

St. Lucie

PUBLIC SCHOOLS



LINCOLN PARK ACADEMY

CURRICULUM GUIDE



1806 Avenue I, Fort Pierce, FL 34950 | 772.468.5474

2024-2025 SCHOOL YEAR

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ABOUT LINCOLN PARK ACADEMY



Welcome to Lincoln Park Academy, an Academic Magnet School with a legacy of excellence since 1923. As we proudly celebrate 100 years of prestige, tradition, and success, we invite you to explore the unparalleled educational opportunities we offer. Located in Fort Pierce on the Treasure Coast, our school has earned a reputation as one of the highest-rated institutions in the region.

FROM THE PRINCIPAL

At Lincoln Park Academy, we are committed to providing students with a premier education that prepares them for a successful future. Our dedicated faculty and staff are passionate about inspiring a love for learning in every student. Through rigorous academic programs, cutting-edge technology, and a supportive learning environment, we empower our students to reach their full potential and become leaders in their fields. At Lincoln Park Academy, we believe in nurturing the whole student. Our comprehensive curriculum extends beyond the classroom, offering a rich array of extracurricular activities, clubs, and athletic programs to foster well-rounded development. As we embark on our next century of educational excellence, we invite you to join our vibrant and inclusive community. Discover the limitless possibilities that await your child at Lincoln Park Academy, where tradition meets innovation and success is not just a goal but a way of life. We look forward to partnering with you to ensure your child's educational journey is one of growth, achievement, and lifelong success. Together, let's continue the proud legacy of Lincoln Park Academy and shape a brighter future for our students and our community. Welcome to Lincoln Park Academy, where greatness begins.



Dr. Michelle Herrington, Principal

ADMINISTRATION



Dr. Michelle Herrington • Principal

Candace Stone • Assistant Principal

Lynda Octavi • Assistant Principal

Kyle Cobb • Assistant Principal

Jamie Malone • Teacher on Special Assignment

Elker Harris • Middle School Dean

Andrew Copeland • High School Dean



SCHOOL COUNSELORS



Ms. Cynthia Matthews • Director of Counseling | *9th – 12th Grades A-G*

Ms. Tammie Christie • School Counselor | *9th – 12th Grades H-M*

Ms. Aixa Jamison • School Counselor | *9th – 12th Grades N-Z*

Ms. Monica Bennett • School Counselor | *8th Grade & 7th Grade A-L*

Ms. Rosa Myles • School Counselor | *7th Grade M-Z & 8th Grade*

Mrs. Diana Mitchell • Guidance Secretary



ESE SPECIALISTS

Ms. Tammy Depace • ESE Specialist

Ms. Megan Cameron • ESE Specialist

TBD • Student Support Secretary

GENERAL INFORMATION

Lincoln Park Academy is an Academic Magnet School that supports students in grades 6 through 12. Lincoln Park Academy has been an A-rated school for over two decades and was named as one of the best high schools in America by three news sources, making their top one hundred lists.

As an Academic Magnet School, Lincoln Park Academy has a gifted program, an International Baccalaureate Diploma Programme and Middle Years Programme.

Major research centers such as Harbor Branch Oceanographic Institute, the Smithsonian Institute, Torrey Pines, USDA and the University of Florida are located in St. Lucie County. Several colleges and universities have satellite campuses in the community, which offer undergraduate and graduate degrees.

SCHEDULE CHANGE PROCEDURES

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 made 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 because 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.

GRADUATION REQUIREMENTS

Subject Area	Graduation Requirements for 24 Credit Program	Graduation Requirements for ACCEL 18 Credit Diploma
English	4 credits, with major concentration in composition, reading for information and literature	4 credits, with major concentration in composition, reading for information and literature
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent	4 credits, one of which must be Algebra 1 or its equivalent, one of which must be Geometry or its equivalent
Science	3 credits, two of the three must have a laboratory component and one must be Biology 1 or its equivalent or a series of courses of which two must be equally rigorous	3 credits, two of the three must have a laboratory component and one must be Biology 1 or its equivalent or a series of courses of which two must be equally rigorous
Social Studies	1 credit World History 1 credit US History .50 credit US Government .50 credit Economics	1 credit World History 1 credit US History .50 credit US Government .50 credit Economics
World Language	Not required for high school graduation, but is required for admission into state universities and scholarships	Not required for high school graduation, but is required for admission into state universities and scholarships
Fine or Performing Arts	1 credit in Fine or Performing Arts, Speech, Debate, Career Technical, or Practical Arts	1 credit in Fine or Performing Arts, Speech, Debate, Career Technical or Practical Arts
Physical Education	1 credit of HOPE PE or HOPE Core or .50 credit in Personal Fitness and .5 credit PE elective	
Electives	8 credits in elective courses First-time 9 th grade students entering high school during the 2023-2024 school year and thereafter need 7.5 elective	3 credits in electives First-time 9 th grade students entering high school during the 2023-2024 school year and thereafter need 2.5 elective credits

	credits	
Personal Financial Literacy	.50 credit is required for 9 th graders entering high school during 2023-2024 school year and thereafter	.50 credit is required for 9 th graders entering high school during 2023-2024 school year and thereafter
Total	24 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FAST* or FSA ELA and Algebra 1 EOC or score on a standardized test that is concordant such as ACT, SAT, and comparative scores for Algebra 1 EOC such as Geometry EOC (depends on cohort).	Passing scores on the Grade 10 FAST* or FSA ELA and Algebra 1 EOC or scores on a standardized test that is concordant such as ACT and SAT and comparative scores for Algebra 1 EOC such as Geometry EOC (depends on cohort).
Grade Point Average Requirement	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 2.0 on a 4.0 scale

STANDARD HIGH SCHOOL DIPLOMA DESIGNATIONS

Students have an opportunity to earn the three diploma designations when they meet standard high school graduation requirements AND the requirements below for each respective designation.

1. SCHOLAR DESIGNATION

- Earn one credit in Algebra 2 or equally rigorous course
- Pass the Geometry EOC
- Earn one credit in Statistics or equally rigorous math course
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry and Physics
- Earn 2 credits in the same world language
- Earn 1 credit in AP, AICE, IB, or Dual Enrollment course
- Pass the Biology EOC
- Pass the US History EOC

A student is exempt from the Biology 1 or U.S. History Assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student:

- Takes the respective AP, IB, or AICE assessment; and,
- Earns the minimum score to earn college credit.

2. INDUSTRY SCHOLAR DESIGNATION

Attain 1 or more industry certifications under s.1003.492, F.S

3. FLORIDA SEAL OF BILITERACY DESIGNATION

- Silver – Course Credits and GPA
 - 4 world language courses in the same language
 - 3.0 unweighted GPA and above in those world language courses
- Gold – Course Credits, GPA, and Assessment Scores
 - 4 world language courses in the same language
 - 3.0 unweighted GPA and above in those world language courses
 - Level 4 or above on ELA FAST/FSA assessment

For more information about scholar designations, visit [Academic Advisement What Students and Parents Need to Know \(fldoe.org\)](https://fldoe.org/academic-advisement/what-students-and-parents-need-to-know/) or [Academic Advisement What Students and Parents Need to Know, Prior to 2023-2024 \(fldoe.org\)](https://fldoe.org/academic-advisement/what-students-and-parents-need-to-know/prior-to-2023-2024/) depending on the year you entered 9th grade.

CREDIT/MAKE-UP WORK POLICY

DEFINITION OF CREDIT

Course credit will be awarded on a semester basis. All courses are offered as semester courses. One full credit is equal to a minimum of 135 hours of instruction in a designated course of study that embeds student performance standards. (F.S. 1003.436). High School credit is awarded to students who demonstrate 60% mastery of course performance standards as evidenced by classroom tests, district benchmark tests, teacher observation, class projects, homework, and other activities identified by the teacher.

SCHOOL-SPONSORED ACTIVITIES IN LIEU OF CLASSES

A student who attended a school-sponsored activity shall be considered as being present for instruction. Students are responsible for getting missed work.

MAKING UP MISSED CLASS WORK/HOMEWORK

Students who are absent, as defined by school board policy, may earn credit by making up all missed work. The student will be allowed two days make-up time for each day absent, not to exceed ten school days for make-up work.

GRADING POLICIES

UNIFORM GRADING SYSTEM

Students in grades 3-12 will be awarded letter grades to indicate student progress. Report cards will be issued quarterly. Check Skyward Family Access consistently to view grades, assignments, missing assignments, and more.

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
I	0	0	Incomplete*
W	N/A	N/A	withdrawn Dual Enrollment
WP	N/A	N/A	withdrawn when passing virtual class
WF	N/A	N/A	withdrawn when failing virtual class

Point value: A = 4, B = 3, C = 2, D = 1, F = 0

Letter grades in all courses are given the same point value. The maximum unweighted GPA is a 4.0. The system is utilized to determine eligibility for graduation and extra-curricular activities. Each semester a GPA is computed on a four-point scale. Total points divided by 10 (this number is derived by counting each nine weeks 2 times and the semester exams one) = GPA to letter grade.

If a student receives two report card academic grades of F in a semester of a course, the semester average is automatically determined as an "F" except in EOC courses.

A student with a disability, as defined by s. 1007.02(2), for whom the individual education plan team determines that the end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for purposes of determining the student's course grade and competing requirements for middle grades promotion.

CALCULATION OF MIDDLE & HIGH SCHOOL GRADES

Full Year Course Calculations

1st 9 weeks = 40%

2nd 9 weeks = 40%

Semester exam = 20%

1st Semester Grade = 100%

3rd 9 weeks = 40%

4th 9 weeks = 40%

Semester exam = 20%

2nd Semester Grade = 100%

Semester Course Calculations

1st 9 weeks = 40%
2nd 9 weeks = 40%
Semester exam = 20%
Semester Grade = 100%

For courses with End-Of-Course Exams, the grading algorithm will change in alignment with F.S. 1008.22.

Full Year Course Calculations

1st 9 weeks = 35%
2nd 9 weeks = 35%
Comprehensive State End-of-Course Exam = 30%

Total First Semester Grade = 100% *

3rd 9 Weeks = 35%
4th 9 Weeks = 35%

Comprehensive State End-Of-Course Exam = 30%

Total Second Semester Grade = 100%

* No credit or grade will be earned in the first semester in courses with End-of-Course State Exams until scores are received at applied for 30% of the grade.

HONORS/WEIGHTED COURSES

A weight factor of .02 is assigned for each semester of honors high school level coursework. A weight factor of .04 is assigned for each semester of college level coursework to include Advanced Placement, Dual Enrollment, AICE or IB.

The .02/.04 weight factor is added for each semester of advanced courses with a grade of C or higher. The cumulative weight is added to the cumulative GPA to determine the student's weighted grade point average.

The maximum honors grade point average is determined by adding the cumulative honors points to the cumulative GPA based on a four-point scale, for example: If a student took four advanced courses during each semester of high school and earned a grade of C or higher in each, his honors weight would be +.64 ($32 \times .02 = .64$). This weight would be added to his/her cumulative GPA.

GRADE FORGIVENESS

The forgiveness policy for required core courses is limited to replacing a grade of "D" or "F" or the equivalent of a grade of "D" or "F" with a grade of "C" or higher, or the equivalent of a grade of a "C" or higher, earned subsequently in the same or a comparable course. A same or comparable course meets the same subject area requirement for graduation. A non-specific course requirement may be forgiven by another course within the same subject area. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" or the equivalent of a grade of "D" or "F" with a grade of "C" or higher, or the equivalent of a grade of a "C" or higher, earned subsequently in another course. An elective is considered any course that is not used for a specific graduation requirement.



The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a “C”, “D” or “F” or the equivalent. In such cases, the district forgiveness policy must allow for the replacement of the grade with a “C” or higher or the equivalent, earned subsequently in the same or comparable course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student’s grade point average. Any course grade not replaced according to district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

A student may not earn more credit for a course than the credit amount designated in the Florida Course Code Directory. Earned credit values for any second attempt or duplicate courses (that do not fall under grade forgiveness policy) will be removed.

Note: Most colleges and universities calculate grade point averages (GPAs) based on all courses attempted.

INTERSCHOLASTIC SPORTS

1. Students entering 9th grade must maintain a cumulative GPA of 2.0 or above on a 4.0 scale in the courses required for graduation.
2. Students in the 9th or 10th grade must maintain a GPA of 2.0 or above in the semester preceding participation or a cumulative GPA of 2.0 or above. If the student’s GPA falls below the cumulative 2.0, the student must enter a contractual agreement with the district, the appropriate extracurricular governing association and the student’s parent.
3. Students must maintain satisfactory conduct and, if a student is convicted of or found to have committed a felony or delinquent act (which would have been a felony if committed by an adult), regardless of whether adjudication is withheld, the student’s participation in interscholastic extracurricular activities is contingent upon established and published school board policy.
4. Students who are exempt from attending a full day must maintain the GPA required. (F.S. 1006.15).

NCAA AND NAIA

There are two major athletic associations in the United States that regulate who may participate in college sports: The National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). Please visit each website to view requirements and other information. See your High School Counselor and Athletic Coach to create and monitor your post-secondary plans.

NCAA - [NCAA Eligibility Center](#)

NAIA - [PlayNAIA - NAIA - National Association of Intercollegiate Athletics \(mynaia.org\)](#)

POST-SECONDARY INFORMATION

COLLEGE AND UNIVERSITY EXPECTATIONS

Students have many options for what they can do after they graduate high school. Students who are unsure should participate in Xello, our virtual college and career planning program. Xello is an exciting and engaging tool for all students to learn more about themselves and potential careers and colleges best for them.

There are many technical programs students can apply for that will gain them knowledge and experience in hands-on programs that lead to rewarding jobs and careers. Technical programs at state schools such as Indian River State College (IRSC), allows students to earn certificates and complete programs in just a few months, then be able to work at a higher rate of pay.

Students who are interested in attending a state college, such as IRSC, or a 4-year university should gather information about their programs and schools of interest and identify admissions criteria. By looking at requirements in advanced, students can ensure they will meet all admissions requirements and deadlines.

Competitive 4-year universities expect students to take rigorous courses throughout high school, including a minimum of 2 years of a foreign language, academic electives, and increased core classes above the high school graduation requirements. For example, 3 science courses are required to graduate, so students who take 4 science courses throughout high school will look more competitive. Additionally, competitive universities look for students who challenge themselves in honors and college-level courses while in high school.

Students have a better chance of being admitted into 4-year universities when they have taken honors and college-level courses, maintained a high GPA, 3.0 and above, participated in extracurricular activities such as sports or clubs, and completed community service hours or work hours. Universities want to see a well-rounded student who has been able to successfully balance academics with everything else.

See your School Counselor to discuss your post-secondary plans or to get potential ideas by using Xello.

SUGGESTED FOUR YEAR PLAN

Students can choose from many course offerings and are encouraged to challenge themselves throughout their time in high school. Below is a suggested four-year plan for students. The selection of one program does not prevent a student from changing directions later. These sample plans include subjects needed by students to fulfill state and local graduation requirements.

Grade Level	Most Academically Challenging (IB)	Strong College Preparation	Graduation Preparation
9th	IB MYP English AP US Gov Economics Hon IB MYP Bio IB MYP Geometry/IB MYP Algebra II World Language I/II	HOPE AICE General Paper AICE Global Perspectives IB MYP Geometry /IB MYP Algebra II Honors/ Pre-Calculus IB MYP Biology/AICE Marine Science	HOPE IB MYP English I IB MYP Algebra I Environmental Science World Cultural Geography World Language I/II Elective

	Elective	World Language I/II Elective	
10th	IB MYP English II AP World History IB MYP Chem Pre-Calculus Honors/IB MYP Algebra II World Language II/III Elective Elective	AICE English Language IB MYP Algebra II/Pre- Calculus/Pre-AICE Math III IB MYP Biology AICE European History AICE Thinking Skills Elective Elective	IB MYP English II IB MYP Geometry IB MYP Biology IB MYP World History World Language I/II Elective Elective
11th	IB English III IB History of the Americas IB Chemistry II/IB Biology I IB Math Applications & Interpretation I IB World Language III/IV Elective Elective	AICE English Literature Pre-Calculus Honors AICE Level Science/Chemistry I Honors/Anatomy & Physiology AICE US History AICE Elective/Career Academy	English III Honors IB MYP Algebra II/Math for College Liberal Arts Marine/Environmental Science US History Honors World Language II Elective/Career Academy
12th	IB English IV IB Contemporary History IB Biology III IB Math Applications & Interpretation II/III IB TOK (Theory of Knowledge) IB World Language IV/V Elective	English IV Honors Calculus Honors AP US Government Economics Honors Marine Science I Honors/Anatomy & Physiology AICE Elective/Career Academy Elective	English IV Honors Math for College Algebra or IB MYP Algebra II Marine/Environmental/Anatomy & Physiology US Government Honors Economics Honors Elective/Career Academy Elective

BRIGHT FUTURES SCHOLARSHIPS

Students who meet the Bright Futures qualifications will have some or most of their college tuition paid for by the scholarship. Students who have earned their AICE or IB Diplomas, will not have to meet Bright Futures course, GPA, or test score requirements.

The Florida Bright Futures Scholarship Program information can be accessed on this site.

<https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>

See your High School Counselor to assist you with account creation and the Florida Financial Aid Application (FFAA) process.

COMMUNITY SERVICE/WORK HOUR INFORMATION

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. Bright Futures Scholarships allow for a combination of volunteer community service hours and work hours as one of the qualifications. Students who combine both volunteer and work hours must have 100 hours minimum combined to qualify for Bright Futures. Other scholarships prefer volunteer community service hours, so read each scholarship's qualifications carefully.

Volunteer community service hours have the following guidelines:

- 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 high 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 high 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.

COURSE INFORMATION

CTE



Lincoln Park Academy in Fort Pierce, Florida, boasts an exceptional Career Technical Education (CTE) program that serves as a cornerstone for preparing students for diverse professional pathways. The CTE program at Lincoln Park Academy offers an extensive range of courses across various fields, including healthcare, information technology, engineering, and digital design. With a strong emphasis on practical, hands-on learning experiences, the school equips students with both technical skills and industry knowledge necessary to thrive in their chosen careers.

ADVANCED PROGRAMS (AICE, AP, IB, DE)

The Advanced International Certificate of Education (AICE) is an international curricula in which eligible secondary students are enrolled in programs of study offered through the AICE program. The AICE program encourages the development of global awareness – the ability to define a global problem, reflect, and take action. Students may earn college credit for these courses and students gain essential skills to think critically, conduct independent research, evaluate arguments, and articulate ideas. The State Board of Education has established rules that specify the cutoff scores and AICE Examination that will be used to grant postsecondary credit at community colleges and universities.

AP is the enrollment of an eligible secondary student in a course offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam.

The International Baccalaureate (IB) Program is the curriculum whereby students are enrolled in a program of studies offered through the IB Program administered by the IB Office. The International Baccalaureate is a rigorous college preparatory program which aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. Students may earn college credit for these courses. The State Board of Education has established rules that specify the cutoff scores and IB Examination that will be used to grant postsecondary credit at Florida College System institutions and universities. Students shall be awarded a maximum of 30 semester credit hours. Students shall be exempt from payment of any fees for administration of the examinations regardless of whether or not the student achieves a passing score on the examination.

The dual enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree. A student who is enrolled in postsecondary instruction that is not creditable toward a high school diploma may not be classified as a dual enrollment student. An eligible secondary student is a student who is enrolled in a Florida public secondary school or in a Florida private secondary school, which is in compliance with s. 1002.42(2), F.S., and provides a secondary curriculum pursuant to s. 1003.428, s. 1003.429, or s. 1003.43, F.S. Students who are eligible for dual enrollment may enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term. However, if the student is projected to graduate from high school before the scheduled completion date of a postsecondary course, the student may not register for that course through dual enrollment. The student may apply to the postsecondary institution and pay the required registration, tuition, and fees if the student meets the postsecondary institution's admissions requirements under F.S. 1007.263. 2022-2023 St. Lucie Public Schools 50 Any student enrolled as a dual enrollment student is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

See your School Counselor for more information about accelerated programs offered and how to register for accelerated courses at your school.

VIRTUAL PROGRAMS

PART-TIME VIRTUAL COURSES

Students may request part-time virtual instruction through on-line learning through Mosaic Digital Academy (MDA) or Florida Virtual School (FLVS). Approval for courses is granted through the school counselor if the course is an appropriate course for the student and the course enrollment is in compliance with the St. Lucie Public Schools Student Progression Plan. In order to receive part time virtual instruction, a student must meet at least one of the eligibility criteria in F.S.1002.455 (2). Grades that are in progress do not transfer between traditional schools and virtual schools therefore, students progressing through a virtual class or a traditional class are encouraged to complete the course in order to earn the credit. The district will not be held accountable for dropped or failed classes that interfere with a timely graduation. Public school students receiving part-time instruction by the Florida Virtual School in courses requiring statewide end-of-course assessments must take all statewide assessments required pursuant to F.S. 1008.22 (3)(c)2. All statewide assessments must be taken at the school that the student attends.

FULL-TIME VIRTUAL SCHOOL

St. Lucie Public Schools also operates a district virtual school, Mosaic Digital Academy (MDA), under F.S.1002.45(1)(b). MDA offers full-time instruction to eligible students in grades K through twelve. The school is staffed with local, highly qualified teachers providing a personalized learning environment. This requires students to apply and be admitted to MOSAIC and withdraw from their zoned school prior to beginning the full-time virtual program. See your School Counselor for more information.

COURSE OFFERINGS

ENGLISH/LANGUAGE ARTS



AICE ENGLISH GENERAL PAPER AS

Credit: 1

Course Number: 1009400

Grades: 9-12

The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner.

AICE ENGLISH LANGUAGE

Credit: 1

Course Number: 1001550

Grades: 9-12

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. 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 the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

IB MYP ENGLISH 1

Credit: 1

Course Number: 1001840

Grades: 9

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 25 of 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.

IB MYP ENGLISH 2

Credit: 1

Course Number: 1001845

Grades: 10

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.

ENGLISH 3 HONORS

Credit: 1

Course Number: 1001380

Grades: 11

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

ENGLISH 4 HONORS

Credit: 1

Course Number: 1001410

Grades: 12

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

IB ENGLISH 3

Credit: 1

Course Number: 1001820

Grades: 11

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and

an appreciation of similarities and differences.

Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

IB ENGLISH 4

Credit: 1

Course Number: 1001410

Grades: 12

This course will provide academic rigor and relevance through a comprehensive curriculum based on the appropriate Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

MATHEMATICS



CALCULUS HONORS

Credit: 1

Course Number: 1202300

Grades: 9-12

In Calculus Honors, instructional time will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.

IB MYP ALGEBRA 1

Credit: 1

Course Number: 1200390

Grades: 9-12

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 the 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.

IB MYP ALGEBRA 2

Credit: 1

Course Number: 1200395

Grades: 9-12

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.

IB MYP GEOMETRY

Credit: 1

Course Number: 1206810

Grades: 8-12

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.

PRE-CALCULUS HONORS

Credit: 1

Course Number: 1202340

Grades: 9-12

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

IB MATH: APPLICATIONS AND INTERPRETATIONS 1

Credit: 1

Course Number: 1209300

Grades: 11-12

Offered at both SL and HL. Emphasis on modeling 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.

IB MATH: APPLICATIONS AND INTERPRETATIONS 3

Credit: 1

Course Number: 1209310

Grades: 11-12

Offered at both SL and HL. Emphasis on modeling 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.

IB MATH: ANALYSIS & APPROACHES 2

Credit: 1

Course Number: 12001330

Grades: 11-12

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.

MATH FOR COLLEGE ALGEBRA

Credit: 1

Course Number: 1200710

Grades: 9-12

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.

SCIENCE



AICE MARINE SCIENCE

Credit: 1

Course Number: 2002515

Grades: 9-12

AICE Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The content of the AS part of the course concentrates on the scientific study of the sea and its ecosystems, while the A Level part of the course concentrates on human activities that depend on the sea and have an impact on it. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course will foster creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and students may be asked about practical activities in examination questions.

AP ENVIRONMENTAL SCIENCE

Credit: 1

Course Number: 2001380

Grades: 9-12

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.

ANATOMY AND PHYSIOLOGY

Credit: 1

Course Number: 2000350

Grades:

The purpose of this course is to enable students to develop an understanding of the relationships between the structures and functions of the human body.

IB MYP BIOLOGY

Credit: 1

Course Number: 2000850

Grades: 9-12

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.

IB BIOLOGY 1

Credit: 1

Course Number: 2000805

Grades: 9-12

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.

IB BIOLOGY 3

Credit: 1

Course Number: 2000820

Grades: 9-12

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.

IB MYP CHEMISTRY

Credit: 1

Course Number: 2003830

Grades: 10-12

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.

CHEMISTRY 1 HONORS

Credit: 1

Course Number: 2003350

Grades: 9-12

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.

IB CHEMISTRY 2

Credit: 1

Course Number

Grades: 9-12

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.

ENVIRONMENTAL SCIENCE

Credit: 1

Course Number: 2001340

Grades: 9-12

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.

MARINE SCIENCE 1 HONORS

Credit: 1

Course Number: 2002510

Grades: 9-12

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



AICE GLOBAL PERSPECTIVES

Credit: 1

Course Number: 1700364

Grades: 9-12

Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of and reflection on issues of global significance. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education.

AICE EUROPEAN HISTORY

Credit: 1

Course Number: 2109371

Grades: 10

Students understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students 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.

AICE THINKING SKILLS

Credit: 1

Course Number: 1700372

Grades: 9-12

Cambridge International AS Level Global Perspectives prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of and reflection on issues of global significance. The skills gained through study of Cambridge International AS Level Global Perspectives enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education.

AICE US HISTORY

Credit: 1

Course Number: 2100500

Grades: 9-12

Will meet graduation requirement for American History. The purpose of this course is to acquire an understanding of the United States within the context of history with a major focus on the transformation of the USA from an isolated agrarian society of the 1840's to the world's leading superpower.

AFRICAN AMERICAN HISTORY

Credit: 1

Course Number: 2100336

Grades:

The grade 9-12 African American History Honors course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. 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.

AP US GOVERNMENT & POLITICS

Credit: 1

Course Number: 2106420

Grades: 9-12

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

AP WORLD HISTORY

Credit: 1

Course Number: 2109420

Grades: 9-12

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 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.

ECONOMICS WITH FINANCIAL LITERACY HONORS

Credit: 1

Course Number: 2102345

Grades: 9-12

The grade 9-12 Economics course consists of the following content area strands: Economics and

Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

FLORIDA PRE-IB INQUIRY SKILLS

Credit: 1

Course Number: 1700360

Grades: 10

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.

IB HISTORY OF THE AMERICAS

Credit: 1

Course Number: 2100800

Grades: 11-12

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 Contemporary History.

IB CONTEMPORARY HISTORY

Credit: 1

Course Number: 2109805

Grades: 11-12

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.

IB MYP WORLD HISTORY

Credit: 1

Course Number: 2109420

Grades: 9-12

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.

US HISTORY HONORS

Credit: 1

Course Number: 2100320

Grades: 9-12

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the

study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

US GOVERNMENT HONORS

Credit: 1

Course Number: 2106320

Grades: 9-12

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

WORLD CULTURAL GEOGRAPHY

Credit: 1

Course Number: 2103300

Grades: 9-12

The World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

CTE COURSES BY PROGRAM IN ALPHABETICAL ORDER



ALLIED HEALTH ASSISTANT

Credit: 1

Course Number: 8417100

Grades: 9-12

This course is part of the secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

CIVIL ENGINEERINGS & ARCHITECTURE

Credit: 1

Course Number: 8600590

Grades: 9-12

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.

COMPUTER & NETWORK SECURITY

Credit: 1

Course Number: 9001320

Grades: 9-12

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

DIGITAL ELECTRONICS

Credit: 1

Course Number: 8600530

Grades: 9-12

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.

DIGITAL MEDIA/MULTIMEDIA MOTION GRAPHICS PRODUCTION

Credit: 1

Course Number: 8201620

Grades: 9-12

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.

DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS II

Credit: 1

Course Number: 8201220

Grades: 9-12

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!

DIGITAL INFORMATION TECHNOLOGY

Credit: 1

Course Number: 8207310

Grades: 9-12

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.

DIGITAL MEDIA/MULTIMEDIA FOUNDATIONS 1

Credit: 1

Course Number: 8201210

Grades: 9-12

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!

INTRODUCTION ENGINEERING DESIGN

Credit: 1

Course Number: 860550

Grades: 9-12

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.

PRINCIPLES OF ENGINEERING

Credit: 1

Course Number: 8600590

Grades: 9-12

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.

TECHNICAL DESIGN 1

Credit: 1

Course Number: 8401010

Grades: 9-12

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.

TECHNICAL DESIGN 2

Credit: 1

Course Number: 8401020

Grades: 9-12

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.

TECHNICAL DESIGN 3

Credit: 1

Course Number: 8401030

Grades: 9-12

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.

ELECTIVE COURSES

2-D STUDIO ART 3 HONORS

Credit: 0.5

Course Number: 010320

Grades: 9-12

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.

2-D STUDIO ART 1

Credit: 0.5

Course Number: 0101300

Grades: 9-12

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.

AICE SPANISH LANGUAGE

Credit: 1

Course Number: 0708540

Grades: 10

The purpose of this course is to develop students' ability to present an informed personal response to works of Literature read or heard confidently and clearly in written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling, and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

AP STUDIO/2D

Credit: 1

Course Number: 0109350

Grades: 9-12

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.

CREATING 2-D ART

Credit: 0.5

Course Number: 0101355

Grades: 9-12

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.

INTRO TO CERAMICS/POTTERY

Credit: 0.5

Course Number: 0102305

Grades: 9-12

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 the 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.

CERAMICS/POTTERY 1

Credit: 1

Course Number: 0102300

Grades: 9-12

The purpose of this course is to give students a basic understanding of ceramic processes. 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

CERAMICS/POTTERY 2

Credit: 1

Course Number: 0102310

Grades: 9-12

The purpose of this course is to give students an understanding of the 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.

CERAMICS/POTTERY 3

Credit: 1

Course Number: 0102320

Grades: 9-12

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.

CHORUS 1/RAPSODY CHORUS

Credit: 1

Course Number: 1303300

Grades: 9-12

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.

CHORUS 2/RAPSODY CHORUS

Credit: 1

Course Number: 1303310

Grades: 9-12

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.

CHORUS 3/RAPSODY CHORUS

Credit: 1

Course Number: 1303320

Grades: 9-12

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.

CHORUS 4/RAPSODY CHORUS

Credit: 1

Course Number: 1303330

Grades: 9-12

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.

COMPREHENSIVE FITNESS

Credit: 0.5

Course Number: 1501390

Grades: 9-12

The purpose of this course is to enable students to develop an 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.

CREATIVE WRITING

Credit: 0.5

Course Number: 1009320

Grades: 9-12

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 the development of a personal writing style.

IB MYP FRENCH 1

Credit: 1

Course Number: 0701870

Grades: 9-12

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.

IB MYP FRENCH 2

Credit: 1

Course Number: 0701880

Grades: 9-12

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.

IB FRENCH 4-B

Credit: 1

Course Number: 0701830

Grades: 9-12

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 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. 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.

IB FRENCH 5-B

Credit: 1

Course Number: 0701840

Grades: 9-12

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 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. 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.

FRENCH 3 HONROS

Credit: 1

Course Number: 0701340

Grades: 9-12

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

HOPE

Credit: 1

Course Number: 3026010

Grades: 9-12

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.

IB MYP SPANISH 1

Credit: 1

Course Number: 0708870

Grades: 9-12

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.

IB MYP SPANISH 2

Credit: 1

Course Number: 0708880

Grades: 9-12

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.

IB MYP SPANISH 3

Credit: 1

Course Number: 0708890

Grades: 9-12

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.

IB SPANISH 4-B

Credit: 1

Course Number: 0708830

Grades: 9-12

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.

IB SPANISH 5-B

Credit: 1

Course Number: 0708840

Grades: 9-12

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.

IB MUSIC 2

Credit: 1

Course Number: 1300818

Grades: 9-12

The purpose of this course is to engage students with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making.

IB THEATER 1

Credit: 1

Course Number: 0400810

Grades: 9-12

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.

IB THEATER 2

Credit: 1

Course Number: 0400820

Grades: 9-12

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.

INDIVIDUAL & DUAL SPORTS

Credit: 1

Course Number: 1502430

Grades: 9-12

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.

JAZZ ENSEMBLE 1

Credit: 1

Course Number: 1302500

Grades: 9-12

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

JAZZ ENSEMBLE 2

Credit: 1

Course Number: 1302510

Grades: 9-12

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

JAZZ ENSEMBLE 3

Credit: 1

Course Number: 1302520

Grades: 9-12

The purpose of this course is to develop the 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

JAZZ ENSEMBLE 4 HONORS

Credit: 1

Course Number: 1302530

Grades: 9-12

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

JOURNALISM 1

Credit: 1

Course Number: 1006300

Grades: 9-12

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.

JOURNALISM 2

Credit: 1

Course Number: 1006310

Grades: 9-12

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.

MUSIC TECHNOLOGY & SOUND ENGINEERING 1

Credit: 1

Course Number: 1304300

Grades: 9-12

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.

MUSIC TECHNOLOGY & SOUND ENGINEERING 2

Credit: 1

Course Number: 1304310

Grades: 9-12

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.

ORCHESTRA 1

Credit: 1

Course Number: 1302360

Grades: 9-12

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.

ORCHESTRA 2

Credit: 1

Course Number: 1302370

Grades: 9-12

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.

ORCHESTRA 3

Credit: 1

Course Number: 1302380

Grades: 9-12

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.

ORCHESTRA 4

Credit: 1

Course Number: 1302390

Grades: 9-12

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.

PERCUSSION ENSEMBLE/BEGINNING STEEL DRUM

Credit: 1

Course Number: 1302420

Grades: 9-12

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.

PERCUSSION ENSEMBLE/ADVANCED STEEL DRUM 2

Credit: 1

Course Number: 1302430

Grades: 9-12

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

PERCUSSION ENSEMBLE/ADVANCED STEEL DRUM 3

Credit: 1

Course Number: 1302440

Grades: 9-12

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.

PERCUSSION ENSEMBLE/ADVANCED STEEL DRUM 4

Credit: 1

Course Number: 1302450

Grades: 9-12

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.

RESEARCH

Credit: 1

Course Number: 1700300

Grades: 10

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the

research process.

The content should include, but not be limited to, the following:

- nature and purpose of research
- research questions and hypotheses
- research methods and procedures
- review of literature and other resources
- primary and secondary sources
- directed investigations
- organization of information
- report formats, styles, and content
- critical analysis of research
- submission of a major independent research project

RESEARCH 2

Credit: 1

Course Number: 1700010

Grades: 9-12

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

The content should include, but not be limited to, the following:

- research process
- research topics
- research questions and hypotheses
- definition, analysis, and evaluation of research questions
- review of literature and other resources
- primary and secondary sources
- formulation of hypotheses
- organization of information
- report formats, styles, and content
- directed investigations -critical analysis of research

THEATER 1

Credit: 1

Course Number: 0400310

Grades: 9-12

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.

THEATER 2

Credit: 1

Course Number: 0400320

Grades: 9-12

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.

THEATER 3 HONORS

Credit: 1

Course Number: 0400330

Grades: 9-12

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.

THEATER 4 HONORS

Credit: 1

Course Number: 0400340

Grades: 9-12

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.

WIND ENSEMBLE 1

Credit: 1

Course Number: 1302300

Grades: 9-12

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.

WIND ENSEMBLE 2

Credit: 1

Course Number: 1302310

Grades: 9-12

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.

WIND ENSEMBLE 3

Credit: 1

Course Number: 1302320

Grades: 9-12

The purpose of this course is to provide students with instruction in the development 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; establishing appropriate tone production and performance techniques; identifying simple musical

form and varied style periods; formulating aesthetic awareness.

WIND ENSEMBLE 4

Credit: 1

Course Number: 1302330

Grades: 9-12

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.

WEIGHT TRAINING 1

Credit: 0.5

Course Number: 1501340

Grades: 9-12

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.

WEIGHT TRAINING 2

Credit: 0.5

Course Number: 1501350

Grades: 9-12

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.

WEIGHT TRAINING 3

Credit: 1

Course Number: 1501360

Grades: 9-12

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

POWER WEIGHT TRAINING

Credit: 0.5

Course Number: 1501410

Grades: 9-12

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.

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.
 - l. 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 Formal 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)
 - (iii) 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.
 - (iv) 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 by the Family Educational Rights and Privacy Act of 1974 ("FERPA").

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.
 - xi. Any remedies provided to the complainant;
 - xii. Any appeal and written appeal decision; and
 - xiii. 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

ADOPTED

D:

03/09/2

021

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 _____ investigate these allegations.

Title IX Coordinator's Name

Section

Name: _____

Signature: _____

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



Book	St. Lucie County School Board Policy Manual
Section	Chapter 5: Students
Title	Equity Grievance Procedure for Students
Code	5.71
Status	Active

(1) **Grievance.** For purposes of this policy, a grievance is a complaint by a student of or applicant for admission to the public schools in St. Lucie County alleging (a) a violation, misinterpretation, or inequitable application of an established policy governing students individually or collectively, (b) an act of discrimination or intimidation against the student, or any other conduct or practice prohibited by Policy 2.70 Prohibiting Discrimination, or (c) any other act in violation of the student's rights, but not including complaints regarding identification, evaluation, or educational placement arising under Section 504 of the Rehabilitation Act. 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.

(2) **Student Grievance Coordinator.** The Superintendent shall appoint a Student Grievance Coordinator ("Coordinator") whose responsibility is to ensure that the District is in compliance with the Florida Educational Equity Act, Section 1000.05, Florida Statutes, and School Board Policy 2.70. As used in this policy, the term Coordinator shall also refer to the Coordinator's designee. The Coordinator shall be trained in the impartial investigation of complaints of all forms of discrimination prohibited by Policy 2.70, and shall not be subject to direct or indirect supervision by any school-based administrator.

(3) **Procedure**

(a) Any student or applicant for admission who believes he or she has an equity grievance should first discuss the grievance with the principal of the school involved. If the grievant is not satisfied with the outcome of such discussion, or if the school principal is involved in the alleged incident, the grievant should communicate the grievance and the specific relief requested in writing to the Coordinator within sixty (60) calendar days of the alleged incident.

(b) The Coordinator, after receiving the grievance shall notify the school principal of the filing of the grievance within fifteen (15) working days of the filing of the complaint.

(c) If the Coordinator determines that the grievance alleges a potential violation, that there is probable cause that such a violation has occurred, and that the School Board is able to provide the specific relief requested, the Coordinator shall set a date for an informal hearing and include any essential personnel germane to the case. If the Coordinator determines that the grievance is insufficient, that there is no probable cause to proceed, or that the School Board is not able to provide the specific relief requested the Coordinator shall so notify the grievant in writing. A determination of insufficiency, of no probable cause, or of unavailable relief shall be subject to appeal as provided in subsections (3)(g) and (h) of this policy.

(d) If an informal hearing is set, the Coordinator shall encourage the grievant to discuss the matter informally with the person against whom the grievance has been lodged. Upon request, the Coordinator shall accompany the grievant in an attempt to conciliate the matter. If conciliation is not effected, the hearing shall proceed.

(e) Notwithstanding any other provision of this policy, the grievant shall not be required to confront the person against whom the grievance has been lodged, particularly in instances in which the grievant has alleged acts or practices of discrimination, including but not limited to harassment, retaliation, or coercion. At the informal hearing, both the grievant and the person against whom the grievance has been lodged shall be afforded an opportunity to present witnesses and other evidence in support or defense of the grievance.

(f) If an informal hearing is held, the Coordinator shall render a recommendation in writing to the grievant and the person against whom the grievance has been lodged within ten (10) working days of such hearing. The principal of the involved school shall be responsible for taking any action required to implement the Coordinator's recommendations.

(g) Either the grievant or the person against whom the grievance has been lodged may appeal the recommendation of the Coordinator to the Superintendent with ten (10) working days of receiving notice of such recommendation. Any appeal to, and the decision rendered by, the Superintendent shall be in writing. The decision of the Superintendent shall be rendered within ten (10) working days of the filing of an appeal from the Coordinator recommendation.

(h) The decision of the Superintendent may be appealed to the School Board within ten (10) working days of the appealing party receiving notice of such decision. Any appeal to, the School Board shall be in writing and shall appear on the agenda for the next regularly scheduled public meeting that will be held not less than seven (7) working days after receipt of the appeal. The School Board shall render a written decision on the appeal within ten (10) working days of the meeting. All affected parties will be notified and provided with a copy of the decision of the School Board. The decision of the School Board shall be administratively final.

(i) If a violation is determined to have occurred, the District shall take appropriate steps to prevent the recurrence of any discrimination and to correct the discriminatory effects on the grievant and others. Based upon the circumstances, such steps may include, but are not limited to:

1. Imposing consequences, including referral for discipline when appropriate, upon the person against whom the grievance was lodged,
2. Undertaking such remedial measures as appropriate in the circumstances to address and resolve the grievance and to protect the grievant and witnesses for the grievant from retaliation or future discrimination,
3. Undertaking referrals for counseling, when appropriate, of the grievant and the person against whom the grievance was lodged, and
4. Re-emphasizing instruction of students and training of employees on identifying, preventing, and responding to acts of discrimination.

(j) All proceedings and records of proceedings related to a grievance filed by a student of, or applicant for admission to, the public schools in St. Lucie County shall be confidential as provided in Section 1002.22, Florida Statutes, and other applicable law.

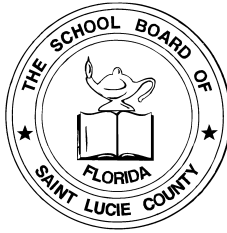
(4) Information in Student Handbooks. All student handbooks for District schools shall incorporate the text of the Board's policy of non-discrimination and educational equity as set forth in Policy 2.70, and this policy establishing an equity grievance procedure for students.

**STATUTORY AUTHORITY: 1001.41,
1001.42, F.S. LAWS IMPLEMENTED:
1000.05, F.S.**

History:

Adopted: 03/30/2004

**Revision Date(s): 10/28/2008, 06/08/2010,
09/13/2011 Formerly: 5,65**



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

9461 Brandywine Lane, Port St. Lucie, FL 34986

Office: (772)) 429-5538 E-mail: Adrian.Ocampo@stlucieschools.org