



TREASURE COAST HIGH SCHOOL



2023-2024

PATH TO GRADUATION

1000 SW DARWIN BLVD.
PORT ST. LUCIE, FL 34953
PHONE: 772.807.4300

Table of Contents

| | |
|--|-------|
| General Information | 3-5 |
| About Our School and Principal's Message Guidance Services Schedule Changes | |
| Path to Graduation | 6-9 |
| Credits Required Competencies Online Course Requirement Graduation Requirements | |
| Additional Information | 10-15 |
| Bright Futures Scholarship Transfer Students Grade Level Classification Grade Weighting Policy Grade Requirements for Activities Sports and NCAA Requirements | |
| Planning for College and Scholarships | 16 |
| Honor Recognition Diploma Designations | |
| Smaller Learning Communities | 17-21 |
| STARS Academy (9th Grade) | 17-18 |
| Explorer Academy (10th Grade) | 17-18 |
| The Upper School | 17-19 |
| Medical and Health Science | 19 |
| Public Service and Safety | 19 |
| Business and Marketing | 19 |
| Culinary Arts | 20 |
| Engineering and Industrial Technology | 20 |
| Biotechnology, Global Logistics | 20 |
| Global Community | 21 |
| Special Programs | 22-30 |
| Advanced Placement Advanced International Certificate of Education Dual Enrollment and Early Admission Mosaic Florida Virtual High School Performance Based Program | |
| Course Descriptions | 31-53 |

About Treasure Coast High School

Treasure Coast High School (TCHS), founded during the 2006-2007 school year, is Saint Lucie County's newest high school. TCHS is home to over 3,000 students in grades 9-12. Students begin their journey on the path to graduation as members of the 9th grade, STARS Academy. In the STARS Academy, students take their core courses and take a special course, Leadership Techniques, designed to help students transition from middle school to high school and help them plan their high school learning. Students then become members of the 10th grade Explorer Academy. By their junior year, students are members of the Upper School where they complete their education in one of our academies.

All students take courses in the global community as well, such as world languages and physical education.

Personalization is an important part of a student's experience at TCHS.

There are many special programs offered including: Advanced Placement Courses, Advanced International Certificate of Education (AICE) program, Exceptional Student Education (ESE), and the Dual Enrollment Programs.

Our teachers have common planning so that they can plan standard-based lessons as well discuss student progress and needs.



Principal's Message

The vision for Treasure Coast High School is grounded in the belief that all students can be successful in high school when immersed in a caring, challenging, relevant learning environment.

The facility, organizational structure, curricular and extra-curricular opportunities available at TCHS have been thoughtfully researched and

developed based on best practices, model schools and a passion for students. The faculty and staff have been selected due to their expertise and desire to help students succeed. It is our pledge that your education at TCHS will be personalized and you will feel a life-long connection to the Titan family.

Student voice is a key component of Treasure Coast High School and will continue to be a central focus for decision-making. Parent involvement is encouraged through volunteerism and school advisory membership.

Please use this course catalog to make careful choices about your future. Your guidance counselor and adult advocate are available to help you as you develop your four-year high school plan.



Schedule Changes

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

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

Exceptional Student Education

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

Other Related Services

| | |
|--------------|---------------------------|
| Ms. Bolte | 9th/10th ESE Director |
| Ms. Beckford | 11th/12th ESE Director |

Homebound and Hospitalized Program

The district's Homebound and Hospitalized Program (HHP) has been established to provide instruction to the pupil who has been medically diagnosed with a physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting medical problem(s) and which confines the student to the home or hospital and restricts activities for an extended period of time.

ESOL/ELL

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

Awarding Credit Towards Graduation

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 excused absent, as defined by school board policy, may earn credit by making up all missed work. The student will be allowed 1 day (2 days if on an alternating block) to make up the work for each day absent, not including the day of return. Previously assigned work is due on the day the student returns to school. All work, regardless of the number of days absent, must be made up on or before grades are due in the final quarter of the school year. Students will take announced tests on first day of return to school. Student will be allowed 2-days to prepare for tests assigned during the absence.

Florida State Assessments

The Florida Department of Education requires that students pass assessments based on the year they enter 9th grade. St. Lucie County Schools will report to the state on student progress in the standards. Participation in FAST ELA and EOC testing is mandatory for students. Students who are in the Department of Juvenile Justice program are also required to pass respective exams by cohort for graduation.

St. Lucie County Schools will follow the state recommendations for test adaptations and modifications of procedures as necessary for students in the exceptional student education (ESE) program, Section 504, and for students who are English Speakers of Other Languages (ESOL). Students who do not qualify for district or statewide assessments as determined by their IEP shall be administered an alternative assessment with score reports to the state.

Reading courses required for students are located in the course directory.

Online Course Requirement

Beginning with students entering 9th grade in the 2011-2012 school year, at least one course with the 24 credits required must be completed through online learning. This requirement does not apply to students receiving the ACCEL Diploma Option. A school district may not require a student to take the online course outside the school day or in addition to a student's courses for a given semester. An online course, at the high school level, taken during grades 6 through 8 fulfills this requirement. This requirement shall be met through an online course offered by Mosaic Digital Academy, Florida Virtual School, an online course offered by the high school, or an online dual enrollment course. A student who is enrolled full-time or part-time virtual instruction program under s. 1002.45 meets this requirement. This requirement does not apply to a student who has an individual educational plan under s. 1003.57, F.S., which indicates that an online course would be inappropriate or out-of-state transfer student who has less than 1 academic year remaining in high school. Courses currently meeting this requirement at TCHS are Economics with Financial Literacy and Economics Honors. *This requirement ends for the cohort Class of 2027.*

Graduation Requirements for students in grades 9—12 (2023-2024)

| 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 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 | 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 | |
| Fine or Performing Arts | 1 credit in Fine or Performing Arts, Speech, Debate, or Practical Arts. | 1 credit in Fine or Performing Arts, Speech, Debate, or Practical Arts. |
| Physical Education | 1 credit of HOPE PE | |
| Electives | 8 credits in elective courses or intensive reading or mathematics intervention courses | 3 credits in electives |
| Total | 24 credits | 18 credits |
| State Assessment Requirements | 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 PERT (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 PERT (depends on cohort). |
| Grade Point Average Requirement | Cumulative GPA of 2.0 on a 4.0 scale | Cumulative GPA of 2.0 on a 4.0 scale |
| Online Course Requirement | At least one course within the 24 credits must be completed through online learning. | |

***New requirements for the cohort Class of 2027 include .5 credit of Personal Financial Literacy and no longer online course requirement.**

End of Course Assessments

- Earn passing score on the Algebra 1 EOC Assessment in order to earn a standard diploma. Algebra 1 EOC will also count for 30% of the course grade.
- Geometry EOC assessment will count for 30% of the course grade. Biology 1 EOC Assessment will count for 30% of the course grade. US History EOC Assessment will count for 30% of the course grade.
- *The FAST ELA will replace the 10th grade FSA ELA for the 2025 cohort and beyond.

College and University Expectations

If you are planning on going into a university just after you graduate from Treasure Coast High School, you should start preparing during your 9th grade year. Ninth grade is when your grade point average begins to affect your college acceptance status. You should get involved in a club or team during your 10th grade year. You can begin applying to colleges and universities during the summer between your junior and senior years.

Colleges and universities only have a certain number of spaces available so the sooner you apply, the better your chances are of getting accepted. Universities will look at all of the courses you have taken during your high school life and all grades earned in those courses. The more rigorous and challenging the coursework, the higher your chances are of getting admitted. If schools see that your grades have progressively gotten better, they will take that into consideration. They also notice if your grades have gotten worse throughout your schooling.

If you earned any D's or F's, you can talk with your Counselor about retaking the course to increase your grade point average. When you earn a C or higher, we can exclude the D or F from your GPA. It is important that you do this as soon as possible.

Use the suggested four-year plan on the next page in this curriculum guide to choose your classes. Universities prefer students who have the "most academically challenging" coursework but will also admit students who have had "strong college preparation".

If you have never taken an honors class, register for at least one next year. Choose the subject(s) in which you do the best and challenge yourself with honors or college level.

When university admissions committees review your application and admissions documents, they give points for each requirement. At most universities, you will earn points for each of the following areas:

- | | |
|--------------------------|--------------------------------|
| 1. Rigor of your courses | 4. Recommendations |
| 2. Grade point average | 5. Community service |
| 3. Test scores | 6. Extracurricular involvement |

The higher your points in each area, the better your chances of being admitted. This is not an easy task. You should choose challenging classes. Your grades should be high from 9th grade until the end of your 12th grade year.

Universities are expecting you to prepare for the SAT and ACT. Students are encouraged to take a preparation course or buy a preparation book from a bookstore. Set aside two hours every Saturday morning (or whichever day and time is best for you) and practice until the actual test date. If you get a book that includes a practice test, then you should take the test at your home under proper testing conditions (no disturbances) so that your score is similar to what it would be in a real testing situation. Score the test and practice the areas in which you were the weakest.

Keep in mind that there are all kinds of colleges and universities in existence. There are colleges that are public, private, religious, non-religious, liberal arts, community colleges and vocational/technical schools. There is something out there for you. Look up schools on the internet and try to visit the campus in person. You can start at www.flvc.org. This website has a plethora of information regarding high school requirements, college and scholarships.

We have several college representatives visit us each year. Juniors and seniors should sign up in their Guidance Counselor's office. There is also a College Fair every October.

This may seem like a long and difficult process, but it will be worth it when you receive those acceptance letters in the mail. The sooner you begin preparing, the less stressful it is when you are a senior.

Suggested Four Year Plan

Given below are sample four-year programs you may wish to consider in planning your high school curriculum. The selection of one program does not prevent a student from changing directions later. These sample plans include those subjects needed by students to fulfill state and local graduation requirements.

| | Most Academically Challenging | Strong College Preparation | Basic College Preparation |
|-------------------|--|--|---|
| 9th Grade | <i>Biology Honors</i> | English I Honors | English I |
| | Leadership Techniques | <i>Algebra I Hon./ Geometry Honors</i> | Algebra I |
| | AICE General Paper | Environmental Science Honors | Environmental Science |
| | World Language I/II/III | Leadership Techniques | Leadership Techniques |
| | AP Human Geography | HOPE | HOPE |
| | Geometry Honors/Algebra II Honors | World Language I/II | World Language I |
| | HOPE or Performing Art Credit | Elective | Elective |
| 10th Grade | AICE English Language | English II Honors | English II |
| | Pre-AICE Math III | Geometry Hon./Algebra II Honors | Geometry |
| | Chemistry/AICE Level Science | Biology Honors | Biology |
| | AICE European History | World History Honors | World History |
| | AICE Spanish/French Language | World Language II/III | World Language I/II |
| | AICE Thinking Skills | Science or Social Studies elective | Elective/Career Academy |
| | AICE Psychology | Elective/Career Academy | Elective |
| 11th Grade | AICE English Literature | English III Honors | English III |
| | AICE Thinking Skills | Algebra II Honors or Pre-Calculus | Algebra II |
| | AICE Math I, AICE Math 2 or Pre-Calculus | Chemistry Honors | Marine Science |
| | <i>AICE Level Science</i> | United States History Honors | United States History |
| | <i>AICE U.S. History</i> | World Language III/IV or AICE | World Language II/III or other Elective |
| | AICE Spanish/French Literature | Honors Elective | Elective/Career Academy |
| | AICE Global Perspectives | Elective/Career Academy | Elective |
| 12th Grade | | English IV Honors | English IV |
| | AICE English Literature A Level | <i>Pre-Calculus or Probability & Statistics</i> | <i>Math for College Algebra</i> |
| | AICE Math II | Anatomy Honors/Physics Honors | Science |
| | AICE Physics | <i>Economics Honors/ US Government Honors</i> | US Government/ Economics |
| | AICE Economics | Foreign Language IV or AICE or other Elective (Core Class) | Elective (Core Class) |
| | AP US Government | Elective/Career Academy | Elective/Career Academy |
| | AICE Electives | Elective | Elective |

Bright Futures Scholarships

Initial Eligibility Requirements must be met prior to graduation from a Florida high school. Students must apply by submitting a Florida Financial Aid Application at www.FloridaStudentFinancialAid.org during their last year in high school.

| | Florida Academic Scholars Award (FAS) | Florida Medallion Scholars Award (FMS) | Florida Gold Seal Vocational Scholars Award (GSV) |
|---|---|---|---|
| Award Amount A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected. | All students will receive the specified (cost per credit hour) award amounts established by the Florida Legislature in the General Appropriations Act. Award amounts for the 2023-2024 academic year will be available in summer 2023 after the legislative session. For current year award amounts visit: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm | | |
| Grade Point Average (GPA) Weighting for more challenging higher level courses is prescribed by law as .50 per course per year. Example: Credit Weighting 1.0 .50 .50 .25 | 3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPA's are not rounded) | 3.0 weighted GPA using the credits listed below, combined with the test scores listed below. (Note: GPA's are not rounded) | 3.0 weighted GPA using the 15.5 credits listed below for a 4-year Diploma and a 3.5 unweighted GPA in a minimum of 3 vocational credits in one vocational program, combined with the scores listed below. (Note: GPA's are not rounded) |
| Required Credits See the comprehensive course table on the Bright Futures website to identify courses that count toward each award level. | Courses must include 16 credits of college preparatory academic courses. 4 English (3 with substantial writing) 4 Mathematics (Algebra I and above) 3 Natural Science (2 lab sciences) 3 Social Science 2 Foreign Language (in the same Language). Total: 16 credits May use up to an additional 2 credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA. | Courses must include 16 credits of college preparatory academic courses. 4 English (3 with substantial writing) 4 Mathematics (Algebra I and above) (except students entering 9th grade in 2008— who must complete 4 years of mathematics) 3 Natural Science (2 lab sciences) 3 Social Science 2 Foreign Language (in the same Language). Total: 16 credits May use up to an additional 2 credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA. | 4-year Diploma Credits must include 16 core credits required for high school graduation. 4 English (3 with substantial writing) 4 Mathematics (including Algebra I) 3 Natural Science 3 Social Science (Am. Hist, World Hist., Am. Gov't, and Economics) 1 Practical Arts or Performing Arts or .5 credit each 1 HOPE Total: 16 credits Plus a minimum of 3 vocational Job- Preparatory or Technology Education Program Credits in one vocational program. |
| Community Service | 100 hours as approved by the district or school. See details on pages 11-12. | 75 hours as approved by the school or district. See details on pages 11-12. | 30 hours as approved by school or district. See details on pages 11-12. |
| Required Test Scores | See details on page 11 | See details on page 11 | See details on page 11 |
| Other Ways to Qualify | See www.FloridaStudentFinancialAid.org | | |

Required Test Scores for a Bright Futures Scholarship
See page 10 for more information about Bright Futures Scholarships

| Florida Academic Scholars Award (FAS) | Florida Medallion Scholars Award (FMB) | Florida Gold Seal Vocational Scholars Award (GSV) |
|--|--|--|
| Best composite score of 1330 SAT Reasoning Test (based on the combined Critical Reading and Math Sections only) or 29 ACT (excluding the writing section). | Best composite score of 1210 SAT Reasoning Test (based on the combined Critical Reading and Math Sections only) or 25 ACT (excluding the writing section). | Students must earn a minimum score on each section of the PERT or SAT or ACT. |
| Note: The writing sections for the SAT and ACT will not be used in the composite. | Note: The writing sections for the SAT and ACT will not be used in the composite. | Sections of different test types may not be combined. |
| SAT subject tests are not used for Bright Futures Eligibility. | SAT subject tests are not used for Bright Futures Eligibility. | PERT: Reading 106 Sentence Skills 103 Algebra 114 |
| ACT Scores are rounded up for scores with .5 and higher. SAT scores do not require rounding. | ACT Scores are rounded up for scores with .5 and higher. SAT scores do not require rounding. | SAT: Reading 24 Writing 25 Math 24 |
| | | ACT: English 19 Reading 17 Math 19 |

Service Hours

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

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

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

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

Work Service Hours

Florida House Bill 461 allows high school students graduating in the 2023-2024 academic year and thereafter, to meet the volunteer service requirements prescribed under each award in the Bright Futures Program through 100 hours of paid work. A student meeting an award requirement through paid work must have approval from the school designee, the administrators of a non-public school, or the Department of Education for a home education program student. Work hours must be earned between 9th and 12th grades in order to be used to qualify for scholarships. The following is required to have work service hours entered by school personnel.

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

Grade Point Average

Grades are based on a 4-point system. Grade Point Averages (GPAs) are computed on a 4.0 scale. Letter grades in all courses are given the same point value. The maximum GPA is a 4.0. The system is utilized to determine eligibility for graduation, extracurricular activities and Florida Bright Futures Scholarship awards. Each semester the GPA is computed on a 4-point scale and recorded on the student's transcript.

Grading Policy and Grade Forgiveness on Reporting on Student Transcripts

The forgiveness policy for required courses shall be limited to replacing a "D" or "F" grade with a grade of "C" or higher earned subsequently in the same or comparable course.

Any course grade not replaced according to a district school board forgiveness policy must be included in the calculation of the cumulative grade point average required for graduation.

All forgiven courses and grades must be included on a student's transcript as an accurate reflection of the student's record of achievement.

Grade Point Average Conversion

| Grade | Percent | Grade Point | Description |
|-------|---------|-------------|----------------------------|
| 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 | Not Acceptable |
| I | 0 | 0 | Incomplete |

Transfer Students

Students who transfer to a St. Lucie County school from any other public school in the United States will be placed in comparable classes and all records from the previous school are accepted.

A student who transfers from a school outside the St. Lucie County School District including foreign schools with inadequate or incomplete records will be administratively placed.

For students entering high school in St. Lucie County from another district or state, the student must be in attendance for at least twenty (20) days or demonstrate knowledge in the subject matter in order to receive a grade for that grading period.

Grade Level Classification

The district policy has changed to one of **cohort-based grade placement**. The policy reads as follows: Grade placement will correspond with the student's number of years in high school until the end of their fourth year. This will be known as Cohort-Based Grade Placement whereby the student begins high school as a freshman, the second year of high school attendance will carry the designation of sophomore; the third year of high school attendance will carry the designation of junior and fourth year of high school will carry the designation of senior.

Each school year students take 7 courses allowing them to earn 7 credits. Students who do not meet the minimum recommended performance expectations should meet with their School Counselor to discuss making up credits.

The time required to complete high school will depend on the time necessary to earn required credits for graduation. The awarding of other than a standard diploma does not preclude a student with disabilities from returning to school until a standard diploma is awarded or the student ages out.

A student's final report card for a school year shall contain a statement indicating end of the year status regarding performance, behavior, attendance, and promotion.

Students are required to enroll in seven courses or equivalent programs each year. However, students who need additional credits in their 5th year and are eligible to graduate at the end of the current school year may enroll for the number of class periods needed to meet graduation requirements. A student may retake a course during the regular school year or summer school which the student has passed with a "D" and for which the student has received credit in order to raise the student's cumulative GPA to 2.0. The student may only earn credit once for the course.

In computing the final cumulative GPA, elective courses with the lowest grades may be dropped from calculation of GPA while maintaining a minimum of 24 credits required for graduation.

Grade Weighting Policy

The following criteria will be used in all District high schools to assign extra weight of .02 or .04 to specific courses. These weighted factors are to be used when calculating the weighted grade point averages of students to determine class rank within a graduating class in St. Lucie County.

Course weighting factors:

1. All courses with Honors in Title (.02)
2. All Advanced Placement (AP) and AICE Courses (.04)
3. All Group 3 Math/Science/Foreign Language Courses not designated at AP (.02)
4. Approved Dual Enrollment Courses (.04) In order to receive a weighted grade for a course, a student must take a course included on the District's list of Approved Weighted Dual Enrollment Courses and receive permission from the high school principal or designee to register for a class.

Honors Weighting Point System

A weight factor of .02 is assigned for each semester for advanced academic course that is taken in high school. A weight factor of .04 will be assigned for each semester of AICE, Advanced Placement coursework or equivalent Dual Enrollment coursework. The 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 GPA. The maximum honors GPA is determined by adding the cumulative honors points to the cumulative GPA based on a 4-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 would be worth an additional .64 ($32 \times .02 = .64$). This weight would be added to his/her cumulative GPA ($4.0 + .64 = 4.64$).

While the criteria for determining weight and Honor Diploma eligibility will remain the same, the exact list of courses meeting the criteria may vary from year to year.

Advanced Level Courses for Honors Diploma

Courses assigned additional weight are the only courses that meet the advanced level coursework requirements for an Honors Diploma.



Grade Requirements for Interscholastic Activities

Interscholastic Activities

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).

NAIA Eligibility Regulations

A freshman must meet two of the following three entry requirements:

1. Score 18 on the ACT or 860 on the SAT.
2. Overall grade point average of 2.0
3. Graduate in the top half of the high school graduating class.

Go to www.naia.org for more information about NAIA.

NCAA Eligibility

To be considered a qualifier at a Division I or II institution and be eligible for financial aid, practice and competition during freshman college year, a student must:

1. Graduate from high school.
2. Have a minimum combined test score on the SAT verbal and math sections or a minimum sum of scores on the ACT as indicated on the index scale below.
3. Have a 2.3 core GPA or higher in at least 16 core courses for Division II and 16 core courses for Division I. Required courses are specific so see your School Counselor for more information.

**In order to participate in Division, I or II college sports as a freshman, a student must register and be certified by the NCAA Eligibility Center. The above requirements are subject to revision by the NCAA and/or the NAIA.*

Go to www.eligibilitycenter.org for more information about NCAA and see your School Counselor for correct course placement.

FHSAA Teams at TCHS

Treasure Coast High School offers an array of sports.

Fall:

Swimming (Boys & Girls)
Volleyball (Boys & Girls)
Football (Boys)
Bowling (Boys & Girls)
Cross Country (Boys & Girls)
Golf (Boys & Girls)

Winter:

Soccer (Boys & Girls)
Basketball (Boys & Girls)
Weightlifting (Girls)
Wrestling (Boys & Girls)
Competition Cheerleading

NEW CHANGES:

Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the 7th semester (7 of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements). These courses become "locked in" at the start of the 7th semester and cannot be retaken for grade improvement.

Students must have a FHSAA physical packet/permission form on file in the Athletic Department to participate. A payment of \$100.00 is required. See the Athletic director for more information.

Spring:

Baseball (Boys)
Softball (Girls)
Tennis (Boys & Girls)
Track (Boys & Girls)
Flag Football (Girls)
Beach Volleyball (Girls)

Honor Recognition

Students achieving academic excellence will be recognized for their scholastics on a quarterly basis, based on the following criteria:

| | |
|----------|------------------------|
| 4.0 | Principal's Honor Roll |
| 3.5-3.99 | High Honor Roll |
| 3.0-3.49 | Honor Roll |

Diploma Designations

Diploma designations are given to students who have earned the standards stated below. For more information about this, visit <http://www.fldoe.org/academics/graduation-requirements> and select your cohort.



TCHS Learning Communities

GLOBAL COURSES

AICE
 AP Courses
 Dual Enrollment
 Honors Courses
 Spanish
 French
 Band
 Chorus
 Drama
 Digital Art Imaging
 Dance
 African American History
 Holocaust
 Creative Writing
 Psychology
 Speech
 H.O.P.E.
 Physical Education
 Sociology
 Yearbook
 Photography
 Intensive Reading
 Social Media
 Drawing

S.T.A.R.S. ACADEMY

9th Grade

Leadership Techniques
 Curricular Teams

EXPLORER ACADEMY

10th Grade

UPPER SCHOOL

11th and 12th Grade

Academy of Business, Engineering & Technology

Engineering/Manufacturing
 International Business
 Global Logistics
 Biotechnology

Academy of Medical & Public Service

Health Science
 First Responder
 C.N.A.
 Criminal Justice

Academy of Liberal Arts

Culinary
 Performing Arts
 World Languages
 JROTC

STARS Academy – Students Transitioning and Aspiring to Reach for Success (9th Grade Academy)

Ninth graders are adolescents undergoing the difficult transition from middle school to high school. As they face the social, emotional, physical, and intellectual challenges of this stage of their development, it is easy for them to feel overwhelmed, confused and alone. The goal of the STARS Academy is to create a support-rich environment that maximizes student success in the first year of high school. Our commitment is to ease the transition into high school and help more students stay in school and progress towards graduation.

Highlights include:

- Teams of core academic teachers, a resource teacher, a guidance counselor, dean, and an administrator who collaborate and share responsibility for success.
- A pyramid of interventions including parent involvement, support services, and after-school tutoring.
- Senior Mentoring.
- Required Leadership Techniques Class.
- Research-based best practices (SEL, Kagan, Rigor and Relevance, CRISS, cooperative learning, multi-sensory activities, high interest reading materials, differentiated instruction, and real-life projects, etc.).
- Personalized learning through a facility design that encourages collaboration among teachers.

The Leadership Techniques class is an essential component of our ninth-grade academy. Strong emphasis will be on self-awareness and career exploration. A major objective of the Leadership Techniques class will be for students to identify a purpose and focus for their studies toward graduation. The class will teach study skills, goal setting, and organizational skills required for successful transition to high school and beyond.

The Leadership Techniques course will also be used to help 9th grade students explore the career academy options in each small learning community so that they can choose their high school course selections with great awareness.

Explorer Academy and Upper School

In 10th Grade, students enter the Explorer Academy. The purpose of the Explorer Academy is to provide a supportive teamed atmosphere and focus on exploring the many career options and educational pathways open to students as they progress through school.

In 11th grade, students matriculate to the Upper School. The Upper School is composed of all Titan 11th and 12th graders and is home to our career academies. By 11th grade students have focused on a major and are completing all the necessary course work to possibly earn an industry certification in a career pathway. The focus is on preparing students for high school and beyond.

Highlights Include:

- Parent communication through team conferencing and technology.
- The structure includes a dedicated administrator and guidance staff to support each academy.
- Research-based best practices (SEL, Kagan, Rigor and Relevance, CRISS, cooperative learning, multi-sensory activities, high interest reading materials, differentiated instruction, and real-life projects, etc.).
- Personalized learning through a facility design that encourages collaboration among teachers.

Career Technical Education Pathways

Students at TCHS participate in a career focused pathway that provides a major area of study. Programs of study require courses that must be taken in sequential order. As completers, students gain opportunities for industry certification, articulated college credits and the Gold Seal Scholarship. The chart below lists required courses in some of the career academies as well as recommended and elective courses. These required courses must be taken in sequential order from year to year.

| Criminal Justice | International Business | Medical |
|------------------------------|--------------------------------|-------------------------------------|
| Leadership Techniques | Leadership Techniques | Leadership Techniques |
| Criminal Justice I | Digital Information Technology | Health Science I |
| Criminal Justice II | International Business Systems | Health Science II |
| Criminal Justice III | Accounting I | Allied Health III (Nurse/Doctor) OR |
| Criminal Justice IV | International Finance and Law | Nursing Assistant (Nurse/Doctor) OR |
| Recommended Electives | Recommended Electives | First Response (Fire Rescue/EMT) |
| Law Studies | Financial Literacy | Recommended Electives |
| Court Procedures | Psychology I & II | Anatomy and Physiology Honors |
| Forensic Science | Sociology | Sociology |
| Psychology I & II | Speech | Psychology I & II |
| Sociology | | |

*Course requirements and recommendations for Culinary, Engineering & Automation & Production Technology, International Business, New Media and Bio-Technology Academies are listed on the next page.



| Culinary Arts | Engineering | Automation & Production Technology |
|--------------------------------|--------------------------------|---|
| Leadership Techniques | Leadership Techniques | Leadership Techniques |
| Culinary Arts I | Engineering Technology I | Advanced Manufacturing I |
| Culinary Arts II | Engineering Technology II | Advanced Manufacturing II |
| Culinary Arts III | Engineering Technology III | Production Technology III |
| Culinary Arts IV | Recommended Electives | Recommended Electives |
| Recommended Electives | Digital Information Technology | Digital Information Technology |
| Digital Information Technology | Principles of Technology | Principles of Technology |
| | Internships | Internships |

| Global Logistics | Digital Art Imaging | Biotechnology |
|--------------------------------|--------------------------------|--------------------------------|
| Freshman Seminar | Freshman Seminar | Biotechnology I |
| Digital Information Technology | Digital Art Imaging I | Biotechnology II |
| Global Logistics Operations | Digital Art Imaging II | Biotechnology III |
| Global Logistics Management | Recommended Electives | Recommended Electives |
| Recommended Electives | Digital Information Technology | Digital Information Technology |
| AP Computer Science Principles | Creative Photography | |
| Financial Literacy | AP Computer Science Principles | |

Global Community

Treasure Coast High School offers several elective courses through our Global Community that may not be included in our career pathways. These elective courses are listed below.

| Physical Education Electives | Performing Arts | Foreign Languages | AF JROTC |
|---------------------------------|--------------------------------|-------------------------|---------------|
| Beginning Weight Training | Creative Photography I & II | Spanish I - IV | Aerospace I |
| Intermediate Weight Training | Drawing I, II, & III Honors | AICE Spanish Language | Aerospace II |
| Advanced Weight Training | Drama I – IV, AICE Drama | AICE Spanish Literature | Aerospace III |
| Beginning Power Weight Training | Chorus I - IV | French I | Aerospace IV |
| Recreational Activities | Band I - IV | French II | ERAU AS120 |
| Softball | Eurhythmics I - IV | AICE French | ERAU AS220 |
| Team Sports I | Jazz Ensemble I - IV | | |
| Team Sports II | Instrumental Techniques I - IV | | |
| Comprehensive Fitness | Dance Technique I & II & III | | |
| Basketball | Dance Repertory I - IV | | |
| Soccer | | | |
| Outdoor Education | | | |

Additional Electives included in the Global Community are:

African-American History

Speech

Digital Information Technology

Yearbook

Creative Writing I & II

Psychology I & II

Sociology

Holocaust

Intensive Reading

Financial Literacy

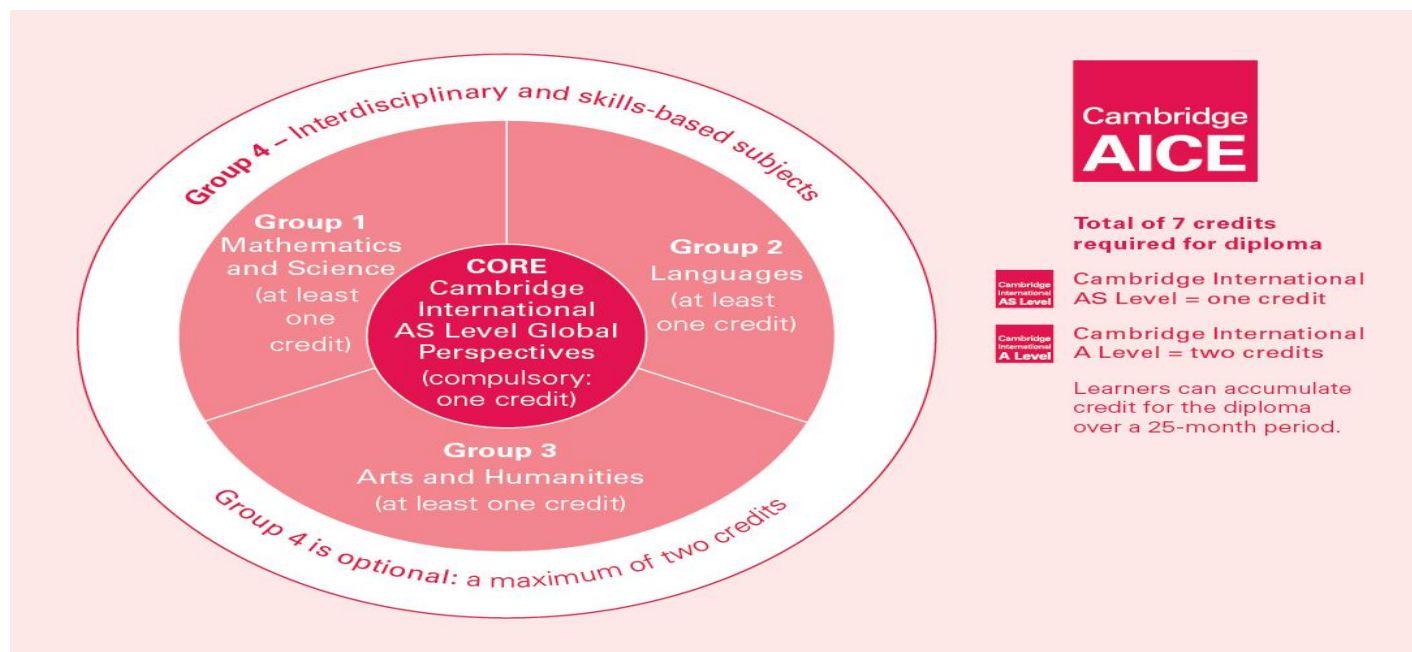
Photography



Advanced International Certificate of Education (AICE) Program

The Cambridge Advanced International Certificate of Education (AICE) is an international diploma students earn through an advanced academic curriculum and written assessment program. Tests are administered through a non-profit department, Cambridge International Examinations (CIE) of the University of Cambridge in England. AICE courses and examinations will be offered in Grade 9—12.

The Cambridge AICE curriculum is comprised of courses that are divided into four subject groups: Mathematics and Sciences, Languages, Arts and Humanities and Interdisciplinary and skills-based subjects. See your Guidance Counselor for AICE Diploma requirements.



| Pre-AICE and AICE Cambridge University Program | | |
|---|---|---|
| Group 1—Mathematics and Sciences | Group 2—Languages | Group 3—Arts and Humanities |
| <ul style="list-style-type: none"> · AICE Biology AS Level · AICE Chemistry AS Level · AICE Environmental Management AS Level · AICE Marine Science AS Level · AICE Mathematics AS & A Level · AICE Psychology AS & A Level · AICE Information Technology AS Level | <ul style="list-style-type: none"> · AICE English Language AS Level · AICE French Language AS Level · AICE Spanish Language AS Level | <ul style="list-style-type: none"> · AICE Economics AS Level · AICE English Literature AS & A Level · AICE European History AS Level · AICE Psychology AS & A Level · AICE Sociology AS & A Level · AICE Spanish Literature AS Level · AICE Drama AS Level · AICE US History AS & A Level · AICE Environmental Management AS Level |
| Core Compulsory Credit for AICE Diploma | Interdisciplinary Group | |

AICE Global Perspectives AS Level

AICE General Paper AS Level
AICE Thinking Skills AS Level
AICE Global Perspectives A Level

Advanced Placement Courses

The College Board's Advanced Placement (AP) Program is a national program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams.



Dual Enrollment

Dual enrollment is a program that allows high school students to simultaneously earn college or vocational credit toward a post-secondary diploma, certificate, or degree at a Florida public institution that will also count as a credit toward a high school diploma. Students are permitted to take dual enrollment courses on a part time basis during

school hours, after school, or during summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. Early admission is similar to dual enrollment, except that students are enrolled in a college/university course or courses full time. They earn credits simultaneously toward a college degree and a high school diploma.

Eligibility and Access:

1. Students must be enrolled as a student in a Florida public or nonpublic secondary school (grades 6-12), or in a home education program.
2. Students must have a 3.0 unweighted high school grade point average (GPA) based on four high school credits, in order to enroll in college credit courses, or a 2.0 high school unweighted GPA based on four high school credits to enroll in career and technical education clock hour dual enrollment courses.
3. Students must maintain the minimum college GPA of a 2.0 for continued enrollment in the Dual Enrollment Program.
4. For college credit courses, students must demonstrate college readiness by achieving or exceeding minimum scores on Common Placement Tests, Alternative Placement Tests, or by approved High School Coursework as provided under SBE Rule 6A-10.0315.
5. Eligible students may participate in the dual enrollment program by using Alternative Placement Methods upon approval from their high school counselor.
6. Students must meet or exceed the following Common Placement Test scores to demonstrate college readiness:

| Common Placement Tests | Reading | English/Writing | Mathematics, QAS |
|------------------------|---------|-----------------|------------------|
| PERT | 106 | 103 | 114 |
| ACT | 19 | 17 | 19 |
| SAT | 24 | 25 | 24 |

| | | | |
|--------------------------------|-----|-----|-----|
| NEXT GEN ACCUPLACER | 256 | 253 | 261 |
|--------------------------------|-----|-----|-----|

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

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

8. Students who have an unweighted high school GPA of 3.0 and achieves a grade of "B" or better in any of the courses listed below from a Florida Public School shall have demonstrated readiness for college-level work.

| High School Coursework | |
|--|--|
| English | Mathematics |
| English 4/English 4 Honors | Algebra 1/Algebra 1 Honors |
| English Language and English Literature | Algebra 2/Algebra 2 Honors |
| Advanced International Certificate of Education (AICE) high school English courses | Pre-Calculus |
| Advanced Placement (AP) high school English courses | Calculus |
| International Baccalaureate (IB) high school English courses | Geometry |
| | Probability and Statistics |
| | Math for College Algebra |
| | Math for College Statistics |
| | Math for College Liberal Arts |
| | Advanced International Certificate of Education (AICE) high school mathematics courses |

9. Students who have accumulated twelve (12) college credit hours and have not yet demonstrated proficiency in all of the basic competency areas of reading, writing and mathematics must be advised in writing by the School District of the requirements for Associate degree completion and state university admission, including information about future financial aid eligibility and the potential costs of accumulating excessive college credit, as outlined in Section 1009.286 F.S.

10. Students must complete and submit the Dual Enrollment Program Agreement form (IRSC 508) with an approval from their high school counselor and parent or guardian, if the student is under 18 years of age.

11. Students must receive an approval from their high school counselor for registered courses.

12. Students will be eligible for a maximum of 60 credit hours of dual enrollment.

13. Students who are scheduled to graduate from high school prior to the completion of a dual enrollment course, are not eligible to participate the dual enrollment program.

14. Students must meet any additional eligibility criteria specified by the postsecondary institution in the Dual Enrollment Articulation Agreement.

15. Students may not have been recommended for expulsion or expelled from a secondary school where the student attends or attended. Students who are enrolled in dual enrollment course(s) prior to being recommended for expulsion or being expelled may be permitted to finish the course(s) that they are already enrolled in, but they may not be permitted to enroll in or register for the additional course(s).

16. Students may not be placed at an alternative school for behavioral or disciplinary reasons or due to a safety concern. Students who are enrolled in dual enrollment course(s) prior to being placed in an alternative school may be permitted to finish the course(s) that they are already enrolled in, but they may not be permitted to enroll in or register for the additional course(s).

17. Students who are placed in an alternative school setting may be enrolled in dual enrollment classes if the District recommends such enrollment and provides a basis for the same.

18. IRSC and the TRUSTEES have the sole and absolute decision to permit or deny the enrollment of any student recommended pursuant to paragraph 16 above or who is not otherwise eligible for enrollment in dual enrollment. Further, IRSC or the TRUSTEES may require additional information from a student and/or the DISTRICT to assist in making any such determination.

Special Programs

1. Early College Program: The Early College Program will serve 11th and 12th grade students. Students participating in the Early College Program are required by Section 1007.273 to enter into a student performance contract, which must be signed by each participating student, the parent, a representative of the school district, and a representative of Indian River State College. The Early College processes are the same to that of Dual Enrollment with the following eligibility requirements.

Student Eligibility and Access:

Students must be enrolled as a student in a Florida public or nonpublic secondary school.

Students must be in 11th or 12th grade.

Students must demonstrate college readiness on Common Placement Tests, Alternative Placement Tests, or by approved High School Course work as provided under SBE Rule 6A-10.0315.

Students must have a minimum of a 3.0 unweighted GPA.

Students must be on track to graduate high school.

Students must successfully complete a minimum of 30 credit hours each academic year.

Students must enroll in a minimum of 12 college credit hours per semester.

Students who fall below the full-time status are no longer part of the Early College Program but may be eligible to continue to participate in the Dual Enrollment Program.

2. Dual Enrollment Success Academy (DESA) Program: The Dual Enrollment Success Academy Program is for 12th grade students who have met specific eligibility requirements and are seeking college credits prior to graduation. Specific program tracks and courses with a higher likelihood for success are made available for (DESA) students. The Dual Enrollment Success Academy Program processes are the same to that of Dual Enrollment with the following eligibility requirements.

Student Eligibility and Access:

Students must be in 12th grade.

Students must take an approved Common or Alternative Placement Test and scores must be submitted. Students may participate if they have a 3.0 unweighted GPA without the minimum placement scores. Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness via an approved Common or Alternative Placement Test in Reading. Students must be on track to graduate high school. Students who fail or withdraw from a course will not be eligible to continue in the DESA program. No exceptions are allowed for this program.

| Course Number | Course Title | College Credits |
|----------------------------|--|-----------------|
| SLS1101 | Student Success | 3 |
| Business Track | | |
| SLS1261 | Essentials to Contemporary Leadership | 3 |
| GEB1011 | Introduction to Business | 3 |
| MAN2021 | Principles of Management | 3 |
| Digital Media Track | | |
| DIG1115 | Digital Imaging Fundamentals with Photoshop | 3 |
| DIG2030 | Digital Video Fundamentals | 3 |
| GRA2160 | Digital Animation I | 3 |
| AA Track | | |
| HUM1020 | Intro to Humanities | 3 |
| BSCI00S | Life Science | 3 |
| SLS1261 | <u>Essentials to Contemporary Leadership</u> | 3 |

Students may participate in the following courses, not to exceed two courses within a semester and four courses in their senior year.

3. Employment Ready Dual Enrollment - The Employment Ready Dual Enrollment Program is for high school students who would like to develop technical skills with an emphasis on 21st Century employment opportunities. Students may pursue approved Associate in Science (AS) degrees. The Employment Ready Dual Enrollment Program's processes are the same to that of Dual Enrollment with the following eligibility requirements.

Student Eligibility and Access:

Students must be in 10th grade.

Students must demonstrate college readiness via a common or alternative placement test or via high school coursework to participate in college related courses.

Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness on a Common or Alternative Placement Exam.

Students must be on track to graduate high school.

Students may enroll in a maximum of 6 college credit hours per semester.

4. Career Pathways Dual Enrollment - Career Pathways Dual Enrollment is for High School Students in the 11th or 12th grade who are enrolled in a Career Academy and would like to accelerate towards a Post-Secondary credential. Students who have received Gold Standards Industry Certifications may receive additional course credits, during any semester that they are enrolled. Career Pathways articulated credits may also be applied when the student completes the Career Academy program, graduates from high school and enrolls in a course at IRSC. The Career Pathways Dual Enrollment Program's processes are the same to that of Dual Enrollment with the following eligibility requirements.

Student Eligibility and Access:

Students must be in the 11th or 12th grade.

Students must be enrolled in an approved Florida Career Pathways program at a high school within the St. Lucie County School District.

Students must be on track to graduate high school.

Students must be on track to complete one or more Career Pathways programs.

Students may participate with a minimum of a 2.5 unweighted GPA and have demonstrated college readiness on a Common or Alternative Placement Test.

Students may participate with a 3.0 GPA and have demonstrated college readiness via approved High School Course work as provided under SBE Rule 6A- 10.0315.

Mosaic Virtual School

Mosaic is an internet-based school serving the students and teachers in St. Lucie County. This school is part of the St. Lucie County Public Schools. Students are eligible to participate in these courses by meeting with their School Counselor.

Florida Virtual High School (FLVS)

Florida Virtual High School is an internet-based high school serving the students and teachers in Florida. Students are eligible to participate in these courses by registering online and having their parent/guardian and School Counselor approve their request online. To get more information, visit their website at www.flvs.net and see your School Counselor.

Performance Based Program

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



Virtual School Courses—FLVS (F) or Mosaic Digital Academy (M)

English

English 4: Florida College Prep (F)
 English I and Honors (F, M)
 English II and Honors (F, M)
 English III and Honors (F, M)
 English IV and Honors (F, M)

Mathematics

Algebra I and Honors (F, M)
 Algebra II and Honors (F, M)
 Calculus Honors (F)
 Geometry and Honors (F, M)
 Liberal Arts Math 2 (F)
 Math for College Readiness (F, M)
 Pre-Calculus (F, M)
 Liberal Arts Math 1 (M)

Health/Physical Education

Fitness Lifestyle Design (F)
 HOPE (F, M)
 Outdoor Education (F)
 Personal Fitness (F)

Science

Anatomy and Physiology and Honors (F)
 Biology and Honors (F, M)
 Chemistry and Honors (F, M)
 Earth Space Science and Honors
 Marine Science and Honors (F, M)
 Physical Science and Honors (F)
 Physics I and Honors (F)

Social Studies

Econ w/ Financial Lit and Honors (F, M)
 US Government and Honors (F, M)
 United States History and Honors (F, M)
 World History and Honors (F, M)

World Languages

Chinese I and II (F)
 Chinese III Honors (F)
 French I and II (F)
 Latin I and II (F)
 Latin III Honors (F)
 Spanish I and II (F, M)

Electives

Art History and Criticism I Honors (F)
 Career Research and Decision Making (F)
 Creative Photography I (F, M)
 Criminal Justice Operations I (F)
 Critical Thinking and Study Skills (F, M)
 Dave Ramsey's Found in Personal Finance (F, M)
 Driver's Education/Traffic Safety (F, M)
 Forensic Science I (F)
 Guitar (F)
 Intensive Reading (F, M)
 Journalism I (F, M)
 Law Studies (F)
 Leadership Skills Development (F, M)
 Life Management Skills (F)
 Music of the World (F)
 Parenting Skills (F)
 Peer Counseling I and II (F)
 Personal and Family Finance (F)
 Psychology I (F, M)
 Reading for College Success (F)
 Social Media I (F, M)
 Theatre, Cinema, and Film Production (F)

Career and Technical Education Courses

Applied Object-Oriented Java Programming (F)
 Business Software Application I and II (F)
 CSIT Network System configuration (F)
 CSIT System Essentials (F)
 Data Control and Functions (F)
 Database Fundamentals (F)
 Digital Design I (F)
 Digital Information Technology (F, M)
 Digital Media/Multimedia Foundations 1 – 5 (F)
 Foundations of Programming Honors (F)
 Foundations of Web Design (F, M)
 Networking I (F)
 Specialized Database Applications (F)
 Specialized Database Programming (F)
 User Interface Design (F)

AP Courses (all FLVS)

AP Art History
 AP Biology
 AP Calculus AB
 AP Calculus BC
 AP Computer Science A
 AP English Lang and Comp
 AP English Lit and Comp
 AP Environmental Science
 AP Human Geography
 AP Macroeconomics
 AP Microeconomics
 AP Psychology
 AP Statistics
 AP US Government & Politic
 AP US History

Credit Recovery

Chemistry I (F)
 Econ w/ Financial Lit (F)
 English 1-4 (F)
 US Government (F)
 World History (F)



TREASURE COAST HIGH SCHOOL

1000 SW DARWIN BLVD

PORT ST. LUCIE, FL 34953

PHONE: 772.807.4300

TCHS ADMINISTRATION

BRADLEY LEHMAN • PRINCIPAL

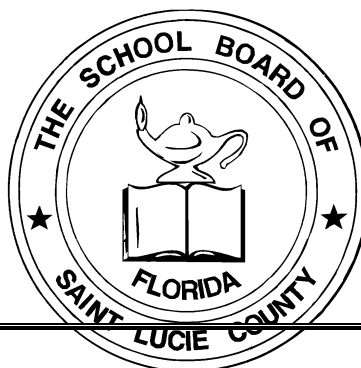
JEAN EMERSON • ASSISTANT PRINCIPAL

JASON MONROE • ASSISTANT PRINCIPAL

ALEX OGE • ASSISTANT PRINCIPAL

REGINA ROBERTS • ASSISTANT PRINCIPAL

ERIK WILE • ASSISTANT PRINCIPAL



Treasure Coast High School

Course Offerings

Bio-Technology

Biotechnology I

Credit: 1

Course Number: 3027010

Grades: 10, 11

Prerequisite: None

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology. The content should include, but not be limited to the nature of science, matter, energy, chemical processes of cells, organisms, cell molecular structure and function, membranes, DNA, plasmids, reproduction, communication, fundamentals of biochemistry, protein the levels of organization, molecular to organismal, classification, and taxonomy, interdependence of organisms, humans, and the environment, genetic diversity, selection, adaptations, and changes through time, bioethics, connection between Biotechnology, agricultural, food, and medicine and careers.

Biotechnology II

Credit: 1

Course Number: 3027020

Grades: 11, 12

Prerequisite: *Biotechnology I*

The purpose of this course is to provide exploratory experience combining laboratory and real-life applications in the field of Biotechnology. It is a continuation of Biotechnology I.

Biotechnology III

Credit: 1

Course Number: 8736030

Grades: 11, 12

Prerequisite: *Biotechnology I and II*

The purpose of this course is to expand the knowledge and applications learned in Biotechnology I and II. Students will be able to work more deeply in lab activities.

Business and Marketing

Distribution and Logistics

Digital Information Technology

Credit: 1

Course Number: 8207310

Grades: 9-12

Prerequisite: None

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, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards. **This course is a prerequisite to ALL other Business classes.**

Global Logistics Operations

Credit: 1

Course Number: 9503130

Grades: 10-12

Prerequisite: *Digital Information Technology*

The Global Logistics Operations course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology and the Introduction to Information Technology Applications courses for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes an understanding of warehouse operations, storage and control operations, protection, and economics.

Global Logistics Management

Credit: 1

Course Number: 9503140

Grades: 11-12

Prerequisite: *Global Logistics Operations*

The Global Logistics Management course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology, Introduction to Information Technology Applications, and Global Logistics Operations courses for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes knowledge, skills, and understanding of college and career readiness, employability skills, career acquisition and retention, life skills, and technological literacy.

Emerging Technology in Business

Credit: 1

Course Numbers: 8207010

Grades: 9-12

Prerequisite: *Counselor Placement*

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.

International Business

Accounting Applications 1

Credit: 1

Course Number: 8203310

Grades: 11, 12

Prerequisite: *Digital Information Technology and International Business Systems*

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements.

International Business Systems

Credit: 1

Course Number 8216110

Grades: 10-12

Prerequisite: *Digital Information Technology*

This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment.

International Finance and Law

Credit: 1

Course Number: 8216120

Grades: 11, 12

Prerequisite: *Digital Information Technology, International Business Systems, and Accounting 1*

This course is designed to provide students the opportunity to study international law and finance.

Drama- Theatre Arts

All Drama-Theatre Arts courses meet the graduation requirement for Performing Fine Arts.

Theatre I

Credit: 1

Course Number 0400310

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theatre as a collaborative art.

Theatre II

Credit: 1

Course Number 0400320

Grades: 9-12

Prerequisite: *Theatre I*

The purpose of this course is to enable students to develop basic skills in the multiple elements of theatre as a collaborative art.

Theatre III (Honors)

Credit: 1

Course Number 0400330

Grades: 10-12

Prerequisite: *Theatre II*

The purpose of this course is to enable students to develop intermediate skills in the multiple elements of theatre as a collaborative art.

Theatre IV (Honors)

Credit: 1

Course Number 0400340

Grades: 11-12

Prerequisite: *Theatre III*

The purpose of this course is to enable students to develop advanced skills in the multiple elements of theatre as a collaborative art.

AICE Drama AS Level

Credit: 1

Course Number 0400346

Grades: 11-12

Prerequisite: *Theatre III or IV (Honors)*

This course encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups.



College

Preparation

Reading

Intensive Reading *

Credit: 1

Course Number: 1000410

Grades: 9, 10, 11, 12

Prerequisite: None

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

Culinary Arts

The purpose of this program is to prepare students for careers in the restaurant field. The course content will include the following: food preparation and serving; identification, storage, selection and presentation of a wide variety of foods. The course content should also include training in communication, leadership, human relations and employability skills; and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Culinary Arts industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Culinary Arts I

Credit: 1
Course Number 8800510
Grades: 10
Prerequisite: None

Culinary Arts II

Credit: 1
Course Number 8800520
Grades: 10, 11
Prerequisite: *Culinary Arts I*

Culinary Arts III

Credit: 1
Course Number 8800530
Grades: 11, 12
Prerequisite: *Culinary Arts II*

Culinary Arts IV

Credit: 1
Course Number 8800540
Grades: 11, 12
Prerequisite: *Culinary Arts III*



Engineering

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of applied engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. The content includes but is not limited to study in mechanical, electrical, civil, and environmental engineering disciplines.

Applied Engineering Technology I

Credit: 1
Course Number 8401110
Grades: 10
Prerequisite: None

Applied Engineering Technology II

Credit: 1
Course Number 8401120
Grades: 11
Prerequisite: *Applied Engineering Technology I*

Applied Engineering Technology III

Credit: 1
Course Number 8401130
Grades: 12
Prerequisite: *Applied Engineering Technology II*

Production Technology

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of **production technology** and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

Advanced Manufacturing Technology I

Credit: 1
Course Number 9200210
Grades: 10
Prerequisite: None

Advanced Manufacturing Technology II

Credit: 1
Course Number 9200220
Grades: 11

Advanced Manufacturing III

Credit: 1

Course Number 9200230

Grades: 12

Prerequisite: *Advanced Manufacturing II*

World Languages

French I

Credit: 1

Course Number 0701320

Grades: 9

Prerequisite: None

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistics, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

French II

Credit: 1

Course Number 0701330

Grades: 10

Prerequisite: *French I or equivalent*

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative, and cultural approach to learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

French III Honors

Credit: 1

Course Number: 0701340

Grades: 11

Prerequisite: *French II or equivalent*

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with French literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

AICE French Language AS

Level

Credit: 1

Course Number 0701393

Grades: 10,11,12

Prerequisite: *French I, II or equivalent*

The purpose of this course is to develop 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.

Spanish

Spanish I

Credit: 1

Course Number: 0708340

Grades: 9

Prerequisite: None

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistics, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar.

Spanish II

Credit: 1

Course Number 0708350

Grades: 9,10

Prerequisite: *Spanish I or equivalent*

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.



Spanish III Honors

Credit: 1

Course Number: 0708360

Grades: 10, 11

Prerequisite: *Spanish II or equivalent*

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

AICE Spanish Language AS Level

Credit: 1

Course Number: 0708538

Grades: 11

Prerequisite: *Spanish II or equivalent*

The purpose of this course is to develop 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 Spanish Literature AS Level

Credit: 1

Course Number 0708540

Grades: 12

Prerequisite: *AICE Spanish Language or equivalent*

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



English

* Placement is required and based on FSA/EOC scores.

English I

Credit: 1

Course Number: 1001310

Grades: 9

Prerequisite: None

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to teach students to communicate accurately. Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

English I Honors

Credit: 1

Course Number 1001320

Grades: 9

Prerequisite: None

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

English I Through ESOL

Credit: 1

Course Number: 1002300

Grades: 9

Prerequisite: *placement into ESOL program*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

AICE General Paper

Credit: 1

Course Number: 1009400

Grades: 9-12

Prerequisite: *None; Counselor Placement*

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.

English II

Credit: 1

Course Number: 1001340

Grades: 10

Prerequisite: *English I*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

English II Honors

Credit: 1

Course Number: 1001350

Grades: 10

Prerequisite: *English I*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

English II Through ESOL

Credit: 1

Course Number: 1002310

Grades: 10

Prerequisite: *placement in the ESOL program*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

English III

Credit: 1

Course Number: 1001370

Grades: 11

Prerequisite: *English II*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

English III Honors

Credit: 1

Course Number: 1001380

Grades: 11

Prerequisite: *English II*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

English III Through ESOL

Credit: 1

Course Number: 1002320

Grades: 10, 11

Prerequisite: *placement in the ESOL program*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education. The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

AICE English Language AS Level**Credit:**1**Course****Number:**1001550**Grades:**10, 11**Prerequisite:** *AICE General Paper*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

English IV: College**Prep Credit:** 1**Course Number:** 1001400**Grades:** 12**Prerequisite:** *English III*

This course 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 in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K - 12 Common Core Standards.

English IV Honors**Credit:**1**Course****Number:**1001410**Grades:**12**Prerequisite:** *English III*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

English IV Through ESOL**Credit:** 1**Course Number:** 1002520**Grades:** 12**Prerequisite:** *placement in the ESOL program*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language and literature.

Creative Writing I/II**Credit:** 0.5**Course Number:**1009320/1009330**Grades:** 9-12**Prerequisite:** None

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Social Media**Credit:** 0.5**Course Number:** 1006375**Grades:** 9-12**Prerequisite:** None

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

Speech**Credit:** 1.0**Course Number:** 1007300**Grades:** 9-12**Prerequisite:** None

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

AICE English Literature 1 AS Level**Credit:**1**Course Number:**1005370**Grades:** 11,12**Prerequisite:** *AICE English Language*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

AICE English Literature 2 A Level

Credit:1

Course Number:1005375

Grades: 12

Prerequisite: *AICE English Literature AS Level*

Will meet graduation requirements for English Basic Assumptions for Language Arts Education.

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

Mathematics

* Placement is required and based on FSA/EOC scores.

Algebra I

Credit: 1

Course Number:1200310

Grades: 9, 10

Prerequisite: None

Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems.

Algebra I Honors

Credit: 1

Course Number: 1200320

Grades: 9, 10

Prerequisite: None

Will meet graduation requirements for Mathematics.

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. Will meet graduation requirements for Mathematics. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems.

Geometry

Credit: 1

Course Number: 1206310

Grades: 9-11

Prerequisite: *Algebra 1*

This course will meet the graduation requirement for Mathematics. The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems.

Geometry Honors

Credit: 1

Course Number: 1206320

Grades: 9-11

Prerequisite: *Algebra 1*

This course will meet the graduation requirement for Mathematics. The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. This content does include formal deductive proofs.

Algebra II/II Honors

Credit: 1

Course Number: 1200330/1200340

Grades: 9-12

Prerequisite: *Algebra 1 and Geometry*

Will meet graduation requirements for Mathematics. The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields.

Math for College Algebra

Credit: 1

Course Number: 1200710

Grades: 11, 12

Prerequisite: *Algebra 1, Geometry, Algebra 2*

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.

Mathematics for Data and Financial Literacy/

Mathematics for Data Financial Literacy Honors

Credit: 1

Course Number: 1200384/1200388

Grades: 11, 12

Prerequisite: *Algebra 1, Geometry, Algebra 2*

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)

Math for College Liberal Arts

Credit: 1

Course Number: 1207350

Grades: 11, 12

Prerequisite: *Algebra 1, Geometry, Algebra 2*

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.

Pre-Calculus Honors

Credit: 1

Course Number: 1202340

Grades: 11, 12

Prerequisite: *Algebra II and Geometry*

Will meet graduation requirements for Mathematics. The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry, and trigonometry.

AP Computer Science Principles

Credit: 1

Course Number: 0200335

Grades: 10-12

Prerequisite: *Algebra II and Geometry*

Will meet graduation requirements for Mathematics. The purpose of this course is to introduce students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world.

Foundational Math Skills 9-12

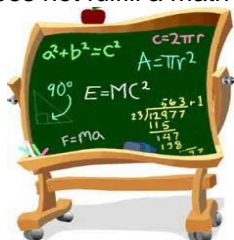
Credit: 1

Course Number: 1200400

Grades: 12

Prerequisite: *N/A*

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs. *This is an elective credit and does not fulfill a math requirement.*



Pre-AICE Mathematics III

Credit: 1

Course

Number: 1209825

Grades: 10

Prerequisite: *Algebra I and Geometry*

Will meet graduation requirements for Mathematics.

The purpose of this course is to enable students to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment

AICE Mathematics I AS Level

Credit: 1

Course Number: 1202362

Grades: 11-12

Prerequisite: *Acceptance into the AICE*

Program. The purpose of this course is to enable students to:

develop an understanding of the mathematical principles and appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying.

AICE Mathematics II A Level

Credit: 1

Course Number: 1202364

Grades: 11-12

Prerequisite: *AICE Math I, Acceptance into the AICE Program*

The purpose of this course is to enable students to: develop an understanding of the mathematical principles and appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying. Students will study quadratic equations, functions, coordinate geometry, circular measure, trigonometry, vectors, series, differentiation, integration; and representation.

Probability and Statistics Honors

Credit: 1

Course Number: 1210300

Grades: 11-12

Prerequisite: *Algebra 2 and Geometry*

The purpose of this course is to enable students to read and interpret data presented in various formats. Students

will be able to determine whether data is presented in appropriate format and identify possible corrections. Formats include histograms, bar graphs, line graphs, stem and leaf plots, circle graphs, box and whisker plots, scatter plots and cumulative frequency graphs.



Performing Arts

Eurhythmics I

Credit: 1
Course Number: 1305300
Grades: 9,10,11,12
Prerequisite: None

Will meet graduation requirements for Performing Fine Arts. 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. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

Eurhythmics II

Credit: 1
Course Number: 1305310
Grades: 9, 10, 11, 12
Prerequisite: None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop intermediate-level skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

Eurhythmics III

Credit: 1
Course Number: 1305320
Grades: 9, 10, 11, 12
Prerequisite: None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop proficient skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment, manipulation, precision, and the relationship between music and dance.

Eurhythmics IV

Credit: 1
Course Number: 1305330
Grades: 9,10,11,12
Prerequisite: None

Will meet graduation requirements for Performing Fine Arts. This course will enable students to develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is on dance, equipment, manipulation, precision, and the relationship between music and dance.

Band I

Credit: 1
Course Number: 1302300
Grades: 9, 10
Pre-requisite: None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

Band II

Credit: 1
Course Number: 1302310
Grades: 9, 10, 11
Pre-requisite: *Instrument experience*

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

Band III

Credit: 1

Course Number: 1302320

Grades: 10, 11, 12

Pre-requisite: *Prior band experience*

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

Band IV/V/VI

Credit: 1

Course Number: 1302330 / 1302340 / 1302350

Grades: 11, 12

Pre-requisite: *Prior band experience*

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the department of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening.

Instrumental Techniques I/II

Credit: 1

Course Number: 1302420 / 1302430

Grades: 9, 10

Prerequisite: None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

Instrumental Techniques III/IV

Credit: 1

Course Number: 1302440/ 1302450

Grades: 11, 12

Prerequisite: *Prior band experience*

Will meet graduation requirements for Performing Fine Arts.

The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting

using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

Jazz Ensemble I

Credit: 1

Course Number: 1302500

Grades: 9, 10, 11

Pre-requisite: None

Will meet graduation requirements for Performing Fine Art. 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.

Jazz Ensemble II

Credit: 1

Course Number: 1302510

Grades: 9, 10, 11

Pre-requisite: *Prior jazz band experience*

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop Intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

Jazz Ensemble III

Credit: 1

Course Number: 1302520

Grades: 11, 12

Pre-requisite: *Prior jazz band experience*

Will meet graduation requirements for Performing Fine Art. The purpose of this course is to enable students to develop proficient skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

Jazz Ensemble IV (Honors)

Credit: 1

Course Number: 1302530

Grades: 11, 12

Pre-requisite: *Prior jazz band experience*

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop advanced skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.



Chorus I

Credit: 1
Course Number: 1303300
Grades: 9, 10, 11
Pre-requisite: None

Will meet graduation requirements for Performing Fine Arts. The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing and accurate interpretation of notation.

Dance Techniques 1.2.3.and 4

Credit: 1
Course Number: 0300310, 0300320, 0300330
Grades: 9-12
Pre-requisite: None

Dance Repertory 1. 2. 3. and 4

Credit: 1
Course Number: 0300400, 0300410, 0300420, 0300430
Grades: 9-12
Pre-requisite: *Dance Teacher Approval*



Physical Education

HOPE: Health Opportunities Through Physical Education

Credit: 1.0

Course: 1506320

Grades: 9, 10, 11, 12

Prerequisite: None

Will meet graduation requirements for Physical Education. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

Beginning Weight Training

Credit: 0.5

Course Number: 1501340

Grades: 10, 11, 12

Prerequisite: None

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

Intermediate Weight Training

Credit: 0.5

Course Number: 1501350

Grades: 10, 11, 12

Prerequisite: None

The purpose of this course is to enable students to develop intermediate knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image.

Advanced Weight Training

Credit: 0.5

Course #: 1501360

Grade(s): 10, 11, 12

Pre-requisite: None

The purpose of this course is to enable students to develop advanced knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image.

Beginning Power Weight Training

Credit: 0.5

Course Number: 1501410

Grades: 10,11,12

Pre-Requisite: None

The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and to maintain or improve health-related fitness.

Outdoor Education

Credits: 0.5

Course #: 1502480

Grade(s): 9, 10, 11, 12

Pre-requisite: None

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

Recreational Activities

Credit: 0.5

Course Number: 1502470

Grades: 10, 11, 12

Prerequisite: None

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

Comprehensive Fitness

Credit: 0.5

Course #: 1501390

Grade(s): 9, 10, 11, 12

Pre-requisite: None

The purpose of this course is to enable students to develop understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness.

Basketball

Credit: 0.5

Course Number: 1503310

Grades: 9,10,11,12

Pre-Requisite: None

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

Soccer

Credit: 0.5

Course #: 1503320

Grade(s): 9, 10, 11, 12

Pre-requisite: None

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

Team Sports I

Credits: 0.5

Course #: 1503350

Grade(s): 9, 10, 11, 12

Pre-requisite: None

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness.

Team Sports II

Credit: 0.5

Course Number: 1503360 **Grades:**

9, 10, 11, 12

Prerequisite: None

The purpose of this course is to enable students to acquire knowledge of team sports play, develop skills in specified team sports and maintain or improve health-related fitness.



Public Service and Safety

The purpose of the programs in this cluster is to prepare students for employment or advanced training in the health occupations industry. The programs in this cluster also provide students the opportunity to be cross-trained in a variety of entry level positions. This cluster of programs focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of health care industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

Health Science I

Credit: 1

Course Number: 8417100

Grades: 10

Recommended Prerequisite: None

This course is the beginning of three that may lead to certification if the program is completed and comprehensive exams are passed.

Health Science 2

Credit: 1

Course Number: 8417110

Grades: 11

Prerequisite: *Health Science 1 or Anatomy and Physiology*

This is the second course in the Health Science Program and is double blocked with one of the three courses listed below.

Allied Health Assisting 3

Credit: 1

Course Number: 8417131

Grades: 11, 12

Prerequisite: *Health Science 1 & 2*

This course prepares students for the medical field. It is paired with Health Science II and is double block in students' schedules, taking up two periods consecutively.

First Responder**Credit:** 1**Course Number:** 8417171**Grades:** 11, 12**Prerequisite:** *Health Science 1 & 2*

This course prepares students for careers such as fire and public safety.

Nursing Assistant 3**Credit:** 1**Course Number:** 8417211**Grades:** 11, 12**Prerequisite:** *Health Science 1 & 2*

This purpose of this course is to prepare students for a medical career in nursing. With successful completion of this course and specific examinations, students can become certified nursing assistants.

Law/Criminal Justice

The purpose of this program is to prepare students for employment as Police Service Aides that do not require certification by the Florida Department of Law Enforcement (FDLE), Criminal Justice Standards and Training Commission (CJSTC).

Criminal Justice Operations 1**Credit:** 1**Course Number:** 8918010**Grades:** 10**Prerequisite:** None**Criminal Justice Operations 2****Credit:** 1**Course Number:** 8918020**Grades:** 11**Prerequisite:** *Criminal Justice Operations 1***Criminal Justice Operations 3****Credit:** 1**Course Number:** 8918030**Grades:** 12**Prerequisite:** *Criminal Justice Operations 2***Certified Legal Assistant****Credit:** 1**Course Number:** 8918060**Grades:** 12**Prerequisite:** *Criminal Justice Operations 3***Court Procedures****Credit:** 0.5**Course Number:** 2106390**Grades:** 10-12**Prerequisite:** None

The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

Law Studies**Credit:** 0.5**Course Number:** 2106350**Grades:** 10-12**Prerequisite:** None

The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Science**Biology I****Credit:** 1**Course Number:** 2000310**Grades:** 10**Prerequisite:** None

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences.

Biology I**Honors****Credit:** 1**Course Number:** 2000320**Grades:** 10**Prerequisite:** None

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory experiences and

laboratory and real-life applications in the biological sciences.

AICE Biology

Credit: 1

Course Number:2000321

Grades: 11, 12

Prerequisite: *Biology*

Will meet graduation requirement for Science. The purpose of this course is to provide exploratory studies, laboratory, and real-life applications in chemistry.

Chemistry I Honors

Credit: 1

Course Number:2003350

Grades: 11,12

Prerequisite: *Biology, Algebra I*

Will meet graduation requirement for Science. The purpose of the course is to study the composition, properties and changes associated with matter. The content should include classification of nature, structure and changes, atomic theory, periodic law, bonding, chemical formula, chemical and nuclear reactions, balancing equations, stoichiometry, reaction rates and equilibrium, acid and base chemistry, behavior of gases, dynamics, nuclear energy and the environment. It is more rigorous than the regular Chemistry course and receives higher weighting for the GPA if a grade of C or higher is earned.

AICE Chemistry

Credit: 1

Course Number:2003371

Grades: 11, 12

Prerequisite: *Biology, Acceptance into the AICE Program, Algebra I*

The purpose of this course is to study the composition, properties and changes associated with matter. The content includes classification of nature, structure and graphical representations and data analysis. Finally, it The purpose of this course is to provide opportunities to study concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities.

Anatomy and Physiology Honors

Credit: 1

Course Number: 2000360

Grades: 11, 12

Prerequisite: *Biology*

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop understanding of the relationships between the structures and functions of the human body.

Environmental Science

Credit: 1

Course Number: 2001340

Grades: 9

Prerequisite: None

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment.

Environmental Science Honors

Credit: 1

Course Number: 2001341

Grades: 9

Prerequisite: None

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment.

AICE Environmental Science

Credit: 1

Course Number: 2001381

Grades: 11, 12

Prerequisite: *Biology, Acceptance into the AICE Program.*

Will meet graduation requirement for Science. The purpose of this course is to develop and apply concepts basic to earth, its materials, processes, history and environment in space.

Marine Science I

Credit: 1

Course Number: 2002500

Grades: 11, 12

Prerequisite: *Biology*

Will meet graduation requirement for Science. The purpose of this course is to enable students to develop understanding of theories and ideas associated with biological, earth, and physical sciences through relevant investigation.

Marine Science I Honors

Credit: 1

Course Number: 2002510

Grades: 11, 12

Prerequisite: *Biology*

Students will formulate questions; make predications; plan experiments; make observations; classify, interpret, and analyze data, draw conclusions, and communicate findings. Emphasis shall be placed on advances development and use reasoning, scientific analysis, and oral and written expressions of findings.

AICE Marine Science

Credit: 1

Course Number: 2002515

Grades: 11, 12

Prerequisite: *Biology, Acceptance into the AICE Program.*

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

Forensic Science I

Credit: 1

Course Number: 2002480

Grades: 11, 12

Prerequisite: *Biology*

This course will provide opportunities to develop knowledge of biology and physical sciences and enable students to associate this knowledge with real life applications.

Principles of Technology

Credit: 1

Course Number: 2003600

Grades: 11, 12

Prerequisite: *Biology*

This course will provide opportunities to laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures.

Social Studies

World History

Credit: 1

Course Number: 2109310

Grades: 10

Prerequisite: None

Will meet the graduation requirement for world history. The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment pertaining to history, geography, and economics.

World History Honors

Credit: 1

Course Number: 2109320

Grades: 10

Prerequisite: None

The purpose of this course is to acquire an understanding of the chronological development of world events pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

United States History Honors

Credit: 1

Course Number: 2100320

Grades: 11

Prerequisite: None

Will meet graduation requirement for American History.

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, and economics.

AICE United States History AS/A Level

Credit: 1

Course Number: 2100500/2100505

Grades: 11

Prerequisite: *Acceptance into the AICE Program*

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

African-American History

Credit: 0.5

Course Number: 2100340

Grades: 9-12

Prerequisite: None

Students understand the development of African American heritage within the context of a broad historical focus. Students examine connections to the past to prepare for the future as participating members of a democratic society.

Holocaust

Credit: 0.5

Course Number: 2109430

Grades: 9-12

Prerequisite: None

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany.

AICE European History

Credit: 1

Course Number: 2109371

Grades: 10

Prerequisite: None

Will meet graduation requirement for World History. Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students 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.

United States History

Credit: 1

Course Number: 2100310

Grades: 11

Prerequisite: None

Will meet graduation requirement for American History. The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period.

AICE Global Perspectives AS Level

Credit: 1

Course Number: 1700364

Grades: 11, 12

Prerequisite: *Acceptance into AICE program*

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

AICE Global Perspectives A Level

Credit: 1

Course Number: 1700365

Grades: 12

Prerequisite: *Acceptance into AICE program*

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

Economics

Economics with Financial Literacy

Credit: 0.5

Course Number: 2102335

Grades: 12

Prerequisite: None

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content includes, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. *This course meets economics requirement as well as online course requirement for graduating with a standard diploma.*

Economics with Financial Literacy Honors

Credit: 0.5

Course Number: 2102345

Grades: 12

Prerequisite: None

Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). *This course meets economics requirement as well as online course requirement for standard diploma.*

AICE Economics

Credit: 1

Course: 2102321

Grades: 12

Prerequisite: Acceptance into the AICE Program

Will meet the graduation requirements for Economics. The purpose of this course is to provide students with the information and theory, and distinguishing facts from hypothetical statements and value judgments. Students will organize, present and communicate economic ideas and informed judgments in a clear, logical and appropriate form.

Personal Financial Literacy

Credit: 0.5

Course Number: 2102372

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students to understand basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

Advanced Placement Human Geography

Credit: 1

Course: 2103400

Grades: 9-12

Prerequisite: None

The purpose of this rigorous, exciting course is to enable students to develop higher levels of concepts and skills related to Human Geography. The course that explores how people develop social, political, economic, and cultural behaviors and systems in relation to the natural environments in which they live.

Political Science

American Government

Credit: 0.5

Course: 2106310

Grades: 12

Prerequisite: None

Will meet the graduation requirement for American Government. The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

American Government Honors

Credit: 0.5

Course: 2106320

Grades: 12

Prerequisite: None

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

Advanced Placement US Government and Politics

Credit: 0.5

Course: 2106420

Grades: 12

Prerequisite: None

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

Psychology

Psychology I

Credit: 0.5

Course Number: 2107300

Grades: 9-12

Prerequisite: None

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

Psychology II

Credit: 0.5

Course Number: 2107310

Grades: 9-12

Prerequisite: *Psychology I*

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

AICE Psychology I

Credit: 1

Course Number: 2107360

Grades: 11,12

Prerequisite: *Acceptance into the AICE Program*

The purpose of this course is to provide an introduction to 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 Psychology II

Credit: 1

Course Number: 2107370

Grades: 11,12

Prerequisite: *Acceptance into AICE program.*

The purpose of the course is to provide an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

Sociology

Credit: 0.5

Course Number: 2108300

Grades: 9-12

Prerequisite: None

The purpose of the course is to provide an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

AICE

Sociology

Credit: 1

Course Number: 2108310

Grades: 11,12

Prerequisite: *Acceptance into AICE program.*

In a rapidly changing world, AICE Sociology 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. The class provides a solid grounding in the central ideas and approaches in Sociology.

AICE Thinking Skills

Credit: 1

Course Number: 1700372

Grades: 10-12

Prerequisite: *Acceptance into 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 within 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.

Visual Arts

All Visual Arts courses meet the graduation requirements for Performing Fine Arts.

Drawing I

Credit: 1

Course Number: 01043340

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques.

Drawing II/III/IV

Credit: 1

Course Number: 0104350/0104360/0104370

Grades: 9-12

Prerequisite: *Drawing I*

The purpose of these courses is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and other media, and to build on those skills from Drawing II to Drawing III and Drawing 4.



Creative Photography

Credit: 1

Course Number: 0108310

Grades: 10-12

Prerequisite: None

Meets graduation requirement for Performing Arts. The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques.

Special Note. This course incorporates hands-on activities and consumption of art materials. Access to a darkroom and appropriate photographic equipment is required. Digital cameras are used with computer hardware, software, peripheral devices, and printers.

Graphic Design

Digital Art Imaging I & II

Credit: 1

Course Number: 0108370, 0108380

Grades: 9-12

Prerequisite: None

The purpose of this course is to enable students to develop basic knowledge of computer graphic systems and to produce computer-generated images by applying the elements of art and principles of design.

Visual Technology I, II & III

Credit: 1

Course Number: 0107440, 0107450

Grades: 9-12

Pre-requisite: *Journalism 1*



Air Force JROTC

The Air Force Junior Reserve Officer Training Corps (AFJROTC) is a four year citizenship program. All AFJROTC courses are blends of material from an Aerospace Science (AS) component, a Leadership Education (LE) component and a Wellness component. For organizational purposes Aerospace Science is separated from the Leadership Education component in each AFJROTC class. In practice, however, the overlap is considerable. For example, writing and speaking skills are categorized as "Leadership Hours" but are also incorporated into the Aerospace Science courses. Additionally, many of the Aerospace Science topics are helpful in the Leadership Education classes. Each course has the AS component as 40% of contact time, LE component 40% of contact time and the Wellness program (to include Drill and Ceremonies) 20% of contact time. To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, color guard teams, honor guards, model rocketry, military balls, and awards banquets. An integral part of the program is the requirement to meet Air Force grooming standards and to wear the uniform a minimum of one day every week.

There is no commitment or obligation to serve in the armed forces as a result of participation in Junior ROTC.

Note:

Completion of two years of Junior ROTC satisfies the full one credit HOPE requirement and the full one credit Performing Arts requirement.

1800300 – Aerospace Science I (Grades 9 – 12)

1800310 – Aerospace Science II (Grades 9 – 12)

1800320 – Aerospace Science III (Grades 9 – 12)

1800330 – Aerospace Science IV (Grades 9 – 12)



Aerospace Science: A Journey into Aviation History

This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

Cultural Studies: An Introduction to Global Awareness

This is a customized course about the world's cultures specifically created for Junior ROTC programs. It introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. This course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region.

The Science of Flight: Gateway to New Horizons

This is a science course designed to acquaint the student with the aerospace environment, the human requirements of flight, and the principles of aircraft flight. The course covers the atmosphere and weather and how the environment affects flight. Also covered are the forces of lift, drag, thrust, and weight and how they affect an aircraft in flight and on the ground. The portion on the Human Requirements of Flight is a survey course on human physiology which covers the human circulatory system, the effects of acceleration and deceleration, and protective equipment.

Exploring Space: The High Frontier

This course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas about the universe through the Renaissance, and on to modern astronomy. It provides an in-depth study of the Earth.

Sun, stars, Moon, and solar system. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights. The course covers the human aspect of space flight, focusing on the human experience in space.

1800330/1800350 AEROSPACE SCIENCE IV (Grades 10-12)

Perquisite: 1800300/310/320 (or concurrent enrollment) and instructor approval required.

Management of the Cadet Corps

Upper class cadets manage the entire corps under AFJROTC instructor supervision. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They practice their communication, decision-making, personal interaction, managerial, and organizational skills.

LEADERSHIP EDUCATION

The Leadership Education Components taught concurrently with the AS Component are:

Leadership Education I

Leadership: Citizenship, Character & Air Force Tradition

This section introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC), providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. The first unit of this course will be taught each year to all cadets with the entire course being taught as required in succeeding years in AFJROTC.

Leadership Education II

Leadership: Communication, Awareness, and Leadership

This course stress communications skills and cadet corps activities. It is normally taught to second-year cadets, but may also be taught to other grade levels. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

Leadership Education III

Leadership: Life Skills and Career Opportunities

This course will be helpful to students deciding which path to take after high school. This LE component is normally offered to upper class cadets, but may be taught to lower grade levels. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration is also included. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. There is information on how to prepare a résumé and the importance of good interviewing skills. Information is also provided to students who are interested in a career in the military, with the federal government, or in aerospace.

Leadership Education IV

Leadership: Principles of Management This course is a guide to understanding the

fundamentals of management, managing yourself, and others. This LE component is usually taught to senior cadets, but may be taught at lower levels.

Emphasis is placed on allowing the student to see himself/herself as a manager. Every organization, regardless of size, faces the challenge of managing operations effectively. No matter how well a manager carries out his or her job, there are always ways of doing at least part of the task more effectively. There are four building blocks of leadership considered in this text from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead others – something that can be very valuable to you for the rest of your life. The four areas are Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

The following programs are part of every Air Force Junior ROTC class and participation in some way is required of all cadets enrolled in AFJROTC.

Drill and Ceremonies

This course provides an in-depth introduction to drill and ceremonies, and is taught as part of the Leadership Education and the Wellness components for each Air Force Junior ROTC class. The Drill and Ceremonies course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of command voice.

Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Though each class will follow an established lesson plan, most of the work is to be hands-on.

Wellness Curriculum

Wellness is an official part of the Air Force Junior ROTC program and is part of each Air Force Junior ROTC class. It is an exercise program focused upon individual base line improvements with the goal of working toward a national standard as calculated with age and gender. The exercises develop all muscle groups and provide sufficient anaerobic and aerobic intensity. They require no equipment and use only body weight and common objects (e.g. chairs). Other activities will be included, such as team sports, in order to keep the Wellness Program fun and motivating. Wellness is instrumental in building better citizens for America. Upper class cadets manage the entire corps under AFJROTC instructor supervision. This hands-on experience affords the cadets the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision making will be done by cadets. They practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

Embry-Riddle Aeronautical University Course Offerings:

AS 120 Principles of Aeronautical Science

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. Subjects include historical developments in aviation and the airline industry; theory of flight; airport operations; aircraft systems and performance; elements of air navigation; basic meteorology theory; air traffic principles; flight physiology; and aviation regulations and safety.

AS220 Unmanned Aircraft Systems

This course is a survey of unmanned aircraft systems (UAS), emphasizing the military and commercial history, growth, and application of UASs. The course will include basic acquisition, use, and operation of UASs with an emphasis on operations.

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.

18. Dissemination of Policy.

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

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

a. Website Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of

the District Coordinator on the School District's website.

b. Handbook Publication. The School District must prominently display the name, office address, electronic mail address and telephone number of the District Coordinator in each handbook or catalog made available to students, parents or legal guardians of elementary and secondary school students, employees, applicants for admission and employment, and all unions or professional organizations who hold collective bargaining or professional agreements with the School District.

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

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

SPECIFIC AUTHORITY: Sections 760.01; 794.022; 1000.05; 1001.41; 1001.43;
1006.07;
1006.09 and 1012.23, Florida Statutes

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S. LAWS

IMPLEMENTED: _____, _____,
F.S.

History

**: New
ADOPT
ED:
03/09/2021**

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

Name: _____

Signature: _____

Section

Chapter 2: School Board Governance and Organization

Title

Prohibiting Discrimination, Including Sexual and Other Forms of Harassment



Code

2.70

Status

Active

A. Policy Against Discrimination

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

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

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

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

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

(1) The School Board desires to maintain an academic and work environment in which all employees, volunteers, students, and visitors are treated with respect and dignity. A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of

discriminatory practices. The Board's prohibition against discriminatory practices includes prohibitions against sexual harassment or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law, including but not limited to harassment based on any of the factors or classifications specified in subsection A.(1) of this policy. As used in this policy, the term "harassment" includes but is not

limited to any conduct or behavior that demeans, degrades, antagonizes, or humiliates a person or group of persons, or interferes with a person's work or school performance or participation. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment, by any of its employees, students, volunteers or agents.

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

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

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

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

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

C. Retaliation and Coercion Prohibited

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

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

D. Violations

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

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

E. Protections for Persons with Disabilities

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

F. Reporting

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

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

G. Procedures

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

STATUTORY AUTHORITY: [120.54](#), [1001.41](#), [1001.42](#), [1012.23](#), F.S.

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

STATE BOARD OF EDUCATION RULE: [6A-19.001](#) et seq.

History:

ADOPTED: 03/30/2004

Revision Date(s): 09/13/2011, 07/29/2014, 12/08/2015
Formerly: 2.09, 3.01



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

① **Grievance.** For purposes of this policy, a grievance is a complaint by a student of or applicant for admission to the public schools in St. Lucie County alleging (a) a violation, misinterpretation, or inequitable application of an established policy governing students individually or collectively, (b) an act of discrimination or intimidation against the student, or any other conduct or practice prohibited by Policy 2.70 Prohibiting Discrimination, or (c) any other act in violation of the student's rights, but not including complaints regarding identification, evaluation, or educational placement arising under Section 504 of the Rehabilitation Act. Complaints regarding identification, evaluation, or educational placement under Section 504 should be filed under the procedures set forth in the Section 504 Manual. For complaints of bullying and harassment, the District shall follow the procedures in Policy 3.43, Bullying and Harassment.

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

③ **Procedure**

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

(60) calendar days of the alleged incident.

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

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

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

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

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

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

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

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

1. Imposing consequences, including referral for discipline when appropriate, upon the person against whom the grievance was lodged,
2. Undertaking such remedial measures as appropriate in the circumstances to address and resolve the grievance and to protect the grievant and witnesses for the grievant from retaliation or future discrimination,

3. Undertaking referrals for counseling, when appropriate, of the grievant and the person against whom the ' grievance was lodged, and

4. Re-emphasizing instruction of students and training of employees on identifying, preventing, and responding to acts of discrimination.

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

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

STATUTORY AUTHORITY:
1001.41, 1001.42, F. S. LAWS

IMPLEMENTED: 1000.05, F.S.

History:

Adopted: 03/30/2004

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



Board Members

Debbie Hawley

Troy Ingersoll

Jack Kelly

Dr. Donna Mills

Jennifer Richardson

Superintendent

Dr. Jon R. Prince

NOTICE OF NON-DISCRIMINATION AND SECTION 504 COMPLIANCE

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

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

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

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

Office: (772) 429-4521, Fax: (772) 429-4528, E-mail: SS-GRV@stlucieschools.org

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

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

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

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

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

