

Polk Community College Collegiate Charter High School

Charter Renewal Application

October 2006

Dr. Debra Daniels, Vice President Academic and Support Services
PCC Collegiate Charter High School
999 Avenue H NE
Winter Haven, Florida 33881-4299
Telephone: 863-297-1056
Fax: 863-297-1053

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**Polk Community College (PCC) Collegiate Charter High School
Charter Renewal Application**

1. Is the academic program a success:

1A. Has the school made reasonable progress in meeting internally established educational goals during the term of its charter?

Goals established by the school are included in two CHS documents, the Accountability Report of 2005 and the school-created Accountability Plan.

Accountability Report of October 2005

The CHS staff collaborated with the Office of Choice and Magnet Schools in creating the Accountability Report of October 2005. The Accountability Report lists nine goals, which are specifically tied to corresponding numbered State goals. These goals are included as **Attachment #1**. They address the following five school performance categories:

1. Maintaining a student enrollment of between 100 and 200 students.
2. Graduating 90% of enrollees with at least 85% of graduates having earned 30 college credits by the time of graduation.
3. Establishing an environment resulting in few student discipline referrals/issues.
4. Maintaining high teacher attendance.
5. Establishing high stakeholder satisfaction.

Charter School Accountability Plan Initiated June 2005 & Revised March 2006

Goals established internally for the PCC Collegiate Charter High School (CHS) are listed in the school's Accountability Plan. The CHS was established in 2004, and its first Accountability Plan was drafted in June 2005. Revisions to that plan are represented by the plan of March 2006.

The Accountability Plan of March 2006 also lists 9 goals, which were negotiated with the Office of Choice and Magnet Schools. These goals are included as **Attachment #2**. The new goals add the following accountability issues:

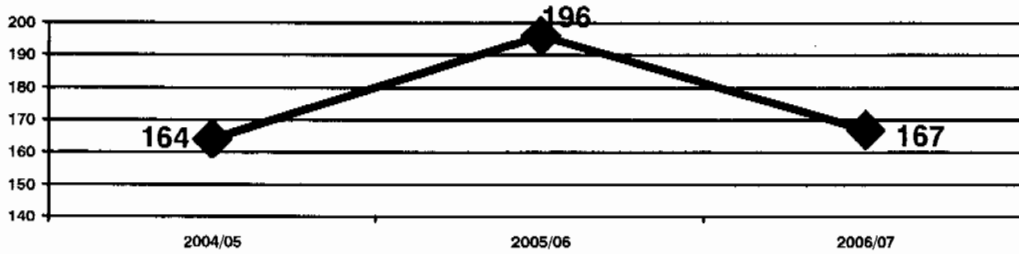
6. Ensuring that Technology Academy students earn industry certification with a pass rate of 90%.
7. Demonstrating that students have mastered reading comprehension, sentence skills and college level mathematics ability as measured by the College Placement Test.
8. Preparing students to equal or exceed State and district performance on the FCAT Science Test.
9. Operating the school with sound financial principles.
10. Implementing an active and supportive board of directors.

While the nine goals from the March 2006 Accountability Plan should provide the starting point for the Renewal Document and the new Accountability Plan, this document will address progress in relation to all ten performance categories listed above.

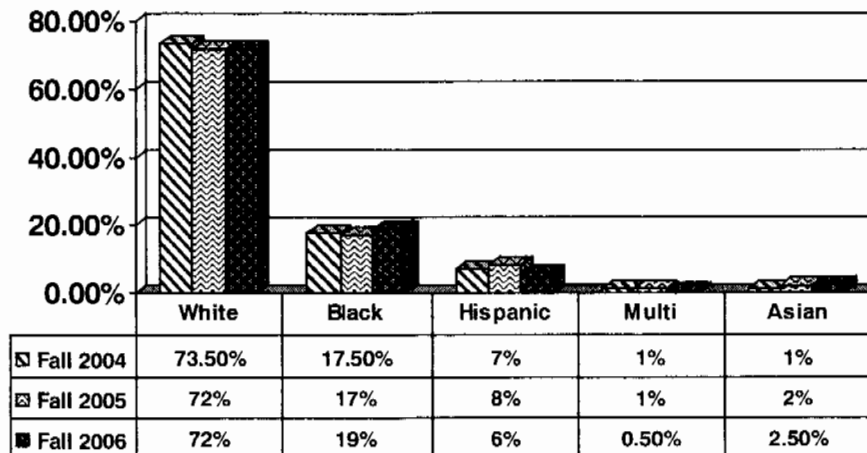
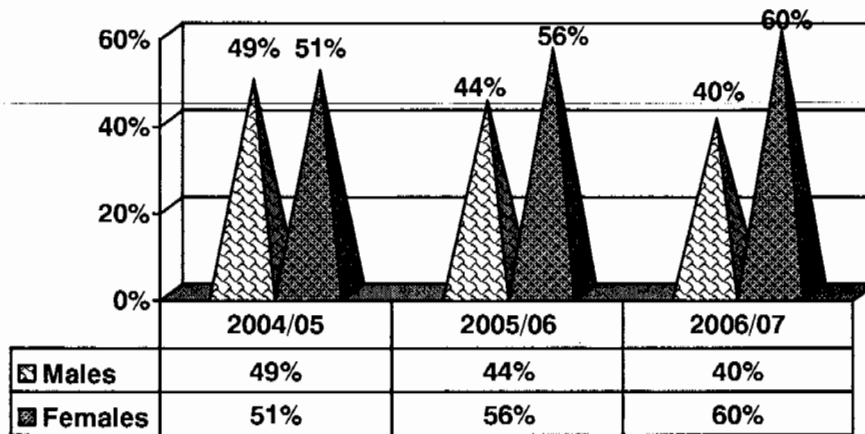
Progress in Meeting Internally Established Goals

Progress in meeting the goals as addressed in the ten performance categories above is as follows.

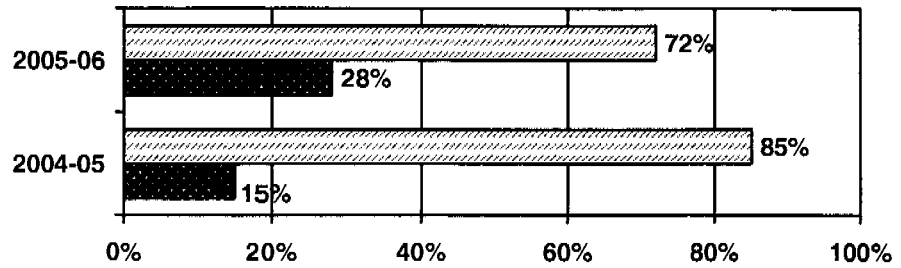
1. Maintaining student enrollment between 100 and 200. **Performance Met!**
Student enrollment has met the stated goal. Enrollment at the beginning of school years 2004-2005, 2005-2006 and 2006-2007 was as reflected in the following graph.



Enrollment by gender and ethnicity is shown below.



Enrollment of economically disadvantaged students has been as listed in the graph below.



	2004-05	2005-06
Other	85%	72%
Economically Disadvantaged	15%	28%

2. Graduating 90% of enrollees with at least 85% of graduates having earned 30 college credits by the time of graduation. **Performance Partially Met!**

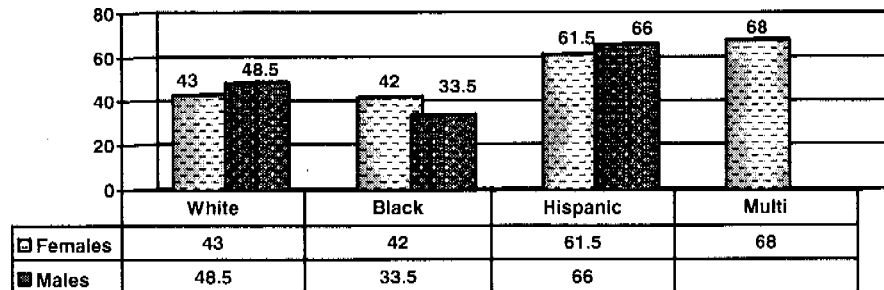
The CHS showed a 97% graduation rate for 2004-2005 and a 99% graduation rate for 2005-2006. This portion of the accountability issue was met.

In the spring of 2005, 81% of CHS graduates had earned 30 or more college credits. In the graduating class of 2006, the percentage rose to 83%.

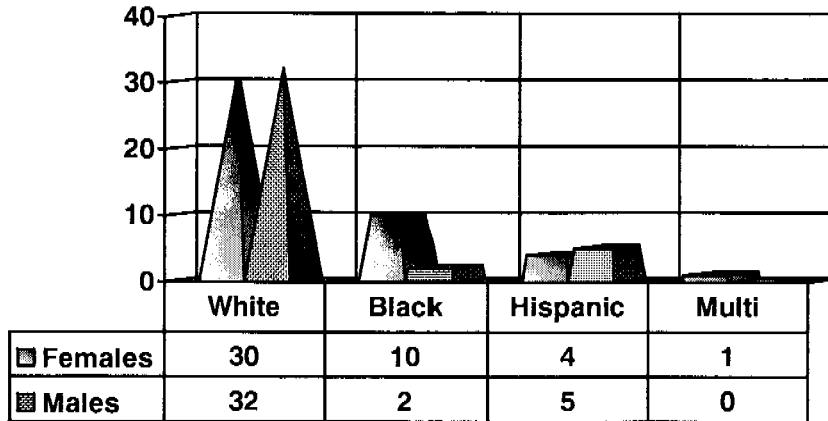
During the 2006-2007 school year, the following strategies have been implemented to increase the number and percentage of CHS students earning 30 or more college credits:

- Sections of the College Success class have been set up exclusively for CHS students. The course curriculum has also been modified to meet the specific needs of high school students.
- Tutoring opportunities for CHS students have been expanded.
- Mentors are working with CHS students in a variety of settings, addressing issues identified by both staff and students.
- A postsecondary advisor has been added to the staff to guide and support CHS students as they choose their college credit courses.

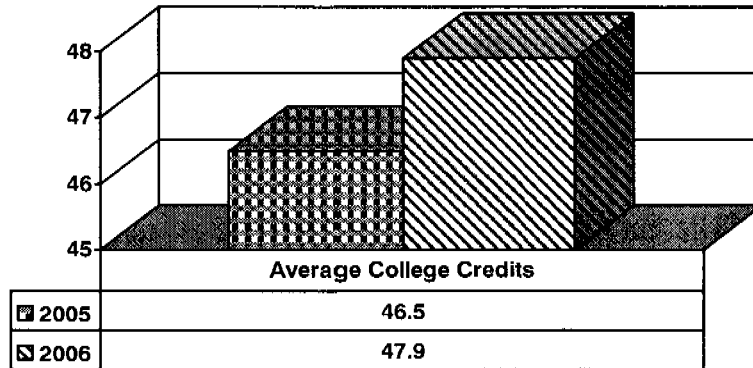
The chart below shows the average number of college credits earned by CHS graduates in 2006. Students are grouped by gender/ethnicity.



The number of graduates in each group was as follows:



In 2005, the CHS had four graduates categorized as economically disadvantaged. In 2006, that number rose to 13. Economically disadvantaged students are defined as those who qualify for free or reduced lunch. In 2005, 100% of these students earned at least 30 college credits by graduation; in 2006, 84.6% of the economically disadvantaged graduates had at least 30 college credits. The average number of college credits earned by economically disadvantaged students for each year is reflected in the graph below.



Additionally, 17 of the 2006 graduates finished an AA degree. This is compared with 3 students who completed an AA degree by the time of high school graduation in 2005.

- Establishing an environment with few discipline issues. **Performance Met!**
Since the establishment of the CHS, only one discipline case has been entered into Genesis. The original goal called for 85% of students to have fewer discipline referrals for major infractions. During the 2004-2005 school year, 99% of students had no discipline referrals and there were no in-school suspensions. In 2005-2006, 100% had no discipline referrals with no in-school suspensions. That pattern has continued and this issue is no longer reflected in a performance goal.

4. Maintaining high teacher attendance. **Performance Met!**

Teacher attendance has exceeded expectations. In both 2004-2005 and 2005-2006, 100% of teachers were in attendance more than 93% of their contract days. Since excellent attendance has been maintained, teacher attendance is no longer listed as a performance goal.

5. Establishing high stakeholder satisfaction. **Performance Met!**

Results of satisfaction surveys for 2004-2005 and 2005-2006 are as follows:

- 2004-2005
 - More than 85% of the parents either agreed or strongly agreed with 86% of the Annual Climate Survey correlates.
 - More than 85% of the students either agreed or strongly agreed with 86% of the Annual Climate Survey correlates.
- 2005-2006
 - More than 85% of the parents either agreed or strongly agreed with 100% of the Annual Climate Survey correlates.
 - More than 85% of the students either agreed or strongly agreed with 100% of the Annual Climate Survey correlates that have been made available to the CHS.

Additionally, satisfaction of CHS teachers as measured by survey showed the following:

- 2004-2005—100% of teachers surveyed indicated that they agreed or strongly agreed with all items on the survey.

Note: This was not a goal that was tracked in 2005-2006.

6. Ensuring that Technology Academy students earn industry certification with a pass rate of 90%. **Performance Met!**

In the spring of 2005, the student pass rate on the information technology industry certification exams was 100%. In 2006, students showed a 92% pass rate with 12 of 13 students demonstrating content mastery.

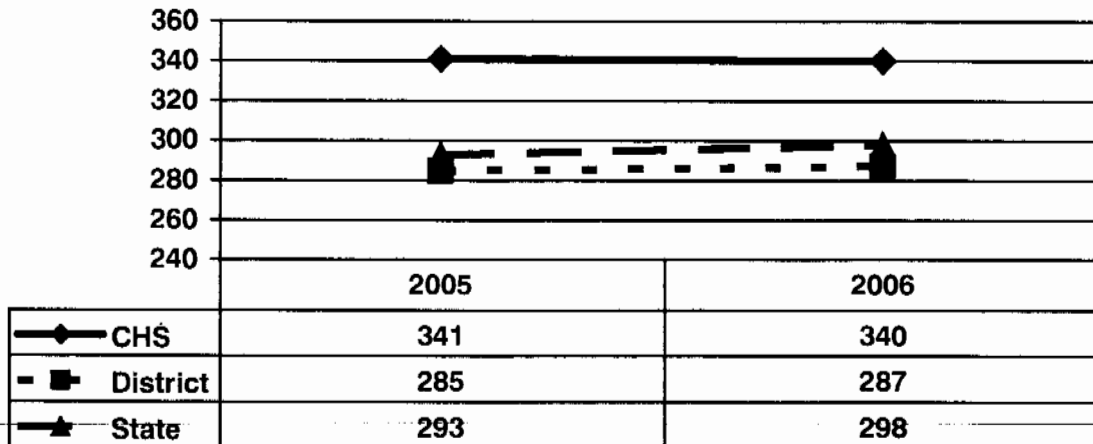
7. Demonstrating that students have mastered reading comprehension (90% scoring 83 or higher) as well as college level mathematics ability (73% scoring 72 or higher) as measured by the College Placement Test (CPT). **Performance Met!**

This was a new goal as of March 2006. While only 71% of graduates scored at 72 or higher on the math portion of the CPT in 2005, that number rose to 88% in 2006.

In 2005, 92% of CHS graduates showed mastery of reading comprehension as measured by the reading and sentence skills portions of the CPT. In 2006, that percentage rose to 99% with 83 of 84 graduates scoring 83 or higher.

8. Preparing students to equal or exceed State and district performance on the FCAT Science Test. Performance Met!

The chart below shows the 2005 and 2006 mean score for CHS students compared to that for students across the district and the State.



9. Operating the school with sound financial principles. Performance Met!

The school has been operating with sound financial principles as described in detail on page(s) 11-12 of this document. The CHS showed net assets of \$198,320 at the end of the 2005 school year and \$401, 098 at the end of 2006.

10. Implementing an active and supportive board of directors. Performance Met!

The PCC District Board of Trustees (DBOT), composed of seven members, acts as the board of directors for the CHS. The role and effectiveness of the DBOT in performing governance duties are described on pages 13-14 of this document. The DBOT met 12 times per year for the first two years of charter implementation. A quorum was present for every meeting. As of the 2006-2007 school year, the DBOT will meet 11 times annually. Meeting dates are posted on the PCC website, and minutes of past meetings are available upon request.

1B. Has student performance significantly improved and/or been persistently strong on internal and external student assessments?

Persistently Strong Performance

CHS students have shown excellent performance in terms of the following:

- Demonstrating positive school and classroom behavior.
- Graduating on time and earning a significant number of college credits while in high school (average number of college credits earned in 2005 = 44.4; 2006 = 45).
- Earning industry certification.
- Receiving one of the eleven Silver Garland awards presented by the Ledger in both 2005 and 2006.

- Acquiring scholarship dollars of \$422,400 in 2005 and \$955,348 in 2006.
- Showing mastery of reading comprehension, sentence skills and college algebra standards as measured by the CPT.*
- Performing above district and State mean scores on the FCAT Science Exam.*

* *External student assessments*

Performance Improvement

An area in which performance improvement is clearly demonstrated is in the increase in the percentage of students earning a passing score on one or more sections of the CPT after receiving instruction in the CHS. Student performance is shown in the table below.

<i>CPT Reading Comprehension</i> (Percentage of Students Earning a Passing Score)		<i>CPT College Level Algebra</i> (Percentage of Students Earning a Passing Score)	
2005 Graduates		2005 Graduates	
<i>At Entry</i>	<i>After CHS Instruction</i>	<i>At Entry</i>	<i>After CHS Instruction</i>
67%	94%	27%	79%
2006 Graduates		2006 Graduates	
<i>At Entry</i>	<i>After CHS Instruction</i>	<i>At Entry</i>	<i>After CHS Instruction</i>
73%	99%	45%	88%

Although they are not addressed in the goals listed above, the FCAT Reading and Math Tests are also administered at the CHS. While the CHS serves only 11th and 12th graders, some students enter the CHS without having passed FCAT reading and/or math. Those students come from a home schooling environment, a school in which the tests are not administered, or schools where the students did not earn a passing score in the 10th grade. In preparation for FCAT administration, CHS students are instructed in test-taking skills and receive a review of reading and math skills as assessed on the tests.

The FCAT Reading and Math Tests were administered in both October and March of the 2004-2005 and 2005-2006 school years. In both years, test outcomes show that students performed well. In some cases, students overcame difficulties they experienced the year before in a previous school. Performance on each test for both years is shown in the table below.

School year	Reading		Math	
	2004-2005	2005-2006	2004-2005	2005-2006
Number Tested	24	23	11	13
Number Passed	23	21	11	12
<i>Percentage Passed</i>	98%	91%	100%	92%

The table below shows the total number of students tested in both reading and math and both the number and percentage who passed by gender and ethnicity.

	Reading			Math		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
White Male	12	12	100%	10	10	100%
White Female	19	19	100%	9	9	100%
Black Male	4	4	100%	1	1	100%
Black Female	9	6	67%	3	2	67%
Hispanic Male	3	3	100%	1	1	100%

CHS students categorized as economically disadvantaged have also excelled on both FCAT Reading and Math Tests. Their test performance is reflected in the table below.

Free/Reduced Lunch Students	Reading			Math		
	# Tested	# Passed	% Passed	# Tested	# Passed	% Passed
2004-2005	9	9	100%	6	6	100%
2005-2006	6	6	100%	1	1	100%

To further illustrate student success, case studies of two CHS students are included below.

Case Study 1

White male was admitted August 2004 as a junior coming from Bill Duncan Opportunity Center. Student was withdrawn from Harrison School for Performing Arts because of a vandalism discipline case that also involved criminal charges. Student entered with “passing” equivalents on all three parts of the College Placement Test and grade 10 FCAT Sunshine State Standards Reading & Math Tests. He chose the Information Technology program, which he completed, but also earned 27 credits towards his A.A. degree. Student has articulated to University of Central Florida for computer engineering program. This agreement allows CHS IT students the opportunity to transfer into a bachelor program with junior standing. Both student & parent attribute part of his success to CHS diligence at reporting attendance and maintaining regular parent contact.

Case Study 2

African American female was admitted August 2004 as a junior, transferring from Winter Haven High School. Although her grades indicated an A/B average she was admitted conditionally because her sentence skills score on the CPT was the only “passing” score. She also had not passed the grade 10 FCAT Sunshine State Standards Reading Test. She entered the CHS program with College Success SLS 1101 and 3 high school classes, including Intensive Reading. She was also assigned to the CHART lab for critical thinking. This student benefited greatly from the individualized program of study. She retok the FCAT Reading Test in October 2004 and earned the necessary score to qualify for high school graduation. She passed the CPT that December and began taking courses in the A.A. program term 2 of that year. She graduated with an unweighted GPA of 3.4 and 33 credits towards

completion of that degree program. She is completing her studies for the A.A. at PCC.

2. *Is the school a viable organization?*

2A. Is the school financially solvent and stable?

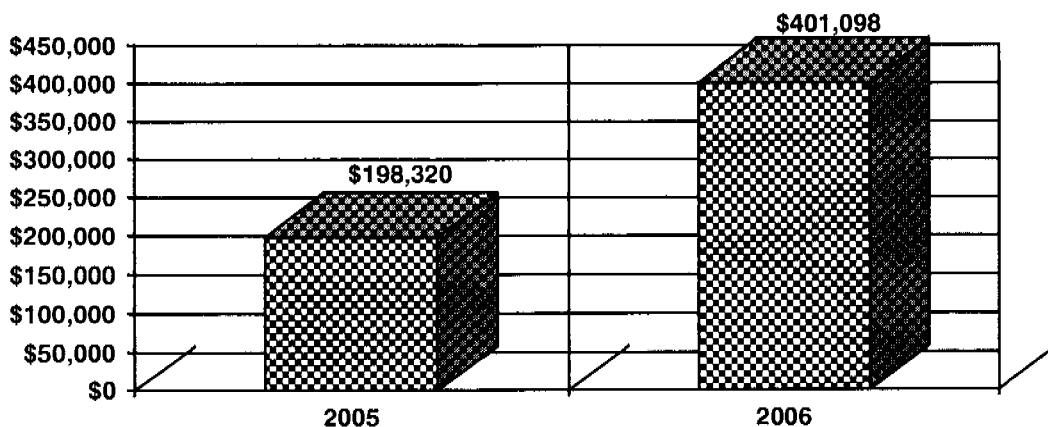
As an integral component of the overall PCC organization, the CHS enjoys the support, resources, and expertise of an established and successful public education institution. Furthermore, the CHS has, in the past year, hired a Business Manager who coordinates all CHS financial activities with the PCC Business Office.

The *Financial Statements and Auditor's Reports* of June 30, 2005, and June 30, 2006, were prepared by G.T. Nunez & Associates, P.A. for the Collegiate High School. Both audits state as follows:

- There were no violations of laws, rules, regulations, contracts and grant agreements or abuse that were discovered within the scope of the financial audit.
- There were no improper expenditures discovered within the scope of the financial audit.
- There were no deficiencies in internal control discovered within the scope of the financial audit.

The auditor's report for the fiscal year ending June 30, 2005, shows revenues exceeded expenses by \$198,320. In the fiscal year ending June 30, 2006, CHS revenues exceed expenses by \$202,778, resulting in a net balance of \$401,098 ($\$198,320 + \$202,778$).

The Independent Auditor's Management Letters for both 2005 and 2006 are included as *Attachments 3 & 4*. The graph below shows the net balance for each year of charter operation.



Additionally, CHS students and staff have conducted fund raisers to support the school in general and to provide funding for specific projects. The PCC Foundation Office manages the fund-raising accounts. The table below lists the activities or projects represented by accounts

and lists the balance for each account. It also shows overall balance for the CHS in the PCC Foundation accounts as of July 2006.

Fundraising Activity	Balance as of July 2006
Golf Tournament	\$6,943
Prom	\$4,826
National Honor Society (NHS)	\$1,195
Yearbook	-\$1,949
Lockers	208
Cookies	\$2,109
Candy	\$2,632
Donations	\$3,542
Service Leadership Cadre	\$225
Fall Formal	\$724
Junior Class	\$309
Grad Night	\$973
General Funding Raising and Expenses	\$871
TOTAL	\$22,608

CHS staff also secured a \$1,500 grant from Florida Learn and Serve in the fall of 2005. Polk County Schools then provided \$1,500 in matching funds. Records from the PCC Foundation Office show that total paid out in the 2005-2006 school year was \$2,084, leaving an account balance of \$916.

As of September 2006, the Florida Learn and Serve has renewed the project for year two with funding in the amount of \$6,954.

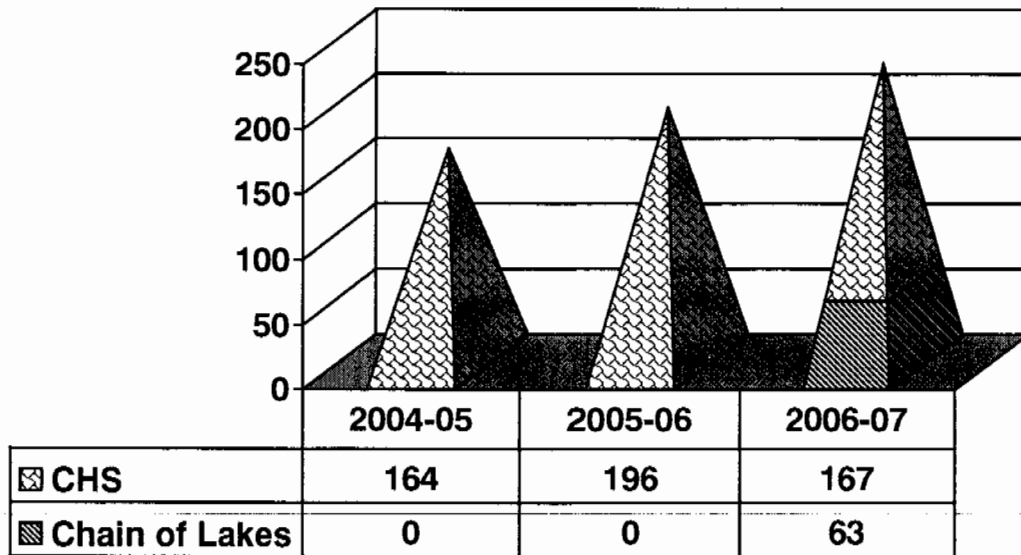
2B. Is enrollment stable and near capacity?

CHS enrollment for the opening of school has been as follows for the three years of charter implementation:

- 2004-2005 showing a total enrollment of 164 with 49% male and 51% female.
- 2005-2006 showing a total enrollment of 196 with 44% male and 56% female.
- 2006-2007 showing a total enrollment of 167 with 40% male and 60% female.
- In 2004-2005, 15% of the student population was made up of free/reduced lunch students. In 2005-2006, that percentage rose to 28%.

The decline in CHS enrollment for the 2006-2007 school year was largely caused by the opening of the new Chain-of-Lakes Collegiate High School on the Winter Haven campus. Some incoming juniors from the east side of the county who would have attended the CHS enrolled in Chain-of-Lakes instead. It is anticipated that CHS enrollment will rise again in the fall of 2007.

The chart below shows CHS only for 2004-2005 and 2005-2006. It shows CHS plus Chain-of-Lakes for 2006-2007.



Enrollment for each year by gender and ethnicity is listed on page 4 of this document.

2C. Is the school governance sound and professional in performing the governance duties of the charter school?

District Board of Trustees

The PCC Charter Collegiate High School is part of PCC and under its governance. Polk Community College, like Florida's 27 other community colleges, is governed by a locally autonomous District Board of Trustees. The Trustees are vested with decision making power in all matters of college policy, programs, building, budget and personnel. The Governor of Florida appoints the Trustees who meet on the last Monday of every month. There has been only one change in Trustees membership since the creation of the Collegiate High School. Specific Board meeting dates are posted on the PCC website.

Current Trustees are as follows:

1. **E. S. "Ernie" Pinner, Chair**, is Chairman/President/CEO of CenterState Banks of Florida, Inc.
2. **Dr. Neriah Roberts, Vice Chair**, is Director of the Association of School Based Administrators and Deputy Superintendent of Polk County Schools (retired).
3. **Twyla G. Ely** is the owner of a political consulting firm that manages state and local campaigns, as well as a Media Consultant and former Staff Assistant for Congressman Andy Ireland.
4. **Ricardo Garcia** is the owner and operator of Gulf Coast Avionics Corp. of Lakeland and Pacific Coast Avionics of Portland, OR. He also is the owner and operator of two other Lakeland businesses: Sunstate Realty Investments Corp. and Polk Home Development Corp.

5. **Carol Kitsinger Platt** is President of CKS Properties, Inc. and a Broker Associate with Crosby and Associates, Inc. of Winter Haven.
6. **Cindy Hartley Ross** is a homemaker, community volunteer and a substitute school teacher.
7. **Martha Santiago** is retired from Polk County Schools where she served as an administrator from 1988 until 2006.

District Board of Trustees duties and powers are set forth in Chapter 1001.64 Florida State Statute and the State Board of Education Regulations. The Trustees, after considering recommendations submitted by the PCC President, adopt rules and policies as are necessary to operate the College in such a manner as to assure the fulfillment of their responsibilities. An Index to DBOT Rules is included as **Attachment #5**.

PCC Administrative Leadership

The PCC President reports directly to the District Board of Trustees. The Vice President for Academic and Student Services reports to the President, and the Director of the Collegiate High School reports to the Vice President. The director administers the Collegiate High School.

The Vice President is a member of President's Staff, which develops and approves procedures to implement the Board of Trustees Rules and carry out the overall role and responsibilities of the College. An Index to PCC Procedures is included as **Attachment #6**.

Board Rules and PCC Procedures provide governance for the PCC Collegiate Charter High School and specify how activities which include but are not limited to the following are carried out:

- staff recruiting and hiring with a focus on adherence to the Equal Employment Opportunity requirements;
- budget development, approval and management;
- staff evaluations;
- management of staff and student complaints;
- management of staff and student records;
- staff leave regulations procedures;
- emergency evacuations, accidents and first aid;
- property inventory and control;
- purchasing;
- public relations;
- establishing the College calendar.

The Collegiate Charter High School has followed all Board Rules and PCC Procedures since its inception in 2004. There have been no formal complaints against the school and no instances of rule or procedure violations.

Workforce Education Council

The Workforce Education Council (WEC) served as the founding board for the CHS and acts as its advisory board. A WEC membership list is included as **Attachment #7**. The WEC has also formed a CHS Subcommittee to meet with CHS staff members on a bimonthly basis and report

specific school needs and issues to the WEC. The WEC meets six times annually as does the subcommittee.

DBOT member **Ricardo Garcia** is also a WEC member. He acts as a liaison between the governing board and the advisory board.

2D. Are the professional staff of the charter school competent and resourceful?

CHS staff positions for the three years of the charter are as listed below:

2004-2005	
Total Full-Time Positions: 10	
Position Type	Number*
Administrative and Professional/Technical	2
Guidance	1
Support Personnel—Program Assistants	2
Support Personnel—Lab Assistant	1
Classroom Teachers	4
2005-2006	
Total Full-Time Positions: 11	
Administrative and Professional/Technical	2
Guidance	1
Support Personnel—Program Assistants	2
Support Personnel—Lab Assistant	1
Classroom Teachers	5
2005-2006	
Total Full-Time Positions: 12	
Administrative and Professional/Technical	2 (1 unfilled)
Business Manager	1
Guidance/Advising	1.5
Support Personnel—Program Assistants	1
Support Personnel—Lab Assistant	1
Classroom Teachers	5

*** All staff members had certifications and/or background requirements as required for their jobs.**

Attachments #8, 9 and 10 list the name, position, area of certification and highest degree earned for all administrative, guidance/advising, and instructional CHS personnel for 2004-2005, 2005-2006, and 2006-2007.

Additionally, CHS staff members participate in professional development activities during each school year. Professional development topics since charter implementation have included the following:

- 2004-2005—development of CHS school mission, FISH Philosophy, Four-by-Four schedule model, differentiated instruction, use of PLATO lab, ESE regulations and policies, and PINNACLE.

- 2005-2006—*No Child Left Behind*, Effective Schools process and correlates, reading across the curriculum, service learning training, classroom management, introduction to web design, and curriculum enhancement for conditional students.
- 2006-2007—collegiality, data drives the curriculum, community involvement and volunteers, information technology, reading across the curriculum, and use of the PLATO lab.

Turnover in staffing has occurred as listed below:

- One program assistant left during the 2004-2005 year because she moved out of district. That position was immediately filled.
- One teacher left the CHS to take employment at another postsecondary institution. That position was quickly filled with a certified instructor.
- The director left to take a position with Polk County Public Schools. The director position is currently unfilled. A fully-certified interim director is acting in the position.
- The assistant director left to assume the position of director for the PCC Chain-of-Lakes Collegiate High School. That position is open.
- A business manager joined the staff in the summer of 2006. That position replaced one of the program assistant positions. The person who had been in the program assistant position joined the Chain-of-Lakes Collegiate High School staff in Winter Haven.
- In the spring of 2006, a postsecondary academic advisor was hired who will spend half time with the CHS.

Staff evaluations for 2004-2005 and 2005-2006 are as follows:

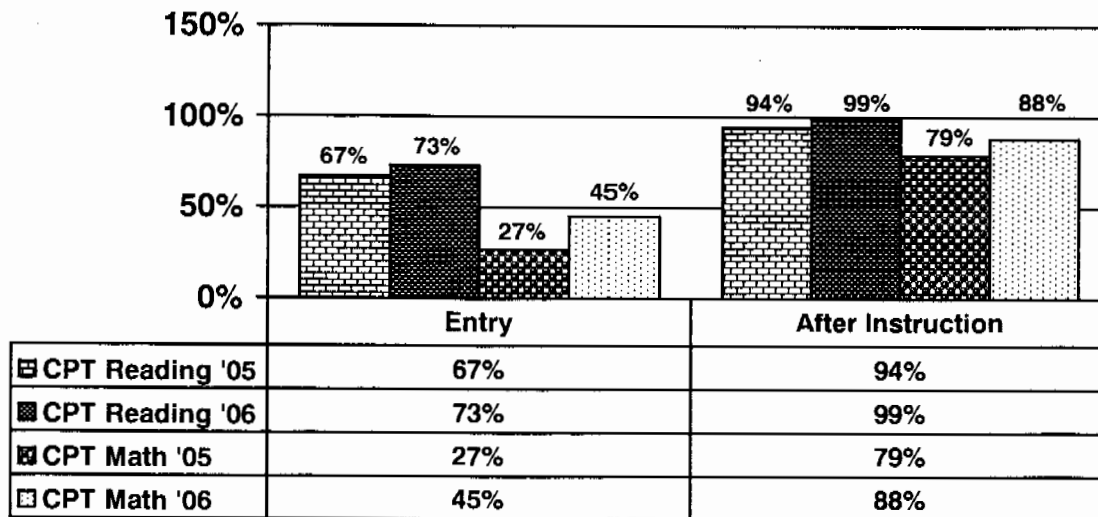
Year Ending	Total Number of Evaluations (Teacher)	*Total Number of Evaluations (Other)	** Total Number of Satisfactory	Total Number Above Satisfactory
2005	4	5	4	5
2006	5	5	5	5

* The director is not included in the table above. An administrative position is rated as having met or not met expectations. The director met expectations both years.

** The highest rating on the evaluation form used for instructors is satisfactory. All personnel performed in the highest rating category.

The CHS staff has demonstrated creativity and resourcefulness in integrating a high school into an existing community college environment and in developing innovative scheduling strategies to maximize student opportunities to satisfy both high school and college course requirements.

CHS staff members have implemented a variety of strategies to meet academic needs of a diverse student population within a demanding academic setting. Staff effectiveness is clearly demonstrated by the improvement of student performance on the CPT. The graph below shows the percentage of CHS students who earned a passing score on the CPT at entry into the school and after instruction was provided by CHS staff. Performance is shown for students entering in both 2004-2005 and 2005-2006.



One strategy used to improve student academic performance is the mini-mester. A summary of mini-mester course content and skills is included as Attachment #11.

In addition to focusing on academic achievement, the CHS staff has shown resourcefulness in terms of securing additional funding to support program offerings and projects of interest to students. These efforts include the following:

- CHS staff secured a competitive \$750,000 Tech Prep grant to establish the Chain of Lakes Collegiate High School,
- Staff and students conducted fund raisers as listed on page 12 of this document,
- Staff members also received a Learn and Serve grant in the fall of 2005 in the amount of \$1,500 with additional matching funds from Polk County Schools in the amount of \$1,500. CHS staff has just received word of a year-two renewal of Learn and Serve funds in the amount of \$6,954.

3. *Is the school faithful to the terms of its charter*

3A. Have the school's program and operation been consistent with the terms of its charter?

Yes, the CHS program and operation have been consistent with the terms of the charter. As stated in the original charter document, the school was established to provide a two-year curriculum for 11th and 12th graders to enable them to complete a high school diploma and many of the requirements for an associate degree, simultaneously in either academic transfer or technical education options. That continues to be the purpose of the school, and there have been no disagreements that required conference or mediation.

The CHS consists of two programs. The first is the dual enrollment and the second is the pre-collegiate. Both programs lead to the standard Florida High School diploma. However, students in the two programs pursue studies differently.

Students enrolled in the dual enrollment program are simultaneously enrolled in high school and college courses, with the goal of completing an associate degree. Students in the pre-collegiate program enroll either in high-school-only courses or in a combination of high school courses and dual enrollment courses. The pre-collegiate student follows an individualized program of study leading to the standard high school diploma.

Section 1A, on page 3, shows how internally established goals have evolved for the CHS. All goals are tied to the intent of the original charter, and the CHS has made reasonable progress in meeting its goals.

3B. Is the school within the bounds of applicable statutory and regulatory requirements?

Special Education & Limited English Proficiency--The PCC Collegiate High School follows all State and federal guidelines when meeting the needs of identified ESE and ESOL students. Staff regularly evaluates progress of these students to update and revise individual learning plans as needed.

~~PCC Collegiate High School contracts with McKeel Academy of Technology to provide certified~~ staff for all exceptionalities of ESE to meet the needs for enrolled students. McKeel staff monitors ESE students, meets with instructors and parents each term to review Individual Education Plans (IEPs) and assists in developing services needed for student success. The McKeel staff also coordinates with the Polk County School Board assigned staffing specialists to finalize all staffings, sign off on all paperwork, and keep the student records updated.

PCC Collegiate High School staff follows established guidelines of the Polk County Schools to monitor the needs of their enrolled ESOL students. Partnering with the District ESOL office and the Polk Community College ESL coordinator, PCC CHS staff meets LEP committee recommendations, and testing requirements for these students. The results of quarterly monitoring conducted by the District Office of Magnet and School Choice indicates no incidences of non compliance in these areas

Student Learning Time—The Collegiate High School has implemented State Graduation requirements as found in the Florida Statutes and the Rules of the Florida Department of Education. The PCC Office of Student Services has maintained a permanent record (transcript) for each student as official documentation of the student's achievements. This record complies with all State requirements for recording and safe keeping of student records. The student's permanent record is compared with requirements of State law and CHS program requirements. If all requirements are met, a student is certified for graduation from the CHS by the Dean of Student Services, the Director of the CHS and the Vice President for Academic and Student Services. Upon final approval by the governing board or designee, a standard Florida diploma is issued to the student, and the graduation date is recorded on the student's permanent record.

State Testing Requirements-- PCC Collegiate High School participates in the mandated A Plus Assessment Program mandated by the Florida Legislature. The only FCAT requirement for grade 11 & 12 is the grade 11 Sunshine State Standard Science assessment given in March of the 11th grade. Students new to the public school system and any students that have not yet met

graduation requirement are administered the grade 10 Sunshine State Standards tests for reading and mathematics.

Student Discipline-- The Policy Manual for the Polk Community College Collegiate Programs addresses the following topics: Grading & Course Policies, Cheating & Plagiarism, Attendance, CHART Lab, arrival on & leaving campus, Grade Point Average, Dress Code, Electronic Communication Devices, Vehicles, Drugs & Alcohol, and Tobacco Products. The default instrument is the School Board of Polk County Code of Student Conduct. CHS students are also subject to the rules and procedures of the Polk Community College Student Handbook.

Health and Safety—As noted on page 24, the CHS has current inspection certificates for fire and health. The Lakeland PCC buildings have not been inspected for asbestos because the Lakeland campus was built well after the ban for asbestos in construction. There have been no student suspensions or other disciplinary actions taken in regard to smoking or the use of tobacco products on campus or on account of violence, weapons or illegal drugs. There have been no recorded complaints regarding allegations of harassment or discrimination.

Legal—There are no pending or threatened legal actions involving the CHS.

Miscellaneous

- The school has utilized and upgraded technology so that teachers and students have access to state-of-the-art facilities, equipment and software.
- The school follows the PCC Procedure and the Copyright Law PL 94-553 Title 17 U.S. Code, posted in PCC libraries and throughout the campus.
- DBOT Rules and PCC Procedures governing confidentiality of student records are followed in the CHS and throughout the college.
- The CHS code of conduct is addressed in *Student Discipline* above.
- DBOT Rules and PCC Procedures establish and maintain an atmosphere free from discrimination for both students and staff. Applicable rules and procedures include the following: DBOT Rule 3.12, *Equal Employment Opportunity*; DBOT Rule 4.23, *Educational Opportunities for Students with Disabilities*; PCC Procedure 6078, *Accommodation of Disabilities*; DBOT Rule 4.24, *Policy Regarding Religious Observances by Students*; PCC Procedure 6077, *Accommodation of Religious Beliefs*. The Index of DBOT Rules is included as **Attachment #5**, and the Index of PCC Procedures is included as **Attachment # 6**. The full text of any rule or procedure is found in any PCC administrative office and is available upon request.

4. *If the school's charter is renewed, what are its plans for the five years of the next charter?*

4A. Please describe how your founding charter has served the school during its initial contract term. What has the school learned during its first term about the strengths and weaknesses of its charter, and what changes in the charter does this experience suggest?

The implementation of the CHS has remained true to the founding charter. The school serves 11th and 12th grade students enrolled in dual enrollment and pre-collegiate programs. All students pursue a challenging program of study leading to high school graduation and an associate degree.

The evolution of school goals is summarized in Section 1A, on page 3. Future goals for the CHS are included in the new Accountability Plan, **Attachment # 14**. They include the following:

- Nine goals that were established just six months ago, in March 2006.
- A tenth goal, which focuses on SACS re-accreditation.

Rationale for the New Goal

In October 2004, the *Florida SACS Council on Accreditation and School Improvement* conducted a readiness visit for the CHS. Based on the report of that visit, the CHS is considered a SACS accredited school. A copy of the letter confirming accreditation is included as **Attachment #12**. The next step for the CHS is to initiate a self-study in January of 2007 in preparation for a SACS peer review visit to occur during 2007-2008. The new CHS goal states the intent of the school to successfully facilitate this process in order to ensure SACS re-accreditation.

The ten goals in the new plan are summarized below.

Goal Statement
1. The PCC CHS will maintain a graduation rate of 90%.
2. At least 90% of Technology Academy CHS students will successfully earn industry certification in their area of study.
3. At least 90% of CHS students will demonstrate college level reading ability at the time of graduation by scoring 83 or higher on the appropriate section(s) of the CPT
4. At least 85% of CHS students will earn 30 or more college credits by the time of high school graduation.
5. At least 73% of CHS students will demonstrate college level math ability at the time of graduation by scoring 72 or higher on the appropriate section(s) of the CPT.
6. The mean score for CHS students on the FCAT Science Test will be at or above the mean score for the district and State.
7. The PCC CHS will continue to operate with sound financial principles.
8. The PCC CHS will have an active and supportive board of directors as reflected in the minutes of a minimum of four meetings per year.
9. PCC CHS stakeholders will reflect their satisfaction with the overall school program with a minimum of 85% of parents and students indicating that they agree or strongly agree with statements on the satisfaction surveys.
10. The PCC CHS will conduct a thorough self-study in 2006-2007 and host a successful SACS site visit in 2007-2008 as indicated by continued SACS accreditation. New

Learning during First Charter Term

During the two years of implementation, the CHS has learned many things about both the rewards and challenges of meeting the intent of the original charter.

Learnings that have been very rewarding include but are not limited to those listed below:

- There is a population of students and parents who are very excited about the opportunity for students to save both time and money as they accelerate their progress toward earning both a high school and associate degree.
- Individualized attention works with students who may not demonstrate all the academic skills for success when they enter the school.
- Students who are focused on a career goal and the postsecondary education required to meet that goal are able to see the relevance and importance of high school coursework.
- A group of interested students selected through a lottery system will rise to meet high expectations when in the right learning environment.
- Parents and students voice high satisfaction with a school that both challenges and nurtures the students.
- The dedication and commitment of a school staff are key to a school's success.

Implementing a nontraditional school has also presented many challenges and “opportunities to excel,” which include the following:

- Polk County is large. Providing transportation for students who live great distances from school and supporting students who are dealing with issues such as high gas prices are part of the role of CHS staff members.
- Establishing a school identity for a high school working within a college was a challenge during the first year of charter implementation. However, assuming the PCC mascot of “Vikings” worked out well. The CHS has gone on to forge its own identity, activities and clubs within the college.
- The CHS students are on a campus with adults. While both students and parents know the climate when enrollment takes place, the CHS staff has been very alert for any problems or issues. However, the placement of the CHS in one section of the campus has helped establish and maintain its identity. Interaction with adults has not proven to be an issue.
- Several CHS students are coming from a home schooling environment. Some have had transitional challenges, but most have adapted well.
- As in all high schools, each CHS student has his/her individual coursework needs. Sometimes these needs create scheduling and course selection concerns. For example, there are often problems involved in meeting the foreign language requirements for Bright Futures and the Florida University System since they are different. Some CHS students who have had one year of high school foreign language are enrolled in the virtual high school foreign language courses because they are not prepared for the second year of college level coursework. The CHS is now considering hiring a high school foreign language instructor to meet the needs of this student group.
- One of the biggest challenges at the CHS is one experienced in every high school, dealing with the personal issues of students. Too many students are living alone or with boyfriends, and too many parents are uninvolved.

The CHS leadership and staff are certainly more knowledgeable about the joys and challenges of charter implementation than they were in the spring of 2004. However, the “learning” they have experienced has not resulted in any changes to the charter. They are continually developing and implementing new and better strategies to ensure successful charter implementation.

In addition to pursuing the goals as listed above, CHS leadership and staff will continue to be innovative and use the evaluation system, accountability reports and the planning process for ongoing school improvements.

4B. Please attach an accountability plan that defines the school's student and school performance objectives for its next charter term. Describe how these objectives are aligned with the current state curriculum frameworks.

The new CHS Accountability Plan is attached, *Attachment # 14*, and includes ten goals as listed on page 20 above.

Alignment with State Curriculum Frameworks

CHS students will complete all State mandated testing as required under State and charter law. Additional testing will be utilized within the school to assist in the appropriate placement of students within learning teams as well as math and reading settings. As stated in Goal # 6, CHS students will perform at or above district and State mean on the FCAT Science Test, which is the only FCAT test administered to high school 11th and 12th graders.

The CHS will continue to implement State graduation requirements as found in the Florida Statutes and the Rules of the Florida Department of Education.

The CHS will maintain an individual permanent record (transcript) for each charter school student as official documentation of the student's achievement. This record will comply with all State requirements for recording and safekeeping of student records. The student's permanent record will be compared to the requirements specified in State law and to all CHS program requirements. If all requirements have been met, the student will be certified for graduation from the CHS by the Director of the Collegiate High School. A standard Florida high school diploma will then be issued to the student and the graduation date recorded on the student's permanent record. As stated in Goal #1 in the Accountability Plan, the CHS will maintain a graduation rate of 90%.

Among the formal measures that will be used to document academic progress and provide comparative achievement information are the following:

- Standard grades in individual classes
- FCAT (Florida Comprehensive Assessment Test)
- CPT (Florida College Placement Test)
- Graduation/completion rates
- Overall GPAs
- Course success rates
- Program completion rates.

4C. How will the school evaluate and disseminate effective elements of the school's structure or program?

Evaluation

The CHS will use the following strategies and processes to evaluate the school's effectiveness:

- The PCC Office of Institutional Research is working directly with CHS leadership to develop electronic reports to show school and student performance as related to each goal in the CHS Accountability Plan. These reports reflect both total group and disaggregated performance. Reports will be generated and reviewed at the beginning of each school term. They will show information which includes but is not limited to the following:
 - Enrollment
 - Student performance on the CPT
 - Student performance on FCAT Science Tests
 - Student performance on FCAT Reading and Math Tests
 - Number of students completing 10, 15, 20, 25, and 30 college credits
 - Number of credits earned toward high school graduation.
- The Office of Institutional Research and the CHS leadership will amend reports as required to present the most accurate and meaningful profile of student performance.
- A SACS self study will be conducted in the winter and spring of 2007 with a site visit scheduled for the 2007-2008 school year. This accreditation process will provide an intensive examination of the effectiveness of the CHS structure and programs. CHS staff members will also attend an annual SACS Conference each year, complete an annual online SACS report, and conduct re-accreditation reviews every five years.

Dissemination

The CHS will aggressively disseminate information regarding school services and programs to all stakeholder groups. Both broad-based publicity efforts and targeted marketing will emphasize the mission of the school and publicize the school's achievements and outcomes. This will allow for self-selection by students and parents to help ensure an appropriate match between the school's mission and the educational and personal needs of applicants. It will also ensure that all stakeholder groups are kept informed about the events and accomplishments associated with the school.

A series of public relations endeavors will be employed by the PCC Office of Media/Public Relations to publicize the CHS to the community at large. Marketing materials will also be developed for potential students and may include but will not be limited to the following: brochures, videos, lists of support services available to students, lists of support groups available in the area, etc. An example of a CHS brochure is included as ***Attachments # 13***.

Dissemination activities will include newspaper ads, direct mailings, material distribution through the high schools and community-based organizations, etc.

Each potential enrollee and his/her parent(s) or guardian(s) will meet with the CHS counselor or advisor prior to enrolling. Information regarding the results of school evaluations to include a summary of school programs will be given to the student and parent(s) or guardian(s). This will form the basis for a conversation about whether the CHS will best meet the needs of each individual applicant.

Additionally, the CHS will use the following dissemination strategies:

- Press releases will be used to disseminate the highlights of school accomplishments and evaluations.

- The CHS website will contain detailed information for prospective students regarding the school, its mission, school accomplishments, the application procedures, etc.
- Public workshops will be held throughout the region to explain the CHS mission, share school accomplishments and walk prospective students and their parents and guardians through the application process.

The methods listed above are innovative and will continue to evolve as new dissemination processes are made available through the work of CHS staff. All stakeholder groups are targeted for information and will be asked to share their perceptions of dissemination strategies. Strategies will then be adjusted as required to meet stakeholder needs.

4D. What facility or facilities do you plan to use during the term of the next charter? Please submit written documentation that the school remains in compliance with all building, health, safety and insurance requirements as described in Florida Statutes, and that all related inspections and approvals are current.

The CHS will continue to be housed on the PCC Lakeland Campus located at 3425 Winter Lake Road, Lakeland, Florida, in the LAC Building. The LAC Building is the heart of the Lakeland campus, adjacent to classroom facilities, financial aid, advising and the cafeteria. This facility is up to date with fire and Department of Health Inspections. According to the most recent report from a *Charter School Quarterly Site Visit* (report of June 2006), the following were observed:

- *Health Inspection dated 10/17/05 with no violations.*
- *Fire Inspections dated 4/23/06 with no violations.*

According to George Urbano, Director of Facilities for PCC, the Lakeland PCC buildings have not been inspected for asbestos because the Lakeland campus was built well after the ban of asbestos in construction.

By January 2008, additional space will be made available for expansion of the CHS to accommodate expanding student population and programs as appropriate.

5. Please attach the results of any independent review of the school that may shed light on the school's performance during the term of its charter.

In October 2004, the Florida SACS Council on Accreditation and School Improvement conducted a readiness visit for the CHS. Based on the report of that visit, the CHS is considered a SACS accredited school. A copy of the letter confirming that accreditation is included as **Attachment #12**. The next step for the CHS is to initiate a self-study in January of 2007 in preparation for a SACS peer review visit to occur during 2007-2008.

**CHS Goals
from the
2004-2005 Accountability Report of October 2005**

Goal #1: Enroll between 100 and 200 juniors and seniors in the Collegiate High School.

Goal #2: At least 85% of the CHS students will graduate with a high school diploma.

Goal #3: 100% of CHS students will successfully complete college level courses earning college credit.

Goal #4: 85% of the CHS students will have fewer discipline referrals for major infractions this school year when compared to their previous school.

Goal #5: Discipline referrals resulting in in-school suspension will be fewer than the number of referrals resulting in in-school suspension at comparable student populations within Polk County.

Goal #6: More than 85% of the teaching staff at the CHS will be in attendance for more than 93% of their contracted days of service.

Goal #7: More than 85% of the students surveyed at the CHS will rate their overall educational experience at this charter school at 4.0 on a 5.0 scale, as determined by student surveys.

Goal #8: More than 85% of the parents surveyed at the CHS will rate their child's overall educational experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by parent surveys.

Goal #9: More than 85% of the teachers surveyed at the CHS will rate their overall employment experience at this charter school at 4.0 or higher on a 5.0 scale, as determined by teacher surveys.

Accountability Plan of March 2006

Goal One: The PCC CHS will maintain a high graduation rate.

Goal Two: The Technology Academy CHS students will successfully earn industry certification in their area of study.

Goal Three: PCC CHS students will demonstrate college level reading ability at the time of graduation.

Goal Four: The majority of PCC CHS students will earn credits toward a college degree upon high school graduation.

Goal Five: PCC CHS students will demonstrate college level mathematics ability upon high school graduation.

Goal Six: PCC CHS students will show mastery of science Sunshine State Standards through FCAT scores.

Goal Seven: PCC CHS will operate with sound financial principals.

Goal Eight: PCC CHS will have an active and supportive board of directors.

Goal Nine: PCC CHS stakeholders will reflect their satisfaction with the overall school program.

**INDEPENDENT AUDITORS' MANAGEMENT LETTER**

To the Board of Trustees
Polk Community College Collegiate High School

We have audited the financial statements of the **Polk Community College Collegiate High School**, as of and for the year ended June 30, 2005, and have issued our report thereon dated August 19, 2005.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and have issued our report on compliance and internal control as required by these standards, which should be read in conjunction with this management letter. Our audit was also conducted in accordance with Chapter 10.850, Rules of the Auditor General, which requires that we address the following matters, if not otherwise addressed in the above reports:

1. **Prior Year Findings and Recommendations** - This is the first year of operations for the School and as such, there are no prior year findings.
2. **Current Year Findings and Recommendations** - our current year findings discovered within the scope of our financial audit are set forth below:
 - a) **Violations of Laws, Rules, Regulations** - There were no violation of laws, rules, regulations, contracts and grant agreements or abuse that were discovered within the scope of the financial audit.
 - b) **Improper Expenditures** - There were no improper expenditures discovered within the scope of the financial audit.
 - c) **Deficiencies in Internal Control** - There were no deficiencies in internal control discovered within the scope of the financial audit.

We would like to take this opportunity to thank the Board of Trustees for allowing us the privilege to be of service and the School's staff and management for the courtesies and cooperation extended to us during our audit.

This management letter is intended solely for the information of the Board of Trustees and management of the **Polk Community College Collegiate High School** and the State of Florida Office of the Auditor General, and is not intended to be and should not be used by anyone other than these specified parties.

August 19, 2005


G.J. Nunez & Associates, P.A.

Certified Public Accountants

INDEPENDENT AUDITORS' MANAGEMENT LETTER

To the Board of Trustees
Polk Community College Collegiate High School

We have audited the financial statements of the **Polk Community College Collegiate High School**, as of and for the year ended June 30, 2006, and have issued our report thereon dated August 18, 2006.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and have issued our report on compliance and internal control as required by these standards, which should be read in conjunction with this management letter. Our audit was also conducted in accordance with Chapter 10.850, Rules of the Auditor General, which requires that we address the following matters, if not otherwise addressed in the above reports:

1. **Prior Year Findings and Recommendations** - There were no prior year findings.
2. **Current Year Findings and Recommendations** - our current year findings discovered within the scope of our financial audit are set forth below:
 - a) **Violations of Laws, Rules, Regulations** - There were no violation of laws, rules, regulations, contracts and grant agreements or abuse that were discovered within the scope of the financial audit.
 - b) **Improper Expenditures** - There were no improper expenditures discovered within the scope of the financial audit.
 - c) **Deficiencies in Internal Control** - There were no deficiencies in internal control discovered within the scope of the financial audit.
 - d) **Financial Emergencies** - As required by Florida Statutes, the scope of our audit included a review of the provisions of F.S. Section 218.503(1), regarding financial emergencies. In this regard, we determined that Polk Community College Collegiate High School did not meet one or more of the financial emergency conditions described in Section 218.503(1), Florida Statutes.

We would like to take this opportunity to thank the Board of Trustees for allowing us the privilege to be of service and the School's staff and management for the courtesies and cooperation extended to us during our audit.

This management letter is intended solely for the information of the Board of Trustees and management of the **Polk Community College Collegiate High School** and the State of Florida Office of the Auditor General, and is not intended to be and should not be used by anyone other than these specified parties.

 August 18, 2006
 

Polk Community College

District Board of Trustees Rules - Numerical Index

August 28, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Deleted/ Under Revision	Number	Subject
	PRES	04/25/94		1.01	Board Membership and Organization
	PRES	04/25/94		1.02	Board Meetings
	PRES	05/23/94		1.03	Duties and Powers of the Board
	PRES	12/13/04		1.04	Board Meeting Procedures
	PRES	04/25/94		1.05	Goals of the Board
	PRES	07/23/87		1.06	Code of Ethics
	PRES	04/25/94		1.07	Trustee Performance Standards
	PRES	07/27/92		1.08	New Members
	PRES	04/25/94		1.09	Authority to Sign Contracts
	PRES	04/25/94		1.10	Selection of a President of the College
	PRES	02/20/95		1.11	Trustees Meritorious Service Award
	DEVELOPMENT	07/24/95		1.12	Endowed Faculty Chair Program
	PRES	05/23/94		2.01	College Goals
	ACADEMIC & STUDENT SVCS.	04/19/95		2.02	Educational Programs
	ACADEMIC & STUDENT SVCS.	05/20/96		2.03	Standards
	PRES	03/28/05		2.04	Organization
	PRES	04/25/94		2.05	Appointment of President
	PRES	03/28/05		2.06	President's Powers and Duties
	PRESIDENT	04/25/94		2.07	Campus Advertising
	BUS. SERVICES	04/25/94		2.08	Employment of Professional Services
	PRESIDENT	04/25/94		2.09	College Publications
	BUS SERVICES	06/27/05		2.10	Facsimile Signatures
	PRESIDENT	12/17/01		2.11	Policy on Use of College Facilities, Properties, and Services by Non-Users
	PRES	07/23/87		2.12	Campus Disrupters
	DEVELOPMENT	04/25/94		2.13	Cultural Events
					Circulation of Learning Resources

Polk Community College
District Board of Trustees Rules - Numerical Index
August 28, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Deleted/ Under Revision	Number	Subject
	INFO TECH	09/25/00		2.14	Collections
	BUS. SERVICES	05/23/94		2.15	Access PCC Public Records (All Records)
	ACADEMIC & STUDENT SVCS.	04/25/94		2.16	Admission College Activities Events
	INFO. TECH.	3/20/00		2.17	Information Technology Services Selection Process
Under Revision	BUS SERVICES	07/26/04		2.18	College Parking Policy
	BUS. SERVICES	10/28/91		2.19	Emergency Evacuation
		8/24/92	Deleted	2.20	Sale of College Credit Gift Certificates
	BUS SERVICES	05/23/94		2.21	Construction Change Orders, Payment to Contractors During Construction and Authorization for Final Payment to Contractor
	DEVELOPMENT/ FOUNDATION	2/26/2001		2.22	Polk Community College Foundation, Inc.
	ACADEMIC & STUDENT SVCS.	6/27/05		2.23	AIDS Policy
	FAC SEN	4/23/2001		2.24	Faculty Senate Constitution
	BUS. SERVICES	12/18/95		2.25	Drug-Free Work Place
	ACADEMIC & STUDENT SVCS.	6/26/06		2.26	Annual Curriculum Review
	BUS. SERVICES	12/18/00		2.27	Animals on District Property
	ACADEMIC & STUDENT SVCS.	10/31/05		2.28	Academic Freedom
	BUS. SERVICES	5/24/2004		3.01	Definitions
	BUS. SERVICES	3/15/2004		3.02	Personnel Policy
	PRES	3/28/05		3.03	Responsibilities and Duties of College Personnel
	ACADEMIC & STUDENT SVCS.	3/28/05		3.04	Faculty Titles
	BUS. SERVICES	7/25/05		3.05	Contracts for Administrative, Instructional, and Professional/Technical, Level D and E Personnel
	BUS. SERVICES	04/19/95		3.06	Evaluation of Personnel
	BUS. SERVICES	04/19/95		3.07	Suspension of Administrative and Instructional Personnel
	BUS. SERVICES	3/28/05		3.08	Suspension or Termination of Career

Polk Community College
District Board of Trustees Rules - Numerical Index
August 28, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Deleted/ Under Revision	Number	Subject
					Employees
	BUS. SERVICES	07/02/98		3.09	Leaves of Absence
	BUS. SERVICES	04/19/95		3.10	Substitute Personnel
	PRES	2/17/97		3.11	Consulting Physician
	BUS. SERVICES	05/23/94		3.12	Equal Employment Opportunity
	BUS SERVICES	11/28/94		3.13	Travel and Subsistence - Board Members, President, Other Authorized Personnel
	BUS. SERVICES	2/17/97		3.14	Pay Plan Administrative Personnel
	BUS. SERVICES	12/18/95		3.15	Pay Plan Instructional Personnel
	BUS. SERVICES	12/13/04		3.16	Pay Plan for Career Employees
	BUS. SERVICES	07/24/95		3.17	Staff Reduction
	BUS. SERVICES	5/22/06		3.18	Assignment Personnel-Administrative, Instructional or Professional/Technical Level D or E Category
	BUS. SERVICES	06/28/99		3.19	Non-Renewal of Annual Contract and Suspension Dismissal or Return to Annual Contract for Cause
		1/24/94	Deleted	3.20	Combined with Rule 3.09
	BUS. SERVICES	11/22/04		3.21	Employees Education Fund
	ACADEMIC & STUDENT SVCS.	12/20/99		3.22	Teaching Faculty Staffing Levels and Contract Lengths
	BUS. SERVICES	04/23/90		3.23	Payroll Deductions from Employee Salaries
	BUS. SERVICES	07/24/06		3.24	Terminal Leave Payout
		7/27/92	Deleted	3.25	Medical Insurance Reimbursement for Employees
	BUS. SERVICES	01/27/92		3.26	Volunteer Program
	BUS. SERVICES	05/23/94		3.27	Sexual Harassment
	BUS. SERVICES	8/27/01		3.28	Service Awards
	BUS. SERVICES	Under revision		3.29	Additional Requirements for Designated Employees
			No Record	3.30	No record of Rule 3.30 was found
	BUS. SERVICES	8/23/04		3.31	Sick Leave Pool

Polk Community College
District Board of Trustees Rules - Numerical Index
August 28, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Deleted/ Under Revision	Number	Subject
	BUS. SERVICES	11/28/05		3.32	Acceptance of Personal Gifts
	ACADEMIC & STUDENT SVCS.	05/23/94		4.01	Student Conduct, Discipline, and Due Process
	ACADEMIC & STUDENT SVCS.	8/28/06		4.02	Admissions Policy
		12/23/74	Deleted	4.03	Cancelled by Rule 4.15
	BUS. SERVICES	12/23/74		4.04	Student Housing
		3/26/79	Deleted	4.05	Transferred to Rule 4.02
	BUS. SERVICES	7/25/05		4.06	Student Fees
	ACADEMIC & STUDENT SVCS.	12/23/74		4.07	Permit Registration in Certain Credit Courses Other Than Regularly Scheduled Registration
		7/25/83	Deleted	4.08	Fee Waivers
	ACADEMIC & STUDENT SVCS.	11/23/98		4.09	Student Records
	ACADEMIC & STUDENT SVCS.	09/25/95		4.10	Student Loans
	ACADEMIC & STUDENT SVCS.	06/23/97		4.11	Nursing
	ACADEMIC & STUDENT SVCS.	01/24/94		4.12	Standards of Progress for Veteran Certification at PCC
		10/23/95	Deleted	4.13	Replaced with 4.27
	ACADEMIC & STUDENT SVCS.	07/24/95		4.14	Student Fee Deferment
	ACADEMIC & STUDENT SVCS.	11/23/92		4.15	International Students
	ACADEMIC & STUDENT SVCS.	06/26/05		4.16	Hazing
	ACADEMIC & STUDENT SVCS.	07/27/98		4.17	Allied Health Programs
	ACADEMIC & STUDENT SVCS.	08/23/82		4.18	Use of the F Grade
	ACADEMIC & STUDENT SVCS.	07/08/2002		4.19	Scholarships
		04/28/86	Deleted	4.20	Replaced with 4.27
	ACADEMIC & STUDENT SVCS.	12/15/97		4.21	Academic Honors
			Deleted	4.22	Fee Waivers for Senior Citizens
	ACADEMIC & STUDENT SVCS.	04/26/99		4.23	Educational Opportunities for Students With Disabilities

Polk Community College
District Board of Trustees Rules - Numerical Index
August 28, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Deleted/ Under Revision	Number	Subject
	ACADEMIC & STUDENT SVCS.	05/23/94		4.24	Policy Regarding Religious Observances by Students
	ACADEMIC & STUDENT SVCS.	07/24/95		4.25	Recognition of Student Participation in College Decision Making
	ACADEMIC & STUDENT SVCS.	06/27/05		4.26	Student Appeal/Complaint Policy
	ACADEMIC & STUDENT SVCS.	11/25/96		4.27	Academic Standards of Progress
	ACADEMIC & STUDENT SVCS.	Under revision		4.28	Additional Requirements for Certain Students
	ACADEMIC & STUDENT SVCS.	08/23/99		4.29	College Preparatory Instruction
	ACADEMIC & STUDENT SVCS.	08/23/99		4.30	Credit Course Repeat Policy
	ACADEMIC & STUDENT SVCS.	05/24/99		4.31	College Preparatory Alternations
	BUS. SERVICES	11/28/94		5.01	General
	BUS. SERVICES	02/20/95		5.02	Bonds
	ACADEMIC & STUDENT SVCS.	08/25/2003		5.03	Funding of Student Activities and Organization
	ACADEMIC & STUDENT SVCS.	08/25/2003		5.04	Funding of Student Clubs and Orgs. not eligible for Student Activity Fees
	BUS. SERVICES	02/20/95		5.05	Budget Amendments
	BUS SERVICES	5/19/03		5.06	Investment of Funds
	BUS. SERVICES	2/26/2001		5.07	Auxiliary Enterprises
	BUS. SERVICES	9/26/05		5.08	Funds Derived From Auxiliary Enterprises and Undesignated Gifts
	BUS. SERVICES	2/26/2001		5.09	Petty Cash Fund
	BUS. SERVICES	2/26/2001		5.10	Depository Transactions
	BUS. SERVICES	5/24/2004		5.11	Bank Accounts -- Depositories
	BUS. SERVICES	04/19/95	Deleted	5.12	Check Cashing
	BUS. SERVICES	02/19/96		5.13	Delinquent Student Accounts
	BUS. SERVICES	07/24/06		5.14	College Expenditures, Bid and Waivers
	BUS. SERVICES	10/28/91	Deleted	5.15	Cancelled by Rule 5.22
	BUS. SERVICES	09/22/97		5.16	Contracting for Professional Services
	BUS. SERVICES	07/25/83	Deleted	5.17	Refer to Rule 5.08--College Bookstore

Polk Community College
District Board of Trustees Rules - Numerical Index
August 28, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Deleted/ Under Revision	Number	Subject
	BUS. SERVICES	02/24/92	Deleted	5.18	Construction Change Orders - Incorporated into Rule 2.21
	BUS. SERVICES	10/28/91	Deleted	5.19	Cancelled by Rule 5.22
	BUS. SERVICES	10/23/78		5.20	Maintenance, Sanitation, and Housekeeping of College Facilities
	BUS. SERVICES	2/14/83	Cancelled 1/05/90	5.21	Pre-Qualification of Contractors
	BUS. SERVICES	7/25/05		5.22	Tangible Personal Property
	BUS. SERVICES	07/22/02		5.23	Building Code Guidelines for Administration

Polk Community College

Procedures – Numerical Index

August 3, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Under Revision/Deleted	Number	Subject
	ACADEMIC & STUDENT SVCS.	4/24/2000		1001	Communicating Course Information to Students
	ACADEMIC & STUDENT SVCS.	7/7/2000		1002	Directed Independent Study Request
	ACADEMIC & STUDENT SVCS.	7/7/2000		1003	Determining Class Size
	ACADEMIC & STUDENT SVCS.	7/7/2000		1004	Final Course Examination
	ACADEMIC & STUDENT SVCS.	11/29/99		1005	Determining Workload Based Contracts & Extra Term Teaching Assignments
	ACADEMIC & STUDENT SVCS.	3/15/05		1006	Faculty Workload Academic Accounting System
	ACADEMIC & STUDENT SVCS.	7/7/2000		1007	Substitutes for Teaching Faculty
	ACADEMIC & STUDENT SVCS.	11/08/79		1008	Educational Field Trips
	ACADEMIC & STUDENT SVCS.	4/20/98		1009	Criteria for Granting Exceptions to Nursing Disenrollment
	ACADEMIC & STUDENT SVCS.	2/09/99		1010	Criteria for Implementing Admission and Selection Process for the Nursing Program
	ACADEMIC & STUDENT SVCS.	11/28/84		1011	Criteria for Granting Exceptions to Radiologic Technology Disenrollment
	ACADEMIC & STUDENT SVCS.	4/03/90	Deleted 7/07/2000	1012	Course Length
	ACADEMIC & STUDENT SVCS.	10/04/90		1013	Criteria for Implementing Admission and Selection Process for Radiologic Technology Program
	ACADEMIC & STUDENT SVCS.	12/18/95		1014	Criteria for Implementing Admission and Selection Process for the Physical Therapist Assistant Program
	ACADEMIC & STUDENT SVCS.	12/18/95		1015	Criteria for Admission & Selection Process for Paramedic Program
	BUS. SERVICES	2/19/98		1016	Trustees Meritorious Service Award
	DEVELOPMENT	11/15/05		1017	Process for Awarding Endowed Faculty Chairs
	ACADEMIC & STUDENT SVCS.	6/14/05		1018	Student Complaint Procedure
			NO RECORD	1019	No record of existence or deletion
	ACADEMIC & STUDENT SVCS.	04/15/03		1020	Program Advisory Committees
	ACADEMIC & STUDENT SVCS.	11/04/03		1021	Workforce Guarantee
	ACADEMIC & STUDENT SVCS	11/15/05		1022	Faculty Continuing Contract
	ACADEMIC & STUDENT SVCS	3/07/06		1023	Lab Fees-Establishing and Reviewing

Polk Community College

Procedures – Numerical Index

August 3, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Under Revision/Deleted	Number	Subject
	ACADEMIC & STUDENT SVCS.	4/18/06		1024	Faculty Schedule Assignment
	ACADEMIC & STUDENT SVCS.	6/13/06		1025	Admissions Procedure
	INFORMATION TECHNOLOGY	3/09/01		4001	Reconsideration of Materials
	ACADEMIC & STUDENT SVCS.	9/06/91	Deleted 7/07/2000	4002	Admission to A.S. Degree and Certificate Programs and Award of Degree or Certificate
	INFORMATION TECHNOLOGY	3/09/01		4003	Ordering A-V Equipment Not Purchased <u>LR Accounts</u>
	INFO. TECH.	3/08/78	Under Revision	4004	Copyright Law
		11/3/80	Change in # Only	4005	Change in # Only
	ACADEMIC & STUDENT SVCS.	1/07/86	Deleted	4006	IMTS Lab
	ACADEMIC & STUDENT SVCS.	7/30/81		5001	Code of Conduct for Student Participants
	ACADEMIC & STUDENT SVCS.	9/4/97		5006	Administration of Polk Community College Loan Fund
	BUS. SERVICES	5/01/2001		5007	Delinquent Accounts
	ACADEMIC & STUDENT SVCS.	6/6/2000		5008	Disabled/Handicapped Students' Services and Waivers
	ACADEMIC & STUDENT SVCS.	3/08/90		5011	Student Organizations
	ACADEMIC & STUDENT SVCS.	9/12/91		5013	Financial Aid Procedures
	ACADEMIC & STUDENT SVCS.	11/08/93		5014	International Students
	INFORMATION TECHNOLOGY	8/17/90		5015	Telephone and Other Messages
	ACADEMIC & STUDENT SVCS.	6/13/06		5016	Scholarships
	ACADEMIC & STUDENT SVCS.	1/14/98		5017	Academic Standards of Progress
	ACADEMIC & STUDENT SVCS.	5/11/87		5018	Housing for Athletes
	ACADEMIC & STUDENT SVCS.	5/31/90		5019	Guidelines for Outdoor Campus Events
	ACADEMIC & STUDENT SVCS.	4/10/01		5021	Student Media
	ACADEMIC & STUDENT SVCS.	5/19/2003		5022	Course Audits
	ACADEMIC & STUDENT SVCS.	7/11/06		5023	Interpretation of Academic Rules
	PRESIDENT	12/21/99		6001	Authority to Sign Various College Documents
	PRESIDENT	9/01/04		6002	College Committee System

Polk Community College

Procedures – Numerical Index

August 3, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Under Revision/Deleted	Number	Subject
	BUS. SERVICES	1/18/05		6003	Budget Development
	BUS. SERVICES	12/21/99		6004	Budget Amendments
	BUS. SERVICES	02/12/86		6005	Overtime
	DEVELOPMENT	2/05/02		6006	Scheduling and Use of College Facilities and/or Properties
	BUS. SERVICES	1/27/97		6007	Supervisors' Guide for Performance Evaluation
	BUS. SERVICES	4/29/88		6008	Career Employee Personnel Performance Evaluation System
	BUS. SERVICES	1/11/2003		6009	Administrators' Evaluation System
	BUS. SERVICES	3/18/87		6011	Request for Personnel Action (RPA)
	BUS. SERVICES	4/25/06		6012	Teaching Faculty Evaluation System
	BUS. SERVICES	7/26/93		6013	Employee Grievance Procedure
	BUS. SERVICES	4/01/90		6014	Recruiting/Employment Process
	BUS. SERVICES	9/18/97		6015	Student Worker Employment
	BUS. SERVICES	8/21/2000		6016	Monthly Distribution of Payroll Checks
	BUS. SERVICES	2/19/96		6017	Sick Leave and Vacation Accumulation and Use Reporting Method
	BUS. SERVICES	5/8/90		6019	Position Rejustification
	INFO TECH	2/01/82		6020	Scheduling Data Processing
	BUS. SERVICES	12/12/05		6021	Accidents and First Aid
	BUS. SERVICES	6/22/2004		6022	Emergency Evacuation
	BUS. SERVICES	4/17/82		6023	Disposal of Tangible Property
	BUS. SERVICES	1/28/80		6024	Tangible Personal Property Capital Outlay Expenditures
	BUS. SERVICES	12/13/84		6025	Internal Purchases from Polk Community College Bookstore
	BUS. SERVICES	9/11/92		6026	Distribution Services
	BUS. SERVICES	9/17/91		6027	Printing and Photocopying
	INFO TECH	9/18/89		6028	Telephone Procedure

Polk Community College

Procedures – Numerical Index

August 3, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Under Revision/Deleted	Number	Subject
	PRESIDENT	1/23/91		6030	External Public Relations
	PRESIDENT	2/6/2001		6031	College Catalog
	BUS. SERVICES	7/23/85		6032	Special Parking Permit
	BUS. SERVICES	11/7/86		6033	Payroll/Personnel Standards
	DEVELOPMENT	9/26/94		6035	Reimbursement for Courses Using SPD and EEF Funds
	BUS. SERVICES	10/07/92		6036	FACC Travel by PCC Employees
	BUS. SERVICES	1/19/2001		6037	Mail Containing Monies
	ACADEMIC & STUDENT SVCS.	6/15/04		6038	College Calendar
	DEVELOPMENT	2/25/88		6040	Calendar of Cultural Events
	BUS. SERVICES	12/13/84		6041	Credit Card Purchases
	BUS. SERVICES	2/26/2001		6042	Petty Cash
	BUS. SERVICES	1/9/2001		6043	Ticket Sales
	BUS. SERVICES	11/04/85		6044	Employees Selling to College
	BUS. SERVICES	3/21/90		6045	Employee Deductions for Supplemental Benefits
	BUS. SERVICES	3/18/86		6046	Position Control System
	BUS. SERVICES	6/15/04		6047	Traffic Regulations
	BUS. SERVICES	4/08/88		6048	Cash Deposit Control
	BUS. SERVICES	1/9/2001		6049	Mileage and Meal Allowance at and Between Campuses
	DEVELOPMENT	6/27/88		6050	Selection of Art for Gallery Exhibitors
	DEVELOPMENT/ FOUNDATION	9/14/92		6051	Accounting Process/PCC Foundation
	EQUITY OFFICER	5/23/06		6052	Equal Opportunity/Equity and Access
	BUS. SERVICES	8/17/04		6053	Employee Benefits, Enrollment and Claims
	BUS. SERVICES	8/2/05		6054	Applicant Equity Complaint Procedure
	BUS. SERVICES	10/17/89		6055	Blood Bank
	FAC SEN	11/15/05		6056	PCC Faculty Senate Bylaws

Polk Community College

Procedures – Numerical Index

August 3, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Under Revision/Deleted	Number	Subject
	PRESIDENT	6/18/90		6057	Distribution of Literature on Campus
	PRESIDENT	10/8/02		6058	College-Wide Service Hours
	BUS. SERVICES	7/25/94		6059	E.E.F.
	BUS. SERVICES	8/07/90		6060	Authority to Record as Miscellaneous Revenue
	PRESIDENT	4/29/91		6061	Campus Advertising
	DEVELOPMENT	7/05/91		6062	Process to Apply for Foundation Funds
	FAC SEN	9/06/91		6063	Process to Implement Article VI Senate Constitution (DBOT Rule 2.24)
	BUS. SERVICES	2/17/92		6064	Volunteer Services
	BUS. SERVICES	12/21/92		6065	Access to PCC Employee Records
	ACADEMIC & STUDENT SVCS.	4/13/98		6066	Substitution and Waivers Committee
	BUS. SERVICES	1/25/94		6067	Family and Medical Leave
	BUS. SERVICES	12/07/04		6068	Screening Committees
	BUS. SERVICES	6/01/04		6069	Summer Flexible Work Schedules
	PRESIDENT	2/10/99		6070	Fund Raising Activities
	PRESIDENT	9/09/03		6072	Grant Development
	PRESIDENT	5/22/2000		6073	Procedure on Rules & Procedures
	ACADEMIC & STUDENT SVCS.	6/03/03		6074	Completing Faculty Related Experience Form (REX)
	BUS. SERVICES	1/13/2004		6075	Cellular Phones
	BUS. SERVICES	6/22/2004		6076	Sexual Harassment
	BUS. SERVICES	6/22/2004		6077	Accommodation of Religious Beliefs
	BUS. SERVICES	6/22/2004		6078	Accommodation of Disabilities
	BUS. SERVICES	02/01/2005		6080	Procedure on Sick Leave Pool
	BUS. SERVICES	10/19/2004		6081	Use of Automatic External Defibrillator
	BUS. SERVICES	11/02/04		6082	Emergency Closure Pay
	BUS. SERVICES	10/13/86		7001	Security Guard Operating Instructions
	BUS. SERVICES	10/10/86		7002	Maintenance Services
	BUS. SERVICES	4/26/93		7003	Security of Health Center

Polk Community College
 Procedures – Numerical Index
 August 3, 2006

Date of Change or Revision	President's Staff Proponent	Date of Last Revision	Under Revision/Deleted	Number	Subject
	BUS. SERVICES	2/24/88		7004	Security of Fine Arts Theatre
	BUS. SERVICES	2/28/05		7006	Ban on Smoking in College Buildings/ Florida Clean Indoor Air Act
	BUS. SERVICES	6/30/86		7007	Safety Reports
	BUS. SERVICES	1/21/92		7008	Safety Manual for PCC
	BUS. SERVICES	7/16/02		7009	Florida Building Code Compliance Program
	BUS. SERVICES	11/17/03		7010	Tuition and Fee Waiver
	BUS. SERVICES	01/13/2004		7011	Renovation & Remodeling Procedure

Workforce Education Council (WEC) Membership

First Name	Last Name	Company	Position
Mischelle	Anderson	Polk Art Alliance	Executive Director
Peg	Brenner	Polk County School Board	Senior Personnel Analyst
George	Brooks	City of Lakeland	Dir. Employee Relations
Debbie	Burdett	Mosiac	Public Relations Manager
Stacy	Campbell-Dominick	Polk Works	Executive Director
Jesse	Douthit	Fantasy of Flight	COO
Rick	Garcia	Gulf Coast Avionics	President
Ray	Graber	Bright House Networks	Government Affairs Director
Jane	Gschwender	Lakeland Electric	Director of Training
Ernie	Helms	Retired/US AgriChemicals	Retired
Grady	Judd	Sheriff	Sheriff of Polk County
Kevin	Kitto	Kitto Enterprises	President
Susan	Langley	Florida Natural Growers	Dir. Human Resources
Jerry	Miller	Progress Energy	Community Relations Director
Larry	Miller	Spherion	President
Ron	Morrow	East Polk Committee of 100	Executive Director
Sherrie	Nickell	Polk County School Board	Assistant Superintendent
Linda	Pilkington	Heart of Florida RMC	Dir. Community Relations Government Affairs
Bill	Reid	Verizon	Director
Jim	Rhodes	Publix Super Markets	Vice President
Alonzo	Smith	Florida's Natural Growers	Training Coordinator
Mike	Stedem	Stedem Ford	President
Gary	Tarr	Pepperidge Farm	General Manager
Lisa	Tobias	Badcock Home Furnishings	Dir. Training
Nat	West	Winter Haven Hospital	Vice President
Arnold	Wilson	Florida Homeless Coalition	Counselor
Terry	Worthington	United Way of Central Florida	President

CHS Staff 2004-2005

Last Name	First Name	Position	Area of Certification	Degree
Small	John	Director	Admin. Supervision (7-12) Voc Ed Director (7-12) Tech Ed (7-12)	Masters
Fetter	Bridget	Asst. Director	Admin. Supervision (7-12)	Masters
Bodwell	Pamela	Guidance Counselor	Guidance (k-12) History (7-12)	Masters
Caldecutt	Colleen	High School Science Teacher	English (6-12) Biology (6-12)	Masters
Childree	(James) Lee	High School English Teacher	English (6-12)	Bachelor
Marshall	Howard	High School Math Teacher	Math Secondary (7-12)	Masters
Tedder	Tracey	High School Social Studies	Admin. Supervision (7-12) Social Studies (7-12)	Masters

CHS Staff 2005-2006

Last Name	First Name	Position	Area of Certification	Degree
Small	John	Director	Admin. Supervision (7-12) Voc Ed Director (7-12) Tech Ed (7-12)	Masters
Fetter	Bridget	Asst. Director	Admin. Supervision (7-12)	Masters
Bodwell	Pamela	Guidance Counselor	Guidance (k-12) History (7-12)	Masters
Caldecutt	Colleen	High School Science Teacher	English (6-12) Biology (6-12)	Masters
Childree	(James) Lee	High School English Teacher	English (6-12)	Masters
Marshall	Howard	High School Math Teacher	Math Secondary (7-12)	Masters
Burton	Janice	High School Social Studies	Social Studies (7-12)	Bachelor
Schneider	Thomas	High School Social Studies	Social Studies (7-12)	Masters

CHS Staff 2006-2007

Last Name	First Name	Position	Area of Certification	Degree
Brown	Joy	Interim Director	Admin. Supervision (7-12)	Masters
		Asst. Director		
Allgood	Gale	Business Manager	Business Admin.	MBA
Bodwell	Pamela	Guidance Counselor	Guidance (k-12) History (7-12)	Masters
Caldecutt	Colleen	High School Science Teacher	English (6-12) Biology (6-12)	Masters
Childree	(James) Lee	High School English Teacher	English (6-12)	Masters
Marshall	Howard	High School Math Teacher	Math Secondary (7-12)	Masters
Burton	Janice	High School Social Studies	Social Studies (7-12)	Bachelor
Schneider	Thomas	High School Social Studies	Social Studies (7-12)	Masters
Armstrong	Audrey	Academic Advisor	Psychology(6-12) Educational Leadership	Masters

Shaping Educational Futures



LEARNING RESOURCE CENTER
of Polk County, Inc.

Attachment #11

904 S. Missouri Avenue • Lakeland, FL 33803
phone 863.688-9477 • fax 863.688-0248
www.LRCPolk.com

Summary of Mini-mester Course Content and Skills

SAT/ACT: three days of preparation for critical reading and multiple-choice grammar questions, one day of essay writing preparation, and three days of math preparation that included an ACT Science component. Teachers addressed strategies for taking the SAT and ACT as well as conducting content review and practice. Students practiced taking SAT and ACT questions as they currently appear on the exams.

Book: *Panic Plan for the SAT* by Joan Carris (Thomson Peterson, 2005); LRC "ACT Insider's Edge" booklet.

Strategies for Success: Students worked on study habits, critical thinking skills, and self-advocacy skills.

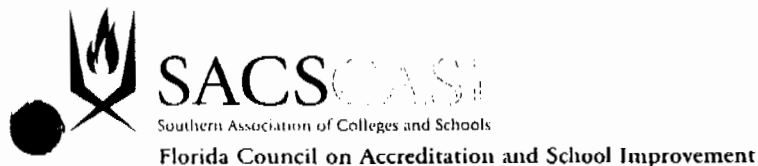
Study Habits provided students with activities in time management and organization (including use of CHS calendar), note taking from textbooks, note taking from lectures, personal learning styles, memory and concentration, and test preparation.

Self-Advocacy included a variety of activities such as examining the power of positive thinking and practicing basic strategies for behaving assertively in academic settings.

The Critical Thinking section of the mini-course provided an introduction to and practice using components of critical thinking, including examining the purpose, main issue, information, key concepts, point of view from which the reasoning is done, inferences, assumptions, and implications. Students also worked with a problem solving model.

Materials: LRC Study Habits packets; *Mini-Guide to Critical Thinking* by Linda Elder and Richard Paul (Foundation for Critical Thinking, 2006); various handouts.

Mini-Strategies (for criminal justice students): Students worked on an abbreviated version of the study habits and self-advocacy skills material as described above. **Materials:** LRC Study Habits packets and various handouts.



October 18, 2004

Mr. John Small, Principal
Polk Community College Collegiate High School
999 Avenue H, NE
Winter Haven, FL 33881

Dear Mr. Small:

I have received a positive report from Ms. Eveleen Hughes on her recent readiness visit to Polk Community College Collegiate High School. Based on that report you are now considered a SACS accredited school. On behalf of the SACS Florida Council on Accreditation and School Improvement, I want to congratulate you and Polk Community College Collegiate High School on becoming a newly accredited SACS school. You will be recognized as a new school at the SACS annual meeting December 11-14, 2004 in Atlanta; you will receive an invitation to that meeting.

Your initial peer review visit should occur in academic year 2007-2008, three years from now. After that, your peer review visits should occur every five years. Soon your faculty can begin planning your self study based on the SACS Next Generation School Improvement Process.

You may wish to check out our regional website at www.sacs.org and our state website at www.sacsnet.org/florida where you will find a variety of information. Later, you will receive information about the annual online report in January.

I encourage you and your faculty to maintain your SACS activity by participating in peer review visits with other schools across the state and attending our SACS Summer Conference each summer; the 2005 Summer Conference will be June 29-July 1 in Orlando and you will receive additional information about that. This will keep you up to date with all changes; you will receive periodic information from our office about SACS related activities. If you have questions or need SACS information, please email me (pwentz@unwf.edu) or call.

Congratulations on your new accreditation! We are proud of you!

Sincerely,

Pat Wentz, Director for Public Schools
Florida SACS Council on Accreditation and School Improvement

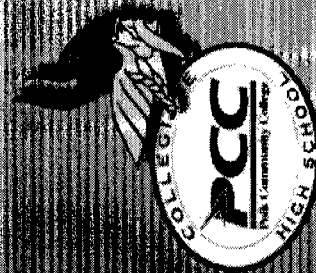
cc: Dr. Rozalyne Wright
Ms. Evelyn Hughes

University of West Florida • 11000 University Parkway • Building 78, Room 117B • Pensacola, FL 32514
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Careers in Health Care are in high demand. CHS can give you a head start in a fulfilling, high-paying job.

- * Nursing
- * Radiography Technology
- * Occupational Therapy Assistant
- * Physical Therapy Assistant
- * Emergency Medical Technology
- * Health Information Management



INFORMATION TECHNOLOGY

Computers, the Internet, networking, domain controllers, Wi-Fi... the terms computer technicians use every day. CHS has an inside track on high-tech careers.

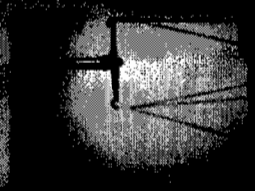
- * Cisco Academy
- * Microsoft Certified Systems Engineering
- * Certified Novell Engineer
- * A-Plus Certification
- * Help Desk Certification

All of our IT/AS degree programs articulate directly into the UCF BS Information Systems Technology degree.



CRIMINAL JUSTICE

The Criminal Justice program provides job-related training at the entry level positions. The curriculum is prescribed by the Florida Department of Law Enforcement. Criminal Justice Standards and Training Commission in accordance with the Florida Statutes.



Polk Community College Collegiate High School
999 Ave. H. NE
Winter Haven, Fl. 33881

Charter School Accountability Plan
September 2006

Board of Directors

Cynthia Ross, Chairperson

Twyla Ely

Rick Garcia

Ernest Pinner

Carol Platt

Dr. Neriah Roberts

Martha Santiago

Dr. Eileen Holden, President, PCC and Corporate Secretary to the Board

Dr. Debra Daniels, Vice President Academic and Student Services

Polk Community College

Collegiate High School Accountability Plan

September 2006

Mission Statement:

The purpose of the PCC Collegiate Charter High School is to provide academic and technical education for serious high school students who desire to undertake college-level study. The two-year curriculum will enable students to obtain or complete the requirements for a high school diploma and many, if not all, of the requirements for an associate degree, simultaneously, in either academic transfer or technical education options. The combined high school and college educational programs will be distinguished by an application of varied instructional delivery and learning styles, a technology-across-the-curriculum approach and incorporation of an integrated, academic seminar series at each grade level.

Guiding Principles

Our goal is to meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

Our students will...

- Develop the capacity to think critically, solve problems, and communicate effectively through a mastery of academic courses with emphasis on language and mathematics.
- Learn about themselves, their heritage, and the interdependent world through academic courses.
- Prepare for further education and work through elective academic and technical courses.
- Learn to fulfill their civic obligations through school and community service.
- Have access to the best technology services available.

Our teachers will...

- Deliver highly rigorous academic instruction.
- Incorporate values and skills that are expected in the post secondary education system and in the workplace.
- Continue to build on existing knowledge through professional development.

PCC Collegiate High School will...

- Produce students who are prepared to enter higher education, technical education and the workplace.
- Provide smaller classroom size on average and make more resources available for further exploration..
- Provide teachers staff development for best updated practices in the areas of: technology, curriculum development, and classroom management.

- Offer an enhancement program for student organizational skills, test taking skills, and reading in the content areas (technical and medical manuals).

Background Information

Polk Community College (PCC) serves the Polk County region of central Florida. Polk is Florida's fourth largest county in land and the ninth largest in population. In the 2005-2006 academic years, PCC had a total credit headcount enrollment of 10,044. The Polk County School Board (PCSB) oversees all K-12 education in the region and serves approximately 92,000 students. Additionally, census data indicates that Polk had 21,900 persons 16 to 19 years of age. Of this total, 4,098 were not enrolled in school and were not high school graduates.

PCC and the PCSB have been partners in the Polk County Tech Prep Consortium since 1992. During the 2000-01 school years, 5,266 Polk County high school students identified themselves as tech prep students, choosing among 53 programs-of-study. PCC also serves high school students through dual-enrollment programs. During the spring term of 2004, 722 students were enrolled in dual enrollment classes.

The PCC Collegiate Charter High School on the PCC campus was built upon existing initiatives and will maintain enrollment of approximately 200 students a year in a rigorous program-of-study leading to high school graduation and an Associate of Science (A.S.), Associate of Applied Science Degree (A.A.S.) or Associate of Arts Degree (A.A.).

Prospective students are recruited from all of Polk County. Interested students will submit an application. Recruitment will target students who are self-motivated and have an unrealized potential for success. All students will be assessed individually in terms of math, reading, and writing skills, physical or learning disabilities, and language ability. Students are selected by a random lottery and dual enrollment area of study requirements. Eligible students must have a 2.5 unweighted GPA and a minimum of 11 credits by the end of the 10th grade. The Collegiate High School must meet the Federal Consent Decree of the Polk County School Board. The school recruits a diverse population in both ethnicity and academic ability. Recruitment also focuses on underrepresented dual-enrollment populations in community colleges. Currently, 72% of the CHS student body is white, 19% black, 6% Hispanic, 2.5% Asian, 0.50% Multi and 16% are eligible for free/reduced lunch.

Goals

Goal One: The PCC CHS will maintain a high graduation rate.

Indicators of Progress:

- 90% or more of CHS students will meet high school graduation requirements by their projected graduation date as evidenced on each student's graduation requirements completed information, housed on the district's student information system.

Baseline:

- 2005- 97% of PCC CHS students met high school graduation requirements by their projected graduation date.
- 2006- 99% of PCC CHS students met high school graduation requirements by their projected graduation date.

Goal Two: The Technology Academy CHS students will successfully earn industry certification in their area of study.

Indicators of Progress:

- Annually, 90% or more of PCC CHS students will earn passing scores on industry certification examinations as documented by the following tests:
 - Comp Tia A+ Certification test score data for Hardware
 - Comp Tia A+ Certification test score data for Software
 - Comp Tia Net + Certification test score data for Computer Networking

Baseline:

- 2005- 100% of PCC CHS students earned passing scores on industry certification examinations.
- 2006- 92% of PCC CHS students earned passing scores on industry certification examinations.

Goal Three: PCC CHS students will demonstrate college level reading ability at the time of graduation.

Indicators of Progress:

- Annually, 90% or more of PCC CHS students will earn scores of 83 or higher on the College Placement Test (CPT) in the areas of Reading and Sentence Skills at the time of graduation. A score of 83 on the CPT is the cut score for taking college credit courses.

Baseline:

- 2005- 92% of PCC CHS students earned scores of 83 or higher on the College Placement Test (CPT) in the areas of Reading and Sentence Skills at the time of graduation. A score of 83 on the CPT is the cut score for taking college credit courses.

- 2006- 98% of PCC CHS students earned scores of 83 or higher on the College Placement Test (CPT) in the areas of Reading and Sentence Skills at the time of graduation. A score of 83 on the CPT is the cut score for taking college credit courses.

Goal Four: The majority of PCC CHS students will earn credits toward a college degree upon high school graduation.

Old! Indicators of Progress:

- 85% of PCC CHS students will earn 30 or more college credits upon high school graduation as evidenced on their college transcript.

New! Indicators of Progress:

- For each of the next two graduating classes, the percentage of PCC CHS students who have earned 30 or more college credits upon high school graduation will increase by one percent and then will be maintained at 85% for future years with performance for each graduating class as follows:
 - 2007 = 84%
 - 2008 and thereafter = 85%

Baseline:

- 2005- 81% of PCC CHS students earned 30 or more college credits upon high school graduation.
- 2006- 83% of PCC CHS students earned 30 or more college credits upon high school graduation.

Goal Five: PCC CHS students will demonstrate college level mathematics ability upon high school graduation.

Indicators of Progress:

- 73% of PCC CHS students will score 72 or higher on the math portion of the College Placement Test upon graduation.

Baseline:

- 2005- 71% of PCC CHS students scored 72 or higher on the math portion of the College Placement Test upon graduation. A score of 72 is the cut score for taking college level math courses.
- 2006- 88% of PCC CHS students scored 72 or higher on the math portion of the College Placement Test upon graduation. A score of 72 is the cut score for taking college level math courses.

Goal Six: PCC CHS students will show mastery of science Sunshine State Standards through FCAT scores.

Indicators of Progress:

- Annually, the mean developmental scale score of PCC CHS students will be at or above the district and State mean on the 11th grade FCAT Science test annually. The 11th grade FCAT Science test is the only State assessment test that all CHS students participate in, and it is the only FCAT test given above grade 10.

Baseline:

- 2005- The mean developmental scale score of PCC CHS students was 341. The district mean was 285 and State mean was 293 on the 11th grade FCAT Science Test.
- 2006- The mean developmental scale score of PCC CHS students was 340. The district mean was 287 and State mean was 298 on the 11th grade FCAT Science Test.

Goal Seven: PCC CHS will operate with sound financial principles.

Indicators of Progress:

- PCC CHS will have a reserve operating general fund balance at the end of each year, which will be evidenced in the annual independent financial audit.

Baseline:

- 2005- \$198,320.00 reserve operating general fund balance at the end of the year.
- 2006- \$401,098.00 reserve operating general fund balance at the end of the year.

Goal Eight: PCC CHS will have an active and supportive board of directors.

Indicators of Progress:

- The seven-member board of directors will hold a minimum of four meetings per year (with a quorum of 4 or more in attendance) as evidenced from minutes from those board meetings.

Baseline:

- 2005- There were twelve monthly meetings and an annual board retreat. All meetings had a quorum with 4 or more in attendance.
- 2006- There were twelve monthly meetings and an annual board retreat. All meetings had a quorum with 4 or more in attendance.

Meeting dates and minutes are on file in the PCC administrative offices and are available upon request.

Goal Nine: PCC CHS stakeholders will reflect their satisfaction with the overall school program.

Old! Indicators of Progress:

- 85% of the parents responding to the Annual Climate Parent Survey will show that they are satisfied with the school by indicating that they either agree or strongly agree with the majority of the effective school correlates.

- 85% of the students responding to the Annual Climate Student Survey will show that they are satisfied with the school by indicating that they either agree or strongly agree with the majority of the effective school correlates.

Baseline and Performance:

- 2005-
 - More than 85% of the parents either agreed or strongly agreed with 86% of the Annual Climate Survey correlates.
 - More than 85% of the students either agreed or strongly agreed with 86% of the Annual Climate Survey correlates.
- 2006-
 - More than 85% of the parents either agreed or strongly agreed with 100% of the Annual Climate Survey correlates.
 - More than 85% of the students either agreed or strongly agreed with 100% of the Annual Climate Survey correlates that have been made available to the CHS.

New! Indicator of Progress:

- The average response of parents will be 1.0 or higher on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.
- The average response of students will be 1.0 or higher on at least 6 (86%) of the effective school correlates on the Annual Climate Survey.

Baseline:

- 2005-
 - The average response of parents was 1.0 or higher on 86% of the effective school correlates on the Annual Climate Survey.
 - The average response of students was 1.0 or higher on 86% of the effective school correlates on the Annual Climate Survey.
- 2006-
 - The average response of parents was 1.0 or higher on 100% of the effective school correlates on the Annual Climate Survey.
 - The average response of students was 1.0 or higher on 100% of the effective school correlates on the Annual Climate Survey.

Goal Ten: The Polk Community College Collegiate Charter High School will conduct a thorough self-study in 2006-2007 and host a successful SACS site visit in 2007-2008 as indicated by continued SACS accreditation.

Indicator of Progress: Written documentation from the CHS will confirm that the self study has begun and will summarize the status of self study progress by June 2007. A letter from SACS will confirm re-accreditation of the CHS no later than June 2008.