic media.

1006330 JOURNALISM IV**1.0 CREDIT**

The purpose of this course is to enable students to perform skills in the production of journalism across print, multimedia, web, & broadcast/radio platforms & to extend further knowledge of journalism history, ethics use, & management techniques related to the production of journalistic media.

1009320 CREATIVE WRITING I**0.5 CREDIT**

The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

1009330 CREATIVE WRITING II**0.5 CREDIT**

The purpose of this course is to enable students to develop and use intermediate-level writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

1000410 INTENSIVE READING**1.0 CREDIT**

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension necessary; critical thinking, problem-solving, and test-taking skills and strategies; reading for meaning through varied reading materials as appropriate independent and instructional reading levels representing a minimum balance of 70%/30% informational to narrative text; integration of reading with student written responses to text; and high frequency content area vocabulary.

MATHEMATICS

1200390 ALGEBRA I MYP**1.0 CREDIT**

The Algebra I course will focus on developing basic Algebra skills in such a way that students will connect their learning to real life and other disciplines. Concepts such as linear and quadratic functions will be taught and practiced in the context of real life, stressing holistic learning, intercultural awareness, and communication. The curriculum will emphasize use of correct vocabulary and proper notation. Students will be encouraged to build up the characteristics of the IB learner profile in themselves as they enter the realm of abstract mathematics.

1200395 ALGEBRA II MYP**1.0 CREDIT**

This is a high school algebra course that meets MYP Aims and Objectives and prepares students to continue their study of math in Pre-calculus. The course attempts to incorporate the MYP fundamental concepts of holistic learning, intercultural awareness and communications, in that connections between mathematics and other subjects are emphasized. The cultural aspects are shown in that mathematics is embedded in all cultures. Finally, students are expected to be able to show what they know in a variety of manners.

In this course students will:

- ❖ Write, evaluate, and analyze various types of equations using function notation,
- ❖ Factor, solve and graph linear, quadratic, cubic, square root, polynomial, exponential, and logarithmic functions,

- ❖ Understand the relationship between numerical properties and complex numbers, Master the use of graphical calculators for the purpose of statistical data, linear regression, and matrices, Begin to develop the relationship between conic sections, Euclidean geometry, and pre-calculus.

1200340 ALGEBRA II HONORS

1.0 CREDIT

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.² Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

1209300 MATHEMATICS: APPLICATIONS AND INTERPRETATION

1.0 CREDIT

Offered at both SL and HL. Emphasis on modelling and statistics. Develop strong skills in applying mathematics to the real-world. Real mathematical problem solving using technology. For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design.

1202340 PRE-CALCULUS HONORS

1.0 CREDIT

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. The content should include, but not be limited to, polynomials, rational, exponential, inverse, logarithmic, and circular functions; sequences and series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra.

1201330 MATHEMATICS: ANALYSIS AND APPROACHES

1.0 CREDIT

Offered at both SL and HL. Emphasis on algebraic methods. Develop strong skills in mathematical thinking. Real and abstract mathematical problem solving. For students interested in mathematics, engineering, physical sciences, and some economics.

1206310 GEOMETRY

1.0 CREDIT

The purpose of this course is to emphasize critical thinking involving the discovery of relationships and their proofs and skills in applying the deductive method to mathematical situations. The content should include, but not be limited to, logic and reasoning; the study of Euclidean geometry of line; planes, angles, triangles, similarity, congruence, geometric inequalities, polygons, and circles; area and volume and constructions.

1206810 GEOMETRY MYP

1.0 CREDIT

In this course, scholars will cover the fundamentals of geometry while reviewing algebra principles in preparation for one of the IB Diploma Program math courses. The study of geometry and trigonometry enhances scholars' spatial awareness and provides them with the tools for analyzing, measuring and transforming geometric quantities in two and three dimensions. Key concepts from other MYP subjects that could be used within the geometry branch include aesthetics (geometric shapes, transformations), change (identities, transformations), communities (angle properties, triangle properties), creativity (transformations, similarity and congruency), identity (unit circle, identities), perspective (coordinate geometry, similarity and congruency), and time, place and space (three-dimensional coordinate geometry, transformations). Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

1200700 MATH for COLLEGE READINESS

1.0 CREDIT

This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: an introduction to functions, linear equations, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic equations, complex numbers, and the Common Core Standards for High School Modeling. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

1200710 MATH for COLLEGE ALGEBRA

1.0 CREDIT

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations

and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

1207350 MATH for COLLEGE LIBERAL ARTS

1.0 CREDIT

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data; (5) developing understanding of logic and set theory.

1200387 MATH for DATA & FINANCIAL LITERACY

1.0 CREDIT

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long- term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans; (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

1200388 MATH for DATA & FINANCIAL LITERACY HONORS

1.0 CREDIT

In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans; (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

MUSIC

1304300/1304310 MUSIC TECHNOLOGY AND SOUND ENGINEERING I & II

1.0 CREDIT

The purpose of this course is to enable students to develop musical skills and an understanding of the elements of a recording studio, and apply the concepts and language in a musical setting. The content should include, but not limited to, exploration of the structure of music, ear training, analysis of musical events and elements in a composition, connection between music and other area, roles and influence of music and musicians in history, culture, society, and everyday life, exploration of basic acoustical principles, role and influence of sound and recording history, culture society and individual lifestyles, production techniques of a recording studio, set-up and operation of equipment in a recording studio, exploration of professional unions and organizations, demonstration of professional responsibility, ethical behavior, and time management skills.

1302300/1302300B WIND ENSEMBLE I/SYMPHONIC BAND I

1.0 CREDIT

The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. The content should include, but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy and music appreciation.

1302310/1302310B WIND ENSEMBLE II/SYMPHONIC BAND II

1.0 CREDIT

The purpose of this course is to extend musicianship skills in band instrumental ensembles. The content should include, but not be limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation.

1302320/1302320B WIND ENSEMBLE III/SYMPHONIC BAND III

1.0 CREDIT

The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. The content should include, but not be limited to, interpreting medium level band music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness.

1302330/1302330B WIND ENSEMBLE IV/SYMPHONIC BAND IV

1.0 CREDIT

The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied band literature. The content should include, but not be limited to, interpreting medium level band music; refining tone production and performance techniques, understanding of musical form, style, and aesthetic perceptions.

1302360 ORCHESTRA I**1.0 CREDIT**

The purpose of this course is to develop musicianship skills in music ensembles on orchestra instruments. The content should include, but not be limited to, basic and fundamental skills in characteristic tone production, orchestral performing techniques, understanding of musical form, style and aesthetic perception.

1302370 ORCHESTRA II**1.0 CREDIT**

The purpose of this course is to extend musicianship and ensemble experiences on orchestra instruments. The content should include, but not be limited to, extending skill development in characteristic tone production, orchestral performance techniques, musical literacy, and music appreciation.

1302380 ORCHESTRA III**1.0 CREDIT**

The purpose of this course is to provide instruction in the development of technical skills through the study of varied orchestral literature. The content should include, but not be limited to, independent interpretation of medium level orchestral music, refinement of tone production and performance techniques, musical form, style periods, and aesthetic perceptions.

1302390 ORCHESTRA IV**1.0 CREDIT**

The purpose of this course is to provide instrumental instruction in a classroom situation. The content should include, but not be limited to, independent interpretation of medium-level orchestral music, refinement of tone production and performance techniques, musical form, style periods and aesthetic perceptions.

1302500 JAZZ ENSEMBLE I**1.0 CREDIT**

The purpose of this course is to provide an introduction to styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content should include, but not be limited to, the following: beginning-level interpretations of varying styles of jazz literature; characteristic tone production; and idiomatic performance techniques. *Must currently be enrolled in Band

1302510 JAZZ ENSEMBLE II**1.0 CREDIT**

The purpose of this course is to develop and extend understanding of styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content should include, but not be limited to, the following: rehearsal and performance of diverse popular and idiomatic jazz literature; basic improvisation; tone productions; and individual and ensemble performance techniques. *Must currently be enrolled in Band

1302520 JAZZ ENSEMBLE III**1.0 CREDIT**

The purpose of this course is to develop ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content should include, but not be limited to, the following: varied medium-level popular and jazz idiomatic literature; improvisation; characteristic tone; individual and ensemble performance techniques; and the history of jazz in the United States. *Must currently be enrolled in Band

1302530 JAZZ ENSEMBLE IV**1.0 CREDIT**

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz styles. The content should include, but not be limited to, the following: study and performance of varied difficult diverse popular and idiomatic literature; and independence in improvisation, interpretation, and performance. *Must currently be enrolled in Band

1302420/1302420B PERCUSSION ENSEMBLE I/STEEL DRUM I**1.0 CREDIT**

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

1302430/1302430B PERCUSSION ENSEMBLE II/STEEL DRUM II**1.0 CREDIT**

Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

1302440/1302440B PERCUSSION ENSEMBLE III/STEEL DRUM III 1.0 CREDIT

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

1302450/1302450B PERCUSSION ENSEMBLE IV/STEEL DRUM IV 1.0 CREDIT

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

1303300/1303300B CHORUS I/RHAPSODY CHORUS I 1.0 CREDIT

The purpose of this course is to provide students with experiences in basic vocal production techniques and part-singing. The content should include, but not be limited to, enabling students to develop basic fundamental skills in vocal tone productions, choral performance techniques, musical literacy and music appreciation.

1303310/1303310B CHORUS II/RHAPSODY CHORUS II 1.0 CREDIT

The purpose of this course is to extend experiences in basic vocal production techniques and part-singing. The content should include, but not be limited to, extending development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening.

1303320/1303320B CHORUS III/RHAPSODY CHORUS III 1.0 CREDIT

The purpose of this course is to provide students with instruction in the development of basic vocal musicianship and technical skills through the study of varied choral literature. The content should include, but not be limited to, interpretation of notation, establishment of appropriate tone production and performance techniques, holistic presentation of simple musical form, varied style periods and aesthetic values.

1303330/1303330B CHORUS IV/RHAPSODY CHORUS IV 1.0 CREDIT

The purpose of this course is to provide students with instruction in the application of vocal musicianship and technical skills through the study of varied choral literature.

RESEARCH AND CRITICAL THINKING

1700360 INQUIRY SKILLS – PRE-IB 1.0 CREDIT

The purpose of this course is to study the development of short and long-term educational goals, the nature of learning, the nature of study skills, strategies for specific study skills improvement and improvement in content areas, the problems associated with critical thinking and their solutions, problem solving, group-discussion guidelines, the interdisciplinary nature of knowledge, and research skills.

1700370 CRITICAL THINKING 0.5 CREDIT

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

1700380 CAREER RESEARCH 0.5 CREDIT

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

SCIENCE

2000850 BIOLOGY I MYP

1.0 CREDIT

The purpose of this course is to focus on accelerated biology with related earth/space science topics. The content should include, but not be limited to, biological and mineral classification systems, study of telescopes and microscopes, solar systems and life, cell biology, biological and ecological changes through time, and the fundamentals of Biochemistry, including nucleic acids and protein synthesis and current technologies and trends through the study of scientific current events.

2000850 IB BIOLOGY I

1.0 CREDIT

Major topics for the first year of this course include statistical analysis, cells, the chemistry of life, nucleic acids and proteins, cellular respiration, photosynthesis, genetics and biotechnology. Students will construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world.

2000805 IB BIOLOGY II

1.0 CREDIT

Major topics for year two include plant science, ecology (including options and accompanying objectives) evolution (including options & accompanying objectives), and human health and physiology. Students will continue to construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world.

2000820 IB BIOLOGY III

1.0 CREDIT

Major topics for year two include plant science, ecology (including options and accompanying objectives) evolution (including options and accompanying objectives), and human health and physiology. Students will continue to construct, analyze, and evaluate hypotheses (including research questions and predictions), scientific methods (including techniques and procedures), and scientific explanations of the biological world.

2001340 ENVIRONMENTAL SCIENCE

1.0 CREDIT

The purpose of this course is to study the interaction of man with the environment. The content should include, but not be limited to, the following: scientific analysis; fundamental principles and concepts about the interdependence of earth's systems; population dynamics; distribution, ownership, and use of degradation of renewable and nonrenewable resources; environmental quality; global changes and their consequences; environment and society: trade-offs and decision making; choices for the future

2001380 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

1.0 CREDIT

The purpose of this course is to study the interaction of man with the environment. The content should include, but not be limited to, the following: scientific analysis; fundamental principles and concepts about the interdependence of earth's systems; population dynamics; distribution, ownership, and use of degradation of renewable and nonrenewable resources; environmental quality; global changes and their consequences; environment and society: trade-offs and decision making; choices for the future.

2003340 CHEMISTRY I

1.0 CREDIT

The purpose of this course is to provide students with the study of the composition, properties, and changes associated with matter. The content should include, but not be limited to, classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gasses, physical change, acids, bases and salts and energy association with physical and chemical changes.

2003350 CHEMISTRY I HONORS

1.0 CREDIT

The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter. The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions, acids, bases, salts, nuclear chemistry, electrochemistry and organic chemistry.

2003810 IB CHEMISTRY II

1.0 CREDIT

The purpose of this course is to provide an in-depth quantitative study of the development and application of chemistry principles, concepts and experimental methods. This course incorporates the goals and objectives of the International Baccalaureate program and is available only to students accepted into the program.

2002510 MARINE SCIENCE I HONORS**1.0 CREDIT**

The purpose of this course is to provide an overview of the marine environment. The content should include, but not be limited to, the following: the nature of science; the origins of the oceans; the chemical, physical and geological aspects of the marine environment; ecology of various sea zones; marine communities; the diversity of marine organisms; characteristics of major marine ecosystems; characteristics of major marine phyla/divisions; and the interrelationship between man and the ocean.

SOCIAL STUDIES

2100320 US HISTORY HONORS**1.0 CREDIT**

The purpose of this course is to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific and cultural events that have affected the nation. The content should include, but not be limited to, geo-historic development in time-space; the significant turning points and trends in the development of American culture and institutions; the significance of westward expansion on the American character; the origin and development of American ideals and characteristics; the effects of the American colonial experience; enlightened thinking and the Declaration of Independence; the relationship between idealism and reality in the development of the United States Constitution and the Bill of Rights; the changing role of the Constitution over the centuries; sectionalism as a force in American life; the origin, course and aftermath of the American Civil War; the technological and urban transformations of our nation in the 19th and 20th centuries; changes in American lifestyles; changes in American foreign policy; cycles characteristic of American economic development; and contemporary American domestic and foreign issues with projected scenarios through the 20th century.

2100330 ADVANCED PLACEMENT US HISTORY**1.0 CREDIT**

The purpose of this course is to provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problem, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Appropriate concepts and skills will be developed in connection with the content that follows. The content should include, but not be limited to, that determined by the College Board Advanced Placement Program.

2100800 IB HISTORY OF THE AMERICAS**1.0 CREDIT**

History of the Americas is the first and regional component for the IB History curriculum. It is primarily a comparative studies course, which provides in-depth analysis of the entire Western Hemisphere. Students must be able to interpret and critically evaluate primary source material, and present clear, well-substantiated arguments. Students complete the external assessment associated with IB History, which requires that students analytically interpret historical events and topics. This course is the prerequisite for IB

2109805 IB CONTEMPORARY HISTORY HL**1.0 CREDIT**

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and challenges inherent in understanding the history of the 20th Century. Themes covered include the causes, practices & effects of modern war, the rise and fall of single party states, the Arab-Israeli Conflicts and the Cold War. Students gain the opportunity to engage in the exciting and proven international curriculum while fulfilling the IB History requirement. Students will sit for three externally assessed IB History examinations in May of the senior year covering content from 11th grade History of Americas and 12th grade Contemporary History topics

21003360 AFRICAN AMERICAN STUDIES**0.5 CREDIT**

The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African American history, and contemporary African American affairs.

2102345 ECONOMICS with FINANCIAL LITERACY HONORS**0.5 CREDIT**

The purpose of this course is to acquire a comprehensive understanding of how society organizes itself to use its limited resources to satisfy unlimited wants. The course will deal with the distinguishing characteristics of other types of economic systems. Particular attention will be given to the American mixed system. The intent is to provide students with tools to

examine and analyze the implications of market solutions and public policy decisions related to economic problems. The content should include, but not be limited to, the use of economic reasoning and principles in reaching decisions in the marketplace; the role and impact of economic wants, productive resources, scarcity and choices; opportunity costs and trade-offs; economic incentives; specialization; comparative advantages; division of labor; interdependence; how a market functions; the role of pricing and price determination; types of market failures; savings and investments; the role and function of government and governmental policy; the function of money and financial institutions; labor supply and demand; the distinction between micro and macro-economic problems; types of competition, inflation, unemployment, monetary and fiscal policy; socio-economic goals; freedom; economic efficiency; equity; full employment stability; and growth.

2103300 WORLD CULTURAL GEOGRAPHY

1.0 CREDIT

The purpose of this course is to provide students the opportunity to acquire an understanding of the inter-relations between people and their environment. Appropriate concepts and skills will be developed in connection with the content. The content should include, but not be limited to, an understanding of the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious and historic aspects of human activity as applied to a study of the following world regions: Western Europe, Eastern Europe, the former Soviet Union, Anglo-America, Latin America, North Africa and the Middle East, Sub-Saharan Africa, Southern and Eastern Asia and Oceania.

2106320 US GOVERNMENT HONORS

0.5 CREDIT

The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of American government and political behavior.

The content should include, but not be limited to, an evaluation of those documents which shape our political traditions (the Declaration of Independence, the Bill of Rights, and the Constitution); an analysis of the roles of the three branches of government at the local, state and national levels; a comparative view of the changing nature of political parties and interest groups over time in determining government policy; an evaluation of the changing nature of citizens' rights and responsibilities in a democratic state, and the importance of civic participation in the democratic political process.

2106420 AP US GOVERNMENT & POLITICS

0.5 CREDIT

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses. The following is a discussion of these topics and some questions that should be explored in the course.

2107800 IB PSYCHOLOGY I

1.0 CREDIT

One of the Sixth Subject options, IB Psychology focuses on three basic elements of psychology: biological, cognitive, and socio-cultural. Students will be expected to be able to explain how cultural, ethical, gender and methodological considerations affect the interpretation of behavior within the context of the three basic areas; students will also demonstrate the knowledge and skills required for experimental design, data collection, data analysis and interpretation. The course will also explore the application of each perspective through an optional area. Internal assessment will be based upon reproduction of a simple experimental study. The external assessment consists of two papers: Paper One includes the three perspectives of psychology and Paper Two is based on the study of one of the optional areas.

2107350 ADVANCED PLACEMENT PSYCHOLOGY

1.0 CREDIT

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

2109830 WORLD HISTORY

1.0 CREDIT

The purpose of this course is to provide students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific and cultural events that have affected humanity. The content should include, but not be limited to, an understanding of geographic, historic and time-space relationships, the use of arbitrary periodization in history, a review of pre-history, the rise of civilization and cultural universals, the development of nationalism as a global phenomenon, the origin and cause of economic systems and philosophies, the influence of major historical figures and events and contemporary world affairs. Included in this content will be a study of Americanism vs. Communism in accordance with Florida statute 233.064.

2109420 ADVANCED PLACEMENT WORLD HISTORY**1.0 CREDIT**

The purpose of this course is to provide students with the opportunity to understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content should include, but not be limited to, the content specified by the Advanced Placement Program, an exposure to the foundations of World History prior to 1000 A.D., an emphasis on the time period between 1000 and present, Asia, Europe, Saharan, and Sub-Saharan Africa, China, Mesoamerica, Islam, Mongol dominate, new political units in Africa and Europe.

CAREER AND TECHNICAL EDUCATION**ENGINEERING TECHNOLOGY ACADEMY****8600550 INTRODUCTION TO ENGINEERING DESIGN I****1.0 CREDIT**

The purpose of this course is to provide students with an introduction to the knowledge, human relations, and technological skills found today in technical professions. The content should include, but not be limited to, the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of technological tools, machines, instruments, materials, processes and systems in business and industry.

8600520 PRINCIPLES OF ENGINEERING**1.0 CREDIT**

The purpose of this course is to provide students with an intermediate understanding of the knowledge, human relations, and technological skills found today in technical professions.

8600530 DIGITAL ELECTRONICS**1.0 CREDIT**

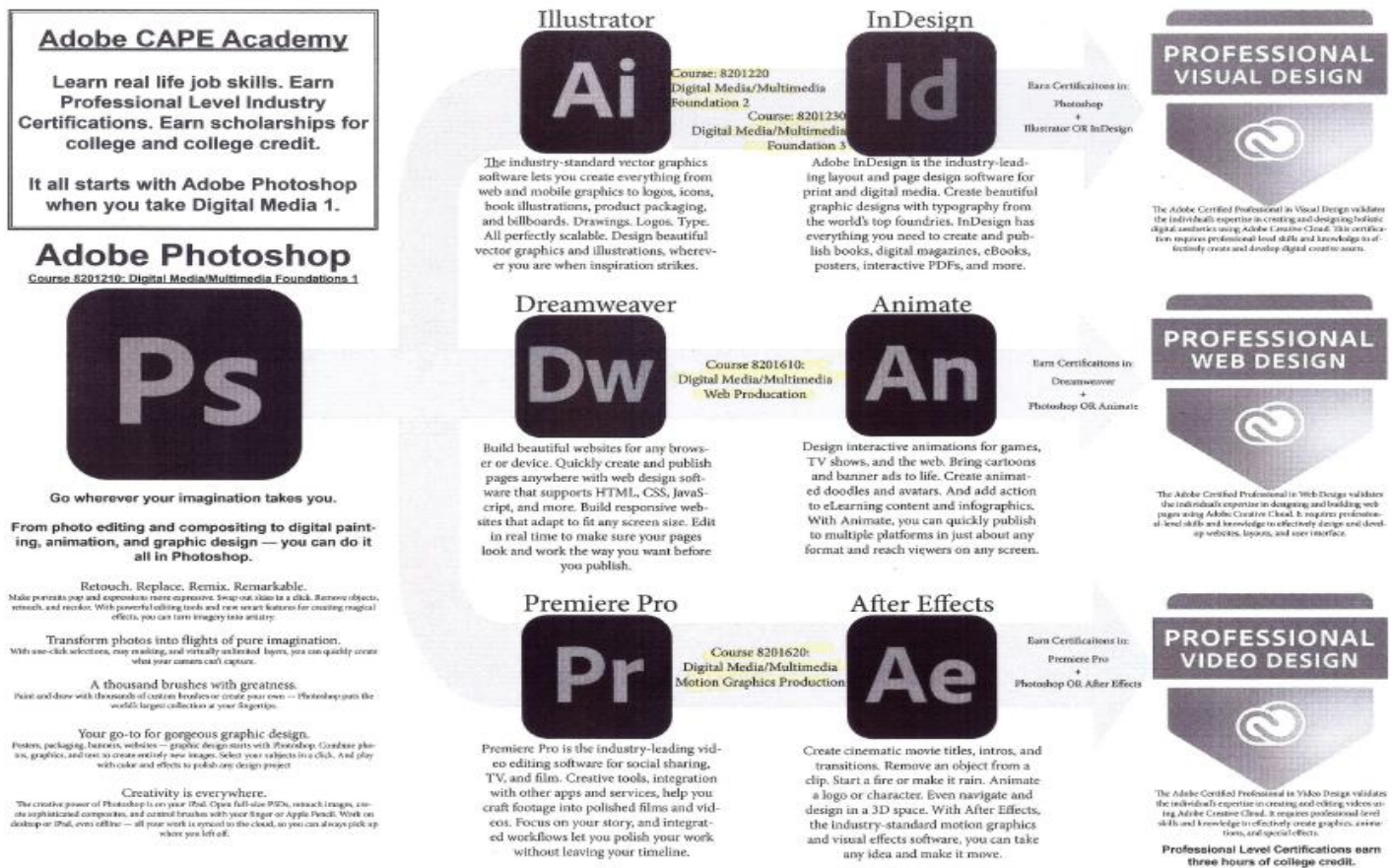
The purpose of this course is to provide students with an advanced understanding of the knowledge, human relations, and technological skills found today in technical professions.

8600590 CIVIL ENGINEERING AND ARCHITECTURE IV**1.0 CREDIT**

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.

8401010, 8401020, 8401030 TECHNICAL DESIGN I, II & III**1.0 CREDIT**

This course provides students with instruction in the characteristics and evolution of technology, underlying principles of design, and fundamental knowledge and skills in the use of illustration and drafting software. Included in the content is the use of essential application software. The ultimate output of this course is a design portfolio created by the student. Each item or product included in the portfolio should include a narrative description and an explanation of the technical approach or techniques used to create the item. Consideration should be given to having students present the portfolio using presentation software.



8201210 DIGITAL MEDIA / MULTIMEDIA FOUNDATION I (Photoshop)

1.0 CREDIT

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers. Become an Adobe Certified Associate (ACA) in Photoshop, achieving an industry certification and 3 college credit hours with the world's best imaging and design app that is at the core of almost every creative project. Work across desktop and mobile devices to create and enhance your photographs, website and mobile app designs, 3D artwork, videos and more as you help put your way through college on freelance websites or simply because it is fun!

8201220 DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS II (Illustrator)

1.0 CREDIT

*Independent Study by Teacher Recommendation. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers. Become an Adobe Certified Associate (ACA) in Illustrator, achieving an industry certification and 3 college credit hours with the industry-leading vector graphic toolset. The industry-standard vector graphics app lets you create logos, icons, sketches, typography and complex illustrations for print, web, interactive, video and mobile as you help put your way through college on freelance websites or simply for fun!

8201230 DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS III (InDesign)

1.0 CREDIT

*Independent Study by Teacher Recommendation. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers. Become an Adobe Certified Associate (ACA) in InDesign, achieving an industry certification and 3 college credit hours with the industry-leading page design and layout toolset. The industry-leading page design and layout toolset lets you work across desktop and mobile devices to create, preflight and publish everything from printed books and brochures to digital magazines, iPad apps, eBooks and interactive online documents as you help put your way through college on freelance websites or simply for fun!

8201610 DIGITAL MEDIA/MULTIMEDIA WEB PRODUCTION

1.0 CREDIT

Build beautiful websites for any browser or device. Quickly create and publish pages anywhere with web design software that supports HTML, CSS, JavaScript, and more. Build responsive websites that adapt to fit any screen size. Edit in real time to make sure your pages look and work the way you want before you publish. Design interactive animations for games, TV shows, and the web. Bring cartoons and banner ads to life. Create animated doodles and avatars. And add action to eLearning content and infographics. With Animate, you can quickly publish to multiple platforms in just about any format

and reach viewers on any screen.

8201620 DIGITAL MEDIA/MULTIMEDIA MOTION GRAPHICS PRODUCTION

1.0 CREDIT

Premiere Pro is the industry-leading video editing software for social sharing, TV, and film. Creative tools, integration with other apps and services, help you craft footage into polished films and videos. Focus on your story, and integrated workflows let you polish your work without leaving your timeline. Create cinematic movie titles, intros, and transitions. Remove an object from a clip. Start a fire or make it rain. Animate a logo or character. Even navigate and design in a 3D space. With After Effects, the industry-standard motion graphics and visual effects software, you can take any idea and make it move.

8207310 DIGITAL INFORMATION TECHNOLOGY

1.0 CREDIT

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will work toward earning the CompTia ITF+ certification, which covers IT Concepts & Terminology, Infrastructure, Applications & Software, Database Fundamentals, Software Development and Cybersecurity.

9001320 COMPUTER AND NETWORK SECURITY FUNDAMENTALS

1.0 CREDIT

This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills particularly those related to cybersecurity.

WORLD LANGUAGE

0701870 FRENCH I MYP

1.0 CREDIT

The purpose of this course is to introduce students to French and French culture and to develop communication skills and cross-cultural understanding. The content should include, but not be limited to: beginning skills in listening and speaking with special attention to pronunciation; introduction to reading and writing skills; fundamentals of grammar and fundamentals of culture.

0701870 FRENCH I IBMYP

1.0 CREDIT

The purpose of this course is to introduce students to French and French culture and to develop communication skills and cross-cultural understanding. The content should include, but not be limited to: beginning skills in listening and speaking with special attention to pronunciation; introduction to reading and writing skills; fundamentals of grammar and fundamentals of culture.

0701880 FRENCH II

1.0 CREDIT

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to: expansion of vocabulary and conversational skills through discussions based on readings; strengthening of grammar skills through analysis of reading selections; acquisition of vocabulary relevant to everyday life of French-speaking people.

0701350 FRENCH IV HONORS

1.0 CREDIT

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, more advanced language structures and idiomatic expressions with emphasis on conversational skills and additional growth in vocabulary for practical purposes including writing and a variety of reading selections.

0701840 FRENCH V

1.0 CREDIT

Aims of the course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity and intellectual stimulation. Class is conducted entirely in French. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic language skills. Students are required to read a variety of texts. The course focuses on communication and increased proficiency in listening, speaking, reading and writing. A survey of the history, literature and art of France is a part of this course. Multiple opportunities are provided for students to use the language through small group activities and projects.

0708870 SPANISH I MYP**1.0 CREDIT**

The purpose of this course is to introduce students to the Spanish language and its culture and to develop communicative skills and cross-cultural understanding. The content should include, but not be limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing should also be included, as well as the fundamentals of grammar and culture.

0708880 SPANISH II MYP**1.0 CREDIT**

The purpose of this course is to reinforce the fundamental skills acquired by the students. This course develops increased listening, speaking, reading and writing skills, as well as cultural awareness. The content should include, but not be limited to, an expansion of the listening and oral skills previously acquired. Reading and writing should receive emphasis, while oral communication remains the primary objective. This course should include a cultural survey of Spanish-speaking people.

0708360 SPANISH III HONORS**1.0 CREDIT**

The purpose of this course is to master and expand the skills previously acquired by the students. The content should include, but not be limited to, expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary should stress activities which are important to everyday life of Spanish-speaking people.

0708890 SPANISH III IB MYP**1.0 CREDIT**

The purpose of this course is to master and expand the skills previously acquired by the students. The content should include, but not be limited to, expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary should stress activities which are important to everyday life of Spanish-speaking people.

0708370 SPANISH IV HONORS**1.0 CREDIT**

The purpose of this course is to expand previously acquired skills. The content should include, but not be limited to, the following: more advanced language structures and idiomatic expressions with emphasis on conversational skills; additional growth in vocabulary for practical purposes, including writing; and a variety of reading selections.

0708830/0708840 IB SPANISH IV/IB SPANISH V**1.0 CREDIT**

The aims of the course are to develop the student's ability to communicate accurately and effectively in speech and in writing; to develop the ability to understand and respond to the language demands of transactional and social contacts; to provide the student with a sound linguistic base for further study; and to provide the opportunity for enjoyment, creativity and intellectual stimulation. Class is conducted entirely in Spanish. A systematic presentation and review of grammatical structures is built into this course and is applied to the four basic language skills. Students are required to read a variety of texts. Continuous ongoing assessment of students' progress is a feature of the program during this course. Video and audio recordings of student presentations, discussions, debates, and similar activities are required by IB, which monitors the audio recordings as a part of the examination process. IB candidates will be prepared to sit for the externally administered written examinations in May.



SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

NOTICE OF PROTECTION OF PUPIL

RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment, 20 U.S.C. § 1232h, affords parents certain rights for the protection of student privacy. These include the right to:

1. *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education ("ED") –

- (a) Political affiliations or beliefs of the student or student's parent;
- (b) Mental or psychological problems of the student or student's family;
- (c) Sex behavior or attitudes;
- (d) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (e) Critical appraisals of others with whom respondents have close family relationships;
- (f) Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- (g) Religious practices, affiliations, or beliefs of the student or parents; or
- (h) Income, other than as required by law to determine program eligibility.

2. *Receive notice and an opportunity to opt a student out of –*

- (a) Any other protected information survey, regardless of funding;
- (b) Any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law; and
- (c) Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. *Inspect*, upon request and before administration or use –

- (a) Protected information surveys of students;
- (b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- (c) Instructional material used as part of the educational curriculum.

Book	St. Lucie County School Board Policy Manual
Section	Chapter 2: School Board Governance and Organization
Title	Title IX Sexual Harassment Complaint and Investigation Procedures
Code	2.701
Status	Active

1. Definitions.

For the purposes of this policy, the following definitions shall apply:

- a. School District means the St. Lucie County School District.
- b. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:
 - i. A School District employee conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
 - ii. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
 - iii. Sexual assault as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).
- c. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- d. Respondent means an individual who has been reported to be the perpetrator

of conduct that could constitute sexual harassment.

- e. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the school's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the school's educational environment, or deter sexual harassment. Schools must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the school to provide the supportive measures. The school-based Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Remedies are designed to restore or preserve equal access to the school's education program or activity. Remedies may be issued at the conclusion of the grievance process.
- f. Formal complaint refers to a document filed by a complainant or signed by the school-based Title IX Coordinator alleging sexual harassment against a respondent and requesting investigation of the allegation. The formal complaint may be filed in person, by mail, or by electronic mail.
- g. The District Title IX Coordinator ("District Coordinator") is responsible for coordinating School District compliance with Title IX of the Education Amendments of 1972 ("Title IX") regulations.
- h. The school-based Title IX Coordinator ("school-based Coordinator") is responsible for coordinating Title IX compliance at an assigned school.
- i. The Title IX investigator ("investigator") is responsible for conducting the investigation as required by Title IX and preparing the investigative report.
- j. The Title IX decision-maker ("decision maker") reviews the evidence, determines responsibility for all formal complaints, and provides a written determination to the parties. The decision-maker cannot be the same person as the school-based Title IX Coordinator or the investigator.
- k. The Title IX appeals decision-maker ("appeals decision maker") is

responsible for reviewing the written determination and issuing a written decision describing the result and rationale for the appeal.

- I. Notice. Whenever notice is required in this policy, notice shall be sent to the parent as defined in CFR 99.3 or to the eligible student as defined in CFR 99.3.
2. Scope of Title IX. This policy applies to allegations that meet the definition of sexual harassment as defined in section (1)(b) of this policy, conduct that occurred in a School District education program or activity, and allegations against a person in the United States.
 - a. "Education program or activity" includes locations, events, or circumstances over which the School District exercised substantial control over both the respondent and the context in which the sexual harassment occurred.
 - b. Reporting Sexual Harassment. Any person may report sexual harassment, regardless of whether the reporting person is the alleged victim of the conduct. A report can be made in person, by mail, by telephone, or by electronic mail, using the contact information for the District Coordinator or school-based Coordinator. Reports may be made at any time, including during non-business hours. Any person with knowledge of sexual harassment is strongly encouraged to report the incident. Reports should be made as soon as possible after the alleged incident. A formal complaint must be filed within ten (10) school days after the alleged incident. Failure on the part of the complainant to initiate or follow up on the complaint within this period may result in the complaint being deemed abandoned.
 - i. The School District is responsible for responding to complaints of which it has notice even if notice is not received within the aforementioned time frame.
 - c. All School District employees are required to, and must, report, in writing, any allegations of sexual harassment or violations of this policy to the District Coordinator, school-based Coordinator, or appropriate administrator.
3. The Superintendent may identify, upon request of a complainant or respondent, a designee for the District Coordinator when, in the Superintendent's judgment, it is warranted. Should an alternate be designated to investigate a complaint, the complainant may request a review by the Superintendent.

4. Knowledge of Sexual Harassment. When a school-based employee assigned to an elementary or secondary school has knowledge of sexual harassment or allegations of sexual harassment, the School District is obligated to respond.
5. Response to Knowledge of Sexual Harassment. A school must respond to knowledge of sexual harassment in the school's education program or activity against a person in the United States within twenty-four (24) hours or no more than two (2) school days.
 - a. If the alleged sexual harassment might constitute a crime the matter shall immediately be reported to the School Resource Officer ("SRO") or the appropriate law enforcement agency. Any uncertainty regarding whether the alleged sexual harassment might constitute a crime must be resolved in favor of reporting the incident to law enforcement.
 - b. If the alleged sexual harassment might constitute child abuse the matter shall immediately be reported to the Florida Department of Children and Families ("DCF"). Any uncertainty regarding whether the alleged sexual harassment might constitute child abuse must be resolved in favor of reporting the incident.
 - c. When a School District employee is the respondent, the school-based Coordinator or school administrator shall immediately notify the Director of Employee Relations. If the respondent is a School District employee, discipline may be taken, consistent with any applicable collective bargaining agreement provisions or statutory provisions to resolve a complaint of sexual harassment. Upon knowledge of alleged sexual harassment, the school-based Coordinator must:
 - i. Contact the complainant to discuss the availability of supportive measures;
 - ii. Consider the complainant's wishes with respect to supportive measures;
 - iii. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
 - iv. Explain to the complainant the process for filing a formal complaint.

6. Filing of Formal Complaint. The formal complaint may be filed by a complainant, parent or legal guardian, or signed by the school-based Coordinator. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the school's education program or activity.
7. Response to Filing of Formal Complaint.
 - a. When a formal complaint has been filed, the school must immediately determine if:
 - i. The allegations meet the definition of sexual harassment even if proved, as defined in section (1)(b) of this policy;
 - ii. The conduct occurred in a School District education program or activity; and
 - iii. The allegations occurred against a person in the United States.
 - b. If the school determines these requirements are met, the school must follow the grievance process outlined in section (12) of this policy. If the school determines any of these requirements are not met, the school must dismiss the formal complaint. Written Notice of dismissal must be sent.
8. Consolidation of Formal Complaints. Formal complaints involving allegations of sexual harassment arising from the same facts or circumstances may be consolidated against more than one (1) respondent, if multiple complainants file a complaint against multiple respondents, or if one (1) party files a complaint against the other party.
9. Dismissal of For all Complaints. Schools shall investigate allegations in a formal complaint and determine whether dismissal is required or permitted.
 - a. Required Dismissal.
 - i. The School District must dismiss a formal complaint if the alleged conduct: does not constitute sexual harassment even if proved as defined in section (1)(b) of this policy; or
 - ii. Did not occur in a school's education program or activity; or
 - iii. Did not occur against a person in the United States.

- iv. The School District may take action under another provision of the Code of Student Conduct in the event dismissal is required.
 - b. Permitted Dismissal. Schools may dismiss a formal complaint or any allegations during the investigation or hearing if:
 - i. The complainant provides written notice to the school-based Coordinator of their intent to withdraw the formal complaint or any allegations; or
 - ii. The respondent is no longer enrolled or employed by the School District; or
 - iii. Specific circumstances prevent the school from gathering evidence sufficient to reach a determination.
 - c. Written Notice of Dismissal. Upon a required or permitted dismissal, schools must send written notice of the dismissal and reasons for the dismissal simultaneously to parties within twenty-four (24) hours or no more than two (2) school days.
 - d. Appeal of Dismissal. Parties may request an appeal from a dismissal within two (2) school days of issuance of the dismissal. Requests for an appeal should be sent to the decision-maker, as outlined in section
(14) of this policy.
- 10. Emergency Removal. The School District may remove a respondent from a school's education program or activity on an emergency basis, only after undertaking an individualized safety and risk analysis, and determining if an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and providing the respondent with notice and an opportunity to challenge the decision within two (2) school days following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

a. Grievance Process for Formal Complaints of Sexual Harassment. In response to a formal complaint, schools must provide written notice to all known parties and follow a specified grievance process before the imposition of any disciplinary sanctions against the respondent. A school must provide written notice of allegations within two (2) school days of the allegations to all known parties upon receipt of a formal complaint.

i. Written notice must include:

1. The identities of the parties involved in the incident, if known;
2. The conduct allegedly constituting sexual harassment;
3. The date and location of the alleged incident, if known;
4. A statement that the respondent is presumed not responsible for the alleged conduct;
5. The school's grievance process;
6. A statement that a determination regarding responsibility is made at the conclusion of the grievance process;
7. A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney;
8. A statement advising parties that they may inspect and review evidence, as outlined in section (11)(f)(i); and
9. A statement informing the parties of any provision in the school's Code of Student Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

ii. If during the course of an investigation the school decides to investigate allegations about the complainant or respondent that are not included in the original notice, the school must provide written notice of the additional allegations to the known parties within two (2) school days, pursuant to the requirements of written notice in this policy.

b. Response to Complaint. Parties shall be afforded the opportunity to prepare a response regarding the complaint and provide that response during the initial interview. Parties shall have no less than two (2) school days from the date of the written notice to prepare a response.

The school-based Coordinator shall conduct the initial interviews with both the complainant and the respondent within five (5) school days. Each individual shall be interviewed separately and at no time will the complainant and respondent be interviewed together. This time frame may be modified for good cause. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

c. Basic Requirements for Grievance Process. A school's grievance process must:

- i. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility has been made against the respondent;
- ii. Require an objective evaluation of all relevant evidence;
- iii. Include a presumption that the respondent is not responsible for the alleged conduct until the written determination is made at the end of the grievance process;
- iv. Ensure the school-based Coordinator, investigator, decision-maker, and appeals decision-maker are free from any conflicts of interest or bias for or against any complainants or respondents;
- v. Include reasonably prompt time frames for the conclusion of the grievance process;
- vi. Include reasonably prompt time frames for filing and resolving appeals;
- vii. Allow for the temporary delay of the grievance process or limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action;
- viii. List the range of possible disciplinary sanctions and remedies that may be implemented;

ix. Include the procedures and grounds for appeal;

x. Describe the range of supportive measures available to parties;

xi. Not allow, require, rely upon, or otherwise use questions or evidence that seek disclosure of protected information under a legally recognized privilege, unless the person holding such privilege waives the privilege; and

xii. Notify parties that the preponderance of the evidence standard will be used to determine responsibility.

11. Procedures for Investigation of a Formal Complaint. The investigation must be completed and evidence provided to the respondent and complainant within five (5) school days of the initial interviews with the complainant and respondent, whichever interview is later. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

a. The School District must ensure that the burden of proof and the burden of gathering evidence rests on the school.

b. Confidentiality of Medical Records. The School District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the school obtains that party's voluntary, written consent to do so for a grievance process under this section. If a party is not an "eligible student," as defined in 34 CFR 99.3, then the school must obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3;

c. Schools shall not restrict the ability of either party to discuss the allegations under investigation.

d. Written Notice of Grievance Proceedings. Notice for any investigative interviews, or meetings must be sent at least two (2) school days prior to the interview or meeting. Notice for any hearings must be sent at least ten (10) school days prior to the hearing. Notice must

include the date, time, location, participants, and purpose of meeting to all parties whose participation is expected or invited.

e. **Grievance Proceedings.** Both parties must be given an equal opportunity to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding with an advisor of their choice.

f. **Evidence**

(i) **Inspection and Review of Evidence.** Both parties must be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including the evidence upon which the school does not intend to rely in reaching a determination regarding responsibility. OTC must make all evidence subject to the parties' inspection and review available at any hearing to give each party an equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

(ii) Prior to completion of the investigative report, schools shall send to each party and their advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. Parties have ten (10) school days to submit a written response to all evidence, for the investigator to consider before concluding the investigative report. If a response is not received within ten (10) school days, the investigator will deem the non-response as a waiver and continue with the investigative report.

(iii) **Gathering and Presentation of Evidence.** Schools may not restrict the ability of either party to gather and present relevant evidence.

g. **Presenting Witnesses.** Both parties shall be given the equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

h. **The Investigative Report.** The investigator shall create an investigative report that fairly summarizes all relevant evidence presented. The investigator must send the report in an electronic form or a hard copy to all parties and all advisors ten (10) days prior to a hearing for their review and written response, if a hearing is required. If a hearing is not required, schools must send the report to all parties and all advisors for their review and written response ten (10) days prior to any written determination. Parties will have ten (10) days from receipt of the investigative report to provide a written response to the investigative report.

- i. K-12 Questions. After the investigative report has been sent to all parties and before a determination regarding responsibility is made, each party shall be given two (2) school days to submit written, relevant questions to be asked of any party or witness and provide each party with answers within two (2) school days. Parties shall then be allowed two (2) school days to provide no more than five (5) follow-up questions in total from all parties and witnesses. Parties and witnesses have two (2) school days to respond to any follow-up questions.
- j. After parties submit written questions, the decision-maker must:
 - (i) Determine whether a question is relevant; and
 - (ii) Explain to the proposing party any decision to exclude a question as not relevant;
 - (iii) Questions and evidence regarding a complainant's sexual predisposition or prior sexual behavior are only relevant if offered to prove someone other than the respondent committed the alleged conduct, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

12. Advisors. Parties may have at least one (1) advisor of their choosing.

- a. The following restrictions will be placed on advisors for both parties:
 - i. Advisors may attend interviews with their party only at their party's request, unless the advisor is a parent or legal guardian;
 - ii. Advisors shall not restrict access to their party;
 - iii. Advisors are only permitted to use the investigative report and evidence received for inspection and review for purposes of the grievance process;
 - iv. Advisors will be required to abide by a non-disclosure agreement that complies with both Title IX and FERPA; and
 - v. Advisors may not request education records that are protected

13. Procedures for Written Determination. At the conclusion of the grievance process, the decision-maker must apply the preponderance of the evidence standard to reach a determination and then issue a written determination to the parties simultaneously within three (3) school days. The school-based Coordinator is responsible for implementing remedies stated in the written determination.

a. The written determination must include:

- i. Identification of the allegations potentially constituting sexual harassment, pursuant to the definition in this policy;
- ii. A description of the procedural steps taken from the receipt of the formal complaint through the written determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings;
- iii. Findings of fact supporting the determination;
- iv. Conclusions regarding application of the Code of Student Conduct to the facts;
- v. The result and rationale as to each allegation;
- vi. A determination regarding responsibility as to each allegation;
- vii. Any disciplinary sanctions imposed on the respondent by the school;
- viii. Whether remedies will be provided by the school to the complainant; and
- ix. Permissible procedures and grounds for the complainant and respondent to appeal.

14. Appeals. Each party has the opportunity to appeal from both a written determination, and a dismissal of a formal complaint or any allegations. A request for an appeal from a dismissal must be made within two (2) school days of issuance of the dismissal. A request for an appeal from a written determination must be made within two (2) school days of issuance of the written determination. Requests for an appeal should be sent to the decision-maker.
- a. If an appeal is not filed, the determination regarding responsibility becomes final on the date after the two (2) school days to file an appeal has passed. If an appeal is filed, the determination regarding responsibility becomes final on the date the school provides the written appeals decision.
 - b. Grounds for Appeal. Appeals may take place for the following reasons:
 - i. Procedural issues affected the outcome;
 - ii. New evidence that was not reasonably available at the time the written determination or dismissal was made becomes available that could affect the outcome; or
 - iii. There was a conflict of interest or bias by the school-based Coordinator, investigator, or decision-maker, against any complainant or respondent that affected the outcome.
 - c. Notification of Appeal. Schools must notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Parties must be given three (3) school days to submit a written statement in support of, or challenging, the outcome of the written determination. If a written statement is not received within three (3) school days, the appeals decision-maker will deem the non- response as a waiver and continue with the appeals process.
 - d. Appeals Decision-Maker. The appeals decision-maker may not be the same person as the investigator, school-based Coordinator, or decision- maker who reached the initial determination of responsibility or dismissal. The appeals decision-maker must not have a conflict of interest or bias for or against any complainant or any respondent.
 - e. Written Appeals Determination. The written appeals determination describing the result and rationale for the decision must be provided

simultaneously to both parties within five (5) school days.

15. Retaliation. No school or other person may intimidate, threaten, coerce, or discriminate against any individual for the purposes of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

- a. Definition of Retaliation.

- i. Intimidation, threats, coercion, or discrimination, including against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.
- ii. The exercise of rights protected under the First Amendment does not constitute retaliation.
- iii. A Code of Student Conduct violation for making a materially false statement in bad faith during the course of the grievance process does not constitute retaliation. A determination regarding responsibility alone is insufficient to conclude that any party made a materially false statement in bad faith.

- b. Confidentiality of Parties. Schools must keep confidential the identity of the following individuals:

- i. Any individual who has made a report or complaint of sex discrimination;
- ii. Any individual who has made a report or filed a formal complaint of sexual harassment;
- iii. Any complainant;
- iv. Any individual reported to be the perpetrator of sex discrimination;

v. Any respondent; and

vi. Any witness.

c. Exceptions to Confidentiality. The School District may release confidential information as permitted by FERPA, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

d. Filing of Retaliation Complaints. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination as outlined in section (6) of this policy.

16. Training. All materials used to train school-based Coordinators, investigators, decision-makers, and appeals decision-makers must not rely on sex stereotypes and must promote impartial investigations and adjudications.

a. School-based Coordinators, investigators, decision-makers, hearing officers, and appeals decision-makers must receive training on:

i. The definition of sexual harassment as defined in (1)(b);

ii. The scope of the school's education program or activity;

iii. How to conduct an investigation and grievance process, including appeals; and

iv. How to serve impartially by avoiding prejudgment of the facts, conflicts of interest, and bias.

b. Decision-makers must receive training on:

i. Any technology used to conduct investigations; and

ii. Relevance of questions and evidence, including the relevance of the complainant's sexual predisposition or prior sexual behavior as set forth in section (11)(j)(iii) of this policy.

c. Investigators must receive training on:

- i. Issues of relevance to create an investigative report that fairly summarizes relevant evidence; and
- ii. Sending the investigative report, in an electronic or hard copy, to each party and their advisor for their review and written response.

17. Recordkeeping.

a. Required Recordkeeping. Schools must create records of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment. If supportive measures are not provided, the school must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

b. Maintaining Records. Schools must maintain records related to any sexual harassment investigation for seven (7) years, including records of:

- i. Any actions taken in response to a report of sexual harassment;
- ii. Any actions taken in response to a formal complaint of sexual harassment;
- iii. Any supportive measures provided;
- iv. Each sexual harassment investigation;
- v. Any determination regarding responsibility;
- vi. Any audio or audiovisual recording or transcript;
- vii. Any disciplinary sanctions imposed on the respondent;
- viii. Any remedies provided to the complainant;
- ix. Any appeal and written appeal decision; and

- x. All materials used to train school-based Coordinators, investigators, decision-makers, hearing officers and appeals decision-makers.

18. Dissemination of Policy.

- a. Notification of Title IX Coordinator. The School District must notify students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations the School District holds collective bargaining or professional agreements with, of the name, office address, electronic mail address, and telephone number of the District Coordinator.
- b. Notification of Policy. The School District must notify students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations the School District holds collective bargaining or professional agreements with, that:
 - i. The School District does not discriminate on the basis of sex in any education program or activity;
 - ii. The School District is required by Title IX not to discriminate on the basis of sex;
 - iii. The requirement to not discriminate on the basis on sex extends to admission and employment; and
 - iv. Inquiries about Title IX are referred to the District Coordinator.

19. Publication. Schools must not use or distribute a publication that states the School District treats applicants, students, or employees differently on the basis of sex, except as permitted by Title IX.

- a. Website Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of the District Coordinator on the School District's website.
- b. Handbook Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of the District Coordinator in each handbook

or catalog made available to students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations who hold collective bargaining or professional agreements with the School District.

c. Training Materials Publication. The School District must make all training materials publicly available on the School District's website.

20. FERPA. The School District shall, to the extent possible, interpret Title IX and FERPA in a manner to avoid any conflicts. Where a true conflict exists, the obligation to comply with Title IX is not obviated or alleviated by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99.

SPECIFIC AUTHORITY: Sections 760.01; 794.022; 1000.05; 1001.41; 1001.43;

1006.07;

1006.09 and 1012.23, Florida Statutes

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S. LAWS

IMPLEMENTED: _____, _____, F.S.

History:

New

ADOPT

ED:

03/09/20

21

Revision Date(s): _____

Formerly:

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School Board of St. Lucie County has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal

information for marketing, sales, or other distribution purposes. The School Board will directly notify parents of these policies at least annually at the start of each school year and after any substantive change. The School Board will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The School Board will make this notification to parents at the beginning of the school year if the Board has identified the specific or approximate dates of the activities or surveys at the time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below, and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C, 20202-5901

SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA

St. Lucie Public Schools

Title IX Formal Complaint

My name is _____ and I am a student/employee at

_____.

School Name

_____ sexually harassed me on or about _____ at

Name

Date/Time

_____.

Location

Please explain the incident below:

I am requesting that _____

Title IX Coordinator's Name

investigate these allegations.

Name: _____

Signature: _____

Section

Chapter 2: School Board Governance and Organization

Title

Prohibiting Discrimination, Including Sexual and Other Forms of Harassment

Code

2.70

Status

Active

A. Policy Against Discrimination

(1) No person shall, on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation, or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

(2) The School Board shall comply with all state and federal laws which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.

(3) Except as otherwise required by law, School Board shall admit students to District Schools, identified programs and classes without regard to ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, or sexual orientation.

(4) Employees shall also refer to Human Resources Policy 6.304.

B. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law

(1) The School Board desires to maintain an academic and work environment in which all employees, volunteers, students, and visitors are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law, including but not limited to harassment based on any of the factors or classifications specified in subsection A.(1) of this policy. As used in this policy, the term "harassment" includes but is not limited to any conduct or behavior that demeans, degrades, antagonizes, or humiliates a person or group of persons, or interferes with a person's work or school performance or participation. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment, by any of its employees, students, volunteers or agents.

(2) The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities and to all vendors or service providers who have access to School Board facilities.

(3) This policy against discrimination prohibits and deems unacceptable and intolerable all forms of sexual harassment or intimidation, including:

(a) Any unwelcome staff to staff, third party to staff, student to student, or student to staff verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature.

(b) Any welcome or unwelcome staff to student or third party to student verbal or sexual advance, request for sexual favor, or other inappropriate statement, communication, or physical conduct of a sexual nature, and

(c) Any verbal or physical act or conduct of a sexual nature that has the effect of unreasonably interfering with an individual's work or learning performance or that creates an intimidating, hostile, or offensive work or learning environment.

C. Retaliation and Coercion Prohibited

(1) No person shall be discriminated against because such person has opposed any act or practice prohibited by this policy or Policy 3.43, Bullying and Harassment, or because such person made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing concerning such an act or practice.

(2) No person shall be coerced, intimidated, threatened, or interfered with in the exercise or enjoyment of, or on account of his or her having exercised or enjoyed, or on account of his or her having aided or encouraged any other individual in the exercise or enjoyment of, any right recognized or protected by this policy or Policy 3.43, Bullying and Harassment.

D. Violations

(1) Any student who violates this policy will be subject to appropriate disciplinary action as provided in the Code of Student Conduct adopted in accordance with Policy 5.30.

(2) Any employee who violates this policy shall be subject to appropriate disciplinary action as provided in the prohibition against violation of policy and laws set forth in new Policy 6.30 and the employee standards of conduct set forth in Policy 6.301.

E. Protections for Persons with Disabilities

This policy is intended to incorporate and extend the protections afforded by the Americans with Disabilities Act. This policy is also intended to ensure that students who are disabled within the meaning of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.

F. Reporting

(1) Any act of sexual harassment of a student that may involve harm, or the threat of harm, to the physical or mental health of the student may constitute an act of child abuse or neglect.

(2) Any School Board employee who knows or has reasonable cause to suspect that an act of child abuse or neglect has occurred shall report such knowledge or suspicion to the Child Abuse Registry, the school principal, and the appropriate law enforcement agency in accordance with Ch. 39, Fla. Stat., and Policy 5.37(8).

G. Procedures

Procedures for registering, investigating, and determining any complaint alleging a violation of this policy of educational equity are set forth in Policy 5.71 (as to students and applicants for admission to school), Policy 2.71 (as to applicants for employment with the Board and other non-students and non-employees) and Policy 6.35 (as to employees and non-employee volunteers). Complaints regarding identification, evaluation, or educational placement under Section 504 should be filed under the procedures set forth in the Section 504 Manual. For complaints of bullying and harassment, the District shall follow the procedures in Policy 3.43, Bullying and Harassment.

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

LAWS IMPLEMENTED: 112.51, 119.07, 760.01, et. seq., 1000.05, 1000.21, 1001.43, 1012.22, F.S.,
34 CFR, Parts 100, 104, and 106,

STATE BOARD OF EDUCATION RULE: 6A-19.001 et seq.

History:

ADOPTED: 03/30/2004

Revision Date(s): 09/13/2011, 07/29/2014, 12/08/2015

Formerly: 2.09, 3.01



Board Members

Debbie Hawley
Troy Ingersoll
Jack Kelly

Dr. Donna Mills
Jennifer Richardson

Superintendent

Dr. Jon R. Prince

NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

THE SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA, No person shall, on the basis of age, ancestry, citizenship status, color, disability, ethnicity, genetic information, gender, gender expression, gender identity, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, religious beliefs, sex, sexual orientation, or veteran status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

Reasonable accommodations are provided for persons with disabilities to complete the application and/or interview process. Applicants/individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may contact 772-429-7500 for assistance.

Non-Discrimination Policy Inquiries and Complaints by Students, Parents,
Applicants for Admission to School, and all others except Employees and
Applicants for Employment:

Heather Roland, Executive Director of Student Services
9461 Brandywine Lane, Port St. Lucie, FL 34986

Office: (772) 429-4577, Fax: (772) 429-4589, E-mail: SS-GRV@stlucieschools.org

Non-Discrimination Policy Inquiries and Complaints by Employees and
Applicants for Employment:

Rafael Sanchez, Executive Director of Human
Resources 9461 Brandywine Lane, Port St. Lucie, FL
34986

Office: (772) 429-7508, Fax: (772) 429-7501, E-mail: EMP-GRV@stlucieschools.org

Inquiries and Complaints under SECTION 504 OF THE REHABILITATION ACT OF 1973 should be directed to the School Board's Section 504 Compliance Officer, the Executive Director of Student Services, contact information listed above.

If due to a disability you need special accommodations to receive School Board information

or to participate in School Board functions, call (772) 429-3600 and ask for the School Board Secretary.
Telecommunications Device for the Deaf (TDD) phone (772) 429-3919.

Dr. Adrian Ocampo, Executive Director of Assessment and
Accountability Equity Coordinator

St. Lucie
PUBLIC SCHOOLS

