

SCHOOL BOARD OF POLK COUNTY, FLORIDA

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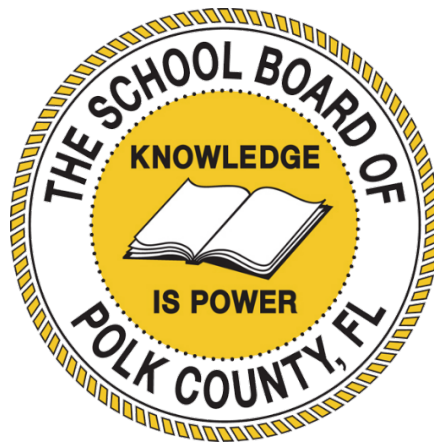
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Web Site: <http://www.polk-fl.net>
School Board Approved: July 25, 2017

The mission of Polk County Public Schools is to provide a high quality education for all students.

School Board of Polk County, Florida

Student Progression Plan 2017–2018

A complete Student Progression Plan is available on CD in the Superintendent's Office, the School Board Office or upon request.

Purpose and Objectives:

In June of 1976, the Florida Legislature passed into law the *Educational Accountability Act* that included a statutory requirement that each school district in Florida establish a comprehensive program of student progression. This document throughout Florida districts became known as the Student Progression Plan. Its main objective through the years has been to establish an orderly plan for progression through the grades, using as its primary base specific Florida Statutory requirements (i.e., graduation requirements, promotion/retention standards, delivery of instruction and grading standards).

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I. FLORIDA STATUTORY REQUIREMENT

The purpose of the Student Progression Plan for Polk County Public Schools is to present to school personnel, parents, students and other interested citizens the School Board Rule and administrative procedures required to implement state legislative and local School Board pupil progression requirements.

In June 1976, the Florida Legislature passed into law the Educational Accountability Act of 1976, which includes a statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression. The Act specifically requires that:

- (1) By July 1, 1977, each district school board shall establish a comprehensive program for pupil progression, which shall be based upon an evaluation of each pupil's performance, including how well he masters the minimum performance standards approved by the State Board.
- (2) The district program for pupil progression shall be based upon local goals and objectives which are compatible with the state's plan for education and which supplement the minimum performance standards approved by the State Board of Education. Particular emphasis, however, shall be placed upon the pupil's mastery of the basic skills, especially reading, before he is promoted from the third, fifth, eighth and eleventh grades. Other pertinent factors considered by the teacher before recommending that a pupil progress from one grade to another shall be prescribed by the district school board in its rules.
- (3) Beginning with the 1978–79 school year, each district school board shall establish standards for graduation to include state requirements from its secondary schools. Such standards shall include, but not be limited to, mastery of the basic skills and satisfactory performance in functional literacy as determined by the State Board of Education, and the completion of the minimum number of credits required by the State of Florida and district school board. Each district shall develop procedures for the remediation of those students who are unable to meet such standards. Based on these standards, each district shall provide for the awarding of certificates of completion and may provide for differentiated diplomas to correspond with the varying achievement levels or competencies of its secondary students.

In July 1983, the Florida Legislature enacted the Raise Achievement In Secondary Education (RAISE) Legislation that mandated widespread changes for Florida's public schools. The state has prescribed minimum graduation requirements effective the 1984–85 school year in conjunction with current requirements already in the district's pupil progression plan. Changes in Florida Statutes are reflected in Polk County's Student Progression Plan. Future changes and interpretations from the state will be enacted locally by state and district memoranda, then, as needed, will be incorporated into the district's pupil progression plan.

The Omnibus Legislation in 1984 provided for many changes and additions for the school program in grades 4–8 with some revisions of the RAISE Legislation (1983) in grades 9–12. The Education Program (PRIME), Florida Progress in Middle Childhood incorporated into The Omnibus Legislation, established programs, which recognized the developmental diversity and needs of students. PRIME was designed to build upon the Primary Education Program (PREP) at grades 4 and 5 and to integrate with high performance standards and graduation requirements in the RAISE legislation. The 1985 Legislature continued to revise the RAISE and Omnibus Legislation with the RAISE Omnibus Clarification Act that further clarified graduation requirements and other state curriculum requirements. The ROCA Act amended Section 230.2319, Florida Statutes, to change the implementation date for the general requirements in grades 4–5 and 6–8 from 1985–86 to 1986–87, and specified that all requirements are authorized and implemented to the extent specifically funded in the General

Appropriations Act. The study of the United States and World Geography was added to the grades 6–8 requirements, when they became effective.

Legislation from 1986 to 1990 also had significant impact, including a complete rewrite of the state-mandated testing program (CSSB2746 of the 1990 legislature) amending Florida Statutes 228.301 Test Security; 229.555 Educational Planning and Information Systems; 229.565 Educational Evaluation Procedures; 229.57 Student Assessment Program; 229.575 Reporting Procedures; 232.245 Student Progression; 232.2454 District Uniform Student Performance Standards, Instruments, and Assessment Procedures; 232.246 General Requirements for High School Graduation; 233.0641 Free Enterprise and Consumer Education Program; 236.088 Basic Skills and Functional Literacy Supplement; 240.107 College Level Communication and Computation Skills Examination.

The 1991 Florida legislation known as "Blueprint 2000" represents the greatest changes in more than a decade, repealing, modifying and building upon preceding legislation. The changes mandated by Blueprint 2000 included the following:

- 229.58 District and school advisory councils
 - Requires each school to have council composed of principal and appropriately balanced number of teachers, education support employees, students (secondary), parents and other business and community citizens who are representative of the racial, ethnic and economic community served by school.
 - Provides that each council assist in preparation and evaluation of school improvement plan.
- 229.591 Comprehensive revision of Florida's system of school improvement and education accountability
 - Establishes seven Florida education goals.
 - Establishes a system for school improvement and accountability.
- 229.592 Implementation of state system of school improvement and education accountability
 - Requires each school to develop and implement a school improvement plan.
 - Requires ongoing assessment of student needs.
 - Establishes Florida Commission on Education Reform and Accountability.
 - Charges Florida Education Commissioner with implementing and maintaining a system of "intensive school improvement and stringent education accountability" including data collection, analysis, and reporting.
 - Requires the Florida Department of Education to implement training and technical assistance to schools and districts.
 - Provides for withholding funds from the Educational Enhancement Trust Fund to any district in which a school does not have a school improvement plan.
 - Provides for waivers of selected Florida Statutes to assist in school improvement.
- 229.593 Florida Commission on Education Reform and Accountability
 - Establishes Commission.
 - Defines membership, selection.
- 229.594 Powers and duties of the commission
Prescribes duties and responsibilities for recommending to the Legislature and State Board components of a system of school improvement and accountability including:
 - adequate progress;
 - methods for measuring school progress toward goals;
 - methods for public reporting;
 - methods for recognizing progress and financial incentives for schools that make progress;
 - methods for assistance and intervention for schools not making progress;
 - monitoring multicultural education and making recommendations.
- 24.121 Allocation of revenues and expenditure of funds for public education

- Adds requirement for school improvement plans to receive funds from Educational Enhancement Trust Fund.
- 230.03 Management, control, operation, and administration
- 231.085 Duties and supervision of principals
- Adds to responsibilities of the principal the providing of leadership in the development, revision, and implementation of a school improvement plan.
- 230.23 Powers and duties of school board
- Requires school board to maintain a system of school improvement and accountability including:
 - annually approving and requiring implementation of a school improvement plan for each school in the district;
 - developing a three-year plan for assistance and intervention for any school not making adequate progress;
 - providing information regarding performance of students and educational programs and implementing school reports.
- 230.33 Duties and responsibilities of superintendent
- Adds recommending procedures for implementing and maintaining a system of school improvement and educational accountability
- 1008.25 Public school student progression; remedial instruction, reporting requirements

The 2013 Legislature passed Senate Bill 1076, providing for comprehensive K–20 career and education planning; substantially rewording the student assessment program for public schools; providing requirements for Academically Challenging Curriculum to Enhance Learning (ACCEL) options, including rigorous industry certifications that are articulated to college credit.

II. STUDENT PROGRESSION PROCEDURES

The School Board of Polk County, Florida, is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to ensure the placement of each student in the subject, in the grade level, or in the special program best suited to meet the student's academic needs, with consideration given to social, emotional and physical development.

Polk County Schools Vision

Every Polk student will be prepared for success in college or career after graduation.

Polk County Schools Mission

The Mission of Polk County Schools is to provide a high quality education for all students.

The Student Progression Plan (SPP) was developed to ensure that all students meet high academic standards through standards-driven curriculum, rigorous and relevant instruction, and instruction that is focused on critical thinking and problem solving. The effectiveness of this instruction is evaluated through the District's comprehensive program for student progression. The program analyzes assessment data through a universal screening and continuous progress monitoring system to identify students that need more intensive instructional support in order to accelerate growth. These instructional interventions are implemented and the student responses to them are continuously monitored to determine the level of effectiveness. Areas addressed within the plan are focused on preparing students as global citizens and to graduate students to meet with success for the present and future economies.

Decisions regarding student promotion, retention and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision in regard to grade placement is the responsibility of the principal. District-wide standards, to be used as guidelines for placement decisions and procedures for their implementation, have been developed in the form of a student progression plan. These standards and procedures in the district's plan show clearly that promotion in the Polk County public schools is based primarily on student achievement and is not an automatic process.

A. Multi-tiered System of Supports (MTSS)

The purpose of the instructional program in the district's schools is to provide appropriate instruction and additional supports, if necessary, to enable students to perform academically at their grade level or higher. To ensure that consideration for the needs of all students are met, the district will follow the *Multi-tiered System of Supports* (MTSS) model. This model requires the following components:

- A multi-level prevention system or tiers of support, also called Multi-tiered System of Supports;
- A process to organize data-based decision making at all levels of support, also called Problem Solving;
- Review of data, consisting of:
 - universal screening to identify students at risk;
 - progress monitoring to monitor students' progress and the effectiveness of the supports provided to students;
 - final outcome data.

TIERS: Florida's process uses a three-tiered model: differing levels of intensity of interventions are provided to students based on their response to instruction/intervention. Intensity can be varied in numerous ways, including type of intervention, frequency, duration, and the number of students in the setting. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. The school-based leadership team then uses the *Eight Step Problem Solving Model* to develop a plan to address core instruction and/or behavioral difficulties.

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are identified by grade level teams or the Problem Solving team using the student-specific data. For more information go to: http://www.florida-rti.org/docs/ParentResourceGuide_print_final.pdf.

B. Secondary School Reform Act

Florida was one of the first states to implement strong accountability measures for its schools, publishing school grades as early as 1999. Other states look to Florida as a model in the area of accountability.

When the Elementary and Secondary Education Act (ESEA), also referred to as No Child Left Behind, was enacted in 2001, it meant that Florida had two systems: the state's system and a federal one.

In October 2011, the US Secretary of Education invited states to request a flexibility waiver from ESEA requirements enabling them to eliminate duplicative regulation and move to a single accountability system. Florida was one of 11 states to apply, and in February 2012, the US DOE granted the waiver. Approving the request for flexibility is the first step in a process. There are still several steps prior to implementation. The US Department of Education added criteria that need to be reviewed, requiring action by the State Board of Education as well as legislation.

C. Student Performance Standards

Each district school board is required to establish a comprehensive program for student progression as well as standards for evaluating each student's performance. District student progression plans help to ensure that the required program of study, placement, promotion, reporting, retention, and assessment procedures are equitable and comprehensive, thereby providing accountability for all students. A student who meets the requirements of s. 1003.4282(3)(a)-(e), earns three credits in electives, and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma.

Mastery of Performance Standards

In the determination of mastery of student performance standards, it is the intent of the Polk County School Board to:

- Utilize student performance standards which are:
 - clear and precise statements of what the learner is expected to do by the end of a prescribed learning period;
 - reflective of the essential knowledge, skills, concepts, or behaviors contained in the state-approved course description and district curriculum;
 - clearly communicated to all learners at the beginning of a course or unit of instruction.
- Measure student performance standards on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments and projects, and assessments. It is not the intent of the Polk County School District to measure student performance standards solely through the use of a single method or instrument (i.e., end of course test).
- Provide to students who have an excused absence(s) from instructional time the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time. Please refer to the Attendance section of the Student Progression Plan for more information related to makeup work and absenteeism.

Assessment of Student Performance Standards

Student mastery on Student Performance Standards for each high school course may be assessed using a variety of sources, including but not limited to: teacher observations, oral presentations or reports, speech, recitation, impromptu speaking, response to questions, labs/experiments, lab practicals, demonstrations, class assignments (including homework), paper and pencil assignments, worksheets, research papers, models, projects, exhibits, posters, assessments.

Evaluation of Student Achievement

Student assessment and promotion in Polk County's public schools is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect consideration of the following: progress tests, classroom assignments, daily observation, standardized tests, state assessment, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the Principal.

D. Student Progress Monitoring

The district-wide progress monitoring program is designed to assist the student in meeting state and district expectations for proficiency. Progress monitoring results inform the provision of intensive

instruction in the areas of weakness through one or more of the following activities, as considered appropriate by the school administrator, teacher and parent/guardian. Schools determine the supplemental strategies most appropriate for each student. These include, but are not limited to, modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, and extended learning program. State assessment results will be compiled and posted to Genesis (Student Information System) and will be used as the basis for instructional decisions where deficient scores exist. Instruction will be adjusted in response to results obtained through intermittent progress monitoring via district assessments.

Any student, at any grade, who is not meeting the state or district requirements for reading, writing, mathematics, and science will be provided with a student-specific progress monitoring plan designed to meet the academic needs of the student. This plan will be developed in consultation with the student, parent, and school administration as defined by s.1008.22 F.S. and s.1008.25 F.S.

In conjunction with the state mandated K- 12 Comprehensive Reading Plan, it is also the responsibility of the district to progress monitor reading skills for all Kindergarten – Third grade students.

Furthermore, students in Fourth – Twelfth grade who demonstrate reading deficits must also have their reading skills monitored.

III. ENTRANCE REQUIREMENTS

A. Polk County Schools Entrance Requirements

	Pre-K	K	1 st	Out of State Transfers for First Time	Out of State Transfers NOT First Time	Out of County but In State Transfers	In County Private or Public Transfers
1. Legal certificate of birth date which shows parents' names or proof of age acceptable under Florida Law (See #1 below)	X	X	X	X	X	X	
2. Physical Examination within 12 months of registration completion needed at K or at 1 st entrance to Florida Schools (See #2 below)	X	X		X	*See #2	*See #2	*See #2
3. Florida Certificate of Immunization (form DH 680) (See #3 below)	X	X	X	X	X	X	X
4. Two proofs of residency (See #4 below)	X	X	X	X	X	X	X
5. Withdrawal and transfer form from the school student had been attending							X
6. Must be 5 years old on or before September 1 st of the school year. There is no early entry.		X					
7. Child must be 6 years old on or before September 1 st of the school year. Student has completed Kindergarten. Student may be admitted any time during the school year.			X				
Students in homeless situations	Information is provided on page 8 section B:2						

1. Evidence of Date of Birth Required

If the first prescribed evidence is not available, the next evidence obtainable in the order below may be accepted.

- A transcript of birth record filed according to law;
- A certificate of baptism showing the date of birth and place of baptism signed by the parent;
- A life insurance policy on the child (at least 2 years old);
- A Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport or certificate of arrival in the United States showing the age of the child;
- A transcript of record of age shown in the child's school records (at least 4 years prior to application);

If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, a licensed practicing physician designated by the School Board, may issue a certificate stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is correct.

2. Physicals

Physicals are required only on first entrance into a Florida school **unless** first entrance was Pre-K, or the hard copy of the physical cannot be located. Physicals completed out of county or state are acceptable. A physical form, which contains body systems assessment as well as the physician's signature, is required. If document is questionable, please refer to your school nurse. **The hard copy of the physical must be sent from the previous school. If it is not obtained after sending for records, a new physical is required.**

3. Immunizations

Religious exemptions from immunization (form DH 681) must be obtained at a Health Department clinic. Electronic transfer of immunization dates may be used; however, all immunization dates must be transferred. A notation that there is a certificate of immunization is not acceptable. Students may enter school on Temporary Medical Exemption (DOH 680 – Part B), (DOE code 2), provided expiration date has not passed. **Students that are not in compliance with immunization laws are not allowed to attend school.** (See Appendix for more information.)

4. Proof of Residency

TWO proofs of residency must be from categories listed below. Each proof **MUST** include name and **current** physical address. Post office boxes, private mailbox addresses or commercial addresses are insufficient.

- Category 1:* Apartment rent receipt or home lease agreement, mortgage document, or property tax record
- Category 2:* One **current** utility bill (e.g., electric, gas, home or cell phone, cable, water)
- Category 3:* Current Voter Registration Document
- Category 4:* Proof of **current** government benefits (Medicare, Disability, Food Stamps, DCF correspondence)
- Category 5:* Current Florida driver's license, automobile registration, automobile insurance

B. Withdrawal and Transfer

Withdrawal and transfer from the school the student last attended. The form should include name, address, phone number and fax number of that school.

1. Home Schooled Students

All home schooled students who participate in public school academic or athletic events must comply with the Polk County Schools entrance requirements. A student seeking to enter or re-enter a Polk County public school from a home education program must meet all entrance requirements (state and district) that any other student must meet.

2. Homeless Students

Homeless students are to be enrolled in schools immediately even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residence, birth certificates, proof of guardianship, or other required documentation. A homeless child shall be given temporary exemption to the above requirements for 30 school days (1003.21(4)(a-g) F.S.). Homeless students are students who lack a fixed, regular, adequate nighttime residence and may be residing in any of the following situations: (1) sharing housing with others due to loss of housing or economic hardship (2) living in a motel or hotel due to loss of housing or economic hardship (3) staying in a shelter (4) living in substandard housing without electricity, running water, health code violations, etc. (5) sleeping in a car, campground, park or public space. For questions call Homeless Services at 863-534-0801.

3. Collecting Social Security Numbers

Florida Statute 1008.386 says, "Each district school board shall request that each student enrolled in a public school in this state provide his or her social security number." In accordance with law, the school district uses confidential social security information for a number of important reasons like making accurate student identification, for college transcripts, and other legitimate state and federal educational programs, including but not limited to free and reduced lunch programs, health department programs, Medicaid/Medicare, grants, and financial aid opportunities.

Presenting a student's social security card or a copy of the card to school enrollment officials satisfies this request. To protect students' identification, the school district takes reasonable and appropriate steps to secure social security numbers from unauthorized access and unlawful release to unauthorized parties.

A student is not required to provide his or her social security number as a condition for enrollment or graduation.

C. Attendance Requirements

The legislature finds that nonattendance is associated with poor academic performance and that school districts must take an active role in promoting and enforcing attendance as a means of improving student performance. The legislature finds that early intervention in school attendance is the most effective way of producing good attendance habits that will lead to improved student learning and achievement. (1003.26 F.S.)

Compulsory Attendance

All children who have attained the age of six (6) years by February 1st of any school year (initial year of entrance), or who are older than six (6) years of age but have not attained the age of sixteen (16) years, are required to attend school regularly during the entire school term unless otherwise exempt under the law. Students between 16 and 18 years of age must regularly attend school and are subject to all required intervention and related enforcement procedures unless the parent and the student have formally terminated school enrollment by completing the *Declaration of Intent to Terminate School Enrollment* form and participate in an Exit Interview (1003.21 F.S.).

Parent or guardian and student responsibilities are:

- to be informed of school board policies and school rules about absenteeism and tardiness,
- to appeal a decision about an absence,
- to make up class work in a reasonable amount of time after an excused absence,
- to attend classes daily and be on time,
- to explain or document the reason for an absence, and
- to request make-up work after an absence and to complete it in a reasonable amount of time.

Legal Proof of Age

One of the following legal evidences of age is required for all students, pre-kindergarten through grade 12, entering school in Polk County for the first time. It is required that the evidence be obtained in the order listed below for pre-kindergarten and kindergarten, and it is recommended that the evidence be obtained in the order given below for grades 1–12.

1. A duly attested transcript of the child's birth record fully filed according to law with a public officer charged with the duty of recording births. Certified copy of Birth Certificate (obtainable in Bartow office of the Polk County Health Department for children born in Polk County or Bureau of Vital Statistics from state of birth).
2. A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent(s)/guardian(s); or
3. An insurance policy on the child's life which has been in force for at least two years; or
4. A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent; or
5. A passport or certificate of arrival in the United States showing the age of the child; or
6. A transcript or record of age shown in the child's school record of at least four years prior to application, stating date of birth; or
7. If none of these evidences can be produced, an affidavit of age sworn to by the parents, accompanied by a certificate of age assigned by a public health officer or by a public school physician, or if neither of these shall be available in the county, by a licensed practicing physician designated by the School Board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.
8. School records are not acceptable as evidence of age for first time entrance into the Polk County school system for pre-kindergarten, kindergarten, and first grade students.

D. Health/Immunization Requirements

Immunizations	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
1. MMR (one shot)	X													
2. MMR (two shots)		X	X	X	X	X	X	X	X	X	X	X	X	X
3. POLIO (3–5 doses)		X	X	X	X	X	X	X	X	X	X	X	X	X
4. DTP/DTaP (5 shots)		X	X	X	X	X	X	X	X	X	X	X	X	X
5. Tdap (one shot)									X	X	X	X	X	X
6. Td or Tdap														
7. Hepatitis B Series (3 shots)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Hib	X													
9. Varicella (one shot or signed proof of disease)	X											X	X	X
10. Varicella (two shots or signed proof of disease)		X	X	X	X	X	X	X	X	X	X			

X Denotes required immunizations per grade level

Students who are not in compliance with immunization laws are required to be excluded from school. (Immunizations given four days before a minimum interval or age will be counted as valid.) These immunization requirements also apply to all new students and retained students. For more information, contact your physician or the local health department.

E. School Zones

Before entering a child into any grade, first determine whether they live in your school zone. If they do not, they should have an approved transfer form. These forms may be obtained by the parent/guardian at any public school or the county office and must be approved by the county office before the student may change zone.

F. Verification of Residence

Verification of a parent or guardian’s residence shall be required at the time the child registers in a District School. Verification of residence may also be required at any other time at the discretion of the Superintendent or designee.

G. Provisions for Teacher’s Children

Students who are attending a school under the provision which allows teachers to bring their child to the school where they teach will be permitted to remain at that school, even if the parent no longer teaches at that school. Enrollment for these students must be continuous and may continue to the highest grade level at the school site, unless the school has a direct feeder pattern, in which case the student may continue through the highest grade level in that feeder pattern.

H. Emergency and Contact Information

All new enrollees must register in the main office of the school and provide truthful and accurate Emergency and Contact Information. The principal will also be notified of any transfer or withdrawal so that the files may be purged as changes occur. In addition, changes of address must be reflected on student records.

Where parents are divorced or separated, the parent who enrolled the student is responsible for providing Emergency and Contact Information that is truthful, accurate and consistent with the most recent court order governing their divorce, separation or custody matters. Any parent contesting the Emergency and Contact Information may seek assistance from the court governing their divorce, separation or custody matters to compel the enrolling parent to revise the information provided. The District does not enforce court orders and will not make any change to the Emergency and Contact Information as may be ordered by the court.

Anyone who knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her duty is guilty of a second degree misdemeanor under F.S. 837.06. In addition, anyone who knowingly makes a false verified declaration is guilty of perjury, a third degree felony under F.S. 92.525.

Each parent has the right to pick-up, visit, and meet with his/her student at school, without interference of or the need for consent from the other parent, unless the school has received a certified copy of an enforceable court order that provides to the contrary. The principal may restrict the times, location, frequency, and length of parent visitations at school, based on legitimate pedagogical or scheduling reasons. The District will abide by enforceable "no contact orders" which have been provided to the school.

Both parents have an equal right to make decisions about the education and welfare of their student, unless the school has received a certified copy of an enforceable court order that specifies that one of the parents, or someone else, has the sole right to make educational and/or general welfare decisions for the student.

If the parents cannot agree on a significant decision about the student's education or on matters affecting the health, safety, or welfare of the student, the school will take action based on what it considers to be in the best interests of the child.

I. Notification of In Loco Parentis

In cases in which a student is temporarily not residing with his/her parents or legal guardian, the parent or legal guardian of the student shall designate in writing that adult person with whom the student resides who stands in loco parentis to the student in order for him/her to be admitted to or continue in school.

IV. GRADE PLACEMENT REQUIREMENTS

A. Entering Students (K-1) Who Are Transferring From Nonpublic Schools

- Students must meet the same age requirements as defined in this document.
- Students entering first grade must have successfully completed a county-approved kindergarten. Home education is not an approved kindergarten.
- Students must fulfill all health requirements as defined in the previous section of this document.
- First-time enrollees from out-of-state who have never been in school but meet the district's first grade requirements must begin in kindergarten.

B. Entering Students (K-1) Who Are Out-of-State Transfer Students and Do Not Meet Age Requirements

- Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to Florida public schools will be admitted to kindergarten or first grade when certain data are presented. A student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools, may be admitted if he or she meets the age requirements for the public schools in the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under the rules of Polk County School Board.

If a student is transferring from an out of state public or nonpublic school, the parent of the student must provide the following data to the school prior to admission:

- Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school
- An official letter or transcript from proper school authority which shows record of attendance, academic information, and grade placement of the student
- Evidence that all health requirements have been fulfilled pursuant to the above A through D subsections. Prior to admission, the parent or guardian must also provide the data required in the above subsection E related to school zones.

C. Entering Students (Grades 2-12)

- The enrolling party must present information that fulfills all requirements pursuant to subsections B through E. ***If student has ever been enrolled in a Florida school, a physical exam is not required.***
- If the enrolling party does not have age verification documentation in his/her possession, the enrolling school may telephone the last school attended. If the last school attended verifies age and immunization certification pursuant to our requirements, the student may be enrolled while awaiting transfer of school records.
- Evaluation of Transfer Students (K–5)
 - The grade placement of students transferring from other states or private schools will be determined by the principal of the receiving school after receipt of the official student records or transcripts. A temporary grade placement may be established, if all other entry requirements are met, at the discretion of the principal, contingent on receipt of school records. The grades should be interpreted so that the requirements for promotion are not retroactive to prior school attended provided the student has met all requirements for grade placement and promotion in the school from which the student is transferring.
 - When a student is transferring into Polk County Public Schools without records from a public or nonpublic school or from a home education program, it will be the responsibility of the principal to assign grade placement.

D. Home Education, Homeless Youth and Private/Parochial Schools

Home education, homeless youth and private/parochial students seeking to enter or re-enter a Polk County public school must meet all initial entry requirements (state and district) as specified within the PCSB SPP (see page 8, section B:2 for guidance regarding homeless youth). A student may enter the school system at any time and at any grade level. The initial grade placement will be determined by a review of official transcripts presented at the time of enrollment. The district will comply with the McKinney-Vento Act as it pertains to the awarding of credits for homeless youth. For a student enrolling without an official transcript or without verifiable scholastic records, initial grade placement and course selection will be determined by the Superintendent's designee. Final placement will be determined within 45 days of initial enrollment and verified through the following:

- Minimum grade equivalency score on the SAT 10;
- Satisfactory completion of a district benchmark or end-of-course assessment;
- Recommendation of the school principal.

For more information on home education, visit FL-DOE Office of Independent and Parental Choice website <http://www.fldoe.org/schools/school-choice/other-school-choice-options/home-edu/> or the district website for Home Education: <http://www.polk-fl.net/parents/student-services/documents/HomeEducationInformationrev070715.pdf>.

For more information regarding homeless youth, visit McKinney-Vento Act: <http://www.naehcy.org/sites/default/files/dl/legis/NewMV2015clean.pdf>

E. Nondiscrimination Statement

The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, sex, religion, national origin, marital status, age, homelessness, genetic information, pregnancy, or disability or other basis prohibited by law in any of its programs, services, activities or employment. To file concerns, you may contact the Office of Equity & Compliance in the Human Resource Services Division at (863) 534-0513.

If you require any type of accommodation to complete the application process due to a disability, please call the Human Resource Services Division at (863) 534-0781. If you are deaf or hard of hearing, please contact the Polk County School District by calling Florida Relay Service at 1-800-955-8771.

V. STUDENT TRANSFERS

A. Transferring Between Polk County Public Schools (Grades K-12)

During the school year, students are required to have the Withdrawal and Transfer form from the Polk County School in which they have been attending. This is not required of emergency shelter cases or during the summer months.

B. Within the District

Charter students: During the school year, students are required to have the Withdrawal and Transfer form from the Polk County School in which they have been attending. This is not required of emergency shelter cases or during the summer months.

C. Out of Country or State or From Private, Home School, or Military Compact

If a student transfers into a Florida public high school from out of country, out of state, a private school, or a home school, the student's transcript is reviewed to determine if the student is required to take a Florida end-of-course (EOC) assessment in accordance with Rule [6A-1.09941](#), Florida Administrative Code (F.A.C.), *State Uniform Transfer of High School Credit*. Refer to the [High School Mathematics Statewide Assessments by State](#) chart for a listing of statewide assessment mathematics exit exams and Algebra 1 statewide assessments.

Home school students who wish to participate in athletics at their zoned public high school must notify the school principal and/or athletic director of their intent before the first day of official practice for that sport and meet all of the Florida High School Athletic Association (FHSAA) eligibility requirements with the exception of being in regular attendance at the school. Any home school student who takes at least three (3) courses at the high school is considered a student of the school and not a home school student according to FHSAA regulations.

VI. ACCELERATION MECHANISMS

It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, mathematics, and science; that district school board policies facilitate student achievement; and that each student and his or her parent be informed of that student's academic progress; and that students have access to educational options that provide academically challenging coursework or accelerated instruction pursuant to s. 1002.3105, F.S.

Where accelerated educational experiences seem indicated for an individual student, basic courses may be modified or offered virtually to increase the overall time of instruction in a given period of time or to increase credit earned through curriculum compacting. Such modifications are based on assessment of student's needs.

Academically Challenging Curriculum to Enhance Learning (ACCEL) options

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12 (s. 1002.3105 F.S.). Each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295, F.S.

Eligibility and Procedural Requirements

In accordance with 1002.3105 of the Florida Statutes, all Polk County Public Schools will provide educational options that provide academically challenging curriculum or accelerated instruction to all eligible K–12 students and inform parents/guardians of these options.

Schools **may also offer** options that include, but are not limited to, enriched science, technology, engineering, and mathematics (STEM) coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum. These options are available at each school to students who meet specific eligibility criteria.

Process for Acceleration

In order to be in compliance with State Statute the following process should be followed:

1. Review data indicated on the *Request for Academic Acceleration* form to determine the students that are eligible for acceleration. Students must meet the requirements in each category to be recommended for the district determined qualifying norm-referenced assessment.
2. Letter of notification will be sent to the parent/guardian if the student is eligible to take the district determined norm-referenced qualifying assessment.
3. To begin the review process, for an upcoming school year, the completed *Request for Academic Acceleration* form must be received in the Office of Acceleration and Innovation **prior to** May 31st (Kindergarten *Academic Acceleration* review will begin after October 1st).
4. Eligible students will take the qualifying norm-referenced assessment.
5. The principal and parent/guardian will be notified of the result of the assessment.
6. If the student qualifies for acceleration, the school acceleration team will request a conference with the parent/guardian. If the student does not qualify, the parent/guardian will be notified via certified mail.
7. The *Academic Acceleration Program* contract will be initiated at the request of the principal and filed in the student's cumulative file.

A second grade student cannot be considered for whole-grade acceleration to fourth grade (must complete 3rd grade) due to state statute.

Credit Acceleration Program (CAP)

The CAP is created for the purpose of allowing students to earn high school credit in courses that require statewide, standardized end-of-course (EOC) assessments. Credit will be awarded by the district for any student who attains the specified score, as defined in s. 1008.22(3) (c) 5, F.S.

Students are not required to be enrolled in the course or to have completed the course. A student who is not enrolled in the course or who has not completed the course will take the standardized EOC assessment during the regular administration of the assessment.

Students requesting to participate in the CAP must have filed a completed Credit by Exam Request Form with the testing coordinator and counselor at the current school of enrollment 9 weeks prior to the state-mandated testing window.

VII. VIRTUAL LEARNING

According to s. 1002.415 F.S., enrollment in each participating school with a virtual learning program is open to any K–12 student in the state of Florida if the student meets at least one of the following conditions:

1. Spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program surveys;
2. Was enrolled during the prior school year in a K–12 virtual school funded pursuant to this section or from funds provided in the 2005 General Appropriations Act;
3. Is eligible to enroll in kindergarten or the first grade; or
4. Has a sibling who is currently enrolled in a participating K–12 virtual school and was enrolled at the end of the prior school year.

Students enrolled in a K–12 virtual school are subject to the compulsory attendance requirements of s. 1003.21, F.S. Student attendance must be verified according to procedures of the Department of Education. Each student enrolled in a K–12 virtual school must take state assessment tests within the student's school district of residence which must provide that student with access to the district's testing facilities.

VIII. GRADING AND REPORTING STUDENT PROGRESS K-12 AND ADULT

A. Interim Reporting

Schools are to establish procedures for teachers to notify parents/guardians when it is apparent that a student may fail or is doing unsatisfactory work in any skill level (i.e., skill level is below grade placement), course or grade assignment. These procedures should include the following:

1. Notification of parents/guardians, written or verbal, during the grading period.
2. Documentation by the school of such notification.
3. School attempt, in cooperation with parents/guardians, to assist the student in achieving at minimum levels.

B. Regular Reporting

Report cards shall be issued to students after each marking period. Only report cards approved by the School Board, or in special cases by the Superintendent, shall be used. Grades on report cards must clearly reflect the student's level of achievement, including student performance which is below

established standards for the student's grade placement. No penalty or reward shall be reflected in a student's academic grade for his/her conduct. Report cards will contain a separate designation for a student's conduct. Parents of student with disabilities will be informed of their student's progress toward IEP annual goals at the nine-week report card intervals. Interim progress reports will be given to all students in all subjects at the midpoint of the marking period.

C. Reporting Student Retention

In addition to the notification of parents/guardians noted in sections 1 and 2 through interim reporting and report cards after each marking period, schools will provide an opportunity for a conference involving the teacher, school counselor or principal and parent/guardian for any student not progressing appropriately toward standard diploma and graduation.

D. Grading System

Grades will be reported by letter grade or numerical score in recording student progress as follows:

Letter Grade	Numerical Score	Description
A	90–100	Outstanding Progress
B	80–89	Above Average Progress
C	70–79	Average Progress
D	60–69	Lowest Acceptable Progress
F	0–59	Failure
I	N/A	Incomplete

IX. SPECIAL PROVISIONS FOR ENGLISH LANGUAGE LEARNERS

A. Eligibility for ESOL Services

The eligibility process to the program begins when the student's parent/guardian completes a Home Language Survey and answers in the affirmative to at least one of the three questions asked. Placement in ESOL is determined by the results of the initial assessment Idea Proficiency Test (IPT) which is given within 20 school days after the initial enrollment. Students in grades 3–12 who score at the FES level on the IPT Aural/Oral test will take the IPT Reading/Writing portion within 20 school days after the date of the IPT Oral administration. Rule [6A-6.0902](#) gives Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners (see Appendix for Matrix of Florida Programs for ELL).

In the event that the assessments do not offer a clear answer in determining a student's eligibility, an ELL Committee shall be convened. The committee shall review the student's academic record holistically and shall consider the assessment results as well as the following criteria:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
- b. Written recommendation and observation by current and previous instructional and supportive services staff if available;
- c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
- d. Grades from the current or previous years; and,
- e. Test results from tests other than the assessment according to paragraph (2)(a) of rule [6A-6.0903](#).

B. Accommodations for ELL Students in the Administration of Statewide Assessments

LY students are entitled to accommodations as indicated in the Test Administration Manual. Rule 6A-6.09091, FAC, gives Accommodations of the Statewide Assessment Program Instruments and Procedures for Limited English Proficient students.

C. Exemption from Statewide Assessment

According to S.B.R 6A-6.0909, ELL students receiving ESOL services for one year or less may be exempted from Florida Standards Assessments English Language Arts administration and must take ACCESS for ELLs. ELL students are not exempt from passing the Grade 10 FSA ELA for graduation purposes.

D. ACCESS for ELLs Testing

All K–12 English language learners will be assessed annually using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) in the areas of listening, speaking, reading and writing as per Rule 6A-1.09432, F.A.C., Assessment of Limited English Proficient Students.

E. Grading Policy

No grading policy shall adversely affect an ELL student solely based on English language proficiency. Instruction must be differentiated and comprehensible to the student's level of English language proficiency as indicated on the IPT and/or ACCESS for ELLs test(s) so that each student is provided the opportunity to attain expected benchmarks. ELL students must receive a grade that represents an accurate evaluation of achievement based on their limited linguistic competency. Teachers will determine grades of ELL students based on their progress toward and achievement of the benchmarks. Teachers must provide evidence of the use of differentiated instruction based on the student's English language proficiency level. Differentiation strategies must be documented in the teacher's lesson plan book and observed during classroom walkthroughs.

English language instruction and instruction in basic subject matter areas must be

- 1. Understandable to the ELL student given his or her level of English language proficiency, and**
- 2. Equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.**

Considerations on How to Grade English Learners

- The level of English language proficiency affects the ELL's ability to communicate content.
- Grading should be done with a formative and summative approach. Grades should reflect the ELL's performance based on a variety of assessment tools: oral explanations, portfolios and projects, all of them based on the ELL's English language proficiency level.
- The Florida Consent Decree requires teachers to provide comprehensible instruction to English Learners.
- Use the same grading system as that for non-ELLs, but employ a variety of formative assessments to assign grades.
- Do not assign a lower grade solely based on lack of English language proficiency or use one single assessment to measure mastery of content.

F. Student Progress Monitoring

After each grading period (nine weeks), the ELL Committee shall convene to create a remediation plan for English language learners with D's and F's, at risk for retention or not meeting graduation

requirements. Parents must be invited to the meeting and for that purpose, a Parent Invitation letter will be sent home in a language comprehensible to the parents.

G. ESOL Program Exit Procedures

ELLs students may exit the ESOL program and be classified as English proficient when the criteria are met per Rule 6A-6.0903, F.A.C., Requirement for Classification, Reclassification, and Post Reclassification of English Language Learners.

X. SPECIAL PROVISIONS FOR STUDENTS WITH DISABILITIES

The Florida Standards are appropriate for all students with disabilities except those students who meet the criteria for an alternate assessment. Effective accommodations and modifications must be in place to support involvement of students with disabilities in the general education curriculum. Students with significant cognitive disabilities will use core connectors and/or access points to enable them to access the general education curriculum at the appropriate levels. Embedded in the Florida Standards, access points reflect the core intent of the standards with reduced levels of complexity. Mastery of the access points is measured through the Florida Standards Alternate Assessment (FSAA). The Individual Education Plan (IEP) team will determine which standards are appropriate for student with disabilities.

Exceptional student education students may be served at each magnet/choice school provided the instructional offerings are consistent with their Individual Educational Plan. The students, while at the magnet/choice school, may continue to receive resource services from a varying exceptionality teacher, hearing impaired interpreter, vision specialist, or speech pathologist. The facilities at the magnet/choice schools will be accessible to accommodate the physically impaired students.

Section 1008.22(3)(c)1., Florida Statutes (F.S.), requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade-to-grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade and a standard high school diploma. Specific requirements regarding the waiver process are found in s. 1008.22(3)(c)2., F.S.

To be considered for a statewide, standardized assessment results waiver, the following criteria must be met:

1. The student must be identified as a student with a disability, as defined in s. 1007.02, F.S.: The term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.
2. The student must have an individual educational plan (IEP).
3. The student must have taken the statewide, standardized assessment with appropriate allowable accommodations at least once.
4. In accordance with s. 1008.22(3)(c)2., F.S., the IEP team must make a determination of whether a statewide, standardized assessment accurately measures the student’s abilities, taking into consideration all allowable accommodations for students with disabilities. The IEP team may meet at any time to:
 - Verify that the criteria have been met

- Document the team's determination and information analyzed in making the decision.

For which statewide, standardized assessment can a student with a disability be considered for a waiver of the results?

S. 1008.22(3)(c)2., F.S., states that students with disabilities can be eligible for a waiver of statewide, standardized assessment results for the purpose of receiving a course grade and a standard high school diploma. This includes Civics, the Grade 10 English Language Arts assessment, Algebra I end-of-course (EOC) assessment, Geometry (EOC) assessment, Biology I EOC assessment, United States History EOC assessment.

XI. ELEMENTARY EDUCATION (PREK – GRADE 5) POLICIES AND PROCEDURES

The elementary school section of the Student Progression Plan (SPP) for students in grades pre-kindergarten through five is designed to support the mission and vision of the Polk County School District.

A. Required Program of Study K-5

The required program of study for elementary students in the Polk County School District reflects the state-adopted standards and local requirements for elementary education. The areas of study required for each grade, Kindergarten through 5, include: Language Arts, Mathematics, Science, Social Studies, Health, Art, Music, Physical Education, and Character Education.

1. Core Content

Though every effort is made to address the impact of State Statute and Federal mandates on Polk County School District policies, it is possible that answers may not be found in this document. These omissions are not to be construed as the Polk County School District granting permission for issues not covered in the Student Progression Plan. For clarification on these types of issues, please contact the Division of Teaching and Learning. The required program of study for elementary students in the Polk County Public Schools reflects state and local requirements for elementary education. The areas of study required for each grade, Kindergarten through 5, are shown in Table 1.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Language Arts (reading, writing, speaking, listening, and language)	Language Arts (reading, writing, speaking, listening, and language)	Language Arts (reading, writing, speaking, listening, and language)	Language Arts (reading, writing, speaking, listening, and language)	Language Arts (reading, writing, speaking, listening, and language)	Language Arts (reading, writing, speaking, listening, and language)
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
Health	Health	Health	Health	Health	Health
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Art	Art	Art	Art	Art	Art
Music	Music	Music	Music	Music	Music

Language Arts, which includes reading, writing, speaking and listening, will be scheduled for 120 minutes per day, with an additional 60 minutes scheduled for intervention/acceleration. Mathematics will be scheduled for 90 minutes per day. In grades kindergarten through third, inquiry science will be scheduled for 45 minutes per day, and in fourth and fifth grades, inquiry science will be scheduled for a minimum of 50 minutes per day. Students should be enrolled in both music and art for a minimum of 50 minutes each, once a week (in certain instances, large elementary schools may need to implement a rotational schedule – these schedules will be recommended by the

Department of Fine Arts and approved by the Regional Assistant Superintendents in collaboration with the building principal.

K - 3rd	Minutes Per Day
ELA and integrated Social Studies	120
Math	90
Science	45
Art / Music / PE	50 (PE 3x, art 1x, music 1x per week)
Recess	20
Intervention / Acceleration	60
Lunch	25

4th - 5th	Minutes Per Day
ELA and integrated Social Studies	120
Math	90
Science	50
Art / Music / PE	50 (PE 3x, art 1x, music 1x per week)
Recess	20
Intervention / Acceleration	60 (can be split among ELA and math/science – exception Bottom 300 schools must devote the entire 60 minutes to ELA)
Lunch	25

2. Health Education Requirements

Students will receive the minimum amount of instruction in health education, to include human sexuality, substance use prevention, HIV/AIDS, bullying prevention, and other topics as specified in s. 1003.42 F.S. and s. 1003.46 F.S.

Grade	Hours
K–3	25 hours/year
4–5	36 hours/year

Any student whose parent presents a written request to the principal shall be exempted from the teaching of reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption (s. 1003.42(3) F.S.).

3. Physical Education Requirements

All students in grades K-5 will receive a minimum of 150 minutes of physical education per week (s. 1003.455 F.S.).

4. Character Education

A character development program shall be required in Kindergarten through fifth grade (s. 1003.42(2)(s) F.S.).

5. Recess

All students in Kindergarten – fifth grade shall receive 20 minutes of recess daily.

State Required Performance Expectations and Assessments

The Florida Standards Assessment (FSA) portal is available for districts, schools, students, parents and the general public to access information about the Florida ELA and Mathematics assessments. The portal serves as the primary location for school and district administrators to access resources for test administration and to conduct activities related to computer-based testing, test management and reporting. To access general information about the FSA and links to other FSA websites and resources, go to <http://fsassessments.org/>. The State of Florida's official source for standards information, course descriptions and standards resources is CPALMS.

Per F.S. 1008.22, participation in the state assessment program is mandatory for all students attending public schools.

B. Early Childhood/Preschool Programs

Polk County Schools Preschool Programs provide classrooms that address the young child's needs. These high quality early childhood classrooms deliver a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of their families and engaging family and community supports. Polk County Schools offer several different programs for children under kindergarten age. Each program has eligibility requirements which are unique to that program. Additional information on Polk County Schools Preschool Programs can be found at www.polk-fl.net (keyword: preschool) or call (863) 648-3051.

Programs for Students with Disabilities are available in compliance with state and federal guidelines. The process of identifying preschool students with disabilities begins with a Child Find screening. For additional information on Child Find, call (863) 647-4262.

C. Promotion and Placement

Student progression in grades K–5 is determined by a variety of indicators, as defined by the adopted state standards and district expectations. These expectations include specific levels of student performance on locally determined assessments, including universal screenings and ongoing progress monitoring, and results of statewide assessments, as defined by the Commissioner of Education.

Promotion from one grade level to the next is based upon each student's mastery of state standards in language arts, mathematics, science and social studies.

The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. The final decision as to grade placement is the responsibility of the principal. The only exception is the Mandatory Grade 3 Retention (s. 1008.25(5)(b) F.S.). When establishing student eligibility requirements, principals and school districts must consider, at a minimum:

1. The student's performance on a locally determined assessment, a statewide assessment, or a statewide, standardized assessment administered pursuant to s. 1008.22.F.S.;
2. Recommendations from one or more of the student's teachers in core-curricula courses as outlined in s.1003.01 (14)(a)-(e), F.S.

No student shall be assigned to a grade level based solely on age or other factors that amount to social promotion or administrative placement. This does not prevent students from being promoted based upon exemption according to state law and district policy.

The student's growth toward the accomplishment of state and district identified minimum levels of performance in reading, writing, mathematics, and science shall be the primary consideration in promotion/retention decisions. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based instruction/interventions implemented with fidelity.

All students should be afforded every opportunity to meet achievement expectations. Students not meeting district/state identified minimum levels of performance must receive intensive instructional support in order to accelerate the student's rate of progress towards standards.

Every effort must be considered to maintain a student's appropriate grade placement using all available student data and the following strategies:

- Promote and remediate in the following school year with intensive remediation.
- Remediate before the beginning of the next school year and promote.
- Review IEP goals of students with disabilities to determine if retention would provide additional time to master objectives that are required for regular education students.
- Promote English Language Learner (ELL) students for academic progress.

A fifth grade student may not be considered for midyear promotion to sixth grade due to the credit requirements to complete middle school.

All student retentions must be submitted to the Regional Superintendent.

1. Grade 3 Good Cause Exemptions

Florida Statute 1008.25(6) (b): the local school board may exempt a student from mandatory retention for good cause. The Board's policy regarding exemptions will be implemented by the principal with the approval of the Superintendent for third grade students.

Good cause is defined as conditions that exist such that retention would be more adverse for the student than promotion. The Board may waive the promotion requirements for a third grade student when any one or more of the following conditions apply:

- Students who have had less than two (2) years of instruction in an ESOL program.
- Students with disabilities whose Individual Educational Plan (IEP) indicates that participation in the statewide assessment test for reading is not appropriate.
- Students who demonstrate an acceptable level of performance on an alternative assessment approved by the Florida Board of Education.
- Students with disabilities who participate in the statewide reading assessment and who have an IEP or a Section 504 Plan that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2, or grade 3. It is not required that the student be identified as a student with disabilities for two (2) years to qualify for this good cause exemption. However, the student must have received remediation for a reading deficiency for more than two (2) years and have been previously retained in kindergarten, grade 1, grade 2, or grade 3.
- Students who have received intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3, for a total of two (2) years. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on the deficiencies identified during the Progress Monitoring Plan (PMP) process that includes specialized diagnostics information and specific reading strategies.

a. Reading Portfolio Promotion

Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards in reading equal to at least a Level 2 performance on the statewide reading assessment. As per criteria adopted by the State Board of Education, the student portfolio contents must:

- be selected by the student’s teacher;
- be an accurate picture of the student’s ability and only include student work that has been independently produced in the classroom;
- include evidence that the benchmarks assessed by the grade 3 statewide reading assessment have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40 % informational text, and that are between 100–700 words with an average of 500 words;
- be an organized collection of evidence of the student’s mastery of the assessed benchmark. For each benchmark, there must be three (3) examples of mastery as demonstrated by a grade of 70% or above; and
- be signed by the teacher and the principal as an accurate assessment of the required reading skills.

b. Transitional Instructional Setting

Each school must provide a student who has been retained in grade 3 the option of being placed in a transitional instructional setting. Such setting must specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of the reading deficiency. Students who are retained in grade 3 a second time must be placed in a 3/4 grade level combination to ensure that grade 4 curriculum is being provided in subject areas where the student does not have a deficiency.

Appropriate implementation of the state-approved K–12 CRRP and the School Board-approved Literacy Plan for Students with Reading Deficiencies meets the requirements of the aforementioned legislative mandate.

2. Request for Good Cause Exemption

Requests for good cause exemptions from mandatory retention requirements must follow this process:

- Teacher submits documentation to the principal that promotion of the student is appropriate and is based on the student's academic record. Documentation shall consist of the existing Progress Monitoring Plan (PMP) or student portfolio.
- Principal reviews and discusses the documentation with the teacher and determines promotion or retention.
- Principal recommends promotion, in writing, through the designated supervisor, who will then submit the recommendation to the superintendent for third grade students.
- Superintendent, or designee, shall accept or reject the principal's recommendation in writing.

Retained students whose reading deficiency, as determined by the state reading assessment, has not been remediated by the end of third grade must be provided intensive interventions in reading. This intensive intervention must include effective instructional strategies, participation in the school district’s summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade.

The school district shall:

- Provide written notification to the parent of any student who is retained that his or her child has not met the proficiency level required for promotion and the reasons the child is not

eligible for a good cause exemption. The notification must include a description of proposed interventions and strategies that will be provided to remediate the identified areas of reading deficiency.

- Conduct a review of Progress Monitoring Plans (PMP) for all students who did not score above Achievement Level 1 on the reading portion of the statewide reading assessment and did not meet the criteria for one of the good cause exemptions.
- This review shall address additional supports and services needed to remediate the identified areas of reading deficiency.
- The school district shall require a student portfolio to be completed for each student.
- Provide students who are retained with intensive instructional services and high yield strategies to remediate the identified areas of reading deficiency, including a minimum of 90 minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies which may include, but are not limited to:
 - small group instruction.
 - reduced teacher-student ratios.
 - more frequent progress monitoring.
 - tutoring or mentoring.
 - transition classes containing 3rd and 4th grade students.
 - extended school day, week, or year.
 - summer reading camps.
 - Provide students who are retained with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
 - In addition to required reading enhancement and acceleration strategies, provide parents of students to be retained with at least one of the following instructional options that may include, but are not limited to:
 - supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, including tutoring before and/or after school,
 - a Read at Home plan as outlined in the PMP which includes strategies for parents that can be utilized at home to help their child succeed in reading,
 - a mentor or tutor with specialized reading training.

a. Reading Enhancement and Acceleration Development (READ) Initiative

In accordance with Section (1008.25(7) (b) 7 F.S., schools must establish a Reading Enhancement and Acceleration Development (READ) Initiative in order to prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to:

- grade 3 students who failed to meet standards for promotion to Grade 4; and
- each K–3 student who is assessed as exhibiting a reading deficiency.

The READ initiative shall:

- be provided to all K–3 students at risk of retention as identified by the statewide assessment system that measures oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension.
- be provided during regular school hours in addition to the regular reading instruction.
- provide a state-identified reading curriculum that has been reviewed by the Florida Center for Reading Research (FCRR) and shall:
 - assist students with a reading deficiency in developing the ability to read at grade level;
 - provide skills development in the six essential components;
 - provide scientifically based and reliable assessment;
 - provide initial and ongoing analysis of each student’s reading progress; and
 - provide a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

b. Intensive Acceleration Class for Retained Third Graders

Establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the statewide reading assessment. The focus of the Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class shall:

- provide uninterrupted reading instruction for the majority of student contact time each day
- incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas.
- use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
- provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.
- Include weekly progress monitoring measures to ensure progress is being made.

3. Summer Reading Camp

Summer Reading Camp students must take the SAT/10 and score at or above the 45th National Percentile to be eligible for promotion. Eligible Summer Reading Camp students are those students who score Achievement Level 1 (AL 1) on the third grade statewide reading assessment and are not otherwise eligible for promotion.

4. Mid-Year Promotion for Retained 3rd Graders

Midyear promotion of a retained 3rd grade student may occur once the student has demonstrated the ability to read at or above grade level and is ready to be promoted to 4th grade. Tools that may be used in reevaluating any student retained may include subsequent assessments and alternative assessments. Students promoted during the school year during the second quarter must demonstrate proficiency above that required to score at level 2 on the grade 3 statewide reading assessment, as determined by the State Board of Education. The student's progress must be sufficient to master appropriate 4th grade level reading skills. All midyear promotions must occur during the first semester.

a. First Nine Weeks

To be eligible for promotion during the first quarter the student must:

- Demonstrate the ability to read on or above grade level on Florida Department of Education approved alternate reading assessment, OR
- Demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards in reading equal to at least a Level 2 performance on the statewide reading assessment. As per criteria adopted by the State Board of Education, the student portfolio contents must:
 - be selected by the student's teacher;
 - be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom; \
 - include evidence that the benchmarks assessed by the grade 3 statewide reading assessment have been met. This includes multiple-choice items and passages that are approximately 60% literary text and 40 % informational text, and that are between 100–700 words with an average of 500 words;
 - be an organized collection of evidence of the student's mastery of the assessed benchmark. For each benchmark, there must be three (3) examples of mastery as demonstrated by a grade of 70% or above; AND
 - be signed by the teacher and the principal as an accurate assessment of the required reading skills.

b. Second Nine Weeks (prior to November 1)

Retained third grade students in the current school year who may qualify to be promoted during the second quarter must demonstrate mastery of reading skills consistent with the month of promotion to 4th grade as presented in the scope and sequence of the core reading program. Evidence of mastery can be attained through one of the following:

1. Successful completion of a student portfolio, which must meet the following requirements:
 - be selected by the student's teacher;
 - be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - include evidence that the benchmarks assessed by the grade 3 statewide reading assessment have been met;
 - include evidence of beginning mastery of 4th grade benchmarks that are assessed by the Grade 4 statewide reading assessment. This includes multiple-choice items and passages that are approximately 50% literary text and 50% informational text, and that are between 100–900 words with an average of 500 words;
 - be an organized collection of evidence of the student's mastery of the assessed benchmark. For each benchmark, there must be two (2) examples of mastery as demonstrated by a grade of 70% or above; and
 - be signed by the teacher and the principal as an accurate assessment of the required reading skills.
2. Demonstrate ability to read on Florida Department of Education approved alternate reading assessment. Retained third grade students who have been promoted mid-year must be monitored for progress during the entire academic year; they must have an individual PMP or be part of the schoolwide PMP.

Note: Students from out-of-state who can demonstrate reading proficiency on grade level on a standardized assessment will be addressed on a case-by-case basis.

5. Mid-Year Promotion for Retained 4th Grade Students

Promotion of students in Grade 4 will be determined by teacher judgment and the recommendation of the school site administrator based on the following indicators:

For students in grades 4, teacher judgment that the student has met mastery of state standards in Language Arts, Mathematics and Science as indicated by a passing final grade OR a predefined grade level expectation score on a district-determined research based assessment, and OR a sufficient growth score as determined by the difference in the district's baseline assessment and post assessment.

A fifth grade student may not be considered for midyear promotion to sixth grade due to the credit requirements to complete middle school.

Students who have been retained two years or more may be eligible for an alternative program of support to provide remediation and grade acceleration opportunities (s.1003.53 F.S.). The program may:

- Include an Extended School Year summer placement to remediate identified deficiencies;
- Provide a different instructional approach to learning;
- Have a reduced student-teacher ratio;
- Provide additional reading and/or math instructional time for every year the student shows a reading and/or math deficit;
- Use a reading program that provides scientifically research-based instructional strategies that has proven results in accelerating student reading achievement within the same school year;

- Use a hands-on approach to mathematical standards that progresses from visual/kinesthetic to abstract/higher-order thinking concepts that provide real world application in conjunction with the Florida Continuous Improvement Model and the Gradual Release Model;
- Implementation of a weekly progress monitoring system;
- Provide a highly effective teacher (as per evaluations and certification); and,
- Acceleration timeline will be determined according to the progress of benchmark mastery.

6. Elementary ACCEL Options

Polk County Schools provides academically challenging curricula and accelerated instruction to eligible elementary school students. Eligibility requirements and procedures have been established by the district. According to s.1002.3105, F.S., ACCEL options include, but are not limited to, whole grade and midyear promotion, subject matter acceleration, virtual instruction and the Credit Acceleration Program (CAP).

For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Any student participating in an ACCEL option, by parent request, must do so with a performance contract executed by the student, parent, and principal (Contact School for form).

A placement committee consisting of the principal, the classroom teacher, parent and any other personnel designated by the Superintendent will make recommendations concerning accelerated placement. The parent(s) or guardian(s) of students considered for accelerated placement must be consulted. Parental consent must be provided in writing. The principal has the responsibility for final decisions regarding placement based upon evidence of meeting all initial acceleration criteria identified above.

The following procedure must be followed to consider a student for any ACCEL option:

- The student's parent must submit a written request to the principal/designee of the student's school of enrollment.
- The parent/guardian must meet with the principal or designee to review the request and the student's eligibility for acceleration.
- If the request is granted based upon eligibility at the parent's request, the parent/guardian and student must agree to a performance contract prior to acceleration being granted.

a. Subject-Matter Acceleration and Eligibility Requirements

Parent request must be submitted in writing to principal/designee prior to end of the first nine weeks at the beginning of the school year. Subject-matter acceleration places the student with students at a more advanced grade level (on campus or virtual) for one or more subjects for a part of a day without being assigned to a higher grade, or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.

The following minimum requirements must be met in order to be considered eligible for subject-matter acceleration. Any exception to the eligibility requirements must be approved by the Superintendent or designee.

- Assessment Results:
 - Grades K–3: mastery of the Florida Standards for ELA and/or mathematics as demonstrated on a district-adopted assessment with a district-

- o determined cut-score will determine eligibility for further assessments
- o Grades 4–5: Mastery of the Florida Standards for ELA and mathematics as demonstrated by a Level 5 on the Florida Standards Assessment (FSA) and/or mastery on the Next Generation Sunshine State Standards (NGSSS) for Science as demonstrated by the district end-of-year (EOY) assessment for science will determine eligibility for further assessments (may be waived for special exceptions and approved by the Superintendent or designee).
- Subject Grades: Subject grades equivalent to an A (90% or higher) for the subject area(s) may be considered for acceleration.
- Attendance: No more than **3 unexcused** absences in a period of 30 calendar days or no more than **5 unexcused** absences in a period of 90 calendar days.
- Additional standardized assessment: Score at the 93rd national percentile on a district-issued national standardized assessment in the subject area.

b. Full-Year Acceleration and Eligibility Requirements

Parent request for consideration for possible promotion must be submitted in writing to principal/designee by May 31st for the following school year. Full-year acceleration advances the student at the end of the school year from one grade to a grade higher than normal matriculation allows. The following are the minimum requirements to be considered eligible for full-year promotion. Any exception to the eligibility requirements must be approved by the Chief Academic Officer or designee.

- Assessment Results:
 - o Kindergarten end of the quarter ELA and mathematics assessments will determine eligibility for further assessments.
 - o Grades 1 and 2 mastery of Florida Standards in ELA and mathematics as measured by a district assessment will determine eligibility for further assessments.
 - o Grade 3: Full year acceleration is not allowable for students in grade 3 because of state testing requirements.
 - o Grades 4–5: mastery of the Florida Standards for ELA and mathematics as demonstrated by a Level 4 or 5 on the FSA and mastery on the NGSSS for Science as demonstrated by the district end-of-year (EOY) assessment.
- Subject Grades: Subject grades equivalent to A's (90% or higher) in all core subjects (ELA, mathematics, science, and social studies).
- Attendance: No more than 5 absences in a period of 30 calendar days or no more than 10 absences in a period of 90 calendar days.
- Conduct: Grades of an "E" or "G" on the student's report card for the current or previous school year.
- Teacher Recommendation: A positive recommendation from the student's current grade level teachers.
- School Counselor Recommendation: A positive recommendation from the student's current school counselor.
- Additional standardized assessment: Score at the 93rd national percentile on a district-issued national standardized assessment (to occur during the summer).

7. Parent Requests for Acceleration Operations Appeals Process

If a parent request is not granted by the school, the parent may submit a written appeal to the superintendent or designee explaining why the request should be approved. The decision of the superintendent or designee is final.

Eligibility for Elementary ACCEL							
Grade Level	Assessment Results	Grades of "A" in Core Academics	When	High performance on district determined qualifying norm-referenced assessment	Subject Matter	Mid-Year	Whole Year
K	ELA/Mathematics Unit Test	X	End of Quarters: 1, 2 and 4		X	X *	X*
1 - 2	ELA/Mathematics Unit Test	X	End of Quarters: 2 and 4	X	X	X	X
3		X	End of Quarters: 2 and 4	X	X**		
4	FSA Level 5 District Assessment 93%	X	End of Quarters: 2 and 4	X	X	X	X
5	FSA Level 5 District Assessment 93%	X	End of Quarters: 2 and 4	X	X		X

English Language Learner (ELL) students

Note:

* Dependent on minimum age eligibility. Students must meet the statute age requirements before being placed into the next grade level s.1003.21, F.S.

** Mathematics and science only due to statutory requirements for grade 3 ELA state testing.

~ If testing occurs in the summer, the grade level used for the testing will be the rising grade level.

D. Remediation and Progress Monitoring

Each student who does not meet specific levels of performance in language arts, mathematics, science and social studies shall be provided with scientifically research-based interventions as indicated by additional diagnostic assessments used to determine the nature of the student's difficulty and areas of academic need (s. 1008.25 (4) (b) F.S.). Remedial instruction shall continue until performance expectations are met as documented by demonstrating mastery, passing the state assessment(s) or graduating from high school.

One of two forms of progress monitoring shall be developed in consultation with the parent or guardian for any student not meeting district or state proficiency levels in reading, writing, science, or math. Consultation is defined as a conference, a conversation via email or phone, or a formal written exchange. School personnel shall use all available resources to achieve parent or guardian understanding of, and cooperation with, the progress monitoring requirements.

The two forms of progress monitoring plans from which to choose are as follows:

- A federally required student plan such as an Individual Education Plan (IEP). For students with an existing IEP or 504 Plan that supports the area of academic need, no additional Progress Monitoring Plan is required.
- A district-wide system for school-wide progress monitoring for all students, or individualized progress monitoring.

All progress monitoring shall be tailored to identify the school-wide or individual assistance deemed necessary to remedy a student's diagnosed deficiencies. The progress monitoring must clearly identify:

- the specific diagnosed academic need(s) to be remediated,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long intensive remedial instruction is to be provided, and
- the monitoring and reevaluation activities to be employed.

Each school shall use the materials listed in its section of the district's Comprehensive Reading Plan as well as any additional scientifically research-based resources for remediation in reading and other content areas. Any additional non-district reviewed resources must be approved by the school principal and the Curriculum Services Department prior to use. The Comprehensive Reading Plan is available at: https://app1.fldoe.org/Reading_Plans/Narrative/NarrativeList.aspx.

1. Multi-Tiered System of Supports (MTSS)

Students in kindergarten, grade 1 and grade 2 whose diagnostic or progress monitoring assessments in reading and/or mathematics indicate they are below grade level shall receive remediation through an MTSS in the appropriate subject(s). Students in grades 3–5 who score at Level 1 or Level 2 on state assessments or below criterion on progress monitoring assessments in reading, and/or mathematics shall require remediation through an MTSS in the appropriate subject(s).

The student's proficiency shall be reassessed by district-adopted assessments at the beginning of the grade following the intensive instruction, and the student shall continue to be provided intensive instruction until the deficiency is remediated. Schools shall monitor progress frequently and adjust interventions based on data. Progress monitoring of students identified as having a deficiency in reading, writing, math or science shall identify the following:

- the student's specific areas of deficiency or skills gaps,
- the desired level of performance,
- the instructional and support services that will be provided to meet the desired level of performance,
- the success-based intervention strategies to be used,
- how, when, how often, by whom and how long remedial instruction is to be provided, and
- the monitoring and reevaluation activities.

2. Progress Monitoring for Students with Language Arts Deficiencies

If a student in any grade K–3 has been identified as having a deficiency in language arts, his/her progress monitoring must identify the specific areas of deficiency in phonemic awareness, phonics, fluency, oral language, vocabulary and/or comprehension; the desired levels of performance in these areas; and the instructional and support services to be provided to meet the desired levels of performance (s. 1008.25 (5) (a) F.S.). Schools shall provide tri-annual monitoring of the student's progress in meeting the desired levels of performance using the district's identified progress monitoring assessments in fluency and silent reading comprehension.

Intensive instruction in reading shall be continued until a student's reading deficiency is remediated and shall include the following components:

- daily small-group instruction,
- diagnosis/prescription targeted to specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success.

3. Content of Remedial Instruction

All remedial instruction shall include effective, research-based standards-driven instruction.

4. Duration of Remediation

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school or is not subject to compulsory school attendance.

5. Parent or Guardian Refusal for Remediation

The school district has the authority and responsibility to advise a student's course of study. Statute requires a school to develop an MTSS in consultation with the parent or guardian, but it does not require parent or guardian approval, nor does it give the parent or guardian the right to veto an MTSS. The school is held accountable for the student's success and may implement an MTSS without a parent's or guardian's approval. Students whose MTSS is an IEP, however, must have parent or guardian approval of the plan.

If the parent or guardian refuses to participate in the remedial strategies detailed in the MTSS because he or she believes the strategies are unnecessary or inappropriate, the parent or guardian may appeal to the principal. The principal shall provide a hearing officer, and the hearing officer shall make a recommendation for final action to the principal. Consistent with school board rules and in accordance with state statute 1012.28 (5) F.S., the Superintendent has designated the principal of the school as the final authority in the placement of students in programs or classes.

6. Allocation of Remedial Resources (s. 1008.25 (3)(a)(3)(b) F.S.)

Allocation of remedial and supplemental instruction resources for students shall occur in the following priority:

- students who are deficient in reading by end of grade 3, then
- students who fail to meet performance levels required for promotion.

XII. MIDDLE SCHOOL (GRADES 6-8) POLICIES AND PROCEDURES

A. Program of Study: General Requirements for Grades 6, 7 and 8

As per s. 1003.4156 F.S., in order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following 12 courses:

Middle Grades Curriculum (Grades 6–8)	
Courses	Required number of courses
English Language Arts	3
Mathematics	3
Science	3
Social Studies	3

1. Language Arts

Three years of successful completion of language arts are required for promotion to high school. A middle grades student who scores below proficient on the statewide, standardized assessment for English Language Arts must be enrolled in and complete a remedial course the following year. Remediation courses will be determined by the student's test score and progress monitoring data related to decoding and text efficiency.

2. Mathematics

Students are required to successfully complete three middle grades or higher courses in mathematics for promotion to high school. A middle grades student who scores below Achievement Level 3 on the state mathematics assessment must receive remediation the following year determined by the student's test score and progress monitoring data related to mathematics skills. Each school that includes middle grades must offer at least one high school level mathematics course for which students may earn high school credit.

Students who pass course work for the high school Algebra I Honors course but fail the Algebra I end-of-course (EOC) assessment will receive credit for the course provided their final course grade, which includes the EOC as 30 percent, is a passing grade. Students who pass the course work for Algebra I Honors in middle school with a C or D but fail to pass the Algebra I EOC before they enter high school will retake Algebra I Honors in their freshman year in high school. Students must pass the Algebra I end-of-course (EOC) assessment or earn a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.) for graduation.

3. Science

Students are required to successfully complete three middle grades or higher courses in science. Successful completion of a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized assessment in Biology. To earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment for 30 percent of the final grade and earn a passing grade in the course

4. Social Studies

Three years of successful completion of middle grades or higher courses in social studies is required for promotion to high school. One of these courses must be at least a one-semester civics

education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. (If a student transfers into a Florida public school after the beginning of the second semester of eighth grade, the student is not required to meet the Civics education requirement for promotion). Each student's performance on the statewide, standardized assessment in civics education constitutes 30 percent of the student's final course grade.

5. Physical Education

In accordance with s. 1003.4156 F.S., middle schools are required to provide students enrolled in grades 6 through 8 the minimum of one class period per day of physical education for one semester of each year. Students in grades 6–8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- a. The student is enrolled or required to enroll in a remedial course.
- b. The student's parent indicates in writing to the school that:
 - The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement.

The comprehensive health education curriculum for students in grades 7 through 12 must include a teen dating violence and abuse component including, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

6. Elective Program

The remainder of the middle school experience will include elective courses. Electives may include but are not limited to: Fine Arts, World Languages, Technology, and Physical Education.

B. Enrollment and Assignment of Transfer Students

6A-1.09942 State Uniform Transfer of Students in the Middle Grades.

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country. The procedures shall be as follows:

- Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
- Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.

- Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
 - Portfolio evaluation by the superintendent or designee;
 - Demonstrated performance in courses taken at other public or private accredited schools;
 - Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - Demonstrated proficiencies on a statewide, standardized assessment; or
 - Written review of the criteria utilized for a given subject provided by the former school.

1. Transfer of Credits with an Official Transcript

Transfer of Credits with an Official Transcript: Courses/Credits from the previous school shall be honored when submitted on an official transcript. An official transcript is a document on school letterhead and/or embossed with the school seal. It shall be sent electronically or by mail and include the signature of a school administrator of the school where the credit was earned. It should clearly identify the school, the student, the course, date the course was taken, credit earned, and grade in each course. An official transcript may be hand delivered if it is in a sealed and embossed envelope (1003.25(3) F.S.; 6A-109941 FAC). Home Education parents are responsible as the school administrator to provide to the school a transcript which provides the information noted above. The parent may type or hand-write this information, sign, and date.

2. Transfer of Credits without an Official Transcript

Students transferring into the Polk County Public Schools without an official transcript will be required to validate their current course or grade placement within the first forty-five days of enrollment and verified through the following:

- District Assessment;
- Classroom performance and achievement data level from grade level/subject tests such as teacher-made or final quarterly exams, minimum grade equivalent score on a district approved reading assessments and/or district approved math assessment;
- Portfolio evaluation;
- Recommendation of the school principal.

C. Grading System

According to s. 1003.437 F.S., grades will be reported by letter grade or numerical score in recording student progress as follows:

Letter Grade	Numerical Score	Description
A	90–100	Outstanding Progress
B	80–89	Above Average Progress
C	70–79	Average Progress
D	60–69	Lowest Acceptable Progress
F	0–59	Failure
I	N/A	Incomplete

The grading system and interpretation of letter grades used for students in public schools in grades 6–12 shall be as follows:

- Grade "A" equals 90 percent through 100 percent, has a grade-point average value of 4, and is defined as "outstanding progress."
- Grade "B" equals 80 percent through 89 percent, has a grade-point average value of 3, and is defined as "above-average progress."

- Grade “C” equals 70 percent through 79 percent, has a grade-point average value of 2, and is defined as “average progress.”
- Grade “D” equals 60 percent through 69 percent, has a grade-point average value of 1, and is defined as “lowest acceptable progress.”
- Grade “F” equals 0 (zero) percent through 59 percent, has a grade-point average value of 0 (zero), and is defined as “failure.”
- Grade “I” equals 0 (zero) percent, has a grade-point average value of 0 (zero), and is defined as “incomplete.”

Students who enroll in school or class late shall be allowed to make up the classwork. In order to receive full semester credit, a student must be enrolled in any school a minimum of forty-five days.

D. Honor Roll Format

The Honor Roll for all Polk County Middle and High Schools will be calculated and listed on the basis of grade point average (GPA) for each nine weeks. School procedures for yearly honor awards based on grade point average will be published in the school's student handbook. Weighted grades as defined by the Student Progression Plan apply to grades 9–12. Regardless of GPA, no student may be on the Honor Roll who has made a D or an F during the current grading period. The following divisions for Honor Roll are recommended:

3.000 - 3.199	Honor Roll
3.200 - 3.499	Honor Roll with Honors Recognition
3.500 - 3.999	Honor Roll with High Honors Recognition
4.000 - above	Honor Roll with High Honors with Distinction

E. High School Courses Taken In Middle School

Students in middle grades may enroll in selected senior high school courses for the purposes of pursuing a more challenging program of study. Such courses are considered when computing grade point averages and rank in class. Credits earned will be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. All high school credit courses taken in the middle school will be included in their high school transcript. Factors to be considered in taking high school courses in the middle school include the impact on the students' GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student's middle school record, as well as the student's high school record. The student will earn the high school credit if they meet the minimum grade required for both semesters of the course, including any associated state or district mandated assessments.

Middle school students may retake the high school course if they earn a C, D, or F in the high school course while in middle school. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

If a middle school student's cumulative course average is **less than 75%** at the end of the first quarter grading period, the school administrator will request a conference with the teacher and parent/guardian to develop an individual Progress Monitoring Plan (PMP) to monitor the student's improvement. A second conference will be scheduled at the end of the first semester to reassess performance and course placement of the student for the remainder of the school year.

F. Grading System and Reporting Procedures

1. Promotion and Retention

Academic subjects required for promotion per the Florida A++ Legislation are defined as language arts, mathematics, science, and social studies. As per s. 1003.4156 F.S., in order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete 12 core academic courses to include 3 courses in each of the following academic areas: language arts, mathematics, science, and social studies (to include Civics).

If at any time, a student is not successful in completing a course, the school will immediately enroll the student in a grade or course recovery program. The school's Multi-tiered System of Supports (MTSS) will convene to develop and implement a plan with supports for the student. The plan will specifically address areas of needs, appropriate supports and interventions. The school must monitor the student's progress and the effectiveness of the supports provided to the students and document the outcomes.

At the end of each nine week grading period, if a student is not meeting the state or district requirements for promotion in the courses of ELA, mathematics, science or social studies a Progress Monitoring Plan must be put into place immediately to support remediation, monitored throughout the school year, and placed in the student's cumulative folder. s.1008.25 F.S.

Parents must be notified when, during a reporting period, it is apparent that the student is failing or in danger of failing. In addition to report cards and interim reports, notifications may include letters, documented telephone calls, emails, and/or parent conferences. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained.

The school's promotion and retention committee will review all students' data who do not meet the requirements for promotion. All student retentions must be submitted to the Regional Superintendent who will review the student's data with the district's promotion and retention team. The Superintendent or his or her designee shall make the final determination regarding promotion.

2. Transitional Courses for Middle Grades (Over Age)

In accordance with state statute (s.1008.25 F.S.), an alternative education program option for students in grades 6–8 who are two or more years overage and underperforming is available in identified schools to address all of the barriers to graduation through a comprehensive approach. By leveraging federal, state, and local funding sources, this program will provide individualized support to help students **graduate on time and be ready to fulfill their college and career goals**. Eligible students will be identified through a referral process. This alternative path for progression has been designed to provide students who have been unable to meet promotional requirements in the basic instructional program the opportunity to remediate and achieve grade level proficiency. Students will be provided intensive instruction in numeracy and literacy using research-based, structured curriculum with measurable outcomes.

3. Alternative Programs for Over-Aged Students to Qualify for Promotion

The district provides alternative programs for students who have multiple retentions to support an accelerated progression. See Special Programs Section.

4. Good Cause Exemption from Mandatory Retention

Students with disabilities who are following the general education program, take the state assessment and are pursuing a standard diploma are affected by the same guidelines for retention as are students in general education.

Retention decisions for students with disabilities who are following Access Points and are participating in alternate assessment are made on an individual basis by the Principal based upon the recommendation of the Individual Education Plan (IEP) team.

G. Assessment

As per s. 1008.22 F.S., the primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school district staff. This data is to be used by districts to improve instruction; by students, parents, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars.

Participation in the statewide, standardized assessment program aligned to the core curricular content established in the Next Generation Sunshine State Standards and Florida Standards is mandatory for all school districts and all students attending public schools. All statewide, standardized assessments use scaled scores and achievement levels. Achievement levels range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment.

Measurement of student learning gains in all subjects and grade levels, except those subjects and grade levels measured under the statewide, standardized assessment program, is the responsibility of the school district. The school district will administer for each high-enrollment course offered in the district a student assessment that measures mastery of the content, as described in the state-adopted course description, at the necessary level of rigor for the course.

Students requesting placement in an accelerated progression who do not meet the recommended state assessment scores will be considered on a case-by-case basis.

Per F.S. 1008.22, participation in the assessment program is mandatory for all students attending public schools.

XIII. HIGH SCHOOL (GRADES 9-12) POLICIES AND PROCEDURES

A. Program of Study: General Requirements for Grade 9-12 (s. 1003.4282 F.S.)

Graduation requires the successful completion of a minimum of 24 credits, an International Baccalaureate (IB) curriculum, or an Advanced International Certificate of Education (AICE) curriculum. Students must be advised of eligibility requirements for state scholarship programs and postsecondary admissions. The 24 credits may be earned through applied, integrated, and career education courses approved by the Department of Education. The 24 credits shall be distributed as follows:

1. English/Language Arts

Four credits in English, with major concentration in composition, reading for information, and literature are required for graduation from high school. A high school student who scores below proficient on the statewide, standardized assessment for English Language Arts will be enrolled in and required to complete a remedial course the following year, per district policy. Remediation courses will be determined by the student's test score and progress monitoring data.

2. Mathematics

Four credits in mathematics, one of which must be Algebra I, a series of courses equivalent to Algebra I, or a higher-level mathematics course. In addition to the Algebra I credit requirement, one of the four credits in mathematics must be geometry or a series of courses equivalent to geometry as approved by the State Board of Education. The end-of-course assessment requirements under s. 1008.22(3)(c)2.a.(I) F.S. must be met in order for a student to earn the required credit in Algebra I.

3. Science

Three credits in science, one of which must be Biology I or a series of courses equivalent to Biology I, and the remaining two credits must be equally rigorous science courses, as determined by the State Board of Education and approved by the district.

4. Social Studies

Three credits in social studies as follows: one credit in United States history; one credit in world history; one-half credit in economics, which shall include financial literacy; and one-half credit in United States government.

5. Fine and Performing Arts

One credit in fine or performing arts, speech and debate, or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination. Eligible practical arts courses shall be identified through the Course Code Directory.

6. Physical Education and Health

For students entering ninth grade prior to the 2015-16 school year.

One credit in physical education to include integration of health. The following waiver options are available for Physical Education:

- Participation in and successful completion of two seasons of an interscholastic sport at the junior varsity or varsity level. The district school board does not require that the one credit in physical education be taken during the 9th grade year.
- Participation in and successful completion of one semester of marching band with a grade of "C" or better, or in a physical activity class that requires participation in marching band activities as an extracurricular activity.

- Participation in and successful completion of a dance class shall satisfy a 0.5 credit in physical education or a 0.5 credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.
- Participation in and successful completion of 2 years in a Reserve Officer Training Corps (R.O.T.C.) class shall satisfy the one-credit physical education requirement and the one-credit performing arts requirement. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 Plan.

For students entering ninth grade in the 2015-16 school year and beyond:

Health Opportunities through Physical Education (HOPE) is the one credit required physical education course which includes the integration of Health Education and Physical Education Standards and Benchmarks. Approved waivers from the Florida DOE for the required HOPE course include the following:

- Participation in and successful completion of two years in a R.O.T.C. class (Year 1 waiver #1500450, Year 2 waiver # 1500460) waives the full one credit physical education requirement AND the full one credit performing arts requirement (waiver # 1500480).
- Participation in and successful completion of two seasons of an interscholastic sport at the junior varsity or varsity level (Season 1 waiver #1500410, Season 2 waiver #1500420).

7. Elective Program

Eight credits in electives.

Students who elect not to return to Career Academies in their 12th grade year must return to their zoned school. These students will be ineligible to participate in any Academy activities and will not be recognized for Academy completion.

8. Grade Point Average

Students must earn a cumulative 2.0 grade point average on a 4.0 scale.

9. One Online Course

B. 24-Credit Standard Diploma Option *Versus* ACCEL 18-Credit Option

	24-Credit Program s. 1003.4282, F.S.	ACCEL Program s. 1002.3105(5), F.S.
Credit Requirements	24 credits	18 credits (minimum)
Academic Core	4 – English/Language Arts 4 – Mathematics 3 – Science 3 – Social studies 1 – Fine Arts	4 – English/Language Arts 4 – Mathematics 3 – Science 3 – Social studies 1 – Fine Arts
Physical Education	1 credit	Not required
Electives	8 credits	3 credits
Assessments Requirements	Same	Same
Grade Point Average Requirements	2.0 on a 4.0 scale	2.0 on a 4.0 scale

Florida Department of Education for Graduation Requirements link:
<http://www.fldoe.org/academics/graduation-requirements/>

C. Grading System and Reporting Procedures

Students must complete a minimum of 135 hours of instruction in a high school course before they are eligible to demonstrate mastery of the student performance standards in that course.

1. Determination of Standard Mastery

A student will have demonstrated mastery of student performance standards for a district approved course by earning a passing score in the course. This score (minimum of 60 percent) and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in the Student Progression Plan. Accommodations and modifications must be in place for students with disabilities and English Language Learners, as indicated on the student's IEP and LEP, respectively.

2. Eligible Students – Mastery of Performance Standards

Students must be present for at least 135 hours of bona fide instruction to be eligible for a full credit (67.5 hours for a half credit). Students who do not meet the minimum instructional time requirement for earning credit may be denied credit. Please refer to the Attendance section of the Student Progression Plan for additional information.

D. Assessment

Student assessment and promotion in Polk County's public schools are based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect consideration of the following: progress tests, classroom assignments, daily observation, standardized tests, state assessment, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review and

approval of the principal.

The assessments students must pass to graduate with a standard high school diploma are determined by their year of enrollment in grade 9. The chart below lists the required assessments for each grade 9 cohort for State Assessments in Reading and the End-of-Course (EOC) Assessments.

EOC COUNTS 30% FINAL COURSE GRADE	State Graduation Requirement	9TH GRADE COHORT				
		2013-14	2014-15	2015-16	2016-17	2017-18
ALGEBRA 1	Must participate in assessment?	YES	YES	YES	YES	YES
	Must pass assessment?	YES	YES	YES	YES	YES
GEOMETRY	Must participate in assessment?	YES	YES	YES	YES	YES
	Must pass assessment?	NO	NO	NO	NO	NO
BIOLOGY	Must participate in assessment?	YES	YES	YES	YES	YES
	Must pass assessment?	NO	NO	NO	NO	NO
US HISTORY	Must participate in assessment?	YES	YES	YES	YES	YES
	Must pass assessment?	NO	NO	NO	NO	NO
Grade 10 Reading FCAT 2.0 (or ACT/SAT concordant score)	Must participate in assessment?	N/A	N/A	N/A	N/A	N/A
	Must pass assessment?	N/A	N/A	N/A	N/A	N/A
Grade 10 FSA ELA (or ACT/SAT concordant score)	Must participate in assessment?	N/A	Yes	Yes	Yes	Yes
	Must pass assessment?	Yes	Yes	Yes	Yes	YES

ELA/Reading Graduation Requirement						
School Year When Assessment Requirements Began for Students Entering Grade 9	ELA/Reading Assessment that Students Must Pass In Order To Graduate	Passing Score for the Required Assessment	ACT Concordant Score	SAT Critical Reading Concordant Score (Prior to March 2016 Administration)	SAT Evidence-Based Reading and Writing Concordant Score (March 2016 and Subsequent Administrations)	SAT Reading Subtest Concordant Score (March 2016 and Subsequent Administrations)
2010-11 to 2012-13	Grade 10 FCAT 2.0 Reading	245	19	430	430	24
2013-14	Grade 10 FSA ELA	349*	19	430	430	24
2014-15 and beyond	Grade 10 FSA ELA	350	19**	430**	430**	24**
*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.						
**New concordant and comparative scores will be established for the new assessments once a sufficient number of students have participated in both the new assessment and the alternate assessment(s) to conduct the concordant/comparative score study. Until these new scores are established, the current scores may be used by all students.						

Algebra 1 Assessment Requirement and Passing Score by Implementation Year			
Implementation Year	Assessment that Students Must Pass In Order To Graduate	Passing Score for the Required Assessment	PERT Comparative Score (May only be used after at least 1 attempt at the Algebra 1 EOC)
2011-12 to 2013-14	NGSSS Algebra 1 EOC	399	97
2014-15	FSA Algebra 1 EOC	489*	97
2014-2015 and beyond	FSA Algebra 1 EOC	497	97**
*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.			
**New concordant and comparative scores will be established for the new assessments once a sufficient number of students have participated in both the new assessment and the alternate assessment(s) to conduct the concordant/comparative score study. Until these new scores are established, the current scores may be used by all students.			

E. Maximum Age for High School Students

High school students pursuing a standard high school diploma must be able to graduate from high school prior to their 20th birthday. Permission for students to attend high school to pursue a regular high

school diploma after their 20th birthday will be made on an individual basis at the Superintendent's or designee's discretion.

A student with a disability who does not qualify for a waiver or exemption may choose to remain in school until achieving a standard diploma or reaching age 22, whichever occurs first.

F. Work-Based Learning Experience

Work-Based Learning (WBL) gives students the opportunity to learn a variety of skills by expanding the walls of classroom learning to include the community. By narrowing the gap between theory and practice, WBL creates meaning for students.

WBL provides opportunities for students to learn a variety of skills through rigorous academic preparation with hands-on career development experiences. Under the guidance of adult mentors, students learn to work in teams, solve problems, and meet employers' expectations.

Work-Based Learning Goals: Work-Based Learning (WBL) experiences are available in each Career and Technical Education Pathway. Through a variety of WBL experiences students see, firsthand, how classroom instruction connects to the world of work and future career opportunities. Experiences include, but are not limited to, apprenticeships, career fairs, field studies, rotations, clinical, guest speakers, job shadows, and on-the-job training and student internships. The benefits of WBL include:

- Exposing students to professional adult role models
- Improving scholastic student motivation
- Applying classroom learning
- Exploring career options
- Helping students make better decisions and plans
- Improving post-secondary prospects
- Helping students understand workplace expectations
- Exposing students to state-of-the-art practices and technology

Students are encouraged to have a quality work-based learning experience directly related (to the extent possible) to the student's area of interest and/or elective courses. It will be each school's responsibility to provide this experience for every student. Students will receive recognition at graduation ceremonies.

G. Course Substitutions

1. Practical Arts Course Substitutions

For those career and technical secondary courses that have been identified in the Course Code Directory (CCD) as satisfying the fine or performing arts high school graduation requirement, (s. 1003.428(2) (a)5, F.S.) identifies whether or not a particular course satisfies the fine or performing arts high school graduation requirement. The CCD does not identify college courses (PSAV, PSV). To determine if a college course offered through dual enrollment may satisfy the fine or performing arts high school graduation requirement, please contact career and technical education programs at 850-245-9020.

2. Career Education Course Substitutions

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count towards State University System admissions requirements.

H. Community Service Program

Information and applications for community service projects may be obtained by contacting the school counselor and/or visiting: <http://www.polk-fl.net/students/collegeandcareer/communityservice.htm>.

I. High School Credit for Community Service Hours

High school students may receive one-half credit (for each 75 hours served) in a voluntary public service elective course (05003700) or in a voluntary school/community service course (21043300). For both programs, students are required to complete a Community Service Plan that describes the social problem being served, the plan for personal involvement and a final evaluation of the service experience. A maximum of one credit may be earned for community service. For more information on community service and high school credit, awards, and hours that may be counted, please see the Community Service Program brochure.

The time (hours) high school students dedicate to course-based service learning activities may be counted toward meeting community service requirements for graduation and the Florida Bright Futures Scholarship Program.

J. Florida Bright Futures Scholarship Program

The Bright Futures Scholarship Program consists of three types of awards: the Florida Academic Scholarship, the Florida Medallion Scholarship, and the Florida Gold Seal Vocational Scholarship (s. 1009.53 F.S.). A student may receive only one type of award from the Florida Bright Futures Scholarship Program at a time, but may transfer from one type of award to another through the renewal application process, if the student's eligibility status changes. However, a student is not eligible to transfer from a Florida Medallion Scholarship or a Florida Gold Seal Vocational Scholarship to a Florida Academic Scholarship. All scholarships within the *Florida Bright Futures Scholarship Program* require community service.

Florida Academic Scholars Award (s. 1009.534 F.S.)

A student is eligible for a *Florida Academic Scholars* if the student meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and the student has:

- Achieved a 3.5 weighted grade point average;
- Earned an SAT score of 1290 which corresponds to the 89th SAT percentile rank or a concordant ACT score of 29; and,
- A minimum of 100 hours of community service work.

Florida Medallion Scholars Award (s. 1009.535 F.S.)

A student is eligible for a *Florida Medallion Scholars Award* if the student meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and the student has:

- Achieved a 3.0 weighted grade point average;
- Earned an SAT score of 1170 which corresponds to the 75th SAT percentile rank or a concordant ACT score of 26; and,
- A minimum of 75 hours of community service work.

Florida Gold Seal Vocational Scholars Award (s. 1009.536 F.S.)

A student is eligible for a *Florida Gold Seal Vocational Scholars Award* if the student meets the general eligibility requirements for the Florida Bright Futures Scholarship Program and the student has:

- Earned a minimum cumulative weighted grade point average of 3.0, excluding elective courses;
- Earned a minimum unweighted grade point average of 3.5 on a 4.0 scale for secondary career courses comprising the career program.
- Demonstrated readiness for postsecondary education by earning a passing score on the Florida College Entry Level Placement Test or its equivalent; and,

- Completed the secondary school portion of a sequential program of studies that requires at least three career credits taken over at least 2 academic years.

For more information regarding Florida Bright Futures, please visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/bfmain.htm>.

K. Acceleration Mechanisms

During the course registration process, the parents of students in or entering high school will be notified of the opportunity and benefits of accelerated mechanisms. Florida Statute 1007.27 requires a variety of acceleration mechanisms be available for **secondary students attending public educational institutions**. The intent of acceleration is to shorten the time necessary for a student to complete the requirements associated with both a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission as provided for in s. 1007.271 F.S., advanced placement, the International Baccalaureate Program, and the Advanced International Certificate of Education Program. Students of Florida public secondary schools enrolled in accelerated mechanisms shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the student achieves a passing score on the examination.

Advanced Placement (AP) shall be the enrollment of an eligible secondary student in a course offered through the AP program administered by the College Board. Postsecondary credit for an AP course shall be limited to students who score a minimum of 3, on a 5-point scale, on the corresponding AP Examination. Students enrolled and completing AP courses are required to complete the associated AP exams unless parent/guardian requests withdrawal from AP course at the end of the first semester or requests exemption from taking the exam prior to March 1st. Students failing to take an AP exam for a completed AP Course after the exam has been ordered from College Board may have to take a teacher-created Final Exam that may count as much as 30% of the student's semester grade. Students and parents should refer to the district AP contract for more specific information.

The International Baccalaureate (IB) Program shall be the curriculum in which eligible secondary students are enrolled in a program of studies offered through the IB Program administered by the International Baccalaureate Office.

The Advanced International Certificate of Education (AICE) and the International General Certificate of Secondary Education (pre-AICE) programs are international curricula and examination programs modeled on the British pre-college curriculum and "A-Level" exams. The AICE and pre-AICE programs are administered by the University of Cambridge Local Examinations Syndicate.

The Dual Enrollment program is an acceleration program that allows high school students to simultaneously earn credit toward high school completion **and/or** a career certificate, or an associate or baccalaureate degree at a Florida public institution (s. 1007.271 F.S.). Student eligibility requirements for initial enrollment in college credit dual enrollment courses must include a 3.0 unweighted high school grade point average and the minimum score on the college placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework. Student eligibility requirements for continued enrollment in college credit dual enrollment courses must include the maintenance of a 3.0 unweighted high school grade point average and the minimum postsecondary grade point average established by the postsecondary institution. Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school grade point average. More specific information is available in the Dual Enrollment Articulation Agreements between the post-secondary institution and the Polk County School Board.

L. Rank in Class and Grade Point Average (GPA)

The district procedures for class ranking and determining grade point averages shall be annually published in each individual school student handbook.

1. Courses in Ranking

All courses taken which are not repeated in pursuit of a diploma option must be used in the determination of grade point average for class ranking. All courses counted toward fulfillment of graduation requirements must be a letter grade and/or numerical score as described in the Student Progression Plan.

Repeated courses may be (a) courses failed, retaken, and completed with a passing grade, or (b) courses repeated to improve a grade. Upon successful completion of a previously failed course, the passing grade will be recorded as the official grade for the course. Likewise, a course repeated to improve a grade shall have the higher grade recorded as the official grade for the course. Note: While replaced or improved grades are not utilized in the calculation of the student's grade point average, an "X" designation will be assigned to these courses and appear on the transcript indicating that the course was repeated and passed or improved.

2. Procedures for Determining Minimum GPA Required for Graduation

A student must have a cumulative unweighted grade point average (GPA) of 2.0 for all courses for graduation. All courses attempted and not repeated shall be used in the calculation of the GPA with point values for semester letter grades used as follows:

A = 4.0	B = 3.0	C = 2.0	D = 1.0	F = 0.0
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This GPA shall be calculated through the district grading system at the end of each semester beginning as soon as the student takes and completes a high school credit-bearing course and shall be cumulative based on semester grades. Any student with a GPA below 2.0 should be provided assistance in achieving a 2.0 GPA through appropriate counseling on Polk County's forgiveness grade policy, extended school year programs, peer tutors, school and/or teacher sponsored help sessions, study skills classes, and after school tutorial programs.

Determination of GPA is made only to three places past the decimal with no rounding up or down (e.g., a GPA of 1.999 will not meet the 2.0 requirement). Semester letter grades will be used for computing GPA.

The following point values shall be used for computing GPA:

All Advanced Placement and International Baccalaureate Courses as listed in the Florida Course Code Directory and dual enrollment college courses in which there is an honors or AP course in that subject area. (Weighting Factor 1.0)

A = 5.0	B = 4.0	C = 3.0	D = 2.0	F = 0.0
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Courses labeled Honors, Advanced or Pre-IB in the Florida Course Code Directory or the District Course Catalog and other courses designated as weighted.

A = 4.5	B = 3.5	C = 2.5	D = 1.5	F = 0.0
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Dual enrollment college courses must be recorded on the student's transcript according to the Florida common course numbering system for state community colleges and state universities.

All courses attempted and not repeated for graduation for a regular diploma shall be included in this calculation. There shall be no difference in the courses used in this calculation and the courses used to determine the minimum GPA (2.0) for graduation.

For courses failed, retaken, and completed with a passing grade, or for courses repeated to improve a grade, refer to other sections of the Student Progression Plan.

GPA and ranking shall be computed at the end of each semester, and again at the end of the twelfth grade, or when necessary for issuing transcripts. Final class ranking shall be posted on the student's automated transcript. Class rank shall be determined as follows:

Rank approx. 1	4.000 Joe Doe 1
	4.000 Mary Smith 1
Rank approx. 3	3.978 Julie Jones 3
	3.978 Tom Johnson 3
	3.978 Sam Williams 3
Rank approx. 6	3.800 Lucy Ayers 6

Although 3.800 is the third highest GPA in this example, there are five higher GPAs which makes the 3.800 the sixth highest ranking.

M. Graduation Honors

For graduation purposes, honors shall be determined by the following weighted grade point averages:

4.000 or higher	Honors with Distinction
3.500–3.999	High Honors
3.200–3.499	Honors

The class ranking at the end of the twelfth grade shall be used for determining honors at graduation, or when necessary for issuing transcripts. Each school will have a valedictorian and a salutatorian with other special honors optional. The individual high school may add additional honors categories. However, students receiving honors recognition must have at least a 3.200 weighted GPA. This information shall be published annually in the school student handbook. To be eligible for valedictorian or salutatorian, a student must have been enrolled at that school for at least the entire twelfth grade, to include receiving grades from the school all four grading periods of the senior year. Full-time Early Admission students will not be eligible to be valedictorian or salutatorian. Their class rank, however, is not affected.

Valedictorian and salutatorian are honorary titles given to the top honor students of a class who have not excluded themselves from being eligible for this honorary title by other provisions of this Plan (transfer students not enrolled the entire senior year, full time early admission students). Unless excluded by other provisions of this Plan, a student who obtains rank 1 is valedictorian and a student who obtains rank 2 is salutatorian. A tie for rank 1 produces co-valedictorian and no salutatorian. The rank 3 student, in the case of co-valedictorian, may be called an honorary salutatorian. Unusual circumstances involving valedictorian and salutatorian not covered specifically in writing in this Plan are to be referred to the Regional Superintendent or designee for final decision. This decision will be reached in consultation with the Superintendent of Schools and the principal of the students' school (School Board Policy 5000-5430). Students graduating under an 18-credit option will be included in the overall class ranking for their graduation year. All courses taken which are not repeated must be used in the determination of grade point average for class ranking. Students receiving an 18-credit diploma are not eligible to be valedictorian or salutatorian.

Rank in class shall be used for purposes of college admission, scholarship and/or financial aid application, and identifying honor graduates. Rank in class shall be given for the above purposes when requested by a college. Rank in class should only be given to students who request their rank. An aggregate list by rank shall not be disseminated and shall be used only for the purposes stated above (Reference School Board Policy 5430).

N. Retaking a Course to Improve a Grade

Forgiveness policies for required courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F," or the equivalent of a grade of "D" or "F," with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in another course.

The only exception to these forgiveness policies shall be made for a student in the middle grades who takes any high school course for high school credit and earns a grade of "C," "D," or "F" or the equivalent of a grade of "C," "D," or "F." In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, or the equivalent of a grade of "C" or higher, earned subsequently in the same or comparable course. In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's grade point average. Any course grade not replaced according to a district forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.

Rule 6A-1.0955(3), FAC, requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the student. All courses and grades must be included on the student's transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a student's record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting students in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The school board does not have the authority to purge that student's record to delete the first grade. All forgiven courses must be included on a student's transcript as an accurate reflection of the student's record of achievement.

The only exception to the Forgiveness Policy shall be made for a student in the middle grades who takes any high school course for high school credit. The high school course can be retaken while in high school even if the original grade earned was equivalent to a C.

O. Early Graduation

A student may choose the option of an early graduation (less than eight semesters) if the student meets the requirements of F.S. 1003.4282 for a 24 credit diploma program or meets the requirements of F.S. 1002.3105 for an 18 credit diploma program and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale. The student shall be awarded a standard high school diploma if the diploma program options are met.

Students may request permission to graduate early. Early graduation is an opportunity for very capable students to complete their high school academic requirements early. Students must complete all credit requirements as outlined in Polk County School Board Policy 5460 and F.S. 1003.4282(3)(a)-(e).

After reviewing the student's plan with the counselor, the student must submit the district's request form to the principal that will include signatures from the student's current teachers indicating the student is

on target and will pass the course in time for early graduation. The principal will evaluate the district's request form before presenting the student's request to the District designee by the deadline listed below:

Graduation Dates	Application to Principal	Application to District
January	October 15th	November 1st
May/June	March 15th	April 1st

All early graduates are eligible to return and walk with their class in this early June ceremony, unless the high school principal, for Student Code of Conduct infractions, revokes that privilege.

P. Credit Acceleration Program (CAP)

A student may earn high school credit in Algebra I, Geometry, U.S. History or Biology I if the student passes the statewide, standardized end-of-course (EOC) assessment without the requirement of enrolling in or completing the course.

A student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). Course credit shall be awarded to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination, or CLEP. The school district shall permit a public school or home education student who is not enrolled in the course, or who has not completed the course, to take the assessment or examination during the regular administration of the assessment or examination. F.S.1003.4295.

Q. Grade Classification in Grades 9-12

Students who, for educational or personal reasons, wish to graduate earlier than this 4-year/24 credit plan, may elect to do so. Upon approval by the high school principal or designee, the early graduation request will be forwarded to the Regional Superintendent for final approval. All graduating students must meet all requirements set by Florida Statute in order to graduate.

Definition of grade classification as it relates to class privileges and activities will be determined by the school principal and/or Superintendent's designee.

Grade Level	Minimum Credits for Grade Promotion (24 Credit Diploma Option)	Minimum Credits for Grade Promotion (18 Credit Diploma Option)
9	N/A (Promoted from 8 th Grade)	N/A (Promoted from 8 th Grade)
10	5 credits + 1 year of High School	5 credits + 1 year of High School
11	11 credits + 2 years of High School	11 credits + 2 years of High School
12	17 credits + 3 years of High School	14 credits + 2.5 years of High School

Exemptions:

- 24 Credit Diploma Option students may be promoted to 12th grade classification at the end of the 5th Semester (mid-year), with prior approval from the Regional Superintendent or district designee.
- 18 Credit ACCEL Diploma Option students may be promoted to 12th grade classification at the end of the 5th Semester (mid-year), with prior approval from the Regional Superintendent or district designee.

Polk County has three graduation dates each year: one in early January, one at the end of the regular school year, in early June, and one at the end of June, after summer adult school and other possible summer programs. Additionally, Polk County has one graduation ceremony each year in June. All early graduates are eligible to return and walk with their class in this early June ceremony, unless the high school principal, for Student Code of Conduct infractions, revokes that privilege

XIV. OTHER PROGRAMS, POLICIES AND PROCEDURES

A. Home Schooled Students

All home schooled students who participate in public school academic or athletic events must comply with the Polk County School entrance requirements. See Home School sections in the General Section for enrollment and placement procedures for students entering the school district with no previous schooling or lack of records. Home schooled students shall be placed academically as any other student who seeks to enter a public school. Home Education students may enroll in regular education programs on a part-time basis. In elementary school, the student may enroll in Physical Education (P.E.), music, or art. In secondary school, the student may take up to any three (3) courses.

Students enrolling from home education may be placed on probation until the school determines that the student can be successful at the grade in which they have been placed.

Senior High students may enroll at the discretion of the principal and/or Superintendent's designee. *Students with disabilities may receive exceptional student education related services and a maximum of three (3) periods of direct instruction on a part-time basis at the school site while enrolled in home education.*

Acceptance of Home Education credits for high school students will be determined in accordance with State Board of Education Rule 6A-1.09941 and are as follows:

1. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
2. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in subsection (3) of this rule.
3. Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
 - a. Portfolio evaluation by the superintendent or designee. Portfolio items to consider may include:
 - A log of instructional time reflecting 75 hours for each semester (half-credit course) and 150 hours for each year (full credit course);
 - Course outline reflecting the state performance standards for each course (science lab component must be included); samples of student work for each course; grade book for each course; transcript grades;
 - End of course tests and test results for each course; standardized test results;
 - b. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - c. Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;

- d. Demonstrated proficiencies on nationally normed standardized subject area assessments;
 - e. Demonstrated proficiencies on the State Assessment; or
 - f. Written review of the criteria utilized for a given subject provided by the former school.
- Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in paragraphs (3)(d) and (3)(e) of this rule if required.

Enrollment and Eligibility: Students may be enrolled as full-time or part-time students. Eligibility will be based on FHSAA requirements as outlined in the *Interscholastic Extracurricular Activities* section.

Graduation: Any Florida home schooled student who has earned 17 high school credits and wants to graduate with a Polk County High School Diploma, *must be enrolled in their zoned high school by the first day of school of their senior year.* In addition to meeting all graduation requirements, a passing score on all State Assessments is required.

School Review Committee: School Review Committee will be composed of 1) Principal or Assistant Principal for Curriculum from the school where the student wishes to enroll; 2) School Counselor; and 3) other *Ad Hoc* members as requested by the principal or as deemed appropriate by the Superintendent or designee. The School Review Committee will determine credits to be awarded based on compliance the student records have with the grade level expectations of State Board of Education Rule 6A-1.09941. The School Review Committee will determine if the student qualifies for class rank recognition and honors at graduation. Acceptance of Home Education credits for middle school students will be determined in accordance with State Board of Education Rule 6A-1

B. Compulsory Attendance Exemptions

Certificates of Exemption: A student within the compulsory attendance age limit who holds a valid certificate of exemption issued by the Superintendent shall be exempt from attending school.

Term: A certificate of exemption shall cease to be valid at the end of the school year in which it is issued.

Conditions: Students entitled to such certificates and the conditions upon which they may be issued are as follows:

- **Handicapped:** Children within the compulsory attendance ages who are physically or mentally handicapped to such an extent as to render inadvisable their attendance at school may be issued a certificate of exemption by the Superintendent based upon the recommendation of the County Health Officer.
- **Family Need:** Students who have reached the age of fourteen (14) and completed the eighth grade may be issued a certificate for employment by the office of the Superintendent based upon family need if recommended by the student's principal.
- **Juvenile Court:** The Superintendent may issue a certificate of exemption upon receipt of a recommendation from the judge of the Juvenile Court

C. Absences

1. Excused Absences

An excused absence is defined as an absence that has the sanction of the parent and the school. The following absences are acceptable and will be excused:

a. Personal Illness

A student shall be excused for absences caused by personal illness. A note explaining the absence which has been signed by the parent must accompany the student on return to school, or a telephone call from the parent if required by the principal [F. S. 1003.24(4)]. A

student may be excused for a continued or repeated illness for up to ten (10) attendance days during a school year. After any 10 absences, a doctor's verification will be required for any future absences to be excused for the remainder of the school year. A Medical Documentation for Excessive Absences form can be used for documentation of a student's ongoing treatment for a medical condition. Students who are pregnant will be exempt from minimum attendance requirements for absences related to pregnancy or parenting.

b. *Illness or Death in the Immediate Family*

A student shall be excused for absences caused by serious illness or death in the immediate family. Immediate family is defined as parent, brother, sister, grandparent, aunt, uncle, legal guardian or person in loco parentis, or member of the household. A note explaining the absence that has been signed by the parent must accompany the student on return to school.

c. *Religious Holidays*

A student shall be excused from attendance in school in grades K–12 on a day or days or particular time of day, and shall be given the opportunity to make up any work missed due to that student's observance of a religious holiday.

- **Prior Notice:** The parent shall give written notice to the principal or teacher not more than five (5) days prior to any absence.
- **Written Excuse:** A written excuse for such absences pursuant to this rule shall not be required upon return to school.

d. *Educational Trips*

Such trips shall be planned by the parent and teacher and prearranged and approved by the school administration. The student shall prepare and submit a written report of the trip to the teacher.

e. *Trips with Parents*

Such trips shall be prearranged and approved by the school administration. If such trips are not prearranged, the absences shall not be excused unless the trip was necessitated by an emergency. The principal or designee will make the final determination.

f. *School Sponsored Activities*

A student shall be excused from attendance at school to participate in school sponsored activities such as athletic functions, band, club trips, etc., if such activities have been prearranged with the school administration. These students are to be counted in attendance at said school for this period of time.

g. *Judicial Actions*

- **Subpoena/Summons:** A student shall be excused for any absence due to court appearance provided the principal or designee has been furnished a copy of the subpoena or court summons.
- **Juvenile Detention Center:** A student shall be excused for any absence due to placement in the Juvenile Detention Center

h. *Military Dependent School Age Student*

A student whose parent or legal guardian is an active duty member of the uniformed services (as defined by *Section 1000.36, Article V (E), F.S., Interstate Compact on Educational Opportunity for Military Children*), and has been called to duty for, or is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be

granted additional excused absence **at the discretion of the school superintendent or designee.**

i. Treatment of Autism Spectrum Disorder

2. Unexcused Absences

An unexcused absence is defined as an absence that does not meet the criterion of an excused absence listed in section C. Students cannot be suspended out of school for unexcused absences. Truancy is defined as the absence of a student within the compulsory attendance age, with or without the knowledge or consent of the parent. A habitual truant is any student who has a total of fifteen (15) unexcused absences from school during any (90) calendar day period, with or without the knowledge or consent of the parent. The student may be referred to Youth and Family Alternatives and/or the circuit court as provided by law if the parents and attendance problem solving team are unable to resolve the student's nonattendance.

The Board authorizes the Superintendent to inform the student and his/her parents of the record of excessive absences as well as the District's intent to notify Florida Highway Safety and Motor Vehicles, if appropriate.

Students who have reached the age of fourteen (14) and completed the eighth grade maybe issued a certification for employment by the Office of the Superintendent based upon family need if recommended by the student's principal.

The Superintendent is authorized to file a truancy petition under F.S. 984.151 if a student has accrued at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown within a ninety (90) calendar day period or has had more than fifteen (15) unexcused absences in a ninety (90) calendar day period.

D. Makeup Work

Makeup work should be appropriate instructional assignments consistent with the *Student Progression Plan*. Students are expected to make up all work missed because of excused absences. Students and parents have the responsibility to request makeup work from their teachers on the first class meeting upon returning to school.

Work missed during the student's first three (3) days of unexcused absences during a semester is expected to be made up. This includes absences caused by an out-of-school suspension. ***The right of students to make up work on the fourth unexcused absence and all other days of unexcused absences per semester may be denied.***

The student will have no fewer than the number of days absent plus two to complete and hand in work for credit. For example, if a student is absent two days, he/she will have four days after returning to school to hand in work for credit. The teacher may permit additional time for makeup work to be completed and turned in for credit.

High school students must be in attendance a minimum of 67 1/2 hours in accordance with accreditation standards in order to be eligible for the awarding of credit of a half credit. Failure to do so may result in the loss of credit regardless of grade earned.

E. Adult Education

1. Program Description and Mission

Adult Education and Family Literacy in Polk County has demonstrated a commitment to serving

undereducated and educationally disadvantaged adults 16 years of age and older. Estimates indicate approximately 78 percent of Polk's population is over the age of 16 with 29 percent of them functionally illiterate. It is the ongoing mission of Adult Education to enhance, improve, and expand the delivery of educational services and to provide adults with sufficient basic education and work force preparation that will enable them to benefit from job training and retraining programs. Adult education programs include:

- **Adult Basic Education (ABE)** which provides classes in reading, mathematics and language skills from zero grade level through 8.9 grade level.
- **Adult High School (AHS)** programs provide classes for eligible students to facilitate the awarding of a high school credential earned in the regular adult high school program.
- **General Educational Development (GED)** preparation classes are available for students with basic skills of 9.0 grade level or higher who are seeking a State of Florida High School diploma. An innovative district GED program targets at-risk high school students by providing GED preparation, life skills, and employability skills.

Limited English and immigrant adults are served through **the English for Speakers of Other Languages (ESOL)** Program. The ESOL Program is designed to meet the students' needs in understanding and speaking English and prepares them to competently function and actively participate in their community and nation

2. **Adult High School Graduation**

An adult school diploma shall be awarded if a student has met the course requirements, mastered the basic skills, satisfactorily completed the Florida State Assessment for Reading and Algebra I EOC, and received not less than two (2) credits in residence in the adult school granting the diploma. No person shall receive a diploma or certificate of completion on an earlier date than that on which the student would normally have graduated through regular attendance of the kindergarten through grade twelve program. The emphasis on time spent in class may be waived as long as objective evidence of subject matter attainment is evident.

a. Credit Requirements

A candidate for an adult school diploma must satisfactorily complete 24 credits. See *High School Section* for breakdown of credit requirements by content areas and minimum GPA requirements. The one-half credit in physical education is not required. One-half credit in an elective course must be substituted.

b. Acceptable Credit Toward Adult High School Diploma

The following apply toward an adult high school diploma:

- Credits from an accredited high school or credits from a non-accredited school.
- Credits completed in state approved adult classes.
- Credit for educational experiences in the armed forces.
- Credits for adult vocational courses.
 - Up to six (6) vocational credits from an adult technical center may be accepted toward an adult diploma.
 - Courses which have a time requirement will be evaluated using 180 hours for one credit. Competency-based courses shall carry the same amount of credits as those classes with the time requirements.
 - Credit for college courses and early advancement

c. Requirements for Adult School Certificate of Completion

An adult student who has met the course requirements, but who does not pass the Florida Comprehensive Assessment Test, must choose to:

- Accept a Certificate of Completion or
- Elect to continue in the adult school until he/she is able to satisfactorily complete the basic skills and/or FSA.

d. State of Florida High School Diploma (GED)

Each adult center provides a comprehensive GED program for adult students ages 18 and over, and for out of school individuals ages 16 and/or 17, who met certain "extraordinary circumstance" requirements. In such cases where the student has completed all requirements for graduation except the attainment of a 1.5 cumulative grade point average, special assistance and counseling will be provided for the student to obtain a State of Florida High School Diploma. Individuals age 18 or older who are not currently enrolled in a regular high school program may apply to take the General Educational Development (GED) Test. Upon successful passage of this test, a State of Florida High School Diploma will be awarded. Individuals ages 16 and 17 are not eligible to apply for testing unless they have received an approved age waiver.

The District may administer GED tests to students currently enrolled in approved alternative education programs. In addition, the district may award a standard high school diploma to students who pass the GED test in addition to the award of a State of Florida (GED) diploma. This graduation option is not intended to authorize early exit for at-risk students; it will be exercised only for students who are over age for grade or for seniors nearing program completion. Waivers for students who are enrolled in alternative education programs and who desire to take the GED must be approved by the Senior Director in Teaching and Learning.

F. Alternate Education Programs

Alternative Education Programs in Polk County are designed to serve disruptive, disinterested/unsuccessful students or those with unmet needs. Grading, promotion, administrative placement and graduation requirements are the same for alternative education students as for regular students unless the student has been properly staffed into an exceptional education program that establishes different requirements. In this case, the ESE guidelines will prevail. All alternative grades and parent school grades will be considered as equal when determining nine weeks or semester grades and promotions. When students transfer to a regular program from an alternative education program, grades will be transferred by means of a withdrawal form.

Disciplinary Programs

Students will be assigned to a disciplinary program in a separate center only after interventions implemented at the home school have failed to cause a change in a student's inappropriate behavior and after a conference/hearing/staffing is held

G. Credit Recovery Programs

Only SACS accredited high school credit programs are recognized by the Polk County School Board. High school credit, up to a maximum of 4 credits per student, will be accepted from a district-approved accredited high school program at face value, if the student has received permission in advance from their high school principal to transfer in specific course credit. Beyond 4 credits may be earned with special permission of the Senior Director in Teaching and Learning. Only complete semester or final grades will be posted to a student's academic record.

H. Career Centers

Polk Career Centers are specialized, post-secondary institutions designed primarily to provide job preparatory and supplemental training to men and women who have completed high school or a General Educational Development (GED) program or who have left high school before graduation.

Programs provided are directly related to actual or anticipated opportunities for gainful employment and suited to the needs of the local business community and the abilities of the student population. High school students who are 16 years of age or older may choose to enroll in the career center. Enrollment for high school students is on a space-available basis in order to obtain career education training that is not available at the home high school.

High school students must be enrolled in the regular high school diploma program or the Career Center District Diploma Option. Other students will be classified as adult students. Home high schools must send all notifications of student activities in writing to the attention of the career center Counselor. The career centers will accept 11th and 12th grade students throughout the school year. Orientation is offered for new students on a scheduled basis. Every effort will be made to place the student in the desired program as soon as possible.

I. Choice School Programs

1. Dual Language

Dual language is a form of bilingual education in which students are taught literacy and content in two languages. The Dual Language Program seeks to promote the highest student achievement, English and Spanish language development and cross-cultural understanding to enable students to succeed in a culturally diverse world and become bilingual and bicultural.

The Dual Language model challenges students to learn content skills in a natural way using two languages. Students are taught half of the day in English and half of the day in Spanish. The goal is to promote high academic achievement, English and Spanish language development, and cross-cultural understanding.

Participation in the dual language program requires parents to commit and support student participation. Parents are expected to ensure that their child attends school regularly, has good behavior and is demonstrating academic progress.

2. Enrollment & Entrance Criteria:

- Enrollment in the Dual Language Program is optional and begins in Kindergarten.
- Complete and return application by deadline.
- Students are tested in both languages to meet entrance criteria.
- Selection process is finalized.

3. Program Benefits:

- Students in dual language programs perform as well as their grade level peers by third or fourth grade and continue on to outperform native English-speaking grade level peers.
- Students become bilingual, and bi-literate (speak, read and write in both languages).
- Bilingual students demonstrate greater mental flexibility, creativity and problem solving skills.
- The best time to learn a second language is from birth to ten years old.

4. District Schools with Dual Language Programs:

Sandhill Elementary
1801 Tyner Road
Haines City, 33844
Phone: 863-419-3166

A school of choice or a program of choice is a school or program with a specialized instructional focus or theme. Schools of choice and programs of choice enable the Polk County school district to provide diversity and must not disadvantage the composition of the sending or receiving school. A program of choice affects or involves a limited number of the students in a given school or across schools. Programs of choice may serve a selected population but participants must be selected by non-discriminatory procedures. Any such program may not be authorized except as described in Section II. Approved programs of choice shall have approved guidelines.

5. Authorization

Schools of choice or programs of choice must be authorized by the School Board following the School Board's consideration of a recommendation by the Superintendent or designee preceded by a review of each proposed school of choice or program of choice by a Review Committee. The Review Committee shall review each proposal to establish a school or program of choice in order to consider the impact of each school or program of choice on other previously established schools or programs of choice and impact on diversity and the adequacy and appropriateness of the educational services offered under each proposal.

6. Attendance or Enrollment

Attendance or enrollment in a school of choice is based upon designated attendance areas. However, a school may have a zoned population from fixed attendance lines in a designated area as well as a choice population from a designated attendance area.

7. Admission and Selection

Applications are accepted during a prescribed open enrollment period each year. All applications received during this open enrollment period are considered to be the same date for the purposes of establishing priority. A random sort will be executed by computer to select students from an applicant pool by grade when a previously established waiting list is not present.

Exceptional student education students may be served at each magnet school provided the instructional offerings are consistent with their Individual Educational Plan. The students, while at the choice school, may continue to receive resource services from a varying exceptionality teacher, hearing impaired interpreter, vision specialist, or speech pathologist. The facilities at the magnet schools will be accessible to accommodate the physically impaired students.

J. Early Admissions Programs

High school students in the eleventh (application for senior year) and twelfth grades may apply for Early Admission (full-time) to college excusing them from attendance from all or part of their remaining high school program.

Note: All acceptable dual enrollment courses may be found in the ACC approved Dual Enrollment Course Equivalency List (available on <https://www.floridashines.org/> and the Bright Futures websites).

Full-Time Early Admission

Admission to this program has the following five requirements:

- a. Completion of a minimum of 21 high school credits while maintaining a 3.2 grade point average (the GPA requirement may be waived by the Office of Acceleration and Innovation, Senior Director upon written request by the principal) and achieving satisfactory scores on the state FCAT/FSA/EOC assessment as prescribed by law. For early decision purposes, tentative

approval may be authorized by the Superintendent pending successful completion of these requirements.

- b. Approval by the principal and counselor at the student's high school.
- c. Acceptance of the student by a post-secondary institution authorized by Florida Statutes or accredited by SACS.
- d. The superintendent or his/her designee gives final approval for full-time early admission.
- e. All requirements for high school graduation, including total course credits and specific course requirements for graduation must be met unless waived by the Office of Acceleration and Innovation, Senior Director.

This program is intended for use by students having completed their eleventh grade and intending to enroll in college in the fall of what would have normally been their senior year. Although it is not recommended, applicants may be considered the second semester of their senior year. Special consideration will be given to placement of a gifted student in full-time status earlier than their senior year provided that the school system and the respective college or university agree on that placement. Full-time Early Admissions may begin sooner than the senior year, at the discretion of the community college and the school district. (see Articulation Agreements). Students must meet freshman-level criteria established by colleges/universities.

The student must understand that should he/she fail to maintain a "C" average or its equivalent in college, and/or fail to maintain "full-time" student status for two college semesters or equivalent, he/she will be dropped, leaving the student with no high school diploma through the program.

Students successfully completing the Full-time Early Admission Program will be granted their high school diploma and may take part in their high school graduation ceremonies. Students' names and colleges will be noted on graduation lists and programs under the category "Full-time Early Admission Students" with appropriate notation of high honors or honors if earned. Full-time Early Admission students will be considered for honors or high honors based on the high school grade point average in grades nine (9) through twelve (12) to include those courses and grades completed under the Full-time Early Admission Program. **Full-time Early Admission students are not eligible for the honorary title of Valedictorian or Salutatorian.** More specific information is available in the Dual Enrollment Articulation Agreements between the post-secondary institution and the Polk County School Board.

K. Foreign Exchange

Foreign exchange student programs have a twofold purpose – to improve the foreign students' knowledge of United States culture and develop English language skills through participation in family, school, and community life, and to improve local knowledge of a foreign culture by allowing Polk County students and their communities to enhance their international understanding through this experience.

A student from a foreign country sponsored by an approved foreign exchange student program (CSIET), who fulfills eligibility requirements, including the written approval of the principal, is entitled to attend a Polk County high school.

1. Sponsors

Applications may be submitted to the Polk County Foreign Exchange Student Program by organizations designated under the Council on Standards for International Educational Travel and Exchange Programs by the U. S. Department of State (CSIET). Any organization applying must supply a notarized form with the name, address, and telephone number of a local representative who is a resident of Polk County or less than 120 miles from the county and can be contacted at all times in case of emergency or other problem.

Any approved foreign exchange student program that does not comply with the intent of the School Board of Polk County Foreign Exchange Policy criteria as cited herein will be suspended from placing students in Polk County Schools for not less than two (2) school calendar years. If an approved foreign exchange program is suspended, then reinstated, and then suspended for the second time, the foreign exchange program will be suspended permanently from placing students in Polk County Schools.

2. Eligible Students

The following eligibility requirements must be met:

- Student must agree to participate for a whole school year (Aug–June). Polk County Public Schools will not accept semester students. No exceptions will be made.
- Must be a minimum of 15 but not more than 18 years of age on the date of enrollment.
- Student can be enrolled in grades 10^t and 11^t only. Applications for admission intended to enroll students in 9th and 12th grade will be automatically declined.
- Student must have not finished more than 11 years of primary and secondary school, not including Kindergarten.
- Submit written evidence of English proficiency and/or recognized language assessment test and submit a transcript translated into English of his/her secondary school.
- Must have appropriate medical insurance coverage.
- Must be accepted by a host family with evidence of written documentation of interview and home visit, signed and dated by the representative.
- Must provide statement stating the student has not completed requirements for graduation, received a diploma, or degree from high school in their country.
- Must provide original Florida Certificate of Immunization (HRS blue immunization form DH 680).
- Must provide a copy of the J-1 Visa or Passport.

3. Procedures for Admissions

- All required documents must be submitted to the District's ESOL Department. Sponsoring organizations must not contact schools to submit documentation to enroll students. The contact between sponsoring organizations and schools will take place after the authorization of enrollment emitted by the ESOL's district office. The documentation for enrollment will be sent by the District's ESOL Department to the school electronically.
- The sponsoring organization must apply for and obtain written approval from the principal for admission of a foreign exchange student at least 2 months prior to the beginning of the school year.
- Written approval assures that a place will be held for a student for three (3) weeks or until a host family is identified, whichever shall occur first.
- Two sets of required materials must be submitted, the original for the school and one copy for the ESOL Department.

4. Procedural Guidelines

Have all the required documents with the PCSB foreign exchange office before submitting to the school and make two sets of the information packet, one original for the school and one copy for our office of the required materials.

Please note: PCSB will only accept international agencies, as listed in the latest version of: CSIET Advisory List of International Education Travel & Exchange Programs. Do not send host family members to initiate the registration process.

As per the PCSB policy the sponsoring agency shall comply with the following criteria by **the first week in August** to the Polk County Public Schools the World Languages/Foreign Exchange Student Office.

5. Required registration documents

- Signed copy of Application Checklist
- Copy of the approved Agency Representative Notarized Form
- Compliance with PCSB Policies and Procedures Agreement Form
- Host Family Information Form and (2) Letters of Reference
- Principal Approval Form
- Proof of residency of host family (This may be a utility bill for power, water, cable, sewer, or land-based telephone (not cellular) or rental agreement or lease, or closing document or tax statement with homestead exemption with host parent's name and home address on it.
- J-I certificate of eligibility (Form DS-2019)
- Copy of passport
- Copy of English Proficiency Test
- Copy of official academic transcript in English
- Immunization record (DOH Form 680)
- Copy of physical
- Affidavit/proof of adequate health insurance coverage
- A notarized statement indicating the student will be in attendance the full academic year
- A notarized statement indicating the student has not completed the requirement for graduation or received a diploma or degree from high school in their country. Foreign exchange students are not eligible for a high school diploma.
- District Approval Form

If a student withdraws from Polk County before the end of the school year, please notify our office with the date and reason for the withdrawal. If a student transfers from one host family to another, please notify us and send the new host family information to our office. Please be prepared with all the necessary paperwork so our visiting students will not be delayed in entering our school system. Please note, the principal shall approve or deny student attendance based upon recommendation of coordinator of foreign exchange service and acceptance of student criteria by July. Approval shall also be based on space available.

Please note: The application shall include the student's school transcript translated into English, evidence of the student's English proficiency, pertinent information about the student and host family, evidence of acceptance by the host family, student's health record and assurance of appropriate medical insurance coverage.

At the time of application, it shall be determined whether the student will attempt to earn a regular high school diploma or an honorary diploma. Written approval or denial of admission will be given to the sponsoring organization by the principal.

The foreign exchange student, accompanied by a representative of the sponsoring organization and a member of the host family, will meet with the principal and a counselor for enrollment. Formal entrance to school will be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students will be provided by the school staff. The student will be expected to follow school rules and to participate fully in the education program provided. The student should be in school attendance the first day of the school year.

It is the sponsor's responsibility to make all travel and accommodation arrangements for a foreign exchange student, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and/or the school including, if necessary, the changing of host families or the early return home of the student because of personal difficulties. The principal shall notify the local representative of the sponsoring organization if the host family is reported to be neglecting the needs of the student.

All expenses for a foreign exchange student, including school and school-related expenses, are the responsibility of the sponsoring organization and the host family.

- The student may finance school-related expenses if the student is able.
- The student or host family shall pay for school lunches, admission to school activities, and items such as yearbook, school ring, and cap and gown.
- Any fund raising for the support of foreign exchange students shall be in accordance with School Board policies.

Foreign exchange students are not permitted to take employment during their stay in the United States. However, noncompetitive small jobs, not to exceed ten (10) hours a week such as tutoring, cutting grass, and baby- or people-sitting, will be allowed. Consequently, foreign exchange students will not be enrolled in cooperative programs.

The FHSAA acknowledges the importance of permitting students visiting Florida through a recognized foreign exchange program to experience the benefits of participation in interscholastic athletic competition. To this end, the FHSAA will permit a foreign exchange student to participate in interscholastic athletic competition under the following conditions:

- The foreign exchange student must be sponsored and placed with a U.S. host family by a legitimate international student exchange program that has been accepted for listing by the Council on Standards for International Educational Travel (CSIET) and recognized by the U.S. Department of State. The foreign program must assign students to host families by a method that ensures that no student, school or other interested party may influence the assignment for athletic or other purposes. Neither shall the foreign exchange student be selected or placed on any basis related to his/her athletic interests or abilities.
- A foreign exchange student is considered placed with a host family when:
 - the school that the student attends had no input into the selection or assignment of the student;
 - no member of the school's faculty or staff or other individual, paid or voluntary, connected to the school's athletic program serves as the host family; and
 - the host family placement is approved by the national headquarters of the sponsoring organization.
- The foreign exchange student must possess a J-1 visa issued by the U.S. Immigration and Naturalization Service.
- The foreign exchange student must be in attendance at the school on the first day of the school year and must be enrolled in a full-year program, rather than a program of shorter duration such as a six-week, three-month or six-month program, etc.
- Any subsequent transfer by the student to a different school during the school year must correspond with a change in residence by the foreign exchange student and the host family with whom he/she was placed at the time of enrollment in the original school. If the transfer of schools occurs as a result of a move by the foreign exchange student to another host family, the foreign exchange student will be ineligible at the new school for the remainder of the school year.
- The foreign exchange student may be eligible for a maximum of one year at any school or combination of schools in this or any other of the United States commencing with his/her

initial date of enrollment in a U.S. school.

- The foreign exchange student must not have completed the 12th grade (terminal grade) or its equivalent in either the U.S. or his/her home country. Foreign exchange students will not be eligible once they have completed the 12th grade or its equivalent in either the U.S. or their home countries.
- The foreign exchange student must meet all other eligibility standards of the FHSAA Bylaws while a student at a member school.

6. Athletic Eligibility

Students will be governed by the Florida High School Activities Association rules and regulations regarding participation in interscholastic athletic competition. Sponsoring organizations shall not knowingly be a party to seeking out or permitting placements initiated by a host family, a school, a student or his/her parents, or any other interested party based on athletic abilities.

7. Student Transfers

Out-of-county transfers will not be accepted. In a case of a host family relocation, the sponsoring organization will be directed to find another host family in the original district or to transfer the student to an organization on the approved list. Schools will accept in-district foreign exchange transfers as stated in School Board policy. The district's School Board will only provide transportation within the normally scheduled bus routes for students residing within the attendance zones of the school that the particular foreign exchange student attends.

8. Financial Support

School-related expenses are the responsibility of the sponsoring organization or the host family.

9. Compliance with Policies and Supervision

Each foreign exchange student is expected to comply with the policies of the Polk County School Board, including the Code of Student Conduct, and with all other legal provisions pertaining to the student.

It is the sponsoring organization's responsibility to resolve problems that arise among the student, the host family, and/or the school including, if necessary, the changing of the host family or the returning of the exchange student to his/her country in the event that any differences cannot be reconciled. The principal or designee will notify the ESOL Director and/or the district's Foreign Exchange Specialist of any suspected neglect of the student on the part of the host family. All legal and appropriate guidelines shall be followed to provide for the safety and well-being of the student. The ESOL director and/or the district's Foreign Exchange Specialist will notify the sponsoring organization of any non-compliance status. At the end of each academic school year, an evaluation of participating sponsoring organizations will be completed by each high school Foreign Exchange Program contact person and forwarded to the Director of the ESOL program and/or the district's Foreign Exchange Specialist.

Polk County School Board reserves the right to discontinue relations with exchange organizations that have demonstrated a lack of responsibility and responsiveness to district policies and/or student concerns.

L. International Baccalaureate Schools

1. Program Description

The Pre International (Pre-IB) and International Baccalaureate (IB) Programs were created to offer an internationally competitive curriculum to challenge those students with a demonstrated talent in academics and need for an advanced curriculum to match their high motivation. The program is designed to develop both the academic and social skills of academically talented students interested in curricular and extra-curricular experiences not offered through the regular high school curriculum.

Students in the school pursue a rigorous academic sequence of courses in six subject areas: Language Arts; Foreign Language; the Individual and Society; Experimental Sciences; and a choice of a sixth subject area, either psychology, art, design technology or music. Course content is established by the International Baccalaureate School and exceeds minimum graduation requirements of Polk County schools and the State of Florida.

In addition to these curricular requirements, the Pre-IB student must complete at least 20 hours of cultural and community awareness activities. The IB student must complete a minimum of 150 hours in Creativity, Action, and Service (C.A.S.) during their 11th and 12th grades.

In these C.A.S. activities, students earn hours of service for time spent in after school approved activities such as: organized sports, volunteer work in hospitals; Very Special Arts; Special Olympics; tutoring; and musical or dramatic performances.

If a student receives an International Baccalaureate diploma from the International Baccalaureate office, the student is eligible for the Florida Bright Futures Scholarship. Students who complete the International Baccalaureate diploma curriculum will satisfy district and state graduation requirements. Completion of the Polk County International Baccalaureate diploma curriculum means that a student does not have to take Personal Fitness, Physical Education, Life Management Skills, or Practical Arts/Vocational Exploratory/Performing Arts, in order to satisfy state and local graduation requirements. All other state and local requirements are included in the International Baccalaureate diploma curriculum. If a student withdraws from the International Baccalaureate school, he/she will be required to complete all district and state requirements for graduation and requirements for the Florida Bright Futures Scholarship.

2. Admission Criteria

Admission to the IB School is determined by the completion of an IB online application and rank ordered scoring on a nationally normed and recognized standardized test appropriate to the grade level of incoming ninth grade students. Online applications for IB programs are available beginning in November and ending the first week of January. All eighth grade students who wish to test for the IB program are given the opportunity to do so after Winter Break on announced dates. Testing sign up is completed through the Office of Acceleration and Innovation with multiple dates and testing sites offered. Open enrollment dates, IB meeting dates and testing dates are made available on the Polk County School Board website beginning in September. Preliminary acceptance to the IB School is established by completion of required prerequisites, completed application and rank order score on the approved entrance examination. Admission is granted, based on available spaces, by the rank order scoring on the nationally normed test for students accepted to either Haines City High School or Bartow High School International Baccalaureate programs based on their address of residence. Acceptance and admission to an International Baccalaureate Program is for that IB school only, although students whose residence changes to another part of the county may have their score reviewed and rank ordered into the new IB school

of residence. This is not a guarantee of admission, since a seat must become available in order to accept a transfer based on a permanent change of address.

3. Program Requirements

A minimum 2.5 unweighted cumulative GPA must be achieved by the end of the 10th grade in order for a student to enter the International Baccalaureate School. During the second semester of the tenth grade, the Pre-IB student's performance and motivation will be reviewed by the IB principal, counselor and faculty to recommend continuation in the IB Program or return to the student's home school. Each student in Pre-IB must be scheduled for seven classes each day.

4. Weighting

The following Pre-IB courses will have a 0.5 weighting: Pre-IB Art, Pre-IB Geography, Pre-IB English I and II, Pre-IB Biology I, Pre-IB Earth/Space Science, Pre-IB Chemistry I, Pre-IB Physics, Pre-IB Spanish II, Pre-IB Spanish III, Pre-IB French II, Pre-IB French III, and Pre-IB Music. Other Pre-IB courses will receive no additional weighting. All courses designated International Baccalaureate in the Course Code Directory will carry a 1.0 weighting.

5. IB Dismissal

Due to the importance of a solid foundation in the rigorous and sequential IB curriculum, the academic progress of each 9th grade student will be evaluated at the end of each nine weeks. Any student with two or more D's and/or F's will be given an academic plan for improving student grades. Student progress will again be evaluated at the end of the semester. Those students still necessitating an academic plan will receive a recommendation to return to their home school. Academic plan students electing to remain in the 2nd semester of Pre-IB as well as those receiving academic plans during the 2nd semester, will be advised that they will be dismissed, at the recommendation of the 9th grade academic review committee, at the end of the 2nd semester of the 9th grade if there is not significant progress in their academic success. The academic review committee will consist of: all Pre-IB 9th grade teachers, the IB Principal, and the IB Counselor.

M. Visual and Performance Arts Program

The Lois Cowles Harrison Center for the Visual and Performing Arts (accredited as Harrison School for the Arts) was created to offer an enriched arts education for students with a demonstrated talent in music, drama, dance or the visual arts. The program is designed to develop both the general education and artistic skills of talented students interested in artistic careers, as well as an appreciation of the arts for those who may choose other fields.

Harrison School for the Arts is located adjacent to Lakeland High School. Students in the arts program are mainstreamed into Lakeland High School for their general academic classes. They are afforded the benefits of a wide range of both standard and honors courses, with opportunities for advanced placement credit in a variety of classes.

1. Admission Criteria

- A minimum cumulative weighted grade point average of 2.3 on a 4.0 is required at time of audition.
- A demonstrated talent as evidenced by an audition and/or portfolio with a favorable recommendation from the panel of expert judges.
- A written interview process to determine a level of commitment to the arts program.
- Two favorable written recommendations.
- Written résumé – depicting school experiences, academic/artistic honors, personal interest/information, community involvement, and areas of artistic specialization.
- Final admission into the arts program is determined by the principal of Harrison School for

the Arts.

2. Program Requirements

- A cumulative 2.3 GPA for all students must be maintained while enrolled in the arts program.
- Consideration for continued enrollment at Harrison School for the Arts is reviewed at the end of each semester. If, at this review, a student has not achieved a 2.3 grade point average for the current semester, the student will be placed on academic probation for the following semester. If at the end of the following semester the student does not have a semester grade point average of at least 2.3, the student may be dismissed from Harrison School for the Arts. Final determination of enrollment at Harrison School for the Arts will be at the discretion of the principal.
- Failing a Harrison course can be grounds for dismissal from Harrison School for the Arts. Dismissal based on academic probation may occur at the end of a semester. Dismissal based on other reasons will be at the discretion of the principal of Harrison School for the Arts.

3. Course of Study in the Arts Program

- Each student in the arts program must be scheduled as a full-time student with seven classes each 18-week semester. The student schedule each 18-week semester should include at least two arts courses. The final determination of a senior student's schedule at Harrison School for the Arts is that of the principal of Harrison School for the Arts.
- Three academic plans for pursuit of a general/regular education diploma are available to accommodate student needs:
 - General Performance – Basic graduation requirements and 10 Harrison credits.
 - College Preparatory – Graduation requirements, two credits in foreign language.
 - Florida Bright Futures Scholarship Program – Prescribed Curriculum requirements.
- All of the above meet the graduation requirements as specified in the current Florida Course Code Directory for grades 9–12, inclusive.
- For the purpose of arts courses and general academics, students will be considered as dual-enrollment students.
- Freshmen students entering Harrison School for the Arts will be able to earn 28 credits under the academic plans listed in Section 2. Students entering Harrison after their freshmen year may need to earn credits through an alternative program in order to satisfy the general education requirements.
- Students who are graduated from Harrison School for the Arts will receive a high school diploma that reads The Lois Cowles Harrison Center for the Visual and Performing Arts at Lakeland High School and will graduate and march only at Harrison School for the Arts. All academic honors, including Valedictorian and Salutatorian, will be designated and awarded through Harrison School for the Arts.
- Graduation exercises for Harrison School for the Arts will be held at a time not conflicting with Lakeland Senior High School graduation because of the dual responsibilities of staff at Harrison School for the Arts and Lakeland High School.
- A student seeking early admissions status at the college and/or university level, who wishes to be considered as a graduate from Harrison School for the Arts, must demonstrate through appropriate school records that he/she is continuing to pursue a field of artistic study. The student must provide verification from the school that an artistic curriculum is being pursued. A course of study should reflect full-time enrollment in the arts department of the college, university or arts school.
- The prescribed arts curriculum at Harrison will include 10 credits in the student's specific art department. All seniors should take a minimum of three arts courses during their senior year.

- Because of the special commitment that is made in attending Harrison School for the Arts, parents or guardians and students are required to sign a contract that serves as an agreement and commitment to follow the policies that are a part of the Student Progression Plan and also the Harrison School for the Arts Student Handbook.
- Appeals regarding the policies established by Harrison School for the Arts must be directed to the principal of the school. If the outcome of the appeal is not satisfactorily addressed by the principal, the appeal may come before an appeals committee that will include the principal of the Harrison Arts Center and the Senior Director of Fine Arts. It is assumed that students and parents will abide by the policies of Harrison School for the Arts as a part of the contractual arrangement with the school.

N. Magnet School Program Description

Magnet schools provide students a specialized focus or theme. These themes serve to attract students from other schools. The magnet schools in Polk County serve as a tool to voluntarily desegregate the schools in targeted communities. Through controlled admission procedures, pre-determined capacities are maintained. The result is a site-specific educational program that enhances the educational experiences of children while providing a multicultural environment and a special focus.

1. Admission Criteria

Applications are accepted during a prescribed open enrollment period each year. All applications received during this open enrollment period are considered to be the same date for the purposes of establishing priority. A random sort will be executed by computer to select student from an applicant pool by grade when a previously established waiting list is not present. (For specific information see approved guidelines in school board policy 2370.02.) Applicants must reapply annually for the applicant pool.

Previously established waiting lists for each school as well as new applicant pools will be maintained through the Office of Acceleration and Innovation. Students will be notified when a vacancy occurs at their grade in the order of the waiting list number assigned to them. If no waiting list is present, students will be selected randomly from the applicant pool. If a student on a previously established waiting list is not selected for entry into a magnet program in the year for which he/she has applied, his/her priority status may be maintained for the following year. Applicants may request to have their name removed from the waiting list.

Students applying for more than one school will be placed into the school of first opportunity and the status for any other magnet and/or choice school will be canceled. Applicants should be prepared to accept placement into any school for which they have applied; however, they will have the opportunity to make a decision at the same time of the opening. Failure to accept at the time of the opening will result in removal from the waiting list or applicant pool as applicable.

All magnet schools are "zoned" to serve targeted communities. Magnet schools are zoned to serve communities as follows:

- Lawton Chiles Middle Academy (6–8), Crystal Academy of Science and Engineering (6–8), Lincoln Academy (K–5), Winston Academy of Engineering (K–5), Blake Academy (K–8) and Rochelle School of the Arts (K–8) will serve the areas bound by the four Lakeland high schools; Kathleen, Lake Gibson, Lakeland High, and George Jenkins.
- Bartow Elementary Academy (K–5), Union Academy (6–8) and Summerlin Academy* (9–12) will serve the communities feeding into the secondary schools of Bartow, Lake Wales, Frostproof, Fort Meade and Mulberry.
- Brigham Academy (K–5), Jewett School of the Arts (K–8) and Jewett Middle Academy (6–8) will serve the communities feeding into the secondary schools of Auburndale, Winter Haven and Lake Region High School.
- Bethune Academy (K–5), Dundee Elementary Academy (K–4), Dundee Ridge Academy (5–8), Daniel Jenkins Academy (6–8) and Davenport School of the Arts (K–8) will serve the

communities feeding into the secondary schools of Haines City High School and Ridge High School community.

*Summerlin Academy is open to all of Polk County but transportation is limited.

Students who are enrolled in the elementary magnet schools and are making satisfactory progress in academics and behavior will move automatically into the related zoned middle school magnet as listed below. For the purpose of student enrollment these schools are treated as a single site.

- Lincoln Academy into Lawton Chiles Middle Academy
- Winston Academy into Crystal Academy of Science and Engineering or Lawton Chiles Middle Academy
- Bartow Elementary Academy into Union Academy Middle
- Brigham Academy into Jewett Middle Academy
- Bethune Academy into Daniel Jenkins Academy
- Dundee Elementary Academy into Dundee Ridge Academy.

Kindergarten applicants with siblings enrolled in the magnet/choice school of application who will be returning to that site for the upcoming school year will receive guaranteed admission within the same school to permit families to remain together in the same school facility.

Children of full-time employees at the magnet school or choice shall be considered for admission into that magnet or choice school.

Admission shall be by online application to the Senior Director of Acceleration and Innovation and in cooperation with other program administrators may involve nondiscriminatory screening that is publicized prior to application. (For specific information see approved guidelines in school board policy 2370.02.)

Attendance or enrollment in a magnet or choice school is based upon designated attendance areas.

2. Program Requirements

While there are no admission requirements, all of the magnet schools require satisfactory behavior, attendance and academic progress to remain in the program. This includes adherence to the uniform policies.

A recommendation for placement back into the zoned school will only be made after intervention strategies have been implemented and documented with the parent/guardian always a part of the decision; however, there may be occasions when the welfare of the classmates may take precedence in considerations for exiting a particular student without the consent of the parent/guardian. Parents who have selected the magnet/choice school option have done so with the expectation that certain standards have been publicized in regard to discipline and the learning environment and expect adherence to the "strict discipline" code and enhanced learning environment. It is with this consideration that students may be withdrawn back to their zoned school with or without the support of the parent/guardian.

Parent involvement is a vital part of the success of each student. Each magnet and choice school requires certain levels of parent involvement and a commitment through a signed contract outlining expectations for both the student and parent/guardian. Part of this component requirement is parent involvement with the school for improved communication. This is served through conference, written correspondence and telephone communication.

3. COURSE OF STUDY IN THE MAGNET/CHOICE SCHOOLS

Each student in the magnet/choice school program will receive additional time in the area of the

theme/focus of the school. Laboratories reflecting theme areas will also serve as enhancements for each student.

Magnet/choice middle school may offer an eight-period day utilizing the extra period to provide additional time in the theme/focus area.

The magnet/choice school instructional program requirements shall parallel those of zoned schools.

XV. Interscholastic Extracurricular Student Activities

A. Grading Scale Mandated in State Law

<u>Grade</u>	<u>Percent</u>	<u>GPA</u>
A	90–100	4.0
B	80–89	3.0
C	70–79	2.0
D	60–69	1.0
F	0–59	0.0

B. Grade Period to Determine Academic Eligibility

In accordance with FHSAA policy, a student will become eligible or ineligible on the 7th calendar day after the end of the first semester.

C. Repeating a Course During the School Year

If a student repeats a course during the school year in order to replace a grade of D or F, that course is to be counted only once in determining academic eligibility.

D. Eligibility

All students entering the initial grade of a Polk County High School must have been regularly promoted from the exit grade of their previous school with at least a 2.00 GPA in all courses graded with an A–F format for the previous school year in order to be eligible to participate in activities during the first semester. Courses graded P/F will not be included. This GPA will not include any grades earned during summer school after the student's exit year from the previous school.

The FHSAA By-Laws and Florida State law require that these students must be regularly promoted in order to be eligible for athletics during the first semester. The Polk County requirement adds a 2.00 GPA the preceding school year to the requirement of the FHSAA.

E. Athletic Participation Limits

An athlete has four (4) consecutive years to represent his/her school in interscholastic athletics sponsored by the FHSAA from the time he/she first enters the ninth grade. An athlete can only represent his/her school for one year each as a sixth, seventh grader and eighth grader if these grades are housed in the high school with the same principal as the high school.

F. Age Restriction

A student will become ineligible immediately when he/she becomes 19 years of age before September 1st. A student who reaches the age of 19 on or after September 1st, and who has not exceeded his/her four-year limit of eligibility, may participate in interscholastic athletics during that school year, unless clear and convincing evidence of a hardship, as defined in Bylaw 10.4.4, has been accepted by the Executive Director or his/her designee.

G. FHSAA Special Eligibility Rules

Students attending early admission educational institutions, Maynard Traviss Vocational-Technical Center, Ridge Vocational-Technical Center, Roosevelt Academy, Gause Academy of Leadership and Applied Technology, PACE Center for girls, Davenport Community Campus (Fresh Start), Polk Virtual School, REAL Academy and ESE Countywide are only eligible for extracurricular activities at their home-zoned school.

Students who are zoned for Fort Meade Middle-Senior High School (6–12) or Frostproof Middle-Senior High School (6–12) and are accepted into the magnet program at Union Academy (6–8) are only eligible for extracurricular activities at their home-zoned high school.

Students at the Harrison Arts Center are only eligible for extracurricular activities at Lakeland Senior School since they attend Lakeland High School for their required courses. They are not eligible at their home-zoned school.

Students in the Bartow High School International Baccalaureate Program and Summerlin Academy are only eligible for extracurricular activities at Bartow Senior High School since they attend Bartow High School for their elective courses. They are not eligible at their home-zoned school.

Students in the Haines City International Baccalaureate Program are only eligible for extracurricular activities at Haines City High School since they attend Haines City High School for certain courses. They are not eligible at their home-zoned school.

Students in the Cambridge International Program are only eligible for extracurricular activities at Winter Haven High School since they attend Winter Haven High School for certain courses. They are not eligible at their home-zoned school.

H. Cheerleader Tryouts

Cheerleader (sideline cheer) tryouts may not be held at any school before the 1st Monday in April of the current school year. All students trying out must have the proper 2.00 GPA and have submitted all of the proper paperwork. Only those students who are currently enrolled at the school along with those students with approved transfers to that school may try out for the teams.

Tryouts for the Competitive Cheer squad are set by the FHSAA and can begin on earlier than week 16 of the FHSAA calendar. A student is NOT required to be on the sideline cheer team in order to try out for the competitive squad; these are two distinctly different squads.

I. Additional Requirements

Principals of individual schools may require additional requirements for extracurricular activities that are not in violation of any FHSAA requirements. Principals also have the authority to impose additional penalties and sanctions over and above those imposed by the FHSAA on individual athletes, coaches and athletic teams.

J. Explanation of Cumulative Grade Point Average

Cumulative grade point average means the unweighted grade point average for all semesters in high school, not just for work completed the previous semester.

K. Academic Performance Contract for Athletic Eligibility

Should the cumulative GPA of a ninth or tenth grade student fall below the 2.00 that is required for participation in interscholastic athletic competition, that student while in the ninth and tenth grade, will

be permitted to continue to participate in interscholastic athletic competition each semester provided:

- he/she earns a 2.0 grade point average in all courses taken during the previous semester;
- he/she enters into this "Academic Performance Contract for Athletic Eligibility" with the school; and
- he/she enrolls in and attends an extended learning program as necessary.

Should the cumulative GPA continue to be below the required 2.00 when the student enters the 11th grade, the student will not be permitted to participate in interscholastic athletic eligibility until the cumulative GPA reaches 2.00 and is maintained at that level.

THE ACADEMIC PERFORMANCE CONTRACT MAY ONLY BE USED TWICE; ONCE DURING THE FIRST SEMESTER OF THE SECOND YEAR OF HIGH SCHOOL AND AGAIN DURING THE SECOND SEMESTER OF THE SECOND YEAR OF HIGH SCHOOL.

L. Examples of Eligibility Policy

Students entering the ninth grade for the first time must be regularly promoted from the eighth grade to be eligible during the fall semester (Polk County requires a 2.00 GPA). Regularly promoted means promoted in accordance with the public school district's or private school's pupil progression plan. It does not mean administratively placed.

M. Quick Reference to Eligibility

Grade Level/Target group	First Semester	Second Semester
Sixth Grade (Fort Meade, Frostproof, McKeel)	Regularly promoted to 6 th grade	2.00 GPA first semester 6 th grade
Seventh Grade (Fort Meade, Frostproof, McKeel)	2.00 GPA second semester 6 th grade	2.00 GPA first semester 7 th grade
Eighth Grade (Fort Meade, Frostproof, McKeel)	2.00 GPA second semester 7 th grade	2.00 GPA first semester 8 th grade
Ninth Grade (all high schools)	2.00 GPA 8 th grade and regularly promoted to 9 th grade	2.00 GPA first semester 9 th grade
Tenth Grade (all high schools)	Overall cumulative 2.00 GPA <u>OR</u> 2.00 GPA second semester 9 th grade <u>AND</u> attended Extended Learning Program	Overall cumulative 2.00 GPA <u>OR</u> 2.00 GPA first semester 10 th grade <u>AND</u> agree to attend Extended Learning Program
Eleventh Grade (all high schools)	Overall Cumulative 2.00 GPA	Overall Cumulative 2.00 GPA
Twelfth Grade (all high schools)	Overall Cumulative 2.00 GPA	Overall Cumulative 2.00 GPA

N. FHSAA By-Law 11.2.9

In order to be declared eligible for the succeeding semester, a student must have been enrolled in and in regular attendance at the school, and received grades for all courses taken during the previous two consecutive semesters.

O. GPA Calculation

In determining the GPA of a student, the following scale is to be used: A – 4 Points; B – 3 Points; C – 2 Points; and D – 1 Point. All courses taken must be used in the calculation of the GPA. By repeating the same course that a student earned a D or F in will replace the lower grade with the higher grade. See details in High School section of Student Progression Plan.

P. FSHAA Eligibility

In addition to the academic eligibility requirements and the age requirements, the legislature has enacted a law (HB 991) that mandates the FHSAA to adopt bylaws that, unless specifically provided by statute, establish eligibility requirements for all students who participate in high school athletic competition in its member schools. The bylaws governing residence and transfer shall allow the student to be eligible in the school in which he or she first enrolls each school year, or makes himself or herself a candidate for an athletic team by engaging in a practice prior to enrolling in any member school. The student shall be eligible in that school so long as he or she remains enrolled in that school. Subsequent eligibility shall be determined and enforced through the organization's bylaws. The organization shall also adopt bylaws that specifically prohibit the recruiting of students for athletic purposes. The bylaws shall prescribe penalties and an appeals process for athletic recruiting violations. The exact verbiage of these bylaws can be found in the FHSAA Handbook.

Q. Changing Schools After Enrolling in 9th Grade

Effective with the 2007–2008 school year, any student who changes schools for any reason after first enrolling in the 9th grade must complete the FHSAA Recruiting Affidavit (GA4). The new school is required to complete the FHSAA Recruiting Affidavit by having the student, parents/guardians, principal and athletic director read and sign the affidavit in the presence of a notary. This affidavit must remain on file at the school.

R. What This Means to Polk County Public School Students

A student is not enrolled at a school until he/she actually attends one day of school.

The only Polk County Public School a student can enroll at without receiving an out-of-zone transfer from the School Board is the school that the student is zoned for by the School Board, or be accepted into a magnet program.

A parent/guardian may apply for an out-of-zone transfer from the School Board for one of the following reasons: medical, course availability, school employee or change of residence.

All out-of-zone transfers are for a maximum of one school year and may or may not be approved for the next school year by the School Board.

A student who first enrolls at his/her zoned school (attends one day of practice) and then receives an out-of- zone transfer will not be eligible at the out-of-zone school for any sports which they have already participated in.

A student who first enrolls at a FHSAA member private school (attends one day of practice) and then receives an out-of- zone transfer will not be eligible at the out-of-zone school for any sports which they have already participated in an official practice or tryout.

A student who first enrolls at his/her zoned school or at a non-zoned public school with an approved out-of-zone public school with an approved out-of-zone transfer (attends one day of practice) and then transfers to a FHSAA member private school will not be eligible at the FHSAA member private school for any sports which they participated in an official practice or tryout.

Any recruitment by a school employee or contractor in violation of FHSAA bylaws results in escalating punishments as follows: for a first offense, a \$5,000 forfeiture of pay for the school employee or contractor who committed the violation. For a second offense, suspension without pay for 12 months from coaching, directing, or advertising an extracurricular activity and a \$5,000 forfeiture of pay for the school employee or contractor who committed the violation. For a third offense, a \$5,000 forfeiture of

pay for the school employee or contractor who committed the violation. If the individual who committed the violation holds an educator certificate, the FHSAA shall also refer the violation to the department for review pursuant to s. 1012.796 to determine whether probable cause exists, and, if there is a finding of probable cause, the commissioner shall file a formal complaint against the individual. If the complaint is upheld, the individual's educator certificate shall be revoked for 3 years, in addition to any penalties available under s. 1012.796. Additionally, the department shall revoke any adjunct teaching certificates issued pursuant to s. 1012.57 and all permissions under ss. 1012.39 and 1012.43, and the educator is ineligible for such certificates or permissions for a period of time equal to the period of revocation of his or her state-issued certificate.

S. Physical Examinations/Parent Consent Forms

The earliest date for an athlete to obtain a physical examination for the next school year is June 1. All athletic physical examinations expire on May 31 regardless of when the physical examination was obtained. Polk County rules supersede those of the FHSAA for liability reasons. Athletes are not permitted to attend any conditioning workouts or tryouts until a physical examination and parent consent form have been accepted by the athletic director and are on file in the office of the athletic director.

T. Home School Participation

The FHSAA has adopted the following provisions for inclusion in the Association's Bylaws which will permit participation by students enrolled in home education programs in interscholastic activities.

U. Home Education Cooperatives

A cooperative of home education programs may become a member of this Association provided: (a) the cooperative is sanctioned by the Florida Parent Educators Association; (b) the cooperative establishes a Board of Directors or governing body which appoints a chairperson who shall serve as the cooperative's designated representative so far as the obligations of the cooperative to this Association are concerned; (c) the cooperative pays membership dues and other such fees as established by the FHSAA Board of Directors under the authority of these By-Laws; (d) each participating student has basic medical insurance coverage, and has catastrophic insurance coverage provided by either the cooperative or independently secured; (e) the cooperative purchases and maintains liability insurance coverage which names the FHSAA as an insured party; (f) the chairperson at semester intervals certifies to the Commissioner on a form to be provided by the FHSAA Office that each student participating in interscholastic extracurricular activities in the cooperative meets the grade point average standards which are required of all students; and (g) each student participating in interscholastic athletic competition must comply with FHSAA eligibility requirements regarding age and limits of eligibility.

A student who has participated as a member of a senior high school in interscholastic athletic competition prior to his/her application for membership in a home education cooperative shall be ineligible to represent that cooperative in interscholastic athletic competition for a period of one calendar year unless a properly executed Application for Waiver of the Transfer Rule is obtained from the principal of the senior high school, and vice versa. A student who withdraws from a regular school program to enroll in a home education program and who is ineligible at the time of withdrawal from the regular school program due to his/her failure to meet academic or behavioral eligibility standards shall be ineligible to compete in interscholastic competition as a home education student for a period of one calendar year.

Home education cooperatives which become members of this Association may participate in interscholastic competition against any other FHSAA member school; however, such cooperatives shall not be permitted to compete against non-member schools or non-member cooperatives. Home

education cooperatives shall be classified for State Series competition based on the total number of students participating in the cooperative in grades 10 through 12

V. Home Education Student Participation at Member Schools

A student enrolled in a home education program shall be eligible to participate in interscholastic athletic competition at the public school which primarily serves the attendance zone in which the student resides or the private school of the student's choice provided: (a) the student, within 30 days of his/her withdrawal from a traditional school program, properly registers with the district school board as being enrolled in a home education program; (b) the student's parents at the conclusion of each semester certify to the principal of the school on a form to be provided by the FHSAA Office that the student meets the grade point average standards which are required of all students; (c) the student meets and adheres to the same team responsibilities and standards of behavior and performance of other members of the team or squad; (d) the student registers with the school his/her intent to participate in interscholastic athletic competition as a representative of the school prior to the beginning date of the season for the sport in which he/she wishes to participate; (e) the student complies with FHSAA regulations, including eligibility requirements regarding age and limits of eligibility, and local school regulations during the time of participation; (f) the student provides proof of basic medical insurance coverage and both independently secured catastrophic insurance coverage and liability insurance coverage which names the FHSAA as an insured party in the event the schools insurance provider does not extend coverage to students enrolled in home education programs; and (g) the student provides to school authorities all required forms and provisions.

A student who withdraws from a regular school program, which for the purpose of this note is defined as a member school other than a cooperative of home education programs, to enroll in a home education program and who is ineligible at the time of withdrawal from the regular school program due to his/her failure to meet academic or behavioral eligibility standards shall be ineligible to compete in interscholastic competition as a home education student for a period of one calendar year. In determining the academic eligibility of a student who withdraws from a regular school program prior to the normal conclusion of the semester and subsequently enrolls in a home education program, the grades as posted in each subject for that student on the date of his/her withdrawal from the regular school program shall be used.

W. Home Education Student Eligibility Upon Enrollment in Member Schools

A student who transfers from a home education program to a member school prior to or during the first semester of the school year shall be academically eligible to participate in interscholastic athletic competition during the first semester provided the student has a successful evaluation from the previous school year. This successful evaluation shall be considered to demonstrate that the student has maintained the grade point average standards which are required of all students. The student's academic eligibility for each succeeding semester shall then depend upon his/her academic record for the previous semester.

A student who transfers from a home education program to a member school prior to or during the second semester or successive semesters, but not before the conclusion of the first semester, shall be academically eligible to participate in interscholastic athletic competition provided the student's parents certify to the principal on a form to be provided by the FHSAA Office that the student meets the grade point average standards which are required of all students. The student's academic eligibility for each succeeding semester shall then depend upon his/her academic record for the previous semester.

X. Home Education Student Participation in Non-Athletic Activities at Member Schools

A student enrolled in a home education program shall be eligible to participate in interscholastic

non-athletic activities at the public school which primarily serves the attendance zone in which the student resides, or the private school of the student's choice provided: (a) the student, within 30 days of his/her withdrawal from a traditional school program, properly registers with the district school board as being enrolled in a home education program; (b) the student's parents at the conclusion of each semester certify to the principal of the school on a form to be provided by the FHSAA Office that the student meets the grade point average standards which are required of all students; (c) the student meets and adheres to the same responsibilities and standards of behavior and performance of other members of the activity; (d) the student complies with FHSAA and local school regulations during the time of participation; (e) the student provides to school authorities all required forms and provisions; and (f) the student is in compliance with all Polk County entrance requirements.

A student who withdraws from a regular school program which for the purpose of this note is defined as a member school other than a cooperative of home education programs to enroll in a home education program and who is ineligible at the time of withdrawal from the regular school program due to his/her failure to meet academic or behavioral eligibility standards shall be ineligible to compete in interscholastic non-athletic activities as a home education student for a period of one calendar year. In determining the academic eligibility of a student who withdraws from a regular school program prior to the normal conclusion of the current semester and subsequently enrolls in a home education program, the grades as posted in each subject for that student on the date of his/her withdrawal from the regular school program shall be used.

XVI. APPENDICES

A. Appendix: Immunization Information

- **MEASLES, MUMPS AND RUBELLA (MMR)**

Must have been given on or after the child's first birthday. The minimum interval between the 2 doses of MMR is 28 days.

- **POLIO (3–5 doses)**

Kindergarten: If fourth dose of polio vaccine is administered prior to the fourth birthday, a fifth dose of polio vaccine is required for entry into kindergarten. The final dose of the polio series should be administered on or after the fourth birthday regardless of the number of previous doses.

First through twelfth grade: If third dose of polio was given on or after the fourth birthday, a fourth dose is not required.

- **DTP/DTaP (5 shots)**

If the fourth dose of DTP/DTaP was given on or after the fourth birthday, a fifth dose is not required. Students between ages 7 and 12 (before 7th grade) may be considered complete with three doses and evaluation by the Department of Health School Nurse.

- **Tdap (one shot):** One dose of Tdap is required for students entering, repeating or transferring into seventh, eighth, ninth, tenth, eleventh and twelfth grade. Tdap can be administered regardless of the interval since the last Td vaccine was given.
- **Td or Tdap:** Tdap is a requirement for grades 7–12.
- **Hepatitis B Series (3 shots)**
- **Hib:** Number of doses of Hib varies according to age and the type of vaccine received.
- **Varicella (one shot or signed proof of disease):** Varicella must have been given on or after child's first birthday.

Pre-K students must have started the series and have a current immunization certificate.

- **Certification of Immunization (DH 680)**

The form DH 680 will no longer be pre-printed on BLUE paper. The form can now be printed on plain white paper as long as it is printed from the Florida State Health Online Tracking System (FL SHOTS).

FL SHOTS is Florida's free, online immunization registry which all schools and childcare facilities are able to have access to. For more information on enrolling your school in FL SHOTS, visit www.flshots.com or call 1-877-888-SHOT.

FL SHOTS also has a Parent Record Retriever which allows parents to print the certified DH 680 from their home computer. Parents will only have access to their own child's records after the doctor's office provides them with a special PIN number. The form is legal and valid for admittance to schools and daycare facilities and may be printed on standard white paper.

- **Temporary Medical Exemption (DOE code 2)**

Must be filled in with a future expiration date. If date has passed, or is not filled in, certificate is not valid, and student should not be in school. This applies to all Temporary Medical Exemptions, regardless of grade level. Schools are to track students who enter on Temporary Medical Exemption, and exclude those students when certificates expire if a new certificate has not been presented.

- **Religious Exemptions** (form DH 681) are allowed. They must be obtained at a Health Department Clinic.

The above information is a guideline to be used as a quick reference for schools and non-medical personnel. For complete medical information, refer to a physician or the "Immunization Guidelines for School and Childcare Centers. Available website: www.immunizeflorida.com/schoolguide.pdf.

**B. Appendix: ELL Matrix of Florida’s Programs and Instructional Models
ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)**

**Matrix of Florida’s Programs and Instructional Models for
English Language Learners**

Instructional Model/Approach ²			Academic Content	Language of Instruction	Student Composition
Model	Program ¹				
1.) Sheltered - English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Only students classified as English language learners
2.) Sheltered – Core/Basic Subject Areas	S	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3.) Mainstream/Inclusion – English	I	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Students classified as English language learners and fluent English-speakers ⁵
4.) Mainstream/Inclusion – Core/Basic Subject Areas	C	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers ⁵
5.) Maintenance and/or Developmental Bilingual Education	O	E, H, L or N	English/Language Arts: Listening, Speaking, Reading & Writing AND Mathematics, Science, Social Studies, Computer Literacy	English and Another language [Native language of ELLs enrolled in program]	Only students classified as English language learners
6.) Dual Language (Two-way Developmental Bilingual Education)	T	E, H, L or N	English/Language Arts: Listening, Speaking, Reading & Writing AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language ⁴	Students classified as English language learners and fluent English-speakers ⁵

¹ Denotes program approved by FDOE, regardless of instructional model/approach: ESOL is required, other programs may also be delivered, based on student need

² More than one model/approach may be implemented at any given school

³ Instruction must be aligned to areas of knowledge, standards, and benchmarks of the revised Reading and Language Arts Sunshine State Standards. Areas of knowledge are Reading Process, Literacy Analysis, Writing Process, Writing Applications, Communication & Information and Media Literacy.

⁴ Language of instruction may or may not be the native language of ELLs.

⁵ Fluent English-speakers includes former ELLs and native English speakers.