



ST. LUCIE WEST CENTENNIAL HIGH SCHOOL

# CURRICULUM GUIDE



1485 Cashmere Boulevard, Port St. Lucie, FL 34986 | 772.344.4400

2026-2027 SCHOOL YEAR

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# ABOUT ST. LUCIE WEST CENTENNIAL HIGH SCHOOL



St. Lucie West Centennial promotes a safe and supportive environment that engages all learners for constant improvement and better quality of life.

The St. Lucie West Centennial Eagle family of learners is engaged in a rich and rigorous curriculum with challenging learning activities in each class, every day.

St. Lucie West Centennial is a campus where students learn and develop civic responsibility in order to make a positive contribution within the community.

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## FROM THE PRINCIPAL

*Greetings Eagle Families:*

*Welcome to a new year at Saint Lucie West Centennial High School. We have been working hard to create an educational environment that is personalized, rigorous and relevant. Families will be part of the process and our business partners, post-secondary colleges, and our community partners have all rallied to support this transformation in our school. We are working to ensure that our courses prepare students for ongoing education after they graduate as well as creating increased opportunities for students to take higher level classes while they are still a part of our student body. We believe that all our students need to be prepared to enter credit bearing college courses should they choose to enter college upon graduation; therefore, you will see an increase in expectations accompanied by personalized support. We also offer students the opportunity to take Advanced Placement and AICE courses. These courses are college level courses that will earn college credit if the AP or AICE Exam is passed. Students will also have the opportunity to attend Dual Enrollment courses at Indian River State College or on Centennial's campus as upperclassmen.*

*We also encourage students to be part of our sports teams and extra-curricular activities that are so important to high school life. As we plan for this next school year, we look to provide you with an educational experience that meets or exceeds our state requirements, leads to success after graduation, and makes the high school years rigorous, relevant, and personalized.*



**Ayesha Boria, Principal**

## ADMINISTRATION



**Ayesha Boria • Principal**

**Vanessa Capo • Assistant Principal**

**Sandra Oliveira • Assistant Principal**

**Melissa Phillips-Hill • Assistant Principal**

**Dustin Wood • Assistant Principal**

## SCHOOL COUNSELORS

**Kristin Alvarez** • Director of Counseling/School Counselor | *10<sup>th</sup> – 12<sup>th</sup> Grades A-Ca*

**Elizabeth Barnard-Cole** • School Counselor | *10<sup>th</sup> – 12<sup>th</sup> Grades Ce-Go*

**Tabitha McAdoo** • School Counselor | *10<sup>th</sup> – 12<sup>th</sup> Grades Gr-Ma*

**Kim Herring-Nance** • School Counselor | *10<sup>th</sup> – 12<sup>th</sup> Grades Mc-Ri*

**Leslie Warner** • School Counselor | *10<sup>th</sup> – 12<sup>th</sup> Grades Ro-Z*

**Julie Beaty** • School Counselor | *9<sup>th</sup> Grade*

**Daisy Diaz** • School Counselor | *ELL*

**Maria Miller** • Guidance Clerk

## **ESE SPECIALISTS**

**Josephine Scialdo** • ESE Specialist | *9<sup>th</sup> – 12<sup>th</sup> Grades A-L*

**Melissa Chevres** • ESE Specialist | *9<sup>th</sup> – 12<sup>th</sup> Grades M-Z*

**Colleen Majorossy** • Student Support Clerk

# GENERAL INFORMATION

## SCHOOL COUNSELING SERVICES

The School Counselors of St. Lucie West Centennial High School assist students in developing a realistic picture of their progress in relation to their potential. The School Counselor provides academic advising, orientation services, consultation with parents and teachers, college and career information, referral services, and assistance to students, parents, teachers, and other professionals in providing a sound educational program for all students.

Mental Health counselors assist in a confidential manner with personal and socio/emotional issues when requested.

## ESE SERVICES

A continuum of services is offered through our Exceptional Student Education Department (ESE). The services include support facilitation, consultative services, resource settings, self-contained settings, and related services. Services offered to students must be identified on the Individual Education Plan (IEP).

## SCHEDULE CHANGE PROCEDURES

Students will be able to request changes to their schedules at the beginning of the first semester. The student must submit a completed Request for a Schedule Change form no later than four days following the beginning of the first semester. No schedule change requests, or changes, will occur after the second week of the semester except as a result of an ability level change. An ability level conference must consist of the student, parent, teacher, counselor and administrator.

Schedule changes will only be considered for the following reasons: student does not have seven (7) classes on the schedule for the semester; 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.

**\*Requests for elective class changes will be denied if the original elective was chosen on your registration form.**

## ADMINISTRATIVE CHANGES

St. Lucie West Centennial High School reserves the right to change individual student schedules to comply with School Board and Department of Education policies. These changes may occur due to changes in the student population or faculty allocation. Changes will be made to balance classes and teacher loads when necessary. Every effort will be made not to disrupt the educational process when such changes become necessary.

## 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 or 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 <sup>th</sup> grade students entering high school during the 2023-2024 school year and thereafter need 7.5 elective credits.	3 credits in electives First-time 9 <sup>th</sup> grade students entering high school during the 2023-2024 school year and thereafter need 2.5 elective credits.
Personal Financial Literacy	.50 credit is required for 9 <sup>th</sup> graders entering high school during 2023-2024 school year and thereafter	.50 credit is required for 9 <sup>th</sup> graders entering high school during 2023-2024 school year and thereafter
<b>Total</b>	<b>24 credits</b>	<b>18 credits</b>

<b>State Assessment Requirements</b>	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).
<b>Grade Point Average Requirement</b>	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

#### 4. SEAL OF FINE ARTS

- Beginning in the 2024-2025 school year, the Seal of Fine Arts will be awarded to high school students who have earned their standard high school diploma and successfully completed the following:
  1. At least 3 year-long courses in dance, music, theatre, or the visual arts with a grade of "A".
  2. Students must also meet a minimum of two of the following requirements:
    - Successfully complete a fine arts International Baccalaureate, advanced placement, dual enrollment, or honors course in the subjects listed above with a grade of "B" or higher. This specific bullet DOES NOT include AICE courses.
    - Participates in a district or statewide organization's juried event as a selected participant for 2 or more years.
    - Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.
    - Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
    - Receives district, state, or national recognition for the creation and submission of an original work of art. For the purposes of this statement, a "work of art" means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

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 9<sup>th</sup> 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
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%

2<sup>nd</sup> 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 and applied for 30% of the grade.

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## 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 (32x .02=.64). This weight would be added to his/her cumulative GPA.

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## 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.*

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## 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](https://www.ncaa.org/eligibility-center)

NAIA - [PlayNAIA - NAIA - National Association of Intercollegiate Athletics \(mynaia.org\)](https://playnaia.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 advance, 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	Strong College Preparation	Graduation Preparation
9th	Freshman Seminar HOPE AICE General Paper Geometry Honors/Algebra II Honors/ Pre-Calculus Biology Honors World Language I/II/III Elective	Freshman Seminar HOPE AICE General Paper Algebra 1 Honors/Geometry Honors Biology Honors/Environmental Science Honors World Language I or II Elective	Freshman Seminar HOPE English 1 Algebra 1 Environmental Science Elective Elective
10th	AICE English Language Algebra II Honors/Pre-Calculus/Pre-AICE Math III Chemistry Honors/AICE Level Science AICE European Studies AICE Spanish/AICE French Language AICE Thinking Skills AICE Psychology	AICE English Language Algebra II Honors/Pre-Calculus Biology Honors/Chemistry Honors World History Honors World Language II AICE Media Studies Elective (Career Academy)	English II Geometry Biology World History World Language I/II Elective/Career Academy Elective
11th	AICE English Literature A Level AICE Math 1, AICE Math II or Pre-Calculus AICE Level Science AICE US History AICE Spanish/AICE French Literature AICE Global Perspectives AICE Elective/Career Academy	AICE English Literature A Level AICE Math 1/Pre-Calculus AICE Biology/other AICE Science AICE US History/US History Honors AICE Spanish/AICE French Language AICE Thinking Skills Elective/Career Academy	English III Algebra II/Math for College Liberal Arts Marine/Environmental Science US History World Language II Elective/Career Academy Elective
12th	AICE English Literature A Level AICE Math II AICE Physics AICE Economics AP US Government AICE Elective/Career Academy AICE Elective	AICE English Literature A Level AICE Math II or Probability & Statistics Physics Honors/Science Honors Economics Honors/US Government Honors AICE Global Perspectives AICE Elective Elective/Career Academy	English IV Math for College Algebra or Algebra II Marine/Environmental/Anatomy & Physiology Economics/US Government Elective/Career Academy Elective 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 9<sup>th</sup> and 12<sup>th</sup> 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 to Helper Helper prior to any deadline set by the school, not to surpass the student's graduation date.
- Students must log hours of community service on Helper Helper.
- 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 put into Helper Helper 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 9<sup>th</sup> and 12<sup>th</sup> 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 Helper Helper.
- 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 prior to the deadline, not to surpass the student's graduation date.

## ABBREVIATED SCHEDULE

Grade 12 – If a schedule can be developed that has no gaps during the day (must arrive after the first period of the day or leave prior to the last period of the day; a minimum 2.0 GPA; has passed or is currently enrolled in an acceleration course; is enrolled in any required remedial classes based on graduation assessments; *the student must have their own transportation or be dropped off and picked up by an approved family member. Students who are regularly tardy or do not leave campus when course schedule is through for the day will be scheduled for a full day of courses.*

A full copy of the form is on the next page.



Principal  
Ayesha Boria

St. Lucie West Centennial High School  
1485 SW Cashmere Boulevard Port St. Lucie, FL 34986  
(772) 344-4400 • Fax (772) 344-4406

Superintendent  
Dr. Jon R. Prince

Assistant Principals  
Dr. Vanessa Capo  
Dr. Sandra Oliveira  
Melissa Phillips-Hill  
Dustin Wood

#### DUAL ENROLLMENT/SENIOR PRIVILEGE POLICY

ST. LUCIE WEST CENTENNIAL HIGH SCHOOL POLICY FOR STUDENTS WITH LESS THAN 7 CLASSES ON CAMPUS  
The requirements for students wanting this privilege are as follows:

- Senior privilege students must have a 2.0 unweighted Cumulative/Core GPA and be on track for graduation.
- Senior must have previously received an acceleration point or currently be enrolled in an acceleration course/CTE Certification course.
- Dual enrollment students must have a 3.0 unweighted cumulative GPA and pass the PERT test.
- Must have transportation that allows them to arrive late or leave early.
- Must have a schedule with consecutive classes and no gaps between classes.
- Must turn in this signed notarized parental consent form to their School Counselor.
- May not transport other students during school hours.
- Per school board policy students may not take more than 7 classes total per semester (SLWCHS, IRSC, FLVS).
- Students are required to check school emails for news, announcements, and other information.

Students found on campus in violation of any of the above points without administrative consent will be subject to disciplinary consequences and loss of senior privilege schedule.

#### STATEMENT OF PARENTAL CONSENT

STUDENT NAME \_\_\_\_\_ STUDENT ID # \_\_\_\_\_

STUDENT PHONE NUMBER \_\_\_\_\_

I AM AWARE THAT THE ABOVE-NAMED STUDENT HAS AN ABBREVIATED SCHEDULE (LESS THAN 7 CLASSES ON THE SLWCHS CAMPUS) AND WILL EITHER BE ARRIVING OR LEAVING CAMPUS AT TIMES OTHER THAN THE REGULAR SCHOOL HOURS. I UNDERSTAND MY CHILD WILL BE RESPONSIBLE FOR PROVIDING TRANSPORTATION TO ENABLE A SHORTER DAY. I UNDERSTAND MY CHILD MAY NOT REMAIN ON CAMPUS DURING PERIODS WHEN A CLASS IS NOT SCHEDULED. I UNDERSTAND THAT I AM RESPONSIBLE FOR MY CHILD WHEN HE/SHE IS OFF CAMPUS. I UNDERSTAND THAT THIS SCHEDULE MAY REQUIRE MY CHILD TO PASS ALL CLASSES FOR CREDIT AND OR GPA PURPOSES IN ORDER TO GRADUATE.

PARENT/GUARDIAN NAME (PRINT) \_\_\_\_\_

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

NOTARY SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

NOTARY SEAL:

MY COMMISSION EXPIRES: \_\_\_\_\_



District-wide System Accreditation by AdvancED  
The School Board of St. Lucie County is an Equal Opportunity Agency



## PREPARING FOR COLLEGE

### GRADE 9

- Take schoolwork seriously because 9<sup>th</sup> grade counts toward Bright Futures Scholarships.
- Take college prep courses.
- Begin to build your personal resume. Include any school, religious organization or community activities you join as well as any awards or honors you receive.
- Complete a 4-year plan.
- Begin looking at colleges in general, vocational tech schools, or the military based on your long-range goals.
- Plan to take computer / technology courses now. With today's technology focus, these skills are extremely important!
- Get involved in quality activities.
- Start a file on colleges and college materials.
- Xello

### GRADE 10

- Take the PSAT in October. The PSAT gives you good practice for standardized testing for college entrance. *It also is used in determining eligibility for Advanced Placement courses.*
- Attend the local College and Career Night. Numerous colleges, universities, and businesses allow you to browse and ask questions and to collect brochures about their organizations.
- Meet with your School Counselor to discuss your 4-year plan and make any adjustments to your courses for the future. Discuss your eligibility for honors, dual enrollment, or AP level courses based on your successes last year and this year.
- Begin planning for college visits with your family. See the campus in person and visit with college students as well as admission representatives.
- Access [www.Khanacademy.org](http://www.Khanacademy.org) for SAT preparation and ACT.org for ACT preparation, consult SAT preparation software, books, or tutorial classes to become comfortable with the types of questions on the test and how to work with time limits.
- Continue to add materials to your college file.

### GRADE 11

- Take the PSAT. *This year it will count for qualifying for the National Merit Scholarship.* Check the box that allows your profile to be sent to interested colleges.
- Take the free School Day SAT. This is college reportable and can count for a concordant score for graduation testing requirements.
- Attend the local College and Career Night. Ask specific questions about degree programs, admissions procedures, financial aid, and campus life. Add material to your college file.
- Plan when to take both the SAT ([www.collegeboard.org](http://www.collegeboard.org)) and the ACT ([www.actstudent.org](http://www.actstudent.org)) Depending on your test taking strengths / weaknesses, you may want to take them in the fall and again in the spring. Colleges will always take your best subtest on each test to use for admission purposes. Plan to take the SAT-II Subject Test(s) after completing specific advanced course work (if needed for college).
- Continue updating your resume. Add in clubs, leadership positions, and activity involvement.
- If interested in athletic scholarships, contact the athletic department at the college of your choice.
- Start researching scholarship and financial aid directories. You may also go online and research scholarships at [www.fastweb.com](http://www.fastweb.com) and [www.collegeboard.com](http://www.collegeboard.com).

- Spend spring break visiting college campuses. Check on schools of various sizes and locations, both in and out of state.
- Get a head start on writing your college essays. They often take more time than you think so don't wait until the hectic senior year.
- Review your profile on [www.flvc.org](http://www.flvc.org) for eligibility for Bright Futures Scholarships.

#### **GRADE 12**

- Prepare college application packages Review deadlines and requirements. Line up letters of recommendation early. Give teachers, employers, or other adults at least two weeks to complete the recommendation forms. Include a stamped, addressed envelope with each request, or provide email address for where to send it.
- Meet with your School Counselor for your schedule and senior credit check.
- Complete paper or online college applications by the end of October. Let your counselor know when you hear from your colleges on admission.
- Take or retake the SAT and ACT if needed for admission scores or scholarship cut off scores.
- Visit college campuses for final decisions. Attend classes if possible and see the dorms.
- Apply for Bright Futures Scholarships after October 1<sup>st</sup>. [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org).
- File the FAFSA as soon after October 1<sup>st</sup> as possible. The application can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
- Have parents attend the Fall Financial Aid Workshop
- Take SAT-II Subject Tests if needed for your colleges.
- Provide school counselors with requests for mid-year senior grades, if required by a college or university.
- Wait for college admission decision and financial aid award letters!
- Make your final decision based on the college best suited for your personal academic goals and financial needs.
- Send housing application deposit for selected college.
- Notify all colleges immediately when you make a decision. This frees up places for other students.
- Attend Scholarship Night if you are receiving a local scholarship.
- Send thank you notes to anyone assisting you during the admission's process.
- Breathe a big sigh of relief!

# COURSE INFORMATION

## CAREER AND TECHNICAL EDUCATION (CTE)

St. Lucie West Centennial High School Career Academy Programs provide students with a carefully planned program of study throughout high school. Our programs correlate course work with career goals. Students prepare for the future job market and choose a career-oriented program of study. Students must complete three courses in one academy in order to qualify for the Gold Seal and/or scholarships.



## ADVANCED PROGRAMS (AICE, AP, 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 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 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

## ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE)

### AICE GENERAL PAPER AS LEVEL

CREDIT: 1.0

COURSE NUMBER: 1009400

GRADES: 9 – 12

PREREQUISITE: Must be approved by the AICE Program

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 LITERATURE AS LEVEL

CREDIT: 1.0

COURSE NUMBER: 1005370

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program; A/B in English or C or higher in General Paper; Pass ELA FSA with 3 or higher.

By studying a range of texts, learners understand more about writers' choice of structure and language and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive, and argumentative.

### AICE ENGLISH LITERATURE A LEVEL

CREDIT: 1.0

COURSE NUMBER: 1005375

GRADES: 11 – 12

PREREQUISITE: Must be approved by the AICE Program; Must have completed AICE English Literature AS Level in prior school year with a C or higher; Pass ELA FSA with 3 or higher. If a student does not pass the AS Level test in the prior year, the student must take Papers 1, 2, 3, and 4 in order to qualify for A Level credit.

The purpose of this course is to have students continue with their study of AICE English Literature. Students will continue to study a range of texts and understand more about writers' choice of structure and language and develop their ability to form independent opinions about what they read. Students also improve their understanding of the English language and how it is used.

### AICE ENGLISH LANGUAGE AS LEVEL

CREDIT: 1.0

COURSE NUMBER: 1001550

GRADES: 11 – 12

PREREQUISITE: Must be approved by the AICE Program; A/B in English or C or higher in General Paper; Pass ELA FSA with 3 or higher.

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.

### AICE EUROPEAN HISTORY (WORLD HISTORY OR ELECTIVE CREDIT) AS LEVEL

CREDIT: 1.0

COURSE NUMBER: 2109371

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program

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 UNITED STATES HISTORY AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 2100500

GRADES: 11 – 12

PREREQUISITE: Must be approved by the AICE Program

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. Will meet the graduation requirement for American History.

### **AICE PSYCHOLOGY AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 2107360

GRADES: 11 – 12

PREREQUISITE: Must be approved by the AICE Program

The purpose of this course is to introduce psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice, and to encourage students to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, and application.

### **AICE SOCIOLOGY AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 2108310

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program

This course offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

### **AICE GLOBAL PERSPECTIVES AND RESEARCH AS LEVEL**

*\*Required course for all AICE Diploma candidates*

CREDIT: 1.0

COURSE NUMBER: 1700364

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program; recommendation of AICE General Paper or AICE English Language teacher and C or higher in those courses.

The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national, and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays.

### **AICE THINKING SKILLS AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 1700372

GRADES: 9 – 12

PREREQUISITE: Must be approved by the AICE Program

The purpose of this course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant in other subjects as well as being essential for further and higher education. Students will study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing, and evaluating assumptions.

### **AICE ART & DESIGN AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 0101370

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program; 2-D Art

Cambridge International AS & A level Art and Design encourages learners to explore a range of processes

and techniques appropriate to their chosen area of study. The four areas of study are Fine Art, Graphic Communication, Three-dimensional Design, and textiles and fashion.

#### **AICE MEDIA STUDIES AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 1100460

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program

This course offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. Learners will take a hands-on approach to the subject by creating their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve. Media areas: film, music, print, radio and podcasts, video games.

#### **AICE MARINE SCIENCE AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 2002515

GRADES: 11 – 12

PREREQUISITE: Must be approved by the AICE Program; Biology, Chemistry, or taking Chemistry in same year as Marine Science.

This course 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.

#### **AICE MARINE SCIENCE A LEVEL**

CREDIT: 1.0

COURSE NUMBER: 2002535

GRADES: 11 – 12

PREREQUISITE: Must be approved by the AICE Program; Must have complete AICE Marine Science AS Level in prior school year with a C or higher. If a student does not pass the AS Level test in the prior year, the student must take Papers 1, 2, 3, and 4 to qualify for A Level credit.

The purpose of this course is to have students continue with their study of AICE Marine Science. Students will study the physiology of marine primary producers; aspects of marine animal physiology; marine animal reproductive behavior; fisheries management; aquaculture; human impact on marine ecosystems; marine conservation and ecotourism; and marine biotechnology.

#### **AICE ENVIRONMENTAL MANAGEMENT AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 2001381

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program; Biology, Chemistry or 10<sup>th</sup> grade students that are seeking AICE diploma and took Biology Honors in 9<sup>th</sup> grade.

This course is designed to teach learners about sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. It draws upon disciplines such as biology, Earth science, geography, and economics. Learners gain an understanding of the Earth's natural systems and how people use natural resources; they then investigate the impact of human development on the environment and learn how the environment can be managed sustainably in the future, from a local as well as a global perspective.

#### **AICE SPANISH LANGUAGE AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 0708538

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program; Must have completed Spanish I and II. Spanish III is highly recommended but not

necessary. If student has not completed Spanish III, a diagnostic test will be administered to determine readiness for course.

The purpose of this course is to develop a student's ability to understand and communicate confidently and clearly in speech and 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.

#### **AICE SPORTS & PHYSICAL EDUCATION**

CREDIT: 1.0

COURSE NUMBER: 3026020

GRADES: 9 – 12

PREREQUISITE: Must be approved by the AICE Program

The Cambridge International Physical Education course is both practical and theoretical. Students learn about anatomy and physiology, movement skills and contemporary studies at Cambridge International Level. This provides a firm foundation for the further advanced study of exercise, physiology, psychology of sport performance and the study of the Olympic Games from a global perspective.

#### **AICE TRAVEL & TOURISM I AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 2102410

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program

Cambridge International AS Level Travel and Tourism is ideal for those seeking to specialize in this subject. The course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry.

#### **AICE GEOGRAPHY I AS LEVEL**

CREDIT: 1.0

COURSE NUMBER: 2103410

GRADES: 10 – 12

PREREQUISITE: Must be approved by the AICE Program

The Cambridge International AS Level Geography syllabus has equal focus on physical and human topics. Learners widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills.

## ENGLISH LANGUAGE ARTS

### ENGLISH I

CREDIT: 1.0

COURSE NUMBER: 1001310

GRADES: 9

This course consists of the development and reinforcement of skills in language and composition. It also includes introduction to literary genre and mythology. Related writings and coordinated vocabulary are also emphasized.

### ENGLISH II

CREDIT: 1.0

COURSE NUMBER: 1001340

GRADES: 10

PREREQUISITE: English I

This course consists of review and continuation of the study of grammar. Composition progresses from a review of paragraph development to the development of a short theme. Literature study includes the four literary genres and a survey of world literature.

### ENGLISH III

CREDIT: 1.0

COURSE NUMBER: 1001370

GRADES: 11

PREREQUISITE: English II

This course contains review of grammar and usage as deemed necessary. Composition study progresses from a short theme through the essay. Literature study surveys American literature, 1600 to present.

### ENGLISH 4 COLLEGE PREP

CREDIT: 1.0

COURSE NUMBER: 1001405

GRADES: 12

PREREQUISITE: English III

English 4 College Prep is a course that incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections to develop critical reading and writing skills necessary for success in

college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

### ENGLISH 4 HONORS

CREDIT: 1.0

COURSE NUMBER: 1001405

GRADES: 12

PREREQUISITE: English III

English IV Honors is a course that prepares students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.



## MATHEMATICS

### ALGEBRA I AND ALGEBRA I HONORS

CREDIT: 1.0

COURSE NUMBER:

Algebra I 1200310

Algebra I Honors 1200320

GRADES: 9

This course meets the minimum state requirements for mathematics. This course develops the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems.

The content will include: structure and properties of the real number system; exponents; square roots; radicals; absolutes value; scientific notation; relations and functions, including words, tables, sequences, graphs and algebraic equations; algebraic expressions; polynomials; data analysis concepts and techniques including introductory statistics and probability; and varied solutions strategies, algebraic and graphic, for inequalities and for systems of equations.

### GEOMETRY and GEOMETRY HONORS

CREDIT: 1.0

COURSE NUMBER:

Geometry 1206310

Geometry Honors 1206320

GRADES: 9 – 10

PREREQUISITE: Algebra I

The students will learn new concepts of numbers, lines, angles, figures, formulas, relationships, and proofs that enable them to organize their mathematical thought processes towards the study of higher mathematics.

### MATH FOR COLLEGE LIB ARTS

CREDIT: 1.0

COURSE NUMBER: 1207350

GRADES: 9 – 12

PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

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



and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

### MATH FOR DATA AND FINANCIAL LITERACY

CREDIT: 1.0

COURSE NUMBER:

Math for Data and Financial Literacy 1200387

GRADES: 9 – 12

PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

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

### ALGEBRA II and ALGEBRA II HONORS

CREDIT: 1.0

COURSE NUMBER:

Algebra II 1200330

Algebra II Honors 1200340

GRADES: 9 – 12

PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

This is a continuation of the work in Algebra 1 through quadratics and logarithms. Much stress is placed on the structure of the systems of real and

complex numbers. The solution sets of equations and inequalities with two and three variables by both algebraic and graphic methods are covered. More advanced topics of matrices, determinants, probabilities, sequences, and series are also studied.

#### **MATH FOR COLLEGE ALGEBRA**

CREDIT: 1.0

COURSE NUMBER: 1200700

GRADES: 10 – 12

PREREQUISITE: Algebra 1/Geometry I/Counselor Placement

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.

#### **PROBABILITY AND STATISTICS HONORS**

CREDIT: 1.0

COURSE NUMBER: 1210300

GRADES: 11 – 12

PREREQUISITE: Algebra II

This course is designed to provide a basic understanding of descriptive and inferential statistics. Topics include the measure of central tendency, standard deviation, combination and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts. **A Graphing Calculator is required.**

#### **ADVANCED PLACEMENT PRECALCULUS**

CREDIT: 1.0

COURSE NUMBER:

GRADES: 10 – 12

PREREQUISITE: Algebra II; Instructor/Administrator Approval

The study of Calculus uses the concept of limit to develop the derivative of algebraic and transcendental functions and related applications. Other topics include methods of integration, the

definite integral and applications of the integral, and the study of differential equations.

#### **ADVANCED PLACEMENT CALCULUS AB**

CREDIT: 1.0

LENGTH: Year

COURSE NUMBER: 1202310

GRADES: 11 – 12

PREREQUISITE: Pre-calculus; Instructor/Administrator Approval; PSAT results The study of Calculus uses the concept of limit to develop the derivative of algebraic and transcendental functions and related applications. Other topics include methods of integration, the definite integral and applications of the integral, and the study of differential equations.

#### **ADVANCED PLACEMENT CALCULUS BC**

CREDIT: 1.0

COURSE NUMBER: 1202320

GRADES: 12

PREREQUISITE: AP Calculus AB; Instructor/Administrator Approval; PSAT results Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## SCIENCE

### FORENSIC SCIENCE I

CREDIT: 1.0  
COURSE NUMBER: 2002480  
GRADES: 11 – 12  
PREREQUISITES: Biology

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the result.

### BIOLOGY I and BIOLOGY I HONORS

CREDIT: 1.0  
COURSE NUMBER:  
Biology 2000310  
Biology Honors 200320  
GRADES: 9 – 12 Honors  
10 – 12

In this course students will explore the relationships between organisms and their environment, and between their individual cells and system. The processes of life will be approached from the viewpoints of cellular structure and function, genetics and molecular biology, classification of organisms, physiology, biochemistry, and biological

changes through time. Laboratory work offers students an opportunity to develop the skills of observing, hypothesizing, and evaluating data, as well as the opportunity to become familiar with scientific instruments and experimental methods.

### ADVANCED PLACEMENT BIOLOGY

CREDIT: 1.0  
COURSE NUMBER: 2000340  
GRADES: 11 – 12  
PREREQUISITE: Bio /Chem; Instructor/Administrator Approval; PSAT results  
This course will continue and expand the study of biological concepts introduced in Biology with emphasis on the molecular and biochemical principles underlying these concepts. The content includes cell biology, biochemistry, classical genetics, current advances in molecular genetics, evolutionary theory, ecology, taxonomy, plant and animal structure and physiology. This course is designed for mature, advanced students able to learn independently. It will be taught as a laboratory/lecture course at a college freshman level.

### CHEMISTRY I HONORS

CREDIT: 1.0  
COURSE NUMBER: 2003350  
GRADES: 11 – 12  
PREREQUISITE: "C" or better in Algebra I  
In this course, students will be provided with a study of the composition, properties and changes associated with matter. The content shall include atomic theory, moles, periodicity, chemical bonding, formula writing, nomenclature, chemical equation, stoichiometry, kinetic theory, gas laws, acids, and bases, energy, relationships, solid, liquids, and solutions. Techniques of safe laboratory practice are an integral part of the course.

### PHYSICS I HONORS

CREDIT: 1.0  
COURSE NUMBER: 2003390  
GRADES: 11 – 12  
PREREQUISITE: Algebra II  
This course will provide students with an introductory study of the theories and laws governing the interaction of matter, energy, and the



forces of nature. The content shall include mechanics, thermodynamics, wave phenomena, electricity, magnetism, optics, sound, fluids, and nuclear phenomenon.

#### **ADVANCED PLACEMENT PHYSICS I**

CREDIT: 1.0

COURSE NUMBER: 2003421

GRADES: 11 – 12

PREREQUISITE: Geometry/Algebra II concurrently AP Physics 1 is the equivalent to a first-semester College course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits.

#### **ENVIRONMENTAL SCIENCE**

CREDIT: 1.0

COURSE NUMBER: 2001340

GRADES: 9

This course will involve the study of man's interaction with the environment. The content shall include, but not be limited to: the study of worldwide biomes, populations, the effect of technology on air, water, and land quality, possible solutions to the problems of pollution, conservation of natural resources and energy, and the effects of different methods of environmental planning and waste management. Laboratory investigations offer students an opportunity to develop skills in observation, evaluating data, and biological field techniques.

#### **ANATOMY & PHYSIOLOGY HONORS**

CREDIT: 1.0

COURSE NUMBER: 2000360

GRADES: 11 – 12

This course will provide students with detailed knowledge of the structures and function of the component system of the human body. Included in the topics covered will be cytology, histology, the skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary and reproductive systems, and special senses. Laboratory work will be emphasized to advance the exploratory skills of the students.

#### **MARINE SCIENCE AND MARINE SCIENCE HONORS**

CREDIT: 1.0

COURSE NUMBER:

Marine Science 2002500

Marine Science Honors 2002510

GRADES: 11 – 12

10 – 12 Honors

The purpose of this course is to provide the student with a survey of marine science. The content should include, the origin of the oceans, the nature of the marine habitat including, chemical, physical and geological aspects, ecology of the sea zonation, marine communities, classification, taxonomy, characteristics of major marine phyla/divisions, and man's interrelationships with the oceans.

#### **EARTH SPACE SCIENCE AND EARTH SPACE HONORS**

CREDIT: 1.0

COURSE NUMBER:

Earth Space Science 2001310

Earth Space Science Honors 2001320

GRADES: 11 – 12

10 – 12 Honors

This course will involve the student in developing concepts central to an understanding of the earth, its materials, processes, history, and environment in space. The content shall include origin of the universe and solar system, the life cycle of stars, formation of landforms and basic mountain types, fundamental plate tectonics, the hydrologic cycle, oceanography, weather mapping, and the U.S. space program.

## SOCIAL STUDIES

### WORLD HISTORY and WORLD HISTORY HONORS

CREDIT: 1.0

LENGTH: Year

COURSE NUMBER:

World History 2109310

World History Honors 2109320

GRADES: 10 – 12

The first semester traces the growth of Europe to 1600 AD, including feudalism, the rising of nation-states, the Renaissance, Reformation, the Age of Discovery, the Industrial Revolution, the period of Reaction, Revolution and Reform, and World War I. The second semester presents the history of the significant events of the 20<sup>th</sup> century, including events leading to World War II, the rise of Third World Nations, The Cold War, The Age of the Superpowers, and the significant events of the 1980's. It will also include Americanism vs. Communism.

### US HISTORY and US HISTORY HONORS

CREDIT: 1.0

COURSE NUMBER:

US History 2100310

US History Honors 2100310

GRADES: 11 – 12

This course is designed to develop an understanding of the American experience. The first semester includes a brief overview of the Civil War and Reconstruction Era and continues with an in-depth study of America's rise to power, the Populist and Progressive movements, World War I and the Crash. The second semester course continues an in-depth study of the American experience including the Depression, World War II, the Fifties, Sixties, the Vietnam War, Watergate, and into the 1990's.

### ECONOMICS and ECONOMICS HONORS

CREDIT: 0.5

COURSE NUMBER:

Economics 2102310

Economics Honors 2102320

GRADES: 12

The Economics course provides students with a foundational understanding of how national and international economic systems function. Instruction

emphasizes the concepts, theories, and decision-making processes that shape economic activity in society. Students explore how individuals, businesses, and governments make choices about allocating limited resources, as well as the consequences of those decisions on markets and overall economic well-being.



### US GOVERNMENT and US GOVERNMENT HONORS

CREDIT: 0.5

COURSE NUMBER:

US Government 2106310

US Government Honors 2106320

GRADES: 12

The purpose of this course is to give the student an understanding of American Government and political behavior. Emphasis will be placed on the powers and functions of three basic branches of government, the political system, Foreign Policy, and the impact of Government on citizens and the effect citizens have on government. Areas of exploration will include the United States Political System, state and local governments, foreign policy, and social programs.

### ADVANCED PLACEMENT US GOVERNMENT

CREDIT: 0.5

COURSE NUMBER: 2106420

GRADES: 12

This course includes 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.

**PERSONAL FINANCE & MONEY MANAGEMENT**

CREDIT: 0.5

COURSE NUMBER: 2102373

GRADES: 12

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge, and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

## AEROSPACE TECHNOLOGIES

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### AEROSPACE TECHNOLOGIES I

CREDIT: 1.0

COURSE NUMBER: 8600580

GRADES: 9 – 12

This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies.

### AEROSPACE TECHNOLOGIES II

CREDIT: 1.0

COURSE NUMBER: 8600680

GRADES: 10 – 12

PREREQUISITE: Aerospace Technologies I

This course provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.

### AEROSPACE TECHNOLOGIES III

CREDIT: 1.0

COURSE NUMBER: 8600780

GRADES: 11-12

PREREQUISITE: Aerospace Technologies II

This course provides students with *advanced-level knowledge and technical skills* in aerospace technologies, building on prior coursework through deeper study of aerospace tools, materials, systems, and industry processes. The course emphasizes problem-solving, safety, teamwork, and the application of technological systems used across the aerospace industry



## ALLIED HEALTH

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### HEALTH SCIENCE ANATOMY AND PHYSIOLOGY

CREDIT: 1.0

COURSE NUMBER: 8417100

GRADES: 10 – 11

This class is designed to provide students with an overview of the human body. This class will focus on structures, functions, diseases, medical terminology, and health careers related to diagnosing diseases of the human body.



### HEALTH SCIENCE FOUNDATIONS BLOCK

CREDIT: 1.0

COURSE NUMBER: 8417110

GRADES: 11 – 12

PREREQUISITE: Health Science Anatomy and Physiology

This class is designed to improve students' knowledge of the health care delivery system and the variety of health occupations available. It will focus on job responsibilities within many health career clusters.

### ALLIED HEALTH ASSISTING III BLOCK

CREDIT: 1.0

COURSE NUMBER: 8417131

GRADES: 11 – 12

PREREQUISITE: Health Science Foundations  
This class provides students the opportunity to perform skills related to major allied health areas such as Physical Therapy, Medical Assisting, and Nurse Assisting. There will be clinical site visits and guest speakers from various allied health areas. During the year students take Health Science 2/Allied Health 3, they will be prepared for Industry Certification as a Certified Medical Administrative Assistant.

### NURSING ASSISTANT 3 BLOCK

CREDIT: 1.0

COURSE NUMBER: 8417211

GRADES: 12

PREREQUISITE: Health Science I/II, Allied Health Asst. III, application

This course is designed to assist with all aspects of daily living for the adult patient in both hospital and nursing home settings. The course includes didactic

instruction, skills practice in the laboratory and clinical experience. Upon successful completion, the student is eligible to apply to sit for the Florida State Certified Nursing Assistant exam which qualifies as industry certification.

### ELECTROCARDIOGRAPH TECHNICIAN BLOCK

CREDIT: 1.0

COURSE NUMBER: 8427130

GRADES: 12

PREREQUISITE: Nursing Assistant 3

This course prepares students to be employed as Electrocardiograph Technicians. Content includes a foundation in the cardiovascular system, safety measures for the individual, co-workers and patients as well as training in the theories and instruments used by an Electrocardiograph Technician. Additional focus on cardiac monitoring, cardiac telemetry, and cardiovascular diagnostic testing, and arrhythmia identification. During the year students take Electrocardiograph Technician, they will be prepared for Industry Certification as a Certified Electrocardiograph Technician.

## BUSINESS AND COMPUTER EDUCATION

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### EMERGING TECHNOLOGY IN BUSINESS

CREDIT: 1.0

COURSE NUMBER: 8207010

GRADES: 12

PREREQUISITE: Counselor Placement

**This course is ONLY for Seniors that do not have an acceleration component.** The purpose of this course is to give students an opportunity to apply knowledge and skills related to the area of Emerging Technology in Business. The content includes electronic research methods; business communications including speaking, listening, writing, and telecommunicating; multimedia presentation skills; ethical considerations related to technology; and emerging technologies affecting business environments. Instruction is designed to provide an understanding of the advances being made in technology today and in the future.

### BLUEPRINT FOR PROFESSIONAL SUCCESS

CREDIT: 1.0

COURSE NUMBER: 8500375

GRADES: 9

Blueprint for Professional Success is designed to prepare students for workplace success in the twenty-first century by developing essential “soft skills” and professional competencies needed across all career fields. Instruction emphasizes human resource development, work ethics, leadership, communication, teamwork, decision-making, organizational skills, and balancing work-family responsibilities. Students also explore career opportunities and engage in job-shadowing experiences to connect classroom learning with real-world application.

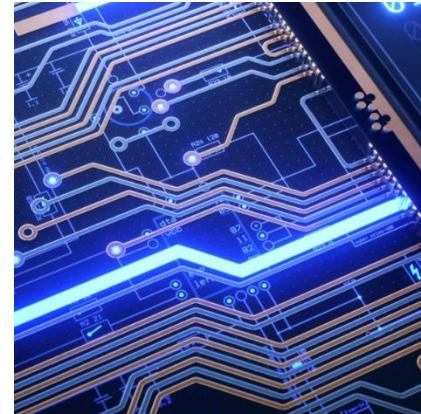
### DIGITAL INFORMATION TECHNOLOGY

CREDIT: 1.0

COURSE NUMBER: 8207310

GRADES: 9 – 12

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing



proficiency with touch keyboarding and fundamental computer applications and gain the knowledge of creating a social media campaign as well as analyzing and presenting data to address organizational issues and make appropriate business decisions.

**This course is a prerequisite to ALL other Business classes.**

### GAME AND SIMULATION FOUNDATIONS I

CREDIT: 1.0

COURSE NUMBER: 8208110

GRADES: 10 – 12

PREREQUISITE: Digital Information Technology  
This program offers a sequence of project-based courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster such as Game or Simulation Designer, Game or Simulation Graphic Artist, and Game or Simulation 3-D Animator. The content includes practical experiences in game/simulation conceptualization, design, storyboarding, development methodologies, 2D/3D animation design and production, and implementation issues. Specialized skills involving graphic animation software are used to produce a variety of two- and three-dimensional components.

### GAME AND SIMULATION DESIGN II

CREDIT: 1.0

COURSE NUMBER: 8208120

GRADES: 11 – 12

PREREQUISITE: Game & Simulation Foundations  
This program offers a sequence of project-based courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the

Information Technology career cluster such as Game or Simulation Designer, Game or Simulation Graphic Artist, and Game or Simulation 3-D Animator. The content includes practical experiences in game/simulation conceptualization, design, storyboarding, development methodologies, 2D/3D animation design and production, and implementation issues. Specialized skills involving graphic animation software are used to produce a variety of two- and three-dimensional components.

#### **GAME AND SIMULATION GRAPHIC ARTIST IN CCD**

CREDIT: 1.0

COURSE NUMBER: 8208130

GRADES: 12

PREREQUISITE: Game & Simulation Design  
This program offers a sequence of project-based courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster such as Game or Simulation Designer, Game or Simulation Graphic Artist, and Game or Simulation 3-D Animator. The content includes practical experiences in game/simulation conceptualization, design, storyboarding, development methodologies, 2D/3D animation design and production, and implementation issues. Specialized skills involving graphic animation software are used to produce a variety of two- and three-dimensional components.

#### **DIGITAL DESIGN I**

CREDIT: 1.0

COURSE NUMBER: 8209510

GRADES: 10 – 12

PREREQUISITE: Digital Information Technology  
This course is designed to develop basic entry -level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration, and decision-making activities; critical thinking; and problem solving.

#### **DIGITAL DESIGN II**

CREDIT: 1.0

COURSE NUMBER: 8209520

GRADES: 11 – 12

PREREQUISITE: Digital Design I

Digital Design II and Digital Design III continue the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; the use of software and equipment to perform digital publishing and digital imaging activities; communication, collaboration, and decision-making activities; critical thinking and problem solving.

#### **DIGITAL DESIGN III**

CREDIT: 1.0

COURSE NUMBER: 8209530

GRADES: 12

PREREQUISITE: Digital Design II

Digital Design II and Digital Design III continue the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; the use of software and equipment to perform digital publishing and digital imaging activities; communication, collaboration, and decision-making activities; critical thinking and problem solving.

## **CRIMINAL JUSTICE OPERATIONS**

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### **CRIMINAL JUSTICE OPERATIONS I**

CREDIT: 1.0

COURSE NUMBER: 8918010

GRADES: 9 – 12

The purpose of this program is to prepare students for employment as community service officers and for any student interested in the legal field. The content includes introduction to the criminal justice system, police ethics and constitutional law, patrol procedures, traffic control procedures, defensive tactics and physical proficiency skills, interpersonal and communication skills, investigation procedures, court systems and trial procedures, correctional system, introduction to forensic science, crime prevention, property control, and employability skills. Our school provides a court setting and gives the opportunity to have real-life experience.

### **CRIMINAL JUSTICE OPERATIONS II**

CREDIT: 1.0

COURSE NUMBER: 8918020

GRADES: 10 – 12

PREREQUISITE: Criminal Justice Operations I

The purpose of this program is to prepare students for employment as community service officers and for any student interested in the legal field. The content includes introduction to the criminal justice system, police ethics and constitutional law, patrol procedures, traffic control procedures, defensive tactics and physical proficiency skills, interpersonal and communication skills, investigation procedures, court systems and trial procedures, correctional system, introduction to forensic science, crime prevention, property control, and employability skills. Our school provides a court setting and gives the opportunity to have real-life experience.

### **CRIMINAL JUSTICE OPERATIONS III**

CREDIT: 1.0

COURSE NUMBER: 8918030

GRADES: 11 – 12

PREREQUISITE: Criminal Justice Operations II

The purpose of this program is to prepare students for employment as community service officers and for any student interested in the legal field. The content includes introduction to the criminal justice system, police ethics and constitutional law, patrol

procedures, traffic control procedures, defensive tactics and physical proficiency skills, interpersonal and communication skills, investigation procedures, court systems and trial procedures, correctional system, introduction to forensic science, crime prevention, property control, and employability skills. Our school provides a court setting and gives the opportunity to have real-life experience.

### **CERTIFIED LEGAL ASSISTANT**

CREDIT: 1.0

COURSE NUMBER: 8918060

GRADES: 12

PREREQUISITE: Criminal Justice Operations III

This course prepares the student for a career as an Accredited Legal Professional (ALP). The curriculum covers knowledge of ALP certification requirements, communication skills, essential technology and accounting skills for the law office, legal procedures, legal terminology, and professional ethics. The students will learn basic law office structure, skills, and rules, as well as how to prepare legal documents. The student will also practice letter writing, creating a resume, and interview skills.

## **CULINARY ARTS**

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### **CULINARY ARTS I**

CREDIT: 1.0

COURSE NUMBER: 8800510

GRADES: 9 – 11

Students will acquire basic skills of nutrition, planning and preparing foods as well as skills and attitudes needed for employment in the food service industry. Emphasis is placed on the use and care of equipment sanitation and safety and preparing and serving commercial food.

### **CULINARY ARTS II/III BLOCK**

CREDIT: 1.0

COURSE NUMBER:

Culinary Arts II 8800520 1<sup>st</sup> Semester

Culinary Arts III 8800530 2<sup>nd</sup> Semester

GRADES: 10 – 12

PREREQUISITE: Culinary Arts I

Students will acquire advanced skills in food production and services. Instruction includes employability skills, operational procedures in food establishments, careers, service stations in food preparation, cost and portion control, service management techniques, perform meal service activities, and advanced meal preparation.



### **CULINARY ARTS IV/HOSPITALITY & TOURISM**

#### **DIRECTED STUDY BLOCK**

CREDIT: 1.0

COURSE NUMBER:

Culinary Arts IV 8800540 1<sup>st</sup> Semester

Hosp & Tour Direct Study 8801000 2<sup>nd</sup> Semester

GRADES: 11 – 12

PREREQUISITE: Culinary Arts II/III

Students will acquire basic management skills in kitchen management and restaurant entrepreneurship. Students will develop leadership skills in kitchen management and business management.

## EARLY CHILDHOOD

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### EARLY CHILDHOOD I

CREDIT: 1.0

COURSE NUMBER: 8405110

GRADES: 9 – 10

This course covers State and Local Rules and Regulations; Health, Safety, and Nutrition; Identifying and Reporting Child Abuse and Neglect; Child Growth and Development; Behavioral Observation and Screening; and Developmentally Appropriate Practices. Also included are components on communication, leadership, and relationship skills, methods of guidance, professionalism, career opportunities in the profession, community resources, and the development of an emergent reading and writing program including literacy activities.

### EARLY CHILDHOOD II

CREDIT: 1.0

COURSE NUMBER: 8405120

GRADES: 10 – 11

PREREQUISITE: Early Childhood I

This course covers initial competencies involved in becoming a preschool teacher. Students will acquire competence in basic curriculum development, child development theories, factors that influence development, and planning and implementing a variety of developmentally appropriate activities for infants, toddlers, and preschoolers. Students can earn their 40-hour Department of Children and Families Training Certification

### EARLY CHILDHOOD III/IV BLOCK

CREDIT: 1.0

COURSE NUMBER:

Early Childhood III 8405130 1<sup>st</sup> Semester

Early Childhood IV 8405140 2<sup>nd</sup> Semester

GRADES: 11 – 12

PREREQUISITE: Early Childhood I & II, pass all 7 DCF courses and exams

Competencies covered in Early Childhood III include planning and implementing developmentally appropriate activities that focus on preschool children. Students will acquire competence in understanding school age children and children with

special needs. Classroom management techniques, creating optimum environments for all children, and developing appropriate curriculum are also covered. Students can earn their Infants and Children First Aid and CPR certification. They may also earn an Early Childhood Professional Certificate or a Child development Associate Credential.

Early Childhood IV prepares students to be a child development specialist. Students will acquire competence in the areas of mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, and including children with special needs.



## **PRINCIPLES OF TEACHING**

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### **INTRODUCTION TO THE TEACHING PROFESSION**

CREDIT: 1.0

COURSE NUMBER: 8909010

GRADES: 9 – 10

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical, and social perspectives of American education, including trends and issues. During the course students will participate in guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

### **HUMAN GROWTH AND DEVELOPMENT**

CREDIT: 1.0

COURSE NUMBER: 8909020

GRADES: 10 – 11

PREREQUISITE: Introduction to the Teaching Profession

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and

### **FOUNDATIONS OF CURRICULUM & INSTRUCTION**

CREDIT: 1.0

COURSE NUMBER: 8909030

GRADES: 10 – 12

PREREQUISITE: Human Growth and Development

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment.

## OUTBOARD MARINE SERVICE

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### OUTBOARD MARINE SERVICE I

CREDIT: 1.0

COURSE NUMBER: 9504210

GRADES: 9 – 12

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of workplace safety and organization, trailer service, various boat materials, 2-stroke cycle outboard engines, and fuel systems on boats.

### OUTBOARD MARINE SERVICE II

CREDIT: 1.0

COURSE NUMBER: 9504220

GRADES: 10 – 12

PREREQUISITE: Outboard Marine Service I

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of marine electrical systems, procedures for preparing boats to customers, capacitor discharge ignition systems, outboard engine fuel systems, and proper use of computer systems related to parts specialization.

### OUTBOARD MARINE SERVICE III/IV BLOCK

CREDIT: 1.0

COURSE NUMBER:

Outboard Marine Service III 9504230 1<sup>st</sup> Semester

Outboard Marine Service IV 9504240 2<sup>nd</sup> Semester

GRADES: 11 – 12

PREREQUISITE: Outboard Marine Service 2

In OMS 3, students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard 4-stroke cycle engines, charging systems, battery ignition systems, and cranking systems.

In OMS 4, students will learn entry-level skills for the outboard marine service industry. Hands-on training

combined with laboratory and classroom experiences gives the student a full understanding of outboard engine lubrication systems, cooling systems, lower gear cases, lower units and housing assemblies, employability, and entrepreneurship.



## ELECTIVES BY SUBJECT IN ALPHABETICAL ORDER

### ART

#### **TWO-DIMENSIONAL ART I**

CREDIT: 1.0

COURSE NUMBER: 0101300

GRADES: 9 – 12

This entry-level course 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/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. This course incorporates hands-on activities and consumption of art materials. This course is a prerequisite to MOST other Art classes.

#### **DRAWING I**

CREDIT: 1.0

LENGTH: Year

COURSE NUMBER: 0104340

GRADES: 10 – 12

PREREQUISITE: 2D Art

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. This course incorporates hands-on activities and consumption of art materials.

#### **DRAWING II**

CREDIT: 1.0

COURSE NUMBER: 0104350

GRADES: 11 – 12

PREREQUISITE: Drawing I

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and

refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. This course incorporates hands-on activities and consumption of art materials.

#### **CERAMICS/POTTERY I**

CREDIT: 1.0

COURSE NUMBER: 0102300

GRADES: 10 – 12

PREREQUISITE: 2-D Art

The purpose of Ceramics I is to give students a basic understanding of ceramic processes, sculpture, and ceramics in general. The focus is on the use of clay, glazes, tools, and techniques in producing clay products.

#### **CERAMICS/POTTERY II**

CREDIT: 1.0

COURSE NUMBER: 0102310

GRADES: 11 – 12

PREREQUISITE: Ceramics I

The purpose of Ceramics II is to give students an in-depth understanding of ceramic processes. The content includes the investigation of the ceramic process; the relationship among the art elements and compositional principles; knowledge of the function of ceramics/pottery in our society; knowledge about the history of ceramic/pottery and its relationship to other processes and periods.

#### **CREATIVE PHOTOGRAPHY I**

CREDIT: 1.0

COURSE NUMBER: 0108310

GRADES: 10 – 12

PREREQUISITE: 2-D Art 1

The purpose of this course is to give students an understanding of photography. Students will learn Photoshop and become Industry Certified upon passing the test.

## **CREATIVE PHOTOGRAPHY II**

CREDIT: 1.0

COURSE NUMBER: 0108320

GRADES: 11 – 12

PREREQUISITE: Photo I

The purpose of this course is to give students an understanding of photography. Students will learn Photoshop and become Industry Certified upon passing the test.

## **SCULPTURE I**

CREDIT: 1.0

COURSE NUMBER: 0111310

GRADES: 10 – 12

PREREQUISITE: 2D Art or Ceramics I

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but is not limited to, clay, wood, plaster, and paper mâché 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) using 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. This course incorporates hands-on activities and consumption of art materials.

## **BAND AND MUSIC**

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### **KEYBOARDING I**

CREDIT: 1.0

COURSE NUMBER: 1301360

GRADES: 9 – 12

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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.

### **KEYBOARDING II**

CREDIT: 1.0

COURSE NUMBER: 1301370

GRADES: 10 – 12

PREREQUISITE: Keyboarding I

Students build on previous piano techniques and skills through reading music, acquiring, and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.

### **KEYBOARDING III**

CREDIT: 1.0

COURSE NUMBER: 1301380

GRADES: 10 – 12

PREREQUISITE: Keyboarding II

Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature.

### **KEYBOARDING IV**

CREDIT: 1.0

COURSE NUMBER: 1301390

GRADES: 11 – 12

PREREQUISITE: Keyboarding III

Keyboarding IV provides advanced instruction in individual keyboard performance, developing highly refined piano techniques, enhanced music literacy, and independent musicianship through advanced piano literature. Students progress toward musical

independence by performing solos, accompanying others, and/or creating original compositions, with public performances serving as a culminating demonstration of learning. Honors Level Course.

### **CHORUS I**

CREDIT: 1.0

COURSE NUMBER: 1303300

GRADES: 9 – 12

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **CHORUS II**

CREDIT: 1.0

COURSE NUMBER: 1303310

GRADES: 10 – 12

PREREQUISITE: Chorus I

This year-long course is a performance-based course designed for students who have successfully completed **Chorus I** and demonstrate foundational skills in vocal technique, pitch matching, music literacy, and ensemble etiquette. Building on prior experience, this course focuses on refining students' vocal abilities, strengthening ensemble musicianship, and expanding their understanding of high-quality choral literature.

### **CHORUS III**

CREDIT: 1.0

COURSE NUMBER: 1303320

GRADES: 10 – 12

PREREQUISITE: Chorus II

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble

performance using high-quality three- and four-part choral literature.

### **CHORUS IV**

CREDIT: 1.0

COURSE NUMBER: 1303330

GRADES: 11 – 12

PREREQUISITE: Chorus III

This year-long advanced choral course is for students with prior high school chorus experience who are ready to refine their vocal technique, strengthen ensemble skills, and perform a wide range of high-quality three- and four-part literature. Students deepen their music-reading, sight-singing, and critical listening abilities while developing expressive performance skills and independent musicianship. The course emphasizes artistic interpretation, teamwork, and consistent self-assessment, and it requires participation in rehearsals and performances beyond the school day. This class is ideal for dedicated musicians seeking a challenging and rewarding performance experience.

### **CONCERT BAND**

CREDIT: 1.0

COURSE NUMBER:

Band III 1302320

Band IV 1302330

Band V 1302340

Band VI 1302350

GRADES: 9 – 12

PREREQUISITES: Prior participation in middle/high school band

This course is open to those students who have achieved a basic degree of proficiency on a woodwind, brass, or percussion instrument. Emphasis will be placed on basic skills and theory. This ensemble will perform at concerts and other functions. **Members of the Concert Band are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.**

### **SYMPHONIC WIND ENSEMBLE**

CREDIT: 1.0

COURSE NUMBER:

Band III 1302320XS

Band IV 1302330XS

Band V 1302340XS

Band VI 1302350XS

GRADES: 9 – 12

PREREQUISITES: Director Approval/Audition

Symphonic wind ensemble is the premier performing band and is open to those students who have achieved advanced proficiency on a woodwind, brass, or percussion instrument. A wide variety of music, individual skills, and theory will be covered in this course. This ensemble will perform at concerts and other functions. **Members of the Wind Ensemble are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.** The band director places students in this course after a successful audition in the Spring of the previous year.

### **INSTRUMENTAL TECHNIQUE (PERCUSSIONISTS)**

CREDIT: 1.0

COURSE NUMBER:

Inst Tech I 1302420

Inst Tech II 1302430

Inst Tech III 1302440

Inst Tech IV Hon 1302450

GRADES: 9 – 12

PREREQUISITE: Prior participation on percussion in band in Middle/High School

Instrumental Technique is a performance class designed to give the percussionists specialized instruction in their performance areas. **Members of the Percussion classes are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.** All percussionists are placed in this course as their primary ensemble and are encouraged to take Band I-IV as a secondary course.

### **EURHYTHMICS (Color Guard/Flags)**

CREDIT: 1.0

COURSE NUMBER:

Eurhythmics I 1305300

Eurhythmics II 1305310

Eurhythmics III 1305320

Eurhythmics IV 1305330

GRADES: 9 – 12

PREREQUISITE: Completion of successful audition in June prior to start of new year

The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. **Members of the Eurhythmics classes are required to participate in the marching band, which is a co-curricular activity meeting after school in the fall.** Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content will include safe and healthful performance practices; dance and choreographic techniques and terminology; choreographic design; equipment, props, and costumes; music and movement analysis and evaluation; role and influence of music and dance; responsible participation; and relationships among music, movement, and other subject areas.

**STUDENTS MUST SUCCESSFULLY COMPLETE AN AUDITION AND SEEK THE DIRECTOR'S APPROVAL.**

### **JAZZ BAND**

CREDIT: 1.0

COURSE NUMBER:

Jazz Ensemble I 1302500

Jazz Ensemble II 1302510

Jazz Ensemble III 1302520

Jazz Ensemble IV Hon 1302530

GRADES: 9 – 12

PREREQUISITE: Director Approval

COREQUISTE: Band III – VI or Instrumental Tech I-IV

The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The content will include technical skills; individual and ensemble techniques; performance styles; jazz idioms,

rhythms, and articulation; improvisation; composition and arranging; literature and performance analysis; history; role and influence of jazz and contemporary music and musicians; connections between music and other subject areas; instrument care and maintenance; and responsible participation in music activities. **All students performing in Jazz Ensemble must be performing members in any of the other band or instrumental techniques courses. STUDENTS MUST SUCCESSFULLY COMPLETE AN AUDITION AND SEEK THE DIRECTOR'S APPROVAL.**

## DRAMA

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### THEATRE I

CREDIT: 1.0

COURSE NUMBER: 0400310

GRADES: 9 – 12

The purpose of this course is to enable students to develop skills in the multiple elements of theatre as a collaborative art. Areas covered may include acting and characterization, movement and vocal production, pantomime and improvisation, theatre terminology, script elements, play writing, artistic discipline, and roles and careers in theatre arts. 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.

### THEATRE II

CREDIT: 1.0

COURSE NUMBER: 0400320

GRADES: 10-12

Prerequisite: Theatre I

Theatre II builds upon foundational performance and production skills introduced in Theatre I. Students deepen their understanding of acting techniques, character development, movement, and vocal expression while expanding their knowledge of theatre terminology and script analysis. The course incorporates improvisation, scene work, ensemble collaboration, and introductory directing principles.

Students also explore technical theatre elements—such as costuming, makeup, lighting, set design, and stage management—to strengthen their appreciation of theatre as a multifaceted art form. Participation in rehearsals and performances outside the school day may be required to support and assess learning, reflecting the expectations established in Theatre I.

### THEATRE III

CREDIT: 1.0

COURSE NUMBER: 0400330

GRADES: 11-12

PREREQUISITE: Theatre II

Theatre III is an advanced, performance-driven course emphasizing refined acting skills, disciplined rehearsal habits, and artistic interpretation. Students engage in deeper study of classical and contemporary dramatic literature, advanced scene work, monologue development, and directing basics. Instruction focuses on sophisticated character analysis, vocal nuance, physicality, and emotional authenticity. Students also participate in an expanded range of technical theatre experiences, including design concepts, collaborative production planning, and leadership roles in theatrical projects. Students may be required to attend or participate in rehearsals and performances beyond the school day, consistent with the expectations found in earlier theatre courses.

### THEATRE IV

CREDIT: 1.0

COURSE NUMBER: 0400340

GRADES: 12

PREREQUISITE: Theatre III

Theatre IV is a course for students dedicated to advanced theatrical study. Emphasizing independent artistry, students take on significant leadership and creative responsibilities within the theatre program. Coursework includes directing scenes or one-acts, advanced acting and audition techniques, theatre portfolio preparation, scriptwriting or adaptation, and mentorship of younger performers. Students

analyze complex dramatic works and explore theatre history, theory, and professional practices. Consistent with program expectations across prior levels, students may be required to participate in rehearsals, performances, technical work, and community-based theatre opportunities outside of regular class hours.

### **MUSICAL THEATRE I**

CREDIT: 1.0

COURSE NUMBER: 0400700

GRADES: 9 – 12

PREREQUISITE: Audition/Director's Approval

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues.

Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. 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.

### **MUSICAL THEATRE II**

CREDIT: 1.0

COURSE NUMBER: 0400710

GRADES: 10 – 12

PREREQUISITE: Musical Theatre I

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues.

Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. 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.

### **MUSICAL THEATRE III**

CREDIT: 1.0

COURSE NUMBER: 0400720

GRADES: 11 – 12

PREREQUISITE: Musical Theatre II

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues.

Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. 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.

### **DANCE TECHNIQUES I**

CREDIT: 1.0

COURSE NUMBER: 0300310

GRADES: 9 – 12

Dance Techniques I introduces students to the essential skills, vocabulary, and disciplines of dance as an art form. Students explore foundational movement principles while building strength, flexibility, coordination, and artistic expression.

Through a combination of technical training and creative exploration, dancers gain confidence and develop a deeper understanding of performance and choreography.

### **DANCE TECHNIQUES II**

CREDIT: 1.0

COURSE NUMBER: 0300320

Grades: 10-12

Dance Techniques II builds on the foundational skills learned in Dance Techniques I, advancing students' technical abilities, performance quality, and artistic expression. Dancers study increasingly complex movement sequences and deepen their understanding of dance as both an art form and a discipline.

This course emphasizes refinement of technique, increased physical conditioning, and the development of individual style within structured movement practices.

## **ENGLISH ELECTIVES**

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### **CREATIVE WRITING I**

CREDIT: 1.0

COURSE NUMBER: 1009320

GRADES: 9 – 12

The purpose of these courses 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. The content should include analysis of literary models, impact of audience, purpose, and writing mode, writing process strategies, personal writing style, various creative writing experiences, peer review techniques, and publication of final products.

### **CREATIVE WRITING II**

CREDIT: 1.0

COURSE NUMBER: 1009330

GRADES: 9 – 12

PREREQUISITE: Creative Writing I

The purpose of these courses is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. The content should include analysis of literary models, impact of audience, purpose, and writing mode, writing process strategies, personal writing style, various creative writing experiences, peer review techniques, and publication of final products.

## **FOREIGN LANGUAGES**

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### **SPANISH I**

CREDIT: 1.0

COURSE NUMBER: 0708340

GRADES: 9 – 12

Spanish I provides an introduction to the language and culture of the Spanish-speaking world. The basic objective of

Spanish I is to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing and to present the language within the context of the Spanish-speaking world and its culture. The program places great emphasis on student participation and encourages oral communication through group activities, games, and projects.

### **SPANISH II**

CREDIT: 1.0

COURSE NUMBER: 0708350

GRADES: 9 – 12

PREREQUISITE: Spanish I

Spanish II opens with a systematic review in new contexts of all the important materials presented in Spanish I. Spanish II then presents the more complex structures of basic Spanish and expands the cultural themes of the first level. By the time the students complete the second level, they will have acquired a command of the key vocabulary and structures necessary for personal communication as well as an appreciation of the Spanish-speaking world.

### **SPANISH I/II BLOCK**

**Intensive instruction - class meets every day and will result in 2 credits at the end of the year**

CREDIT: 1.0

COURSE NUMBER:

Spanish I 0708340 1<sup>st</sup> Semester

Spanish II 0708350 2<sup>nd</sup> Semester

GRADES: 9 – 12

PREREQUISITE: Instructor/administrative approval.

**Spanish I** provides an introduction to the language and culture of the Spanish-speaking world. The basic objective of

Spanish I is to help each student attain an acceptable degree of proficiency in the four skills of listening, speaking, reading, and writing and to present the language within the context of the Spanish-speaking world and its culture. The program places great emphasis on student participation and encourages oral communication through group activities, games, and projects.

**Spanish II** opens with a systematic review in new contexts of all the important materials presented in Spanish I. Spanish II then presents the more complex structures of basic Spanish and expands the cultural themes of the first level. By the time the students complete the second level, they will have

acquired a command of the key vocabulary and structures necessary for personal communication as well as an appreciation of the Spanish-speaking world.

### **SPANISH III HONORS**

CREDIT: 1.0

COURSE NUMBER: 0708360

GRADES: 10 – 12

PREREQUISITE: Spanish II

The purpose of Spanish III is to bring students from the novice level of oral proficiency to the intermediate level, where they can create with language, participate in progressively more challenging conversations, and communicate successfully in basic survival situations. Through a wide variety of listening and speaking activities, the students will strengthen their command of spoken and written Spanish. **This course will prepare students to take AICE Spanish Language AS Level.**

### **FRENCH I**

CREDIT: 1.0

COURSE NUMBER: 0701320

GRADES: 9 – 12

French 1 stresses the four basic language skills: Listening, comprehension, speaking with proper pronunciation, writing with correct spelling and sentence structure, and reading comprehension. Emphasis is placed primarily on vocabulary and grammar fundamentals for conversation and writing. Students can enjoy learning about the different cultures and customs of French-speaking countries.

### **FRENCH II**

CREDIT: 1.0

COURSE NUMBER: 0701330

GRADES: 10 – 12

PREREQUISITE: French I

In French II the students' vocabulary is broadened; more advanced grammar is stressed to develop their speaking and writing skills. Readings are more narrative and continue to emphasize cultural aspects. Projects are required for further in-depth study of civilization.

## **INTENSIVE READING**

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### **INTENSIVE READING I**

CREDIT: 1.0

COURSE NUMBER: 1000412

GRADES: 9

PREREQUISITE: Administrative Placement

The purpose of this course is to enable students to build comprehensive reading knowledge, develop independent endurance, and increase comprehension through intensive instruction and practice.

9 – 10: prepares students for Statewide Reading Assessments

### **INTENSIVE READING II**

CREDIT: 1.0

COURSE NUMBER: 1000414

GRADES: 10

PREREQUISITE: Administrative Placement

The purpose of this course is to enable students to build comprehensive reading knowledge, develop independent endurance, and increase comprehension through intensive instruction and practice.

9 – 10: prepares students for Statewide Reading Assessments

### **INTENSIVE READING III**

CREDIT: 1.0

COURSE NUMBER: 1000416

GRADES: 11

PREREQUISITE: Administrative Placement

The purpose of this course is to enable students to build comprehensive reading knowledge, develop independent endurance, and increase comprehension through intensive instruction and practice.

11 – 12: prepares students for SAT and ACT Assessments.

### **INTENSIVE READING IV**

CREDIT: 1.0

COURSE NUMBER: 1000418

GRADES: 12

PREREQUISITE: Administrative Placement

The purpose of this course is to enable students to build comprehensive reading knowledge, develop

independent endurance and increase comprehension through intensive instruction and practice.  
11 – 12: prepares students for SAT and ACT Assessments.

## **LEADERSHIP SKILLS DEVELOPMENT**

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### **LEADERSHIP SKILLS DEVELOPMENT**

CREDIT: 1.0  
COURSE NUMBER: 2400300  
GRADES: 10 – 12  
PREREQUISITE: Approved through application  
Do you want to step up, be where the action is and the decisions are made? Do you know what to do when you reach the front? Even if you've never thought of yourself as a "born leader," you can be taught the skills necessary for successful leading and following. Students interested in Student Government are especially encouraged to apply. Responsibilities include organizing dances, rallies, spirit days, and community service projects.

### **PCSD II (LEADERSHIP SKILLS DEVELOPMENT II)**

CREDIT: 1.0  
COURSE NUMBER: 0500510  
GRADES: 11 – 12  
PREREQUISITE: Approved through application  
Do you want to step up, be where the action is and the decisions are made? Do you know what to do when you reach the front? Even if you've never thought of yourself as a "born leader," you can be taught the skills necessary for successful leading and following. Students interested in Student Government are especially encouraged to apply. Responsibilities include organizing dances, rallies, spirit days, and community service projects.

### **PCSD III (LEADERSHIP SKILLS DEVELOPMENT III)**

CREDIT: 1.0  
COURSE NUMBER: 0500520  
GRADES: 11 – 12  
PREREQUISITE: Approved through application  
Do you want to step up, be where the action is, and the decisions are made? Do you know what to do when you reach the front? Even if you've never thought of yourself as a "born leader," you can be taught the skills necessary for successful leading and following. Students interested in Student

Government are especially encouraged to apply. Responsibilities include organizing dances, rallies, spirit days, and community service projects.

## **LIBRARY / MEDIA**

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### **PCSD IV (MEDIA SERVICES)**

CREDIT: 1.0  
COURSE NUMBER: 0500530  
GRADES: 11 – 12  
PREREQUISITE: Media Specialist Approval  
The purpose of this course is to enable students to develop skills in the production of multimedia materials utilizing resources from video, CD-ROM, audio, and other media. The content should include techniques and skills for production of multimedia for academic and creative expression, production of resources in a variety of media formats, critical analysis of multimedia productions, and career opportunities in the field of multimedia production.

### **MATH ELECTIVE – does not count as a math credit**

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### **MATH FOR ACT/SAT**

CREDIT: 1.0  
COURSE NUMBER: 1209315  
GRADES: 11 – 12  
PREREQUISITE: Administrative Placement  
This course is designed as an elective to provide necessary skills for ACT and SAT assessments.

## **NAVY JROTC**

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### **NAVY JROTC**

CREDIT: 1.0  
LENGTH: Year  
COURSE NUMBER:  
Naval Science I 1802300  
Naval Science II 1802310  
Naval Science III 1802320  
Naval Science IV 1802330  
GRADES: 9 – 12  
PREREQUISITE: Must complete the previous level prior to enrolling in the next level; only one NJROTC

class may be taken at a time. **\*Afterschool participation required**  
Navy JROTC is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school and admission to college, including assistance with obtaining an ROTC scholarship. It also provides instruction and rewarding opportunities that will benefit the student, community, and nation.

## **PHYSICAL EDUCATION**

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### **WEIGHT TRAINING I, II, III**

CREDIT: 0.5

LENGTH: Semester

COURSE NUMBER:

Weight Training I	1501340
Weight Training II	1501350
Weight Training III	1501360

GRADES: 10 – 12

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in the future.

### **POWER WEIGHT TRAINING I**

CREDIT: 0.5

LENGTH: Semester

COURSE NUMBER: 1501410

GRADES: 11 – 12

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in the future.

### **PERSONAL FITNESS TRAINER**

CREDIT: 1.0

COURSE NUMBER: 1501380

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GRADES: 10 – 12

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in the future.

### **TEAM SPORTS I, II**

CREDIT: 1.0

COURSE NUMBER:

Team Sports I 1503350

Team Sports II 1500360

GRADES: 10 – 12

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness.

### **VOLLEYBALL I, II**

CREDIT: 0.5

COURSE NUMBER:

Volleyball I	1505500
Volleyball II	1505510

GRADES: 10 – 12

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in power volleyball that may be used in recreational pursuits today as well as later life and maintain and/or improve their personal fitness. Students will learn advanced power play, advanced offense and defenses, and officiating rules.

### **SOCCER**

CREDIT: 0.5

COURSE NUMBER: 1503320

GRADES: 10 – 12

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in soccer that may be used in pursuits today as well as in later life and maintain and/or improve their professional fitness. This class meets outside.

### **BASKETBALL I, II**

CREDIT: 0.5

COURSE NUMBER:

Basketball I: 1503310

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Basketball II: 1503320

GRADES: 10 – 12

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness.

#### **TENNIS I, II**

CREDIT: 0.5

COURSE NUMBER:

Tennis I 1504500

Tennis II 1504510

GRADES: 9 – 12

The purpose of this course is to enable students to develop knowledge and skills in tennis and to maintain or improve health-related fitness.

#### **INDIVIDUAL AND DUAL SPORTS I, II**

CREDIT: 0.5

COURSE NUMBER:

Individual and Dual Sports I 1502410

Individual and Dual Sports II 1502420

GRADES: 10 – 12

This course will provide a background in a broad base of activities. This course will allow the students to improve their basic skills and be introduced to advanced skills in individual, dual, and team sports, while providing them with the knowledge of rules and strategies related to the activities.

#### **HOPE**

CREDIT: 1.0

COURSE NUMBER: 302601

GRADES: 9 – 12

\*Will meet graduation requirement for Physical Education with the integration of health topics  
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

### **SOCIAL STUDIES ELECTIVES**

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#### **AFRICAN AMERICAN HISTORY HONORS**

CREDIT: 1.0

COURSE NUMBER:

African American History 2100335

African American History Honors 2100336

GRADES: 9 – 12

This course consists of the following content area strands: World History, United States 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.

#### **PSYCHOLOGY I**

CREDIT: 0.5

COURSE NUMBER: 2107300

GRADES: 9 – 12

Psychology will be an exploration into the complex and fascinating world of human behavior. The course will introduce the essential areas of psychology such as memory, intelligence, creativity, learning, personality development, dreams, mental illness, and therapy techniques. Teenagers and their relationships with their parents and peers will be a major topic of the course. The course will also include an interesting unit on values clarification.

#### **PSYCHOLOGY II**

CREDIT: 0.5

COURSE NUMBER: 2107310

GRADES: 9 – 12

PREREQUISITE: Psychology I

Psychology will be an exploration into the complex and fascinating world of human behavior. The course will introduce the essential areas of psychology such as memory, intelligence, creativity,

learning, personality development, dreams, mental illness, and therapy techniques. Teenagers and their relationships with their parents and peers will be a major topic of the course. The course will also include an interesting unit on values clarification.

**SOCIOLOGY**

CREDIT: 0.5

COURSE NUMBER: 2108300

GRADES: 9 – 12

This course will study the development of society through an investigation of the values, folkways and structure of society. It will include a look at the American family, the status of women and minorities, ethnic diversity, crime, civil rights, the homeless, juvenile delinquency, religion and cults, etc. Activities such as role-playing, games and surveys will accompany lectures and texts.

**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**

**DATE:**

**03/09/20**

**21**

**Revision Date(s):** \_\_\_\_\_

**Formerly:**

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

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

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

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

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-5901

**SCHOOL BOARD OF ST. LUCIE COUNTY, FLORIDA**

**St. Lucie Public Schools Title IX  
Formal Complaint**

My name is \_\_\_\_\_ and I am a student/employee at \_\_\_\_\_.

School Name

\_\_\_\_\_ sexually harassed me on or about \_\_\_\_\_ at \_\_\_\_\_

**Name**

**Date/Time**

\_\_\_\_\_.

**Location**

Please explain the incident below:

I am requesting that \_\_\_\_\_ 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 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.

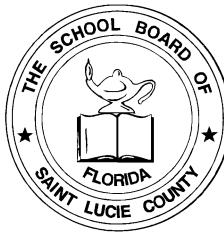
(4) Information in Student Handbooks. All student handbooks for District schools shall incorporate the text of the Board's policy of non-discrimination and educational equity as set forth in Policy 2.70, and this policy establishing an equity grievance procedure for students.

**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  
Terissa Aronson  
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](mailto: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](mailto: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](mailto:Adrian.Ocampo@stlucieschools.org)