

2011-2012 POLK COUNTY SCHOOLS STUDENT PROGRESSION PLAN

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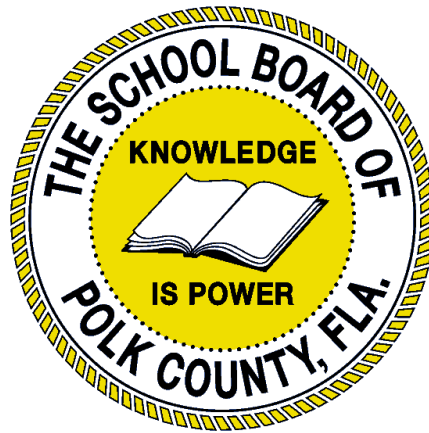
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Web Site: <http://www.polk-fl.net>
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The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences for our students that result in high achievement

School Board of Polk County, Florida

February 14, 2012 – Work Session

Division of Learning

Contact: Paula Leftwich (863.647.4800)

Student Progression Plan 2011-2012

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).

Substantive Changes

<u>Page Number</u>	<u>Nature of Change</u>
3	updated Legislative references
6-7	changed wording from "Academic Success Plans" to "Student Progress Monitoring"
8-9	added Department of Health form numbers
9-10	updated immunization requirements
12, 14-16	updated entrance requirements for home-schooled students
14	added wording about Military Dependent School Age students
19	changed TRMS to Genesis
19-25	updated Student Records information requirements
25-26	updated information about Substance Abuse Alternative Programs
29	clarified fine arts requirements
29	updated information about Child Find
30	deleted outdated terms related to IEPs, standards and test versions
31-32	updated test versions
32	updated information about 3 rd grade promotion portfolio
33	deleted outdated Academic Success Plan information
34-36	updated SBAR information
37	clarified accommodations and modifications terminology
37	added Virtual Learning Opportunities for Grades 4 and 5 students
39	replaced "worksheets" with "writing assignments"
40	clarified expectations for documenting standards in teacher lesson plans and grade records
40	clarified fine arts requirements
41	deleted wording about Academic Success Plans
41	added Reading Waiver information
41	updated standards version
41-42	updated Middle School World Language progression
42	updated Middle School Science progression
43	updated Middle School Social Studies requirements to add Civics and Career Education
43	added fitness assessment information to Physical Education student outcomes
44	outdated Academic Success Plan information deleted
44	updated standards version
44	clarified elective program areas
44-45	deleted reference to Academic Success Plans
45	clarified standards version
45	clarified semester grading/credit award policy
46-47	clarified promotion alternatives for twice-retained students
47	clarified Good Cause Exemption from Mandatory Retention
48	updated State Board Rule for acceptance of home-education credits
50	clarified fine arts requirements
51	updated Access Point information for ESE students

<u>Page Number</u>	<u>Nature of Change</u>
51	updated requirement to change HS course code to MS course code if a low grade is earned
53	updated Bright Futures community service requirements
55-58	updated Bright Futures Program requirements
61	updated Math and Science weighted course lists
64-68	updated attendance policy
74-75	updated standard diploma requirements
74	added Reading Waiver information
75-76	updated High School World Languages course progression
76-78	updated High School Mathematics course progression and legislated requirements
78	updated High School Science course progression
79	clarified credit requirements and substitution for fine arts
80	updated student outcomes for Physical Education programs
90	deleted JROTC as acceptable course to fulfill one-half PE credit requirement
82	updated Special Diploma requirements
83	updated assessment requirement for standard diploma
83	updated FCAT waiver and EOC for SWDs
83	clarified mid-year graduation date
85-87	updated requirements for 18 credit graduation options
81-88	updated program charts for 2011-2012 Grade 9 cohort
90	updated ESOL program information
93	changed the times that cheerleader tryouts can be held
93	specified limitations on use of Academic Performance Contract for athletic eligibility
95	changed participation by student in non-school athletics to match FHSAA handbook wording the
95	deleted drug and alcohol testing for student athletes
99	updated requirements for adult high school graduation
100-101	deleted outdated verbiage about GED
102	updated Polk Virtual School staff qualifications
110-111	updated Choice School lists, enrollment and selection information
113-116	updated Foreign Exchange program information
118-119	updated information about Harrison School of the Arts programs
119-120	updated Magnet School information
121	updated Virtual Program description and admission criteria

STUDENT PROGRESSION PLAN FOR THE SCHOOL BOARD OF POLK COUNTY

2011-2012

Rev. 7/12/78
Rev. 8/8/79
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Rev. 10/31/83
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Rev. 9/12/84
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Rev. 02/24/09
Rev. 10/27/09
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General



Education

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

I. STUDENT PROGRESSION STATUTORY REQUIREMENTS

The purpose of this document, the Student Progression Plan for the 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 Legislation that mandated widespread changes for Florida's public schools. RAISE is an acronym standing for Raise Achievement In Secondary Education implying the legislation's major intent. 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 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

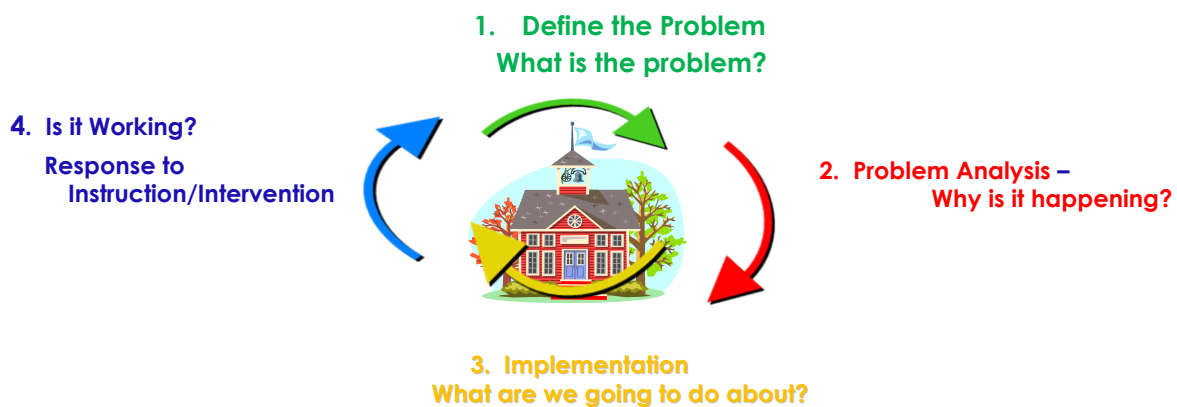
The 2010 Legislature passed Senate Bill 4, modifying 1003.4156, F.S. and 1003.428, F.S., imposing significant new requirements for middle school promotion and high school graduation, including more rigorous math and science coursework and appropriate scores on end-of course tests. The bill included a seven year timeline for full implementation.

II. STUDENT PROGRESSION PROCEDURES

The School Board of Polk County, Florida, is dedicated to the total and continuous development of each pupil. 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.

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 pupil progression plan. These standards and procedures in the district's plan show clearly that promotion in the Polk County's public schools is based primarily on student achievement and is not an automatic process.

The purpose of the instructional program in the district's schools is to provide appropriate instruction and selected services 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 Problem Solving/Response to Instruction/Intervention (PS/RtI) Model. PS/RtI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to important educational decisions. PS/RtI should be applied to decisions in general, remedial, and special education, creating a well integrated system of instruction/intervention guided by student outcome data.



The Problem Solving Process provides a framework that uses the skills of professionals from different disciplines to develop and evaluate instruction/intervention that significantly improve the academic/behavior performance of students. It can be applied to the student, classroom, building, and district.

The PS/RtI process uses a three tiered model that compliments the Problem Solving Process. In this framework, 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.

ACADEMIC SYSTEMS

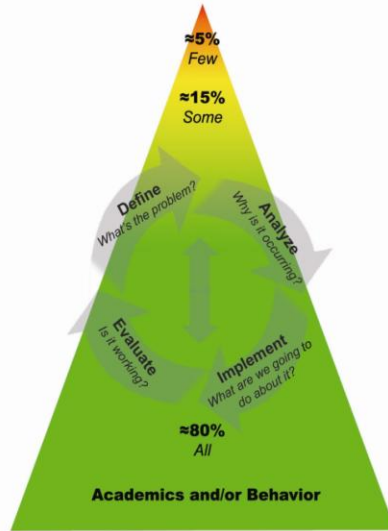
Tier III: Comprehensive & Intensive

Interventions – Increase frequency, duration, & monitoring

Tier II: Strategic Interventions-Small Group

Instruction

Tier I: Core Curriculum – All Students Students



RII BEHAVIOR SYSTEMS

Tier III: Intensive Interventions –

Individual students and/or very small group (2-3)

Tier II: Target Group Interventions

– Some At-Risk Students

Tier I: Universal Interventions – All (PBS Tier I)

Each school has a PS/Rtl Leadership Team made up of administrators, teachers, and support staff. The leadership team can:

- Review school-wide, grade level, department, and teacher data to problem solve needed interventions on a systemic level at least three times a year
- help referring teachers design feasible strategies for their classrooms and interventions for struggling students
- Focus on improving student achievement outcomes
- Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans

In recognition of the wide range of students' abilities, motivation, interests and development, however, minimum standards in the basic skills of reading, writing, and mathematics, which all students must meet as one condition for promotion, have been developed. These standards assure minimally that all students promoted within the district can benefit from the next grade level of instruction and that those who earn a diploma from a senior high school have mastered the basic skills and can thus function effectively in the adult community. The Student Progression Plan assures that all pupils within the Polk County's public schools who are promoted or receive a diploma have met and/or exceeded all of the requirements established by the district school board and the Florida legislature in the Accountability Act (1976), the RAISE legislation (1983), the Omnibus Legislation (1984), and the ROCA Legislation (1985), and all subsequent legislation.

A part of the Student Progression Plan presents procedures established to achieve parent understanding, cooperation and acceptance of the pupil's promotion or placement. Requirements regarding promotion and placement are detailed in the Plan with the understanding that final decisions, within district and state regulations, rest with the school principal. When it becomes evident that the standards or requirements for promotion may not be met, parents of students in grades K-12 must be informed of the possibility of retention or special placement. Student grades, unsatisfactory work notices, parent/guardian reports on state assessment and/or standardized testing, and parent/guardian conferences serve as the primary means of communicating student progress and achievement of academic standards.

It is expected that with appropriate motivation the vast majority of Polk County's public school students who receive appropriate instruction can make satisfactory progress through the grades and that most students will be able, each year, to achieve a level of academic proficiency and social and emotional development, which will enable them to benefit from instruction in the next grade. For a variety of reasons, however, some individuals may require more than the usual amount of time in school to develop their educational potential. The Student Progression Plan for the School Board of Polk County, which implements School Board Rule 6Gx53-4.006, has been developed to provide each student with the maximum opportunity to succeed in school by placement in an instructional program in which the student can achieve academically and develop emotionally, socially, and physically.

III. GRADE ACCELERATION PROCESSES

Students must meet the benchmarks and standards of each course prior to vertical and/or horizontal acceleration. The student's cumulative record and report card should be noted to indicate "advanced grade placement," major reason(s) for the assignment, and the name of the principal who has made the placement. Parent should be notified formally in the cumulative file.

Basic courses may also be modified to increase the overall time of instruction in a given period of time or to increase credit earned through curriculum compacting (i.e. combine an elective with another course, such as Life Management to earn 1 1/2 credits). Such modifications are based on assessment of student's needs.

See elementary section for Advanced Grade Placement for elementary students.

IV. Student Progress Monitoring (formerly Academic Success Plans)

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. FCAT results will be compiled and posted to Genesis 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 *Discovery Education Assessment*.

Any student, at any grade, identified as having a deficiency in reading, must be provided differentiated instruction that addresses the six essential components of reading (oral language, phonemic awareness, phonics, fluency, comprehension and vocabulary). Schools determine the supplemental strategies most appropriate for each student. Implemented intervention strategies must be documented and monitored throughout the year. At the end of the school year, a student who does not meet minimum performance expectations in reading, writing, mathematics or science must continue remedial or supplemental instruction.

The following grade level indicators require differentiated instruction:

Kindergarten

- Retained at Kindergarten
- Reading deficiency in phonemic awareness and phonics
- Teacher judgment

First Grade

- Retained at Grade 1
- Substantially deficient on SAT/10 reading and/or mathematics (below 45th percentile)
- Reading deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary
- Teacher judgment
- A grade of "D" or "U" in reading, writing, and/or math during any nine week grading period.

Second Grade

- Retained at Grade 2
- Substantially deficient on SAT/10 reading and/or mathematics (below 45th percentile)
- Reading deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary
- Teacher judgment
- A grade of "D" or "U" in reading, writing, and/or math during any nine week grading period.

Third Grade

- Retained at Grade 3
- FCAT – Level 1 (reading and/or mathematics)
- Reading deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary
- Teacher judgment
- Substantially deficient on SAT/10 reading and/or mathematics (below 45th percentile)
- A grade of "D" or "U" in reading, writing, and/or math during any nine week grading period.

Fourth Grade

- Retained at Grade 4
- FCAT – Level 1 (reading and/or mathematics)
- FCAT Writes+ – below 4.0
- Science – Failing grade during any nine (9) week grading period
- Reading deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary
- Teacher judgment
- A grade of “D” or “U” in reading, writing, and/or math during any nine week grading period.

Fifth Grade

- Retained at Grade 5
- FCAT – Level 1 (reading and/or mathematics)
- Science – Failing grade (4th) during any nine (9) week grading period.
- Reading deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary
- Teacher judgment
- A grade of “D” or “U” in reading, writing, and/or math during any nine week grading period.

Sixth Grade

- Retained at Grade 6, with a grade of "F" in mathematics and/or language arts/reading
- FCAT score in reading, math, or science below Level 3
- Science below an Achievement Level 3. If the student is enrolled in a science course, then the documentation statement would read: Student is receiving science remediation through enrollment in a laboratory science course

Seventh Grade

- Retained at Grade 7, with a grade of "F" in mathematics and/or language arts/reading
- FCAT score in reading, math, or science below Level 3

Eighth Grade

- Retained at Grade 8, with a grade of "F" in mathematics and/or language arts/reading
- FCAT score in mathematics and/or reading below Level 3
- Florida Writing score below 4.0

Ninth Grade

- Retained at Grade 9, with incomplete credit in English or mathematics (Algebra I or equivalent)
- FCAT score in mathematics and/or reading below an Achievement Level 3
- Science below an Achievement Level 3. If the student is enrolled in a science course, then the documentation statement would read: Student is receiving science remediation through enrollment in a laboratory science course.

Tenth Grade

- Retained at Grade 10, with incomplete credit in English or mathematics (Algebra I or equivalent)
- FCAT score in mathematics and/or reading below an Achievement Level 3
- Florida Writing score below 4.0

Eleventh Grade

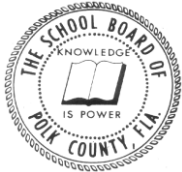
- Retained at Grade 11, with a grade of "F" in English or mathematics
- Failed FCAT Math and/or Communications

Twelfth Grade

- Failed FCAT Math and/or Communications
- Science below an Achievement Level 3. If the student is enrolled in a science course, then the documentation statement would read: Student is receiving science remediation through enrollment in a laboratory science course. If the student is not enrolled in a science course and has met graduation requirements, then the documentation statement would read: Student has earned 3 science credits; therefore the student has met the graduation and science remediation requirements.

V. ENROLLMENT AND ENTRANCE REQUIREMENTS**A. 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.

B. POLK COUNTY SCHOOLS ENTRANCE REQUIREMENTS

Polk County Schools Entrance Requirements 2011-2012

Entrance Immunization PACKET 03/20/11

	Pre-K	K	1 st	Out of State Transfers For 1 st Time	Out of State Transfers Not 1 st 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 <i>(See #1 below)</i>	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 <i>(See #2 below)</i>	X	X		X	*See #2	*See #2	*See #2
3. Florida Certificate of Immunization (form DH 680) <i>(See #3 below)</i>	X	X	X	X	X	X	X
4. Two proofs of residency <i>(See #4 below)</i>	X	X	X	X	X	X	X
5. Withdrawal and transfer form from the school student had been attending <i>(See #5 below)</i>							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 of the school year. Student has completed Kindergarten. Student may be admitted any time during the school year.			X				

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.

- (1) A transcript of birth record filed according to law;
- (2) A certificate of baptism showing the date of birth and place of baptism signed by the parent;
- (3) A life insurance policy on the child (at least 2 years old);
- (4) A Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
- (5) A passport or certificate of arrival in the United States showing the age of the child;
- (6) A transcript of record of age shown in the child's school records (at least 4 years prior to application);
- (7) 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 PreK, 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.** It is acceptable for credentialed county Health Department registered nurses to perform Medicaid physicals for use as school or day care physicals.

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.**

4. PROOF OF RESIDENCY

TWO proofs of residency must be from **TWO DIFFERENT** categories as listed below. Each proof **MUST** include name and **CURRENT** physical address.

Category 1: Apartment rent receipt or home lease agreement, mortgage document, or property tax record

Category 2: One **Current** utility bill (you may use EITHER electric, gas, phone, cable, water – **ONLY ONE**)

Category 3: **Current** Voter Registration Document

Category 4: Proof of **Current** government benefits (*Medicare, Disability, Food Stamps, DCF correspondence*)

No driver's license, personal bills, automobile registration, or insurance can be used.

5. WITHDRAWAL AND TRANSFER

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

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.

HOMELESS STUDENTS

Homeless students are students who 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, lack of cooking capabilities, etc. (5) sleeping in a car, campground, park or public space. Call Dee Dee Wright at 534-0801 for assistance.

C. POLK COUNTY SCHOOLS IMMUNIZATION REQUIREMENTS

Immunization Requirements 2011-2012

Immunizations	Pre-K	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			
6. Td or Tdap													X	X	X
7. Hepatitis B Series (3 shots)	X	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	X	X	X	X			
10. Varicella (two shots or signed proof of disease)		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.)

1. **MMR** (one shot): Measles, mumps and rubella must have been given on or after the child's first birthday.
2. **MMR** (two shots): The minimum interval between the 2 doses of MMR is 28 days.
3. **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.
4. **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.
5. **Tdap** (one shot): One dose of Tdap is required for students entering, repeating or transferring into seventh, eighth and ninth grade. Tdap can be administered regardless of the interval since the last Td vaccine was given.
6. **Td or Tdap:** Students grades 10 through 12 must have either a Td or Tdap.
8. **Hib:** Number of doses of Hib varies according to age. If child was over 15 months when first vaccine was given, one dose will be given.
9. **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). The DH 680 forms written by hand are on blue paper at this time, but that will change in the near future, when the supply of blue colored forms has been depleted.

FL SHOTS is Florida's free, online immunization registry which all schools and child care 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

D. 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.
 - a. 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.**

E. ENTERING STUDENTS (K-1) WHO ARE TRANSFERRING FROM NONPUBLIC SCHOOLS

1. Students must meet the same age requirements as subsection B.
2. Students entering first grade must have successfully completed a county approved kindergarten. HOME EDUCATION IS NOT AN APPROVED KINDERGARTEN.
3. Students must fulfill all health requirements pursuant subsections B through D.
4. **FIRST TIME ENTERERS FROM OUT-OF-STATE WHO HAVE NEVER BEEN IN SCHOOL BUT MEET OUR FIRST GRADE REQUIREMENTS MUST BEGIN IN KINDERGARTEN.**

F. ENTERING STUDENTS (K-1) WHO ARE OUT-OF-STATE TRANSFER STUDENTS AND DO NOT MEET OUR AGE REQUIREMENTS

1. Any 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 the student meets age requirements within the state from which he is transferring, and if the transfer of the student's academic credit is acceptable under rules of the School Board. Prior to admission, the parent or guardian must also provide the data required in subsection (E).
2. In order to be admitted to Florida schools, such a student transferring from an out-of-state school must provide the following data:
 - a. 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.
 - b. Must fulfill all health requirements pursuant to subsections B through D.

G. ENTERING STUDENTS (2-12)

1. 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.**
2. 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.
3. Evaluation of Transfer Students (K-5)
 - a. 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.

- b. 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.

H. 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.

I. 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. Registered home schooled students may participate in a maximum of three courses at their zoned school.

See Home School sections for Elementary, Middle, and High School Education for enrollment and placement procedures for students entering the school district with no previous schooling or lack of records.

J. 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, 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.

ATTENDANCE REQUIREMENTS (from 2009-2010 Code of Student Conduct SECTION 2.04)

- A. **Compulsory Attendance:** All children who have attained the age of six (6) years by February 1st of any school year, 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.
- B. **Truancy:** Truancy is defined as the absence of a student within the compulsory attendance age without the knowledge, consent, or connivance of the parent. The student may be referred to the circuit court as provided by law; however, the parent and student will be afforded the opportunity to meet with school personnel in an effort to solve the attendance problem before a referral is made. **Students deemed truant may lose their Florida driving privilege: See DRIVER LICENSE REQUIREMENTS: SECTION 2.11.**
- C. **Responsibility for Attendance:** The responsibility for attendance of a child within the compulsory age limit rests primarily with the parent, with support from the principal, and the teacher. The responsibilities are as follows:
 1. **Parent:** The responsibility of the parent is to ensure that his or her child attends school on time each school day. The status of an absence (excused or unexcused) or tardiness (excused or unexcused) must be resolved with school personnel within two school days of the student's absence (see Section 2.01 B and C for definitions of excused and unexcused absences). If the parent of a child within the compulsory school attendance age is found to be responsible for the unexcused nonattendance of that child, criminal prosecution against the parent may be instituted as provided by law.
 2. **School Administration:** Any student who is absent without an excused absence for more than five (5) days during a nine-week grading period will be reviewed by an Attendance Committee chosen by the principal. The Attendance Committee is responsible for developing, implementing, monitoring and evaluating interventions to improve attendance. A referral for social work services and community resources, or involvement of the **State Attorney's Office** may be warranted.

- D. **Accounting:** Students will be considered in attendance only if they are actually present at school or are away from school on a school day engaged in a school approved educational activity.
1. **Records:** The attendance of all public school students shall be reported and verified by the teacher and recorded at each school in the Automated Student Attendance System as approved by the Division of Public Schools, Florida Department of Education (1985).
 2. **Reports:** The District and school administration shall prepare and submit all reports that may be required by law and School Board Policy.
- E. **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.
1. **Term:** A certificate of exemption shall cease to be valid at the end of the school year in which it is issued.
 2. **Conditions:** Students entitled to such certificates and the conditions upon which they may be issued are as follows:
 - a. **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.
 - b. **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.
 - c. **Juvenile Court:** The Superintendent may issue a certificate of exemption upon receipt of a recommendation from the judge of the Juvenile Court.

ABSENCE (from 2011-2012 Code of Student Conduct SECTION 2.01):

- A. **Daily Report:** Teachers shall record daily attendance in the Automated Student Attendance System.
- B. **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:
1. **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. A student may be excused for a continued or repeated illness for up to ten (10) attendance days in a span of a ninety calendar (90) day period. After this period of time, a doctor's verification will be required. If no verification is submitted within three (3) student attendance days upon return to school, referral to the school nurse will be required. [F. S. 1003.26]
 2. **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.
 3. **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.
 - a. **Prior Notice:** The parent shall give written notice to the principal or teacher not more than five (5) days prior to any absence.
 - b. **Written Excuse:** A written excuse for such absences pursuant to this rule shall not be required upon return to school.
 4. **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.
 5. **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.
 6. **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.
 7. **Judicial Actions:**

- a. **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.
 - b. **Juvenile Detention Center:** A student shall be excused for any absence due to placement in the Juvenile Detention Center.
8. **Military Dependent School Age Students:** 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.**
- C. **Unexcused Absence:** An unexcused absence is defined as an absence that does not meet the criterion of an excused absence listed in section B. Students cannot be suspended out of school for unexcused absences. For the purpose of a truancy petition, the student must be present more than 50 % of the day to be counted present.

MAKEUP WORK (from 2011-2012 Code of Student Conduct SECTION 2.21):

1. Makeup work should be appropriate instructional assignments consistent with the *Student Progression Plan*.
2. Students are expected to make up all work missed because of excused absences as defined in Section 2.01
3. Students and parents have the responsibility to request makeup work from their teachers on the first class meeting upon returning to school.
4. 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.**
5. 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.
6. 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.

VI. HOME EDUCATION AND PRIVATE/PAROCHIAL SCHOOLS

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. The student 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 **for no more than three (3) classes. Senior High students may enroll** at the discretion of the principal and the High School Senior Director. 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.

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

Specific information on athletic eligibility is found on page 94.

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:
- 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
 - End of course tests and test results for each course
 - Grade book for each course
 - Standardized test results
 - Transcript grades
 - Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - Demonstrated proficiencies on the FCAT; or
 - 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 *Student Progression Plan*.

Graduation

Any Florida home schooled student who has earned seventeen high school credits and wants to graduate with a Polk County High School Diploma, **must be enrolled in their respective 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 sections of the FCAT is necessary.**

School Review Committee

- School Review Committee will be composed of
 - Principal or Assistant Principal for Curriculum from the school where the student wishes to enroll
 - Guidance Counselor
 - Other *Ad Hoc* members as requested by principal or as deemed appropriate by the superintendent or his designee
- 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.
- School Review Committee will determine if 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. **State Uniform Transfer of Students in the Middle Grades** (see pages 47-48).

Home Education: List of Curricula

A Beka Book (Nursery-12)
P. O. Box 18000
Pensacola, FL 32523
(800) 874-2352

Advanced Training Institute of America (K-College)
P. O. Box 1
Oak Brook, IL 60521
(708) 323-ATIA

Alpha & Omega/Bridgestone (K-12)
300 N. McKenny Ave.
Chandler, AZ 85226-2618

Home Use (Educators Publishing Service) (K-12)
31 Smith Place
Cambridge, MA 02138
(617) 547-6706

Home School Academy
334 2nd Street
Catasauqua, PA 18032
(610) 266-9016

Home Study International (K-College)
P. O. Box 4437
Silver Springs, MD 38914-4437
(301) 680-5157

American School (9-12 Accredited)
2200 E. 170th St.
Lansing, IL 60438
(708) 418-2813 or (800) 531-9268

Associated Christian Schools (K-12)
P. O. Box 981
Largo, FL 33779
(813) 584-1077

Bob Jones (K-12)
B.J. University Press
Greenville, SC 29614
800-845-5731

Brandeis Used Book Store (K-12)
4510A N.W. 2nd Street
Debary Beach, FL 33445
(561) 499-3366

Calvert School (K-8 Accredited)
Tuscany Road
Baltimore, MD 21210-3098
(410) 243-6030

Cambridge Academy (6-12 Accredited)
3855 SE Lake Weir Ave.
Ocala, FL 34480
(800) 252-3777

Childu, Inc. (1-8)
2400 N. Commerce Parkway, Suite 404
Weston, FL
(877) 424-4538

Christ Centered Curriculum (PK-1)
12500 N.C. Bernie Road
Claremore, OK 74017
(918) 343-9292

Christian Liberty Academy (K-12)
502 W. Euclid
Arlington Heights, IL 60004
(708) 259-4444

Christian Light Education (K-12)
P. O. Box 1126
Harrisonburg, VA 22801-1126
(703) 434-0750

Core Curriculum Of America, Inc. (PK-12)
14503 S. Tamiami Trail
North Port, FL 34287
(888) 689-4626

Division of Independent Study (7-12 Accredited)
(Online Curriculum)
State University Station, Box 5036
Fargo, ND 58105-5036
(800) 529-1606

Hewitt-Educational Resources (K-12)
P. O. Box 9
Washougal, WA 98671-0009
(360) 835-8708

Home Quest Academy (K-12)
757 S. Main St.
Springville, UT 84663
(801) 458-4249

International Correspondence School (9-12 Accredited)
925 Oak Street
Scranton, PA 18515
(800) 465-5155

Inter. Learning Systems of North America (PK-3)
1000 112th Circle N, Suite 100
St. Petersburg, FL 33716
(800) 321-8322

Modern Curriculum Press (K-6)
P. O. Box 2649 (4350 Equity Dr.)
Columbus, OH 43216-2649
(800) 321-3106

Quest Academy (K-12)
P. O. Box 20587
Phoenix, AZ 85036
(602) 966-6040

Rod & Staff- R & S Publishers (1-8)
Highway 172
Crockett, KY 41413
(606) 522-4348

School of Tomorrow (PK-12)
P. O. Box 299000
Lewisville, TX 75029-9000
(800) 925-7777

Seton Home Study (PK-12 Accredited)
1350 Progress Dr.
Front Royal, VA 22630
(540) 636-9990

Sycamore Tree, Inc. (K-12)
2179 Meyer Place
Costa Mesa, CA 92627
(949) 650-4466

University Of Florida (9-12)
UF Independent Study
P.O. Box 11372
Gainesville, FL 32611-3172
(352) 392-1711

University of Nebraska-Lincoln (9-12 Accredited)
Independent Study High School
Division of Continuing Studies
269 (Clifford Hardin Center)
Nebraska Center for Cont. Ed.
Lincoln, NE 68583-9800
(402) 472-4321

University of North Dakota (5-12 Accredited)
Division of Independent Study
P. O. Box 5036
Fargo, ND 58105
(701) 231-6000

Video Tutor, Inc. (K-12)
2109 Herbertsville Road
Pt. Pleasant, NJ 08742
(732) 295-7018

www.FHS.Net 9-12 (Accredited Online Curriculum)

www.NOTRY.com/HSchool (Online Curriculum Info.)

Private and Parochial Schools

Private or parochial schools accredited by the accrediting agencies listed by FAANS—Florida Association of Academic Non-Public Schools should have their credits accepted without further question.

Polk County private or parochial schools that are not listed by FAANS will be evaluated by the High School Senior Director concerning the evaluation of credits. All other questions and concerns about the accepting of high school credits should be referred to the High School Senior Director.

FAANS—Florida Association of Academic Non-Public Schools

Archdiocese of Miami (Catholic)
9401 Biscayne Blvd.
Miami Shores, FL 33138
(305) 762-1076 Fax (305) 762-1115

Association of Christian Schools International
1111 Forest Park Street
Lakeland, Florida 33803
(813) 688-2771

Association of Independent Schools of Florida
8200 S.W. 17th Street
N. Lauderdale, Florida 33068
(305) 724-4422

Bilingual Private Schools Association
904 S.W. 23rd Avenue
Miami, FL 33135
(305) 643-4200 Fax (305) 649-2767

Broward County Nonpublic School Association
3751 Sheridan Street
Hollywood, FL 33021
(954) 966-7995 Fax (954) 961-1359

Central Agency for Jewish Education
4200 Biscayne Boulevard
Miami, FL 33137
(305) 576-4030 Fax (305) 576-0307

Central Florida Episcopal Schools Assoc.
50 W. Strawbridge Ave.
Melbourne, FL 32901
(407) 723-8323 Fax (407) 723-2553

Central Florida Assoc. of Nonpublic Schools
2667 Bruton Boulevard
Orlando, FL 32805
(407) 206-8609 Fax (407) 206-8721

Christian Schools of Florida
5620 N.E. 22nd Avenue
Fort Lauderdale, Florida 33308
(305) 771-4600

Council of Bilingual Schools
12101 S.W. 34th Street
Miami, Florida 33175
(305) 552-0202

Diocese of Venice (Catholic)
1000 Pinebrook Road
Venice, FL 34292
(941) 484-9543 Fax (941) 484-1121

Dade Assoc. of Academic Nonpublic Schools
6601 NW 167th St.
Miami, FL 33015
(305) 827-8726 Fax (305) 827-8706

Diocese of Pensacola-Tallahassee (Catholic)
P. O. Drawer 17329
Pensacola, FL 32522-7329
(850) 432-1515 Fax (850) 436-6424

Diocese of St. Augustine (Catholic)
P. O. Box 24000
Jacksonville, FL 32241-4000
(904) 262-3200 Ext. 116 Fax (904) 262-0698

Diocese of St. Petersburg (Catholic)
P. O. Box 43022
St. Petersburg, FL 33743-3022
6533 Ninth Ave. North
St. Petersburg, FL 33710-6215
(813) 345-3338 Fax (813) 347-6508

Diocese of Southeast Florida (Episcopal)
1750 East Oakland Park Blvd.
Ft. Lauderdale, FL 33334
(954) 563-4508 or (954) 563-0504

Diocese of Southwest Florida (Episcopal)
4030 Manatee Avenue, W
Bradenton, FL 34205-1789
(941) 747-3709 Fax (941) 746-8131

Florida Assoc. of Christian Colleges & Schools
P.O. Box 10009
Tallahassee, Florida 32302
(904) 562-2513

Florida Association of Independent
Special Education Facilities
9600 SW 107th Avenue
Miami, FL 33176
(305) 271-9771 Fax (305) 271-7078

Florida Catholic Conference
P.O. Box 1638
Tallahassee, Florida 32302
(904) 222-3803
Florida Conference of Seventh-Day Adventist School
655 N. Wymore Road
Winter Park, Florida 32789
(407) 644-5000

Florida Council of Independent Schools
1211 N. Westshore Blvd. Suite 612
Tampa, Florida 33607
(813) 287-2820 Fax (813) 286-3025

Florida-Georgia District, LCMS
7207 Monetary Drive
Orlando, Florida 32809-5753
(407) 857-5556

Florida Kindergarten Council
5601 N. Federal Highway
Ft. Lauderdale, FL 33308

(954) 771-4600 Fax (954) 491-3021

Diocese of Florida (Episcopal)
325 Market Street
Jacksonville, Florida 32232
(904) 356-1328

Florida League of Christian Schools
P. O. Box 24687
Lakeland, FL 33802
(941) 683-5726, ex. 1214 Fax (941) 683-9602

Diocese of Orlando Office of Schools (Catholic)
408 East Ridgewood St.
Orlando, FL 32803-5619
(407) 246-4900 Fax (407) 246-4940

National Independent Private School Assoc.
1240 Banana River Dr.
Indian Harbour Beach, FL 32937
(407) 779-0031 Fax (407) 777-9566

Diocese of Palm Beach (Catholic)
P. O. Box 109650 / 9995 N. Military Trail
Palm Beach Gardens, FL 33410-9650
(561) 775-9500 Fax (561) 775-9556

Regionally Accredited Correspondence Programs

American School (9-12)
2200 E 170th St.
Lansing, IL 60438-6001
(708) 418-2800 or (800) 531-9268

Missouri High School (9-12)
Center for Distance and Independent Study
Columbia, Missouri 65211
PH: (800) 609-3727
<http://cdis.missouri.edu>

Calvert School (K-8)
105 Tuscany Road
Baltimore, MD 21210-3098
(410) 243-6030

Phoenix Special Programs (Correspondence)
3132 West Clarendon Avenue
Phoenix, AZ 85017
(800) 426-4952

Cambridge Academy (6-12)
3855 SE Lake Weir Avenue
Ocala, FL 34480
(352) 401-9013

University of Florida (9-12)
UF Independent Study
P. O. Box 11372
Gainesville, FL 32611-3172
(352) 392-1711

Home Study International (K-12)
12501 Old Columbia Pike
Silver Springs, MD 20904
(301) 690-6570

University of Nebraska-Lincoln (9-12)
Independent Study High School
Division of Continuing Studies
269 (Clifford Hardin Center)
Nebraska Center for Continued Education
Lincoln, NE 68583-9800
(407) 472-4321

Indiana University School of Continuing Studies
Owen Hall 001
790 E. Kirkwood Avenue
Bloomington, IN 474055
(812) 855-1549
<http://scs.indiana.edu/>

University of North Dakota (5-12)
Division of Independent Study
P. O. Box 5036
Fargo, ND 58105
(701) 231-6000

James Madison High School (9-12)
430 Technology Parkway
Norcross, GA 30092
(770) 729-8400 or (800) 223-4542

Keystone National High School (Distance Learning)
School House Station
420 West 5th Street
Bloomsburg, PA 17815
(570) 784-5220

VII. INSTRUCTIONAL MATERIALS PROCEDURES

Procedures

Florida Instructional Materials Adoption Program:

1. With the concurrence of the Associate Superintendent and the Superintendent, the Directors of Elementary and Secondary Education may elect to send participants to the Florida Instructional Materials Pre-Adoption Program.
2. All participants in this program will comply with the requirements of Florida State law. Such participation may constitute the county evaluation process for selection of instructional materials for use in the county.
3. The respective Directors of Elementary, Middle and High School Education with the concurrence of the Associate Superintendent may wish to narrow the number of instructional materials or programs to be considered for adoption for use in the county.

Instructional Materials Selection Committee:

1. A selection committee may limit the number of instructional materials or programs to be adopted. The Associate Superintendent, with final approval by the Superintendent, shall designate this committee.
2. A committee for the selection of instructional materials shall follow the format composition and criteria established by or compatible with those standards by the State Selection Committees. Additional criteria or modified criteria may be established as approved by the board provided that they are not in conflict with state statutes. Copies of additional or modified criteria to be applied shall be on file with the Associate Superintendent for Instruction before these criteria are applied.
3. Instructional materials selection committee shall consist of no less than one teacher per geographical area (5 total), with input requested from every school affected. During the county adoption process, publishers will not offer gifts, food, money, entertainment, or other valuables which could directly influence the adoption committee or other school/district personnel, in this selection or purchase of instructional materials.
4. Instructional materials samples of those selected programs may be obtained and distributed to those schools affected. Publisher presentations shall then be made to the committee on the merits of each program/text/material being considered. Each publisher will be given the same amount of time per submission to make their presentation to the committee.
5. Recommendations of the county instructional materials selection committee shall then be presented to the appropriate director and then to the Associate Superintendent who shall forward them to the Superintendent and the Board for adoption and use in the county.

Remittance for Lost, Stolen, or Damaged Textbooks

The school principal shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. 1006.28(3) (b) F.S.

VIII. STUDENT RECORD PROCEDURES**Initiating the Permanent Cumulative Record**

The first public school in Polk County that the student enters will be responsible for initiating the cumulative folder regardless of age or grade classification.

When initiating the permanent cumulative record on a student entering the Polk County School System for the *first* time, the following shall be done. (Only State approved Polk County Student Cumulative Folder will be used).

1. Complete cumulative folder information.
2. Initiate health form.
3. Complete basic student record on Genesis.

Content of Student Records

Student Records are divided into two (2) categories by the nature of their permanence.

- | | |
|------------|---|
| Category A | records are considered permanent information and consist of verified information of clear educational importance that will be retained indefinitely. |
| Category B | records are considered temporary and are defined as verified information of educational importance which is subject to periodic review and elimination. To eliminate the records, a request must be made to the Pupil Accounting Office to have these records picked up so that proper recording of Category A records and destruction of Category B records can be made in compliance with State Statutes. |

Only the records listed under the headings Category A Records and Category B Records are to be kept in the Polk County Permanent Cumulative Folder.

Category A and B records on individual students are located at the school the student attends or last attended. Information concerning these records may be obtained by contacting the principal or assistant principal at each school by calling the telephone number listed in the Polk County School Board telephone directory.

If the records are not available at the school, parents may call the Pupil Accounting and Records Department at 534-0722.

Category A Records

The information listed below is called Category A information because of its permanence. This information shall be recorded on every Cumulative Record Folder and Scholastic Record in the places shown in reproducible black ink except those sections subject to change. Items 1-5 shall be recorded on the Cumulative Record Folder and Scholastic Record.

1. Students full legal name Last, First, Middle/Maiden, (including current family name, i.e., stepfather) and any known changes such as by marriage or adoption. Designate all alias names by placing AKA (Also Known As) after legal name and then write out alias names. Example: Jones, AKA Smith, John Q. (in ink)
2. Authenticated birthdate, place of birth, race, and sex. (in ink)
 - A. Race and ethnicity will be designated as follows:
Ethnicity: Hispanic/Latino? Yes No
Race: Check all that apply. (Note: Hispanic/Latino is not a race)
White African American/Black American Indian/Native Alaskan Asian Native Hawaiian or Pacific Islander
3. Last known address of student. (in pencil)
4. Name of students parents or guardians. (in ink)
5. Name and location of last school attended. (in pencil)

Items 6 thru 8 shall be recorded in Genesis/Final High School Transcript.

6. Courses taken and record of achievement such as grades, units, or certification of competence. (gum label or in ink)
7. Date of graduation or date of program completion. (in ink)
8. Type of diploma received. Diplomas will be designated with the following codes:
W06 Standard High School Diploma
W6A Standard High School Diploma 18 credit college
W6B Standard High School Diploma 18 credit career
WFA Standard High School Diploma 18 credit college, alternate assessment
WFB Standard High School Diploma 18 credit career, alternate assessment
WFT Standard High School Diploma, alternate assessment
WFW Standard Diploma with FCAT Waiver
W07 Special Diploma
W08 Certificate of Completion
W8A Certificate of Completion - CPT
W09 Special Certificate of Completion
W10 State of Florida Diploma (GED and assessment)
WGA State of Florida Diploma, alternate assessment
WGD State of Florida Diploma (GED only)
W43 Adult Standard High School Diploma
W44 Adult Certificate of Completion
W45 Adult State of Florida Diploma
W52 Adult Standard High School Diploma, alternate assessment
9. Transcripts from out-of-county or out-of-state schools.
10. Number of days present and absent, date enrolled, and date withdrawn which is recorded on the Elementary Scholastic Record and/or Middle School Permanent Record.

Category B Records

All items listed below are considered Category B information when kept. Only the items listed should be kept in the Cumulative Record Folder.

1. Health information - this information should be included on the forms as shown and explained in the School Health Services Manual. Hearing and vision screening results will be sent to each school at the end of the regular school year and should be filed with other health information.
2. Family background data.
3. Standardized test scores - only the results of national, state, and county-wide assessment results are to be kept. Other test results are part of the student's record but should not be placed in the student's permanent Cumulative Record Folder. Test booklets and other test material should not be kept in this cumulative record.
4. Psychological evaluations.

5. Educational and vocational plans.
6. Honors and activities.
7. Work experience records.
8. Teacher comments and ratings.
9. Records of all Exceptional Student Education or Psychological Services. (Due to auditing requirements, information should be filed in the ESE folder and then placed in the cumulative folder.)

A. ESE Students

- (1) Parent permission for testing--one should be available for the initial evaluation
- (2) Referral should be completed for the initial evaluation
- (3) Psychological evaluations
- (4) Parent Notification of Staffing or Annual Review--two (2) attempts documented
- (5) Initial Eligibility--the form that initially placed the student into Special Education
- (6) Parent Consent for Exceptional Student Education
- (7) Letter to parents of Reevaluation(s)
- (8) Transportation Form (when applicable).
- (9) Parent contacts (phone conferences, conferences, and copies of letters).
- (10) Individual Educational Plans
- (11) ESE Evaluations

Additional information for specific exceptionalities can be found under the evaluation section of the current Special Programs and Procedures for Students with Disabilities document.

10. Correspondence from community agencies or private professionals.
11. Driver Education Certificate.
12. List of schools attended--this is recorded on the Scholastic Record.
13. Written agreements, corrections, deletions, or expunction meetings or hearings--see School Board Rule 6Gx53.4.005 K-2 for hearing procedures.
14. Authorization to release or access to student or student records--this is recorded on the **PARENTAL PERMISSION FOR RELEASE OF INFORMATION OR REQUEST FOR REVIEW OF STUDENT INFORMATION and Release of Student to Law Enforcement or Other Officials**
15. Suspension and Expulsion Forms--**These forms should be kept for 3 years.**
16. Principal or designee's record of discipline.
17. Districtwide Withdrawal and Transfer Forms--refer to form for distribution.
18. Request for School Transfer Forms.
 - A. No student requesting a change in assignment may be enrolled in any county school until the Request for Transfer form has been approved. The original is to be forwarded to the Pupil Accounting Office immediately and the copy must be filed in the student's folder. **These forms can be removed from the cumulative folder after a new one has been submitted. The original is kept at the Pupil Accounting & Records office.**
 - B. After the parent has received a letter of approval from the Pupil Accounting Office, students may be transferred for one of the following reasons:
 - (1) Available Capacity
 - (2) Medical Hardship (interrogatories required)
 - (3) Course Availability (high schools only)
 - (4) Change of Residence
19. Florida Comprehensive Achievement Test (FCAT)--a copy of the FCAT Test printout will be kept in each individual folder. A copy of the results of each students attempt to pass the FCAT Test should also be kept.
20. Copy of Administrative Placement Form (if used).
21. 504 Information--will be kept in a separate folder within the student's cumulative record folder.
22. All ESOL documents should be kept in a separate folder in the cumulative folder. The documents should include: Home Language Survey, Programmatic Form, Results of Tests, LEP Plans, ELL Committee Recommendation, Eligibility Letters, and, if appropriate, exit/monitoring form.

Maintaining the Permanent Cumulative Record

Category A information shall be updated at least yearly.

If Category B information is not kept in the cumulative folder, it must be kept available for inspection.

Under no circumstances shall students not employed by the School Board be allowed to handle or record information or

otherwise maintain student records (school nurses shall be considered as part of the school staff).

Transferring Permanent Cumulative Records

- In-County Upon the request of any public school in Polk County, the entire permanent Cumulative Record, including all Category A and B information, shall be shipped via courier mail to the receiving school.
- In-State Upon request from a public school in the State of Florida through FASTER, the previous school will immediately transmit the electronic transcript to the receiving school.
- All Upon the written request of any out-of-county public school (in- or out-of-state) or any private school (in- or out-of-county or state), a copy of all Category A and a copy or the original of Category B records shall be sent to the receiving school and the original of Category A records retained. (Scholastic Record information shall be retained.) To save postage, records may be sent via parents if placed in an envelope and closed with a seal. (A copy of the health records should be sent and the original retained by the sending school.)
- Annual By July 1 of each year, schools are to transfer all records for students promoted or transferred to another school. Incomplete folders will be returned to the sending school.
- Reentry When a student returns to a Polk County school after an absence and enters a different school in the county, the receiving school should request the records from the last in-county school. Records of withdrawn students will not be forwarded to any other school unless requested by that school.

No records shall be delayed because of failure to pay a fee or fine assessed by the sending school. The sending school is responsible for transporting records to the receiving school.

All students withdrawing from Polk County Schools shall use the Withdrawal and Transfer Form. In-county schools shall not accept students from other in-county schools without the Withdrawal and Transfer Form, with the exception of students housed in emergency shelter homes. These students will be allowed to enroll without the Withdrawal and Transfer Form. The person enrolling shelter students should call the parent school for pertinent information.

Confidentiality of Records

With the exception of Directory Information, Category A and/or Category B information will not be released except with the written permission of a parent/guardian or adult students. Exceptions to this are as follows:

1. Officials of schools, school systems, area vocational-technical centers, community colleges, or institutions of higher learning in which the pupil or student seeks or intends to enroll and copy of such records or reports shall be furnished to the parent, guardian, pupil, or adult student upon request.
2. Other school officials, including teachers within the educational institution or agency, who have legitimate educational interests in the information contained in the records.
3. The United States Secretary of Education, the Director of the National Institute of Education, the Assistant Secretary for Education, the Comptroller General of the United States, or state or local educational authorities who are authorized to receive such information subject to the conditions set forth in applicable state statutes and rules of the State Board of Education.
4. Other school officials, in connection with a pupils or students application for, or receipt of, financial aid.
5. Individuals or organizations conducting studies for or on behalf of an institution or a board of education for the purpose of developing, validating, or administering predictive tests, administering pupil or student aid programs, or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of pupils or students and their parents by persons other than representatives of such organizations and if such information will be destroyed when no longer needed for the purpose of conducting such studies.
6. Accrediting organizations, in order to carry out their accrediting functions.
7. For use as evidence in pupil or student expulsion hearings conducted by a district school board pursuant to the provisions of Chapter 120.
8. Appropriate parties in connection with an emergency, if knowledge of the information in the pupils or students educational records is necessary to protect the health or safety of the pupil, student, or other individuals.
9. The Auditor General in connection with his official functions; however, except when the collection of personally identifiable information is specifically authorized by law, any data collected by the Auditor General shall be protected in such a way as will not permit the personal identification of students and their parents by other than the Auditor General and his staff, and such personally identifiable data shall be destroyed when no longer needed for

the Auditor Generals official use.

- 10a. A court of competent jurisdiction in compliance with an order of that court or the attorney of record pursuant to a lawfully issued subpoena, upon the condition that the pupil or student and his parent are notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.
- 10b. A person or entity pursuant to a court of competent jurisdiction in compliance with an order of the court or the attorney of record pursuant to a lawfully issued subpoena, upon the condition that the pupil or student, or his parent if he is either a minor and not attending an institution of secondary education or a dependent of such parent as defined in 26 U.S.C. s. 152 (section 152 of the Internal Revenue Code of 1954), is notified of the order or subpoena in advance of compliance therewith by the educational institution or agency.
11. Credit bureaus, in connection with an agreement for financial aid which the student has executed, provided that such information may be disclosed only to the extent necessary to enforce the terms or conditions of the financial aid agreement. Credit bureaus shall not release any information obtained pursuant to this paragraph to any person.

Directory Information

Directory information is defined as the following student (or adult student) information: name, address, telephone number (if it is a listed number), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended.

Directory information may be released to any individual, agency, or organization without prior consent, unless a parent or eligible student has notified Polk County School Board (PCSB) in writing that they do not wish the information released. In addition, two (2) federal laws require PCSB to provide military recruiters, upon request, with three (3) directory information categories – names, addresses, and telephone listings, unless parents have advised PCSB that they do not want their student's information disclosed without their prior written consent. The Directory Information Opt-Out Form and the Parent Notification Letter are to be given to parents on a yearly basis in the Code of Student Conduct. Notification of parental objection to release of "directory information" must become a part of the student's cumulative record and should be flagged on computer records as appropriate.

The school must verify that a written request to withhold any or all of the directory information is on file at the school site.

Procedures for Parent, Adult Student, or Representatives to have Access to the Permanent Cumulative Record

Right of Access to Student Records

Upon written or verbal request by the parent or adult student to have access or representative to have access to their Permanent Cumulative Record, these procedures shall be followed:

1. Parent and/or adult student will be given an appointment date and time within fifteen (15) school days of the request. The Parental Permission for Release of Information or Request for Review of Student Information form will be used for this purpose and placed in the cumulative record folder. This same procedure shall be followed at the district level by the Superintendent or his designee.
2. The principal of the school or his designee will be responsible for the collection of all material listed in these guidelines as Category A and B Information. These records shall be available for review by the parent and/or adult student at the appointment date and time. The conference or release of data shall be recorded on the Data Release Form at the time of the conference and placed in the cumulative folder. At the district level the Superintendent or his designee is responsible for following these procedures.
3. The principal of the school or his designee will be responsible for notifying other school personnel who should be involved as to the review time and date. This deals specifically with the school psychologist as enumerated in School Board Policy #4.005. At the district level the Superintendent or his designee is responsible for following the procedure.
4. Policy 6Gx53-4.005 states: The school district shall presume that the adult student or either parent of the pupil has the right to inspect and review the education records of the pupil or adult student unless the agency or institution has been provided with evidence that there is a legally binding instrument or court order governing such matters as divorce, separation, or custody which provides to the contrary.
5. Parents and adult students only have the right to inspect and review records of their child(ren). If the records include information on other students, the district will attempt to delete information of the other students. If this is impossible, the district will inform the parents of the information requested.
6. Record access rights are granted to a stepparent when the stepparent is present in the home on a day-to-day basis, together with the child and a natural parent, and the other parent is absent. Conversely, **a stepparent who is not present on a day-to-day basis in the home of the child has no FERPA rights with respect to the child's records.**

7. A surrogate parent has the same right to review educational records as parents have. This includes all records regarding the student to which school administrators and teachers have access. As for any parent, surrogate parents must protect the confidentiality of educational records. A surrogate parent is defined as: a person who has been appointed to represent the educational interests of an **exceptional student** who does not have a parent or guardian who can act in his or her interests.

Separated/Divorced Parents and Access to Student Records

There is really no way that conflicts between separated/divorced parents may be avoided in many instances. This is a problem that must be worked out between the two parents. You will not be negligent if you follow these procedures:

1. When a separated/divorced parent or guardian requests to review, inspect, or have access to the records, check the entire cumulative record folder to determine whether or not there is a legally binding instrument which forbids such access.
 - a. Custody papers do not limit access to records to the other parent unless that access is specifically limited in that legally binding instrument.
 - b. A letter from a parent or a lawyer requesting that the other parent be refused access is not a legally binding instrument. You should notify the parent or the lawyer that a court order must be obtained to limit access.
 - c. It is not the responsibility of school personnel to secure these legally binding instruments. You shall presume, as spelled out in the policy, there is none unless the parent/guardian or adult student produces such instrument of the records.
2. If no legally binding instrument has been produced which limits access to the parent not having custody, the requesting parent has the right of access and review.

Divorced Parents and Physical Access to Children

1. When the student is enrolled, it may be assumed that the enrolling person has legal custody of the student. If deemed necessary, additional information can be requested by the principal.
2. The enrolling person has placed the student in your custody for the school day.
3. The student should be released only to the enrolling parent or that person's designee.
4. In the event a non-enrolling person desires the student be released to him/her and produces a legal document indicating custody of the student is with the non-enrolling person, do not attempt to interpret this document and do not release the student.
5. In the event the document does not vest custody of the student with the non-enrolling person, law enforcement agencies other than the school system should handle the problem with the non-enrolling person.
NOTE: A lawyer is not a law enforcement agency and correspondence from a lawyer shall not be considered legally binding.
6. The non-enrolling parent will not be allowed physical access to a student during school hours.

Legal Name Change

When the school receives a certified copy of a legally binding instrument (court order, final judgment) that legally changes the name of a student, the school office shall immediately send a copy of this to Pupil Accounting. A copy should also be placed in the child's permanent cumulative record folder.

The Right to Challenge and Hearing Procedures

1. If a parent/guardian of a pupil or adult student believes that educational information is inaccurate, misleading, or in violation of their privacy, they shall be provided an opportunity for correcting, deleting, or expunging such information.
 - a. Informal meeting at the school level with the proper administrative official.
 - b. If agreement is reached at the informal meeting at the school level, it shall be reduced to writing and signed by the parent/guardian, placed in the pupil or adult student's proper school record. This written agreement shall only indicate that the record has been corrected, deleted, or expunged and dated.
 - c. If the decision of the hearing is that the records are not inaccurate, misleading or otherwise in violation of privacy, the parent/guardian, pupils or adult students have a right to place in the education records a statement commenting upon the information in the education record and/or setting forth any reasons for disagreeing with the decision.
 - d. If no agreement is reached at the informal hearing, an appeal may be taken to the Superintendent or his designee. The Superintendent or his designee will schedule a formal hearing date no later than fifteen (15) school days after receiving the parent's appeal.

- e. The parent will be notified in writing of the time, place, and date of the formal hearing at least five (5) days prior to the formal hearing.
- f. The parent will be given a full, fair opportunity to present evidence and, at their expense, be represented by one or more individuals including an attorney.
- g. The superintendent or his designee shall make a decision in writing within ten (10) days after the formal hearing. This decision will include a summary of the evidence and the reasons for the decision.
- h. If no agreement is reached with the Superintendent or his designee, the decision may then be appealed to the School Board.

Fee Schedules: Copies of Records - Transcripts - Age Verifications

1. Copies of records to be provided to parent or adult students (other than transcripts and age verifications):
 - When a parent/guardian or adult student requests a copy or copies of records, such copies shall be furnished at the cost of ten cents per page, plus postage if mailed.
 - When copies are furnished at the school level, the monies collected shall be deposited in the Student Activity Account Number 400.52, Student Record Fees Trust Account. Replenishment of supplies and postage may be made from these funds as needed. When copies are furnished at the district level, the monies collected shall be promptly forwarded to the Finance Department for credit to the expenditure account which has borne the cost of the reproduction.
2. Transcripts:
 - The first three (3) transcripts provided at the school level is to be furnished free of charge. Each additional transcript shall cost \$2.00 and the check or money order shall be made payable to the School Board of Polk County, Florida.
3. Age Verifications:
 - The first three (3) age verifications, provided at the school level are to be furnished free of charge. Each additional age verification; shall cost \$2.00. Checks and money orders shall be made payable to the School Board of Polk County, Florida.

Destruction of Student Records**Destruction of Records - Graduate Records - High Schools**

All Category A and B records must be maintained in the school for a period of one (1) year after graduation. At the end of this period of time a request must be made to the Pupil Accounting and Records Office to have these records picked up so that proper recording and destruction can be made in compliance with State Statutes and The Bureau of Archives and Records Management, State of Florida.

Non-Graduates - High Schools

All Category A and B records of students who did not graduate, withdrew or moved must be maintained in the school for a period of one (1) year after the student would normally have graduated. At the end of this period of time a request must be made to the Pupil Accounting and Records Office to have these records picked up so that proper recording of Category A and destruction of Category B information can be made in compliance with State Statutes and the Bureau of Archives and Records Management, State of Florida.

Non-Graduates - Elementary and Junior High

All Category A and B records of students who withdrew or moved must be maintained in the school until one (1) year after the student would normally have graduated from high school. At the end of this period of time a request must be made to the Pupil Accounting and Records Office to have these records picked up so that proper recording and destruction can be made in compliance with State Statutes and the Bureau of Archives and Records Management, State of Florida.

IX. SUBSTANCE ABUSE ALTERNATIVE PROGRAMS

The Code of Conduct Substance Abuse Component– The Code of Conduct Substance Abuse Component addresses students who have been found to be in violation of those sections of the Code of Conduct which prohibit possession and/or use of alcohol or other drugs. Voluntary participation in the component is also available at parent request.

Elementary Grades: Referred students participate in a comprehensive substance abuse assessment with a parent or guardian. Appropriate recommendations and referrals are made subsequent to the assessment.

Middle and High School Grades: Students will complete a substance abuse education component and accompanying workbook. Students can gain access to the materials via DVD and/or the Internet.

X. WEBSITES AND ADDITIONAL RESOURCES

American School Director ("the Internet Gateway to All 106,000 K-12 Schools") <http://www.asd.com>

Florida Bureau of Archives and Records <http://www.dlis.dos.state.fl.us/index> <http://www.dos.state.fl.us/dlis/barm/>

Education Information and Accountability Services <http://www.fldoe.org>

Florida Academic Counseling and Tracking for Students <http://www.facts.org>

Florida Comprehensive Assessment Test (FCAT) (This is the official site of this statewide assessment test)
<http://www.fldoe.org>

Florida Department of Education: Sunshine State Standards (This is the official web site of the required curriculum standards which must be taught by Florida educators.) <http://www.fldoe.org>

Florida Indicators <http://info.doe.state.fl.us/fsir/>

Florida Public School Districts (This page has general information on all of Florida's public school districts, as well as links to individual district web sites <http://www.fldoe.org>)

Florida Virtual School <http://www.flva.net>

Polk County Schools Web Site <http://www.polk-fl.net>

Polk County Virtual School <http://schools.polk-fl.net/pvs>

School Accountability Reports <http://www.fldoe.org>

School Reports <http://www.fldoe.org>

U.S. Department of Education <http://www.ed.gov/>

Elementary



Education

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

I. PROGRAM OF STUDY IN THE ELEMENTARY SCHOOL FOR GRADES PreK-5**A. NEXT GENERATION SUNSHINE STATE STANDARDS**

The required program of study for elementary school grades in Polk County Schools reflects state and local requirements for elementary education. Polk County Schools have implemented a standards-based instructional approach using the Florida Sunshine State Standards. The K-12 curriculum maps and timelines for the core academic areas of reading, writing, mathematics, science and social studies are posted on the district website. Next Generation Sunshine State 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 access points to enable them to access the general education curriculum at the appropriate levels. Embedded in the Next Generation Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. Access Points were developed with three levels of complexity. The three levels of complexity are: independent, supported, and participatory. Mastery of the access points is measured through the Florida Alternate Assessment.

B. HEALTH EDUCATION

State Law requires Comprehensive Health and Substance Abuse Education to be included in the elementary grades.

C. PHYSICAL EDUCATION

Polk County school district is committed to providing a high quality physical education program for all students. The programs throughout the district offer the opportunity for all students to enhance motor, cognitive and interpersonal skills along with an individualized assessment of fitness aptitude. The attainment of these skills and abilities will enable the students to become lifelong learners and lead healthy, active lives.

The Polk County school district adheres to a standards-based physical education curriculum using the Sunshine State Standards along with the National Association for Sport and Physical Education's content standards for designing, instructing, and evaluating students' progress.

Student Outcomes

Students enrolled in physical education programs will:

- Demonstrate competency in many movement forms from a variety of categories.
- Increase cognitive ability by identifying, analyzing, and evaluating movement concepts, mechanical principles, safety considerations, and strategies regarding movement performances in a variety of physical activities.
- Display responsible personal and social behavior that respects self and others in physical activity setting.
- Develop a value of physical activity for health, enjoyment, challenge, self expression and social interaction.
- Participate regularly in moderate to vigorous physical activity.

In accordance to state mandate all elementary schools are required to provide 150 minutes of physical education instruction, with at least 30 consecutive minutes, per week.

Students in grades K-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

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

Students with disabilities must be given the opportunity to participate in a physical education program unless the student needs a specially designed PE program. Specially Designed PE is a program with developmental activities, games, sports and rhythms suited to the interests, capabilities and imitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

D. FINE ARTS EDUCATION

The Polk County School district is committed to providing a high quality Fine Arts education for ALL students including those with disabilities. In addition to the required curriculum, these Fine Arts experiences help to develop 21st century skills such as creativity, organization, critical thinking, problem solving and self-direction.

In compliance with the State Board of Education, instruction in the Fine Arts in Polk County Schools is a standard-based curriculum using the adopted State Standards. These standards for music and art education serve as the benchmark for the instructional focus for students in grades K-5. Utilizing the framework of the adopted State Standards, each school is provided a Music and Visual Arts Curriculum. Instruction is delivered using district-wide Fine Arts Curriculum Maps.

All students should be enrolled in both music and visual art for a minimum of 45 minutes each, once a week. Music and visual art teachers shall utilize The Essential Criteria for Music and Visual Arts Education as the means of evaluating program effectiveness in our elementary schools. Pre and post- test data from these criteria will be reported annually to the District.

E. HANDWRITING

Legible handwriting is important in written communication. Formal instruction in manuscript handwriting begins in kindergarten and continues through the first semester of second grade. **Cursive instruction begins second semester of second grade and continues throughout the intermediate grades.** The use of cursive handwriting is expected in the intermediate grades. Correct letter formation is to be monitored throughout elementary school with the emphasis on legibility and fluidity.

II. EARLY CHILDHOOD/PRESCHOOL PROGRAMS

Polk County Schools' Preschool Programs provide a classroom that addresses the child's developmental and educational needs. Quality early childhood programs provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the families. Polk County Schools provide five different programs for children under kindergarten age. Each program has eligibility requirements which are unique to that program. For additional information on Polk County Schools' Preschool Programs, call (863) 648-3046.

Programs for Student 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.

III. KINDERGARTEN

As part of the Florida Kindergarten Readiness Screener (FLKRS) implemented by the Department of Education, the

- Florida Assessment for Instruction in Reading (FAIR)
- ECHOS (Early Childhood Observation System)

will be administered to each kindergarten student within the first 30 days of each school year. The statewide kindergarten screening assesses the readiness of each student for kindergarten based upon performance standards adopted by DOE under S.1002.67 (1), F.S. for the Voluntary Pre-Kindergarten Program.

IV. PERFORMANCE STANDARDS (F.S.1008.25)**A. PROBLEM SOLVING/RESPONSE TO INTERVENTION**

Problem Solving - Response to Intervention (PS/Rtl) is the practice of providing high-quality instruction and intervention matched to student need and monitoring progress frequently. There is an immediate response to those students for whom the core curriculum is not effective. Data-based decisions are made to identify the problem, determine why the problem is occurring, identify appropriate interventions, and monitor progress.

B. READING PROFICIENCY

The reading ability of each K-5 student shall be regularly assessed. Any student who exhibits substantial deficiency in reading skills based on locally determined assessments and statewide assessments conducted in grades K-5 or based on teacher recommendation must be given intensive reading instruction immediately following the identification of the reading deficiency. The student must continue to be given intensive reading instruction until the reading deficiency is remedied. Students must have their reading proficiency reassessed

by locally determined assessments or through teacher observations at the beginning of the grade following the intensive instruction. If the student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on FCAT in reading for grade 3, the student must be retained. Students transferring into the district should be assessed within the first five (5) school days in attendance for reading proficiency to determine if remediation is appropriate. If a student enrolls after the administration of the FCAT in grade 3, the student's reading proficiency must be assessed at the end of the year to determine if the student needs to repeat the third grade. Students from out-of-state, out-of-county or in-county without the FCAT scores must take the SAT/10. Out-of-state students that enroll after the May SAT/10 administration and prior to the beginning of summer reading camp will be addressed on a case-by-case basis. The local school board may exempt a student from mandatory retention for good cause.

C. PROMOTION

Pupil promotion in Polk County's public schools is based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion. The basis for making the determination should reflect consideration of the following: teacher made tests, classroom assignments, portfolio assessments, daily observations, standardized tests, state assessments, 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. Every effort must be considered to maintain a student's appropriate grade placement using the various promotion options as well as all available student data.

The basis for making the determination of promotion for students with disabilities following the alternate standards (access points) as assessed by the Florida Alternate Assessment, should reflect consideration of mastery of access points, mastery of student's IEP goals, previous retentions, attendance, and outside factors. The basis for making this determination must include input from service providers.

If a third grade student enrolls in the district from out-of-state, out-of-county without the FCAT 2.0, the student must take the SAT/10 for determining promotion. Students coming from out of state will be addressed on a case-by-case basis.

Advanced Grade Placement

In order for a student to be considered for advanced grade placement, a student must demonstrate significantly high achievement. The initial screening criteria will be student scores at or above the 95th national percentile in reading and math on a standardized national assessment (such as SAT/10, etc.) or FCAT achievement level 5.

If the student satisfies the initial criteria, then the school will consider the following factors:

- age
- social/emotional maturity
- the student's academic motivation for success in an advanced grade
- evidence that the student will benefit more from the instructional program at the advanced grade level

The principal, in collaboration with the designated senior director, has the ultimate responsibility for making such assignments. A child will not be advanced without parental consent. The student's cumulative record will reflect the "advanced grade placement," major reason(s) for the assignment, and the name of the principal who has made the placement. Parents are notified formally, in writing, that their child is receiving an advanced grade placement to the next higher grade. A copy of this notification is placed in the cumulative record.

D. SUCCESSFUL PROGRESSION FOR RETAINED AND/OR STRUGGLING READERS (GRADE 3) (1008.25(5) (b))

1. Retained students whose reading deficiency, 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.
2. The school district shall:
 - a. Conduct a review of student progress monitoring plans for all students who did not score above Achievement Level 1 on the reading portion of the FCAT 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.
- b. 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:
 - 1) small group instruction.
 - 2) reduced teacher-student ratios.
 - 3) more frequent progress monitoring.
 - 4) tutoring or mentoring.
 - 5) transition classes containing 3rd and 4th grade students.
 - 6) extended school day, week, or year.
 - 7) summer reading camps.
 - c. 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.
 - d. Provide students who are retained with a high-performing teacher as determined by student performance data and above-satisfactory performance appraisals.
 - e. 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:
 - 1) Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block.
 - 2) Participation in “Families Building Better Readers Workshops” and regular parent-guided home reading utilizing strategies for parents to use in helping their child succeed in reading.
 - 3) A mentor or tutor with specialized reading training.
 - f. Establish a Reading Enhancement and Acceleration Development (READ) Initiative. (1008.25(7) (b) 7 F.S. The focus of the READ Initiative shall be to prevent the retention of grade 3 students who failed to meet standards for promotion to grade 4 and to each K-3 student who is assessed as exhibiting a reading deficiency. The READ Initiative shall:
 - 1) Be provided to all K-3 students at risk of retention as identified by Discovery Education Assessments and SAT-10. The assessment must measure oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension.
 - 2) Be provided during regular school hours in addition to the regular reading instruction.
 - 3) Provide a state-identified reading curriculum that has been reviewed by FCRR and shall:
 - assist students in developing the ability to read at grade level
 - provide skills development in the 6 essential components
 - provide scientifically based and reliable assessment
 - provide initial and ongoing analysis of each student’s reading progress
 - be implemented during regular school hours
 - 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.
 - g. 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 FCAT. 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:
 - 1) Be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT.
 - 2) Have a reduced teacher-student ratio.
 - 3) Provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas.
 - 4) Use a reading program that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year.
 - 5) Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech language therapist.
 - 6) Include weekly progress monitoring measures to ensure progress is being made.
 - 7) Report to the Department of Education the progress of students in the class at the end of the first semester.

- h. Report to the State Board of Education the specific intensive reading interventions and supports implemented at the school district level.
- i. Provide a student who has been retained in grade 3 and has received intensive instructional services but is still not ready for grade promotion, as determined by the school district, the option of being placed in a transitional instructional setting. Such setting shall specifically be designed to produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

E. MID-YEAR PROMOTION (Grade 3, FCAT Level 1, Retained Students)

Mid-year 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 after November 1st must demonstrate proficiency above that required to score at level 2 on the grade 3 FCAT, as determined by the State Board of Education. The student's progress must be sufficient to master appropriate 4th grade level reading skills. All mid-year promotions must occur during the first semester.

F. PROGRESSION PORTFOLIO (GRADE 3)

This portfolio is required for all retained (tier 2 and 3) third graders. The purpose of this portfolio is to provide documentation of interventions i.e. student work samples, screening and diagnostic instruments, progress monitoring assessments. The student progression portfolio is not used to make the determination of promotion.

PRIOR TO NOVEMBER 1st

To be eligible for promotion prior to November 1st the student must have:

- Passed all academic subjects with a 80% passing rate as documented by student's grades (Reading, Writing/English, Spelling/Phonics, Mathematics, Science, and Social Studies/Health) during the first nine weeks of school *AND*
- Scored in the Level 2 category on the first administration of the Discovery Education Assessments
- Demonstrate ability to read on or above grade level on the SAT 10 (Fall norms)

NOVEMBER 1st - 90th day

Retained third grade students in the current school year who may qualify to be promoted between November 1st and January 16th must demonstrate ability to read on the fourth grade level or above in order to be promoted to fourth grade.

To be eligible for promotion between November 1st and January 16th the student must have:

- Passed all academic subjects with a 80% passing rate as documented by student's grades (Reading, Writing/English, Spelling/Phonics, Mathematics, Science, and Social Studies/Health) during the first nine weeks of school *AND*
- Scored in the Level 2 category on the first administration of the Discovery Education Assessments
- Demonstrate ability to read on the fourth grade level or above on the fourth grade SAT10

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.

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 FCAT 2.0 Reading and are not otherwise eligible for promotion.

G. RETENTION IN GRADES K-5

Student retention is to be used as the last resort to provide students with additional time to master skills required for success in the next higher grade. Any student being considered for possible retention must be referred to the school-based promotion/retention team. Parents are to be notified of the fact that retention is being considered through Progress Monitoring Plan, the quarterly report card and/or letter to parents. The principal in collaboration with designated senior director has the final decision within the guidelines of the law.

Additionally, third grade students must meet the Florida Statute (1008.25) (6) (b) that states:

If a student's reading deficiency is not remedied by the end of grade 3, as demonstrated by scoring at Level 2 or higher on the FCAT reading for Grade 3, the student MUST be retained (unless exempt from mandatory retention for good cause).

Students must receive documented remediation through a Progress Monitoring Plan or may be retained which includes an intensive program that is different from the previous year's program, and that takes into account the student's learning style. An action plan must be developed that indicates what intensive program will be used that is different from the previous year's program. Students are not to be assigned to a grade level based solely upon the student's age or other factors that constitute social promotion.

School personnel who are considering retention of a student with a disability should use all resources, to achieve parent/guardian understanding and cooperation regarding a student's grade placement. Students with disabilities, who do not master grade level skills and/or IEP goals, will be provided instruction designed to continue their progress in the mastery of required standards.

Any student with a disability in elementary school who has been retained one year and is recommended for a second year is to be reviewed at an IEP meeting. A student with a disability should not be retained a second year when it is evident that due to the disability he/she cannot achieve at the minimum required level.

Students enrolled in the Hospital/Homebound Program for less than a full year, promotion or retention will be determined by the home school. The Hospital/Homebound teacher may make recommendations, but the ultimate decision rests with the home school.

See English Language Learner (ELL) section of the Student Progression Plan for the promotion/retention of an English Language Learner (ELL) student.

Any decision as to promotion or retention of a student after the school year begins should be examined on a case-by-case basis using all available student data.

H. GOOD CAUSE EXEMPTION FROM MANDATORY RETENTION (THIRD GRADE)

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:

1. English Language Learner (ELL) students with less than two years instruction in an ELL program.
2. Students with disabilities whose Individual Educational Plan indicates participation in FCAT is inappropriate.
3. Students who demonstrate acceptable level of performance on an alternative reading assessment approved by state.
4. Students who demonstrate reading on grade level through a portfolio demonstrating proficiency comparable to Level 2+ on FCAT.
5. Students with disabilities who participate in FCAT with an IEP/504 Plan that evidences more than two years of intensive reading remediation and has previously been retained for a year.
6. Students with a reading deficiency who have received intensive reading remediation for two or more years and has previously been retained for a total of two years.

I. REQUESTS FOR GOOD CAUSE EXEMPTIONS

- Teacher submits evidence to principal that promotion is appropriate and based on student's academic record.
- Principal reviews and discusses with teacher and determines promotion or retention.
- Principal recommends promotion, in writing, through the designated senior director, to superintendent for third grade students.
- Superintendent accepts or rejects principal's recommendation in writing.

J. PROMOTION OPTIONS FOR GRADE LEVELS OTHER THAN THIRD

Every effort must be considered to maintain a student’s appropriate grade placement using all available student data.

- 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.

Note: For students in grades K, 1, 2, 4, and 5 the principal signature form will be kept in the student’s cumulative folder.

V. PROGRESS MONITORING (formerly *ACADEMIC SUCCESS PLAN*)

The school in which the student is enrolled must develop, in consultation with the student’s parent, and must implement a progress monitoring plan. The plan must include intensive remedial instruction in the areas of weakness. Strategies may include, but are not limited to, summer school, tutorial programs, modified curriculum and intensive skills development programs.

It must clearly identify the specific diagnosed academic needs to be remediated, the success-based intervention strategies to be used, a variety of remedial instruction to be provided and the monitoring and re-evaluation activities to be used.

A student who is not meeting the school district requirements for proficiency in reading and math shall be addressed by one of the following plans to target instruction and identify ways to improve his/her academic achievement:

- a school wide system of progress monitoring
- an individualized progress monitoring plan
- a federally required student plan, such as an individual education plan. If the IEP does not address the student’s deficiency in reading or mathematics as required by Florida law, then the school must address these deficits in either a schoolwide progress-monitoring system or an individual progress-monitoring plan.

VI. REPORTING STUDENT PROGRESS

A. ACADEMIC REPORTING SYSTEM

1. Report Cards shall be issued to students in grades K-5 each nine weeks (12-week grading period in the modified calendar schools) to inform parents of the child’s progress. Grades on report cards must clearly reflect the student’s level of achievement. Two types of reporting systems are used in Polk County Elementary Schools: The Standards-Based Achievement Report (SBAR) and the traditional Report Card. The SBAR is being used in kindergarten, grade 1, and grade 2 during the 2011-2012 school year. Progress of students with disabilities in kindergarten, grade 1, and grade 2 will be reported using the Alternate Assessment Standards-Based Achievement Report (AA SBAR).

2. Grading Codes

SBAR KINDERGARTEN, GRADE 1 AND GRADE 2		REPORT CARD GRADES 3 - 5	
4	– Exceeds the Standard	A	– 90 - 100
3	– Has met the Standard	B	– 80 - 89
2	– Progressing towards the Standard	C	– 70 - 79
1	– Does Not Meet the Standard	D	– 60 - 69
NA	– Standard was not Assessed	U	– 0 - 59
2E	– English Language Learner making academic progress toward the Standard		
1E	– English Language Learner Does Not Meet the Standard		

3. Interim Reports of Progress are sent home between the 20th and 22nd day of the marking period.

KINDERGARTEN, GRADE 1 AND GRADE 2	GRADES 3 - 5
Progress in reading performance, writing performance, and math performance is reported with: Consistently demonstrates Sometimes demonstrates Seldom demonstrates	Report of numerical academic averages in all reading, writing, math, social studies, science

4. Student absences and tardies will be reported to parents along with academic progress.
5. Student behavior and responsibility will be reported to parents. Student behavior cannot be reflected in the assessment of academic progress.

B. END OF YEAR STATEMENTS OF PROFICIENCY

The final report card for the school year will inform parents of student’s grade placement for the following year. The choices are as follows:

1. Promoted
2. Promoted with Good Cause
3. Promoted with Remediation to Follow
4. Retained in the Current Grade

Polk County elementary students are expected to master the Sunshine State Standards on grade level. Students receiving accommodations are considered on grade level. Accommodations change HOW a student learns or demonstrates what they have learned using the same objectives. Accommodations do not reduce learning expectations when a change in instruction or assessment activity.

An asterisk (*) beside a grade indicates that the student is receiving a modified curriculum that is below grade level expectation. When a change in instruction or assessment activity lowers the expectation for student learning it is considered a modification.

Students with disabilities taking Florida Alternate Assessment, and ELL students receiving services 2 years or less may receive an * (asterisk).

Parents of student with disabilities will be informed of their child’s progress toward IEP annual goals at the nine-week report card intervals.

C. K-SBAR DIRECTIONS FOR MARKING BELOW LEVEL

Children should not be marked below level during the first marking period. The area for marking below level is found under Reading Standards and Math Standards. These are the only two areas to be marked below level. In **Reading**, there are five (5) standards to mark. These are the minimum requirements for marking a child below level.

2nd quarter - If a child receives a one (1) on three or more standards, mark an “X” in the box under 2nd quarter below the Reading section.

3rd quarter - If a child receives a one (1) on two or more standards, mark an “X” in the box under 3rd quarter below the Reading section.

4th quarter - If a child receives a one (1) on any standard, mark an “X” in the box under 4th quarter below the Reading section.

In **Mathematics**, there are four (4) standards to mark. These are the minimum requirements for marking a child below level.

2nd quarter - If a child receives a one (1) on two or more standards, mark an “X” in the box under 2nd quarter below the Math section.

3rd quarter - If a child receives a one (1) on two or more standards, mark an “X” in the box under 3rd quarter below the Math section.

4th quarter - If a child receives a one (1) on any standard, mark an “X” in the box under 4th quarter below the Math section.

K – SBAR Promotion is based on the total of rubric scores in the fourth marking period for reading.

A child must have a final composite score of 10 – 11 points in **reading** to be promoted with remediation to follow. A child must have a final composite score of 12 points or more in **reading** to be promoted.

SBAR - 1 Directions for marking below level

In **Reading**, there are four (4) standards to mark. These are the minimum requirements for marking a child below level.

2nd quarter - If a child receives a one (1) on three or more standards, mark an "X" in the box under 2nd quarter below the Reading section.

3rd quarter - If a child receives a one (1) on two or more standards, mark an "X" in the box under 3rd quarter below the Reading section.

4th quarter - If a child receives a one (1) on any standard, mark an "X" in the box under 4th quarter below the Reading section.

In **Mathematics**, there are three (3) standards to mark. These are the minimum requirements for marking a child below level.

2nd quarter - If a child receives a one (1) on two (2) or more standards, mark an "X" in the box under 2nd quarter below the Math section.

3rd quarter - If a child receives a one (1) on two (2) or more standards, mark an "X" in the box under 3rd quarter below the Math section.

4th quarter - If a child receives a one (1) on any standard, mark an "X" in the box under 4th quarter below the Math section.

SBAR 1 Promotion is based on the total of rubric scores in the fourth marking period for reading.

A child must have a final composite score of 8 – 9 points in **reading** to be promoted with remediation to follow. A child must have a final composite score of 10 points or more in **reading** to be promoted.

SBAR - 2 Directions for marking below level

In **Reading**, there are three (3) standards to mark. These are the minimum requirements for marking a child below level.

2nd quarter - If a child receives a one (1) on three standards, mark an "X" in the box under 2nd quarter below the Reading section.

3rd quarter - If a child receives a one (1) on two or more standards, mark an "X" in the box under 3rd quarter below the Reading section.

4th quarter - If a child receives a one (1) on any standard, mark an "X" in the box under 4th quarter below the Reading section.

In **Mathematics**, there are three (3) standards to mark. These are the minimum requirements for marking a child below level.

2nd quarter - If a child receives a one (1) on two (2) or more standards, mark an "X" in the box under 2nd quarter below the Math section.

3rd quarter - If a child receives a one (1) on two (2) or more standards, mark an "X" in the box under 3rd quarter below the Math section.

4th quarter - If a child receives a one (1) on any standard, mark an "X" in the box under 4th quarter below the Math section.

SBAR 2 Promotion is based on the total of rubric scores in the fourth marking period for reading.

A child must have a final composite score of 6 – 7 points in **reading** to be promoted with remediation to follow. A child must have a final composite score of 8 points or more in **reading** to be promoted.

VII. ANNUAL REPORTING

The District must publish annually in the local newspaper and submit to the State Board of Education by **September 1st of each year** the following information on the prior school year:

- Policies/procedures on retention/promotion.
- Number/percent students in grades 3-5 at Levels 1 and 2 on the FCAT reading by grade.
- Number/percent retained grades 3-5 by grade.
- Number promoted for good cause by each category of good cause.
- Revisions to policy on retention/promotion from prior year.

This information may also be found on the School Board website.

VIII. HOME EDUCATION**A. HOME EDUCATION PROGRAM**

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. The student shall initially be placed academically as any other student that seeks to enter a public school. After classroom observation and assessment, placement may be adjusted. When a student is transferring from a home education program, it will be the responsibility of the principal to assign grade placement.

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.

IX. HOSPITAL HOMEBOUND PROGRAM**A. HOSPITAL HOMEBOUND PROGRAM**

1. Due to the nature of Hospital/Homebound Instructional Services, students will be exempt from the attendance regulations while enrolled in the Hospital/Homebound Program.
2. The student's instruction in the Hospital/Homebound Program will be based on the previous courses the student enrolled in at their home school. When they return to school, mastery of the course performance standards will be documented and credit awarded by their classroom teacher with assistance from the teacher of homebound. The student's instruction in the Hospital/Homebound program will be based on the previous courses in which the student was enrolled in the following subjects: English, Reading, Math, Social Studies, and Science.
3. If a student is enrolled in Homebound for less than a full grading period, the home school will grade the student. The teacher of Homebound may make recommendations to assist in the averaging of grades.
4. If the student is enrolled in the Hospital/Homebound program for one or more full grading periods, the responsibility for grades will rest with the teacher of Hospital/Homebound.
5. Dual Enrollment

A student may dual enroll in both the Hospital/Homebound program and home school program by medical orders.

X. VIRTUAL LEARNING OPPORTUNITY FOR 4TH AND 5TH GRADE STUDENTS

Elementary 4th and 5th grade students earning a 4 or 5 on their prior year FCAT are allowed to take advantage of virtual education for acceleration. Polk Virtual School (the district franchise) and Florida Virtual School (FLVS) may be used to meet the state requirement. If the student is dropped or chooses to drop the course after the 28th day, earning a "WF" in the course the student will receive an F on his/her permanent academic record. This policy applies to courses taken through Polk Virtual School or Florida Virtual School.

Middle School



Education

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

POLK COUNTY MIDDLE SCHOOL PHILOSOPHY

The Middle School shall create a student-centered learning environment that provides stability; promotes self-confidence, and is sensitive to the needs of each individual child.

Therefore, recognizing that students in grades 6-8 have special needs, the Polk County Middle School shall:

- Provide unique experiences and understanding for students between childhood and adolescence.
- Help students become proficient in the basic skills.
- Help students develop fundamental thinking processes which foster independent learning.
- Help meet the special physical, social-cultural, emotional, and character needs of students.

RATIONALE

The rationale for the Polk County Middle School philosophy is that middle level schools serve students who are approaching or are already involved in one of the greatest human changes that they experience in their lives. Excellence in middle level education can best be achieved by developing school programs which respond to the ways that students actually learn and grow in grades 6-8. The main responsibilities of the middle school are to assure the smooth transition from elementary school to high school, promote maximum learning opportunities, accommodate the needs and interests of early adolescents, and foster a teacher/student relationship in which communication supports the discussion of concerns about self, peers, subject matter, and instruction. These students need steady adult guidance to help encourage personal growth towards the independence and personal competence needed at the high school level. The Middle School will play an active role in educating citizens who can contribute to the welfare of our society.

PERFORMANCE STANDARDS

A. STATE PERFORMANCE STANDARDS

Student Performance Standards

District-wide standards for promotion are established in this Student Progression Plan. Student mastery of the basic skills will be in accordance with the criteria established by State Student Performance Standards. The average student should perform well above these standards. Meeting these standards does not automatically result in pupil promotion. Consideration may be given to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

The Florida Department of Education has indicated that mastery may be documented using any one or any combination of the following methods:

1. Teacher-made tests.
2. Teacher observations (documentation required), including formal or informal classroom activities, homework assignments, projects, student writing assignments, etc.
3. Any test given by the classroom teacher that included measurement items on standards tested.

Next Generation State Standards are incorporated into course content in the appropriate subjects in Polk County Schools. Next Generation 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 access points to enable them to access the general education curriculum at the appropriate levels. Embedded in the Next Generation Standards, access points reflect the core intent of the standards with reduced levels of complexity. Access Points were developed with three levels of complexity. The three levels of complexity are: independent, supported, and participatory. Mastery of the access points is measured through the Florida Alternate Assessment.

B. DISTRICT PERFORMANCE STANDARDS

The Polk County School Board has adopted student performance standards for each academic program in grades 6-12, including exceptional student education and vocational, for which credit toward high school graduation is awarded in grades 9-12. Curriculum maps have been developed for core subject areas to ensure communication of expected course content. Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for the state assessment. However, certain activities including instruction on test-taking strategies and format understanding are authorized. S.B. 1908 The Board has also established policies as to student mastery of performance standards before credit for a program can be awarded. Performance standards documents are separate documents but by law are part of the Polk County Student Progression Plan.

Course standard mastery can be a natural part of the instructional planning and grade recording process, so that no

additional paperwork becomes necessary on the part of teachers who document standards in their lesson plan and correlate such to a passing mark in the grade record. The only district requirement for documentation is to note in the lesson plan the intended outcome areas for topics presented.

PROGRAM OF STUDY IN THE MIDDLE SCHOOL

A. MINIMUM COURSES SCHEDULED IN GRADES 6-8

Each student in grades 6-8 must be scheduled for a full day except under unusual circumstances approved by the principal.

B. DISTRICT COURSE CATALOG

Polk County's curriculum for 6-8 is derived from the FLORIDA COURSE CODE DIRECTORY.

C. FINE ARTS EDUCATION

The Polk County School district is committed to providing a high quality Fine Arts education for ALL students including those with disabilities. In addition to the required curriculum, these Fine Arts experiences help to develop 21st century skills such as creativity, organization, critical thinking, problem solving and self-direction.

In compliance with the State Board of Education, instruction in the Fine Arts in Polk County Schools is a standard-based curriculum using the adopted State Standards. These standards for music, visual arts, dance, and drama education serve as the benchmark for the instructional focus for students in grades 6-8. Utilizing the framework of the adopted State Standards, each school is provided a Fine Arts Curriculum. Instruction is delivered using district-wide Fine Arts Curriculum Maps.

Fine Arts teachers shall utilize The Essential Criteria for Fine Arts Education as the means of evaluating program effectiveness in our middle schools. Pre- and post- test data from these criteria will be reported annually to the District.

D. GENERAL REQUIREMENTS FOR GRADES 6, 7, AND 8:

Students in grades 6-8 should receive instruction in the following basic subjects:

The FCAT placement scores should be used as a general guideline. Students requesting placement in either the pre-AP track or the regular track progression who do not meet the required FCAT Levels should be considered on a case-by-case basis.

Polk County Core Middle School Mathematics Progression

- Three years of mathematics. Middle schools must offer at least one high school level course in math for high school credit. For each year in which a student scores a Level 1 or 2 on FCAT Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

Polk County Recommended Middle School Mathematics Course Sequencing

	Grade 6	Grade 7	Grade 8
FCAT Math Level 4 or 5	MJ Math 1 Advanced (1205020)	MJ Math 2 Advanced (1205050)	Algebra 1 Honors (1200320)
FCAT Math Level 3	MJ Math 1 Advanced (1205020) OR MJ Math 1 (1205010)	MJ Math 2 Advanced (1205050) OR MJ Math 2 (1205040)	MJ Math 3 Advanced (1205080) OR MJ Math 3 (1205070)
FCAT Math Level 1 or 2	MJ Math 1 (1205010) AND Intensive Math (1204000)/Remediation	MJ Math 2 (1205040) AND Intensive Math (1204000)/Remediation	MJ Math 3 (1205070) AND Intensive Math (1204000)/Remediation

Polk County Core Middle School Language Arts Progression

- Three years in language arts, which shall be defined to include experiences in reading, writing, and speaking. Developmental reading shall be provided at each grade level for those students whom the district deems appropriate.

Students who score at Level 1 on FCAT Reading must be enrolled in a minimum 90-minute blocked intensive reading course the following year. Level 2 students are mandated to have a minimum of 45 minutes of daily reading instruction. An alternate option for Level 2 students scoring at or higher than the district cut-off MAZE score is in placement in a content area course in which reading strategy instruction is delivered by a CAR-PD endorsed teacher (S. 1003.25.4156 F.S.). Further details can be found in the Polk County K-12 Comprehensive Research-Based Reading Plan.

The School District has approved the use of the option (HB1255) for a *one-year waiver for Intensive Reading*. According to legislation, a student in grades 6-10 who scores at AL 1 or 2 on FCAT Reading, but who did not score below AL 3 in the previous (consecutive) THREE years, may be granted a 1-year exemption from reading remediation. However, the student must have an approved academic improvement plan in place, signed by the appropriate school staff and the students' parent, for the year for which the exemption is granted. If the student does not score at AL3 or higher in the spring administration of the FCAT, the student MUST be placed in Intensive Reading for the following year.

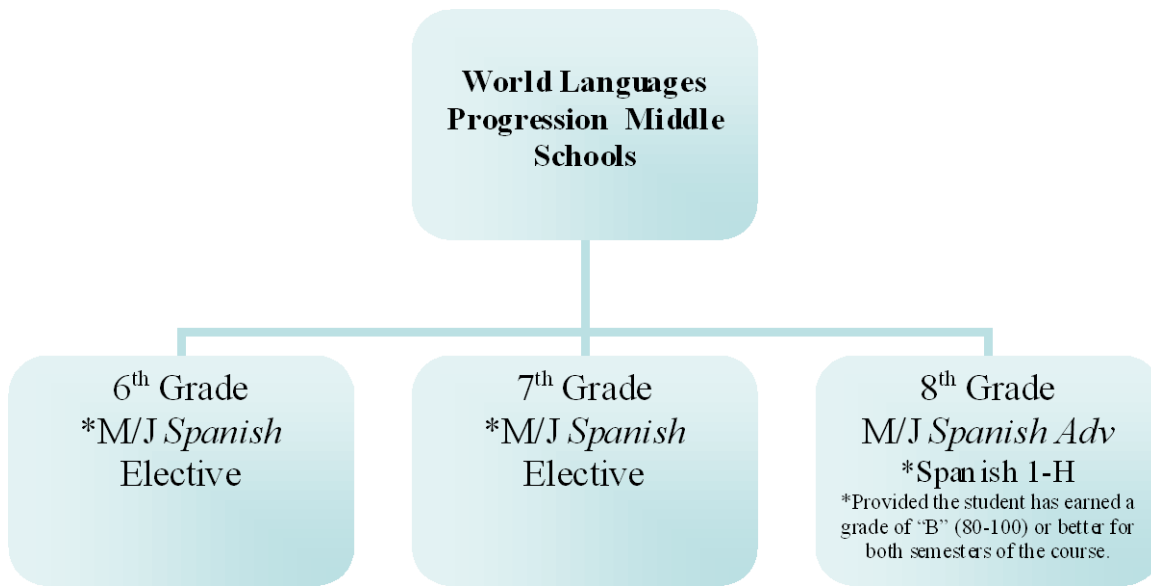
	6 th Grade	7 th Grade	8 th Grade
FCAT Reading Level 3 or higher	Language Arts I Advanced (1001020)	Language Arts II Advanced (1001050)	Language Arts III Advanced (1001080)
FCAT Reading Level 2	Language Arts I Advanced (1001020)	Language Arts II Advanced (1001050)	Language Arts III Advanced (1001080)
	Language Arts I (1001010)	Language Arts II (1001040)	Language Arts III (1001070)
FCAT Reading Level 1	Language Arts I (1001010)	Language Arts II (1001040)	Language Arts III (1001070)

Polk County Core Middle School World Language Progression

In compliance with the State Board of Education, instruction in World Languages in Polk County Schools is based on the Next Generation Standards. These standards for World Language education serve as the benchmark for the instructional focus for students in grades 6-8. Utilizing the framework of the Next Generation Standards, each school is provided a World Languages Curriculum.

	6 th Grade	7 th Grade	8 th Grade
<u>Pre-AP</u>	<u>M/J Spanish</u> Beginning 0708000	<u>M/J Spanish</u> Intermediate 0708010	<u>Spanish (Honors)</u> 0708340H <u>French (Honors)</u> 0701320H
<u>Regular Track</u>	<u>M/J French</u> Beginning 0701000 <u>M/J Chinese</u> Beginning 0707000	<u>M/J French</u> Intermediate 0701010 <u>M/J Chinese</u> Intermediate 0707010	<u>Chinese (Honors)</u> 0711300H <u>Latin (Honors)</u> 0706300H

Pre- AP Track



This model is applicable to all of the World Language progressions that have middle grades courses available.

*Florida statues require 2 credits of sequential world languages instruction at the secondary level as a prerequisite for admission to all Florida State Colleges and Universities.

Polk County Core Middle School Science Progression

The following courses are required for the 2010-2011 incoming six graders and beyond:

- (1) Physical Science- 1 unit
- (2) Life Science- 1 unit
- (3) Earth Science- 1 unit

Note: Concurrent enrollment in high school Algebra 1 or higher is required for students requesting Earth Space Science Honors for high school credit in 8th grade.

Middle School Science Progression for the 2011-2012 6th Grade Cohort

FCAT Scores Criteria	6 th Grade	7 th Grade	8 th Grade
Reading AL 4 or 5 Math AL 4 or 5 Science (5 th gr.) AL 3 or higher	Physical Science Advanced	Life Science Advanced	Earth Science Advanced or Earth Science Honors (HS Credit)
Reading AL 3 Math AL 3 Science (5 th gr.) AL 2 or 3 <i>(teacher recommendation, student motivation and grades should also be factored)</i>	Physical Science Advanced <u>or</u> Physical Science	Life Science Advanced <u>or</u> Life Science	Earth Science Advanced <u>or</u> Earth Science
Reading AL 3 Math AL 3 Science (5 th gr.) AL 1	Physical Science	Life Science	Earth Science
Reading AL 1 or 2 Math AL 1 or 2 Science (5 th gr.) AL 1 or 2	Physical Science	Life Science	Earth Science

Polk County Core Middle School Social Studies Progression

- Three years in social studies that shall include the study of the United States, world geography, civics, and Florida history. State statute (1003.4156) requires that contained in the three year-long required courses in social studies, at least one semester must include the study of state and federal government and civics education.

	6 th Grade	7 th Grade	8 th Grade
Pre-AP	M/J World Cultures Adv 2105030	M/J Civics 2106020	M/J US History And Career Planning Advanced (2100025)
Regular Track	M/J World Cultures 2105020	M/J Civics 2106010	M/J US History and Career Planning (2100015)

- One course that includes career and technical education planning (completed in 7th or 8th grade). Course must include Career Exploration using CHOICES or comparable program. Students must also complete an educational plan using a Personal Education Planner (ePep).
- Each student progression plan of a district or laboratory school shall include provisions for teaching computer literacy, when resources are available; critical thinking skills; and other related skills.

Polk County Middle School Physical Education Program

- Middle school physical education programs throughout the district offer the opportunity for all students to enhance motor, cognitive and interpersonal skills along with an individualized assessment of fitness aptitude. The attainment of these skills and abilities will enable the students to become lifelong learners and lead healthy, active lives.
- The Polk County school district adheres to a standards-based physical education curriculum using the Next Generation State Standards along with the National Association for Sport and Physical Education's content standards for designing, instructing, and evaluating students' progress.

Student Outcomes

Students enrolled in physical education programs will:

- Demonstrate competency in many movement forms from a variety of categories.
- Increase cognitive ability by identifying, analyzing, and evaluating movement concepts, mechanical principles, safety considerations, and strategies regarding movement performances in a variety of physical activities.
- Complete a pre and post assessment in the five health-related areas of fitness.
- Display responsible personal and social behavior that respects self and others in physical activity setting.
- Develop a value of physical activity for health, enjoyment, challenge, self expression and social interaction.
- Participate regularly in moderate to vigorous physical activity.

In accordance to state mandate middle schools are required to provide students the minimum of one semester class of physical education.

Students in grades 6-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

- The student is enrolled or required to enroll in a remedial course.
- 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.
- Each of the following is required by law as a unit of instruction in grades 6, 7, and 8.
 - Comprehensive Health **F.S. 233.061(2)(m)**
 - Substance Abuse **F.S. 233.061(2)(i)**
 - Violence Prevention (Federal Law, Improvement of American Schools 994, Title IV, Section 4116)

The physical and health education units of instruction may be offered through pulling students out of physical education or through a wheel course. Any exception to scheduling this requirement through physical education or a wheel class must be approved in advance by the Senior Director of Middle School. Exceptional Student Education courses will meet these course requirements.

Polk County Middle School Elective Programs

- The remainder of the middle school experience is to be composed of elective courses that may include fine arts, vocational and career related classes, world language coursework or technology.

GRADING SYSTEM AND REPORTING PROCEDURES

A. EVALUATION OF STUDENT ACHIEVEMENT

Pupil promotion and student grading 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, continued mastery of the Next Generation Sunshine State Standards for each grade level, 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 or team, subject to review and approval of the principal.

B. REPORTING TO PARENTS

- **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 course or grade assignment. These procedures should include the following:
 1. Every student will receive an interim report on the 22nd day of each grading period.
 2. Documentation by the school of such notification.
 3. School attempts, in cooperation with parents/guardians, to assist the student in achieving at optimum levels.
- **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 or 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 child's progress toward annual goals at the nine week report card intervals.
- **Grading System**
Marking period and semester grades will be reported by letter grade in recording student progress on report cards as follows:

<u>Letter Grade</u>	<u>Numerical Score</u>	<u>Description</u>
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

The above grading system applies to mathematics, language arts, science, social studies, reading, physical education and any elective courses.

GRADE AVERAGING—NINE-WEEKS SYSTEM

The semester grade is determined by the average of the two nine weeks and will post to Permanent Records as a semester course/grade. This will be recorded on the report card in the Semester Grade column. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade.

The following scale applies for semester course grades:

A = 3.5 - 4.0

B = 2.5 - 3.49

C = 1.5 - 2.49

D = 0.50 - 1.49

Example: The student earns an A for the first marking period and a B for the second marking period would be a 3.5 which equals an A for the semester grade.

The grade point average shall be included on each nine-week report card for all students. A statement should accompany the grade point average:

MIDDLE SCHOOL STUDENTS MUST MAINTAIN A 2.00 GPA TO BE PROMOTED. THE GPA FOR YOUR CHILD IS _____."

- Middle School Year-to-Date Grade Point Average Calculations:
 - 1st nine weeks Average of 1st grading period grades on the report card= GPA
 - 2nd nine weeks Average of Semester grades on Permanent Records for the current school year= GPA
 - 3rd nine weeks Average of the Semester grades on Permanent Records for the current school year counted twice and the 3rd nine week grades counted once. = GPA
 - 4th nine weeks - Final grade point average will be calculated by averaging all semester grades posted to Permanent Records for the current school year.
- Reporting Student Retention
 - Each grading period, "Possible Retention" should be stamped (in red) on the report card of any student whose cumulative grade point average is below 2.0.

In addition, schools will provide parents/guardians an opportunity for a conference involving the teachers and administrator (or designee) for any student who may be retained in grades 6, 7, or 8.

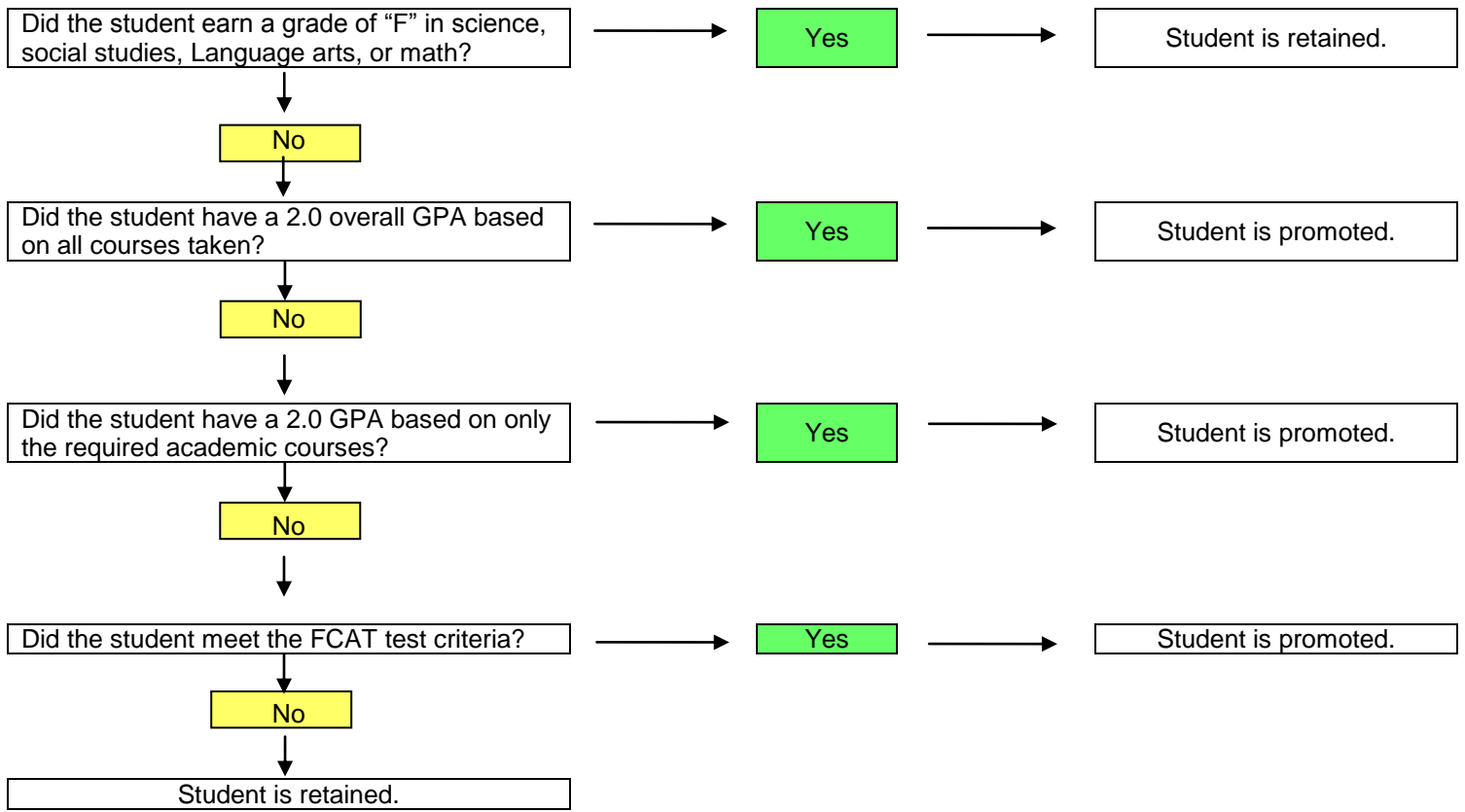
C. PROMOTION AND RETENTION: GRADES 6 to 7, 7 to 8, and 8 to 9

(Academic subjects required for promotion per the Florida A++ Legislation are defined as language arts, mathematics, science, and social studies.)

Students will be promoted if they meet any one of the following three criteria:

- a 2.0 grade point average on all courses and no failing final grade in an academic subject required for promotion *OR*
- a 2.0 grade point average on all academic courses required for promotion and no failing final grade in any subject required for promotion *OR*
- meet the testing criteria of
 - 6TH and 7TH Grade:** Achievement Level of 3 or higher on the FCAT reading and math and have a passing grade in all academic subjects.
 - 8TH Grade:** Achievement Level of 3 or higher on the FCAT reading and math plus a score of 4.0 or higher on the FCAT Writes+ and successfully complete all course requirements under A++ Legislation.

Students will be retained if they do not meet any of the above criteria. Retained students **must** receive remediation or be retained with an intensive program that is different from the previous year's program and that takes into account a student's learning style. A student may not be assigned to a grade level based solely upon the student's age or other factors that constitute social promotion.

Flow chart for promotion/retention per Middle School Student Progression Plan**Alternative Schedule or Program for Twice Retained Students to Qualify for Promotion**

Retention in middle school may be provisional. Students who are provisionally retained will be given the opportunity to retake a subject from the previous year at the discretion of the school administration through the alternative methods outlined below.

Provisional Programs:

The provisional program will act as a safety net to prevent, retrieve, or remediate those students who are in jeopardy of retention due to academic deficits. Each Polk County middle school will develop a provisional program.

Alternatives permissible to move middle school students through grades 6-8:

- replacement grades by retaking subject
- repeating selected courses through remediation
- nine weeks or mid-year promotion contract
- doubling of reading and math instead of elective
- using extended learning money for remediation or acceleration of specific student shortcomings
- compressing curriculum: have students do remedial work during elective or wheel
- vocational school within a school
- scheduling student in one or two subjects with goal of improving grades in subjects in which student made D or F
- assignment for part of day to Compass/Odyssey Lab for remediation of specific benchmarks or standards
- improvement of FCAT score through concentrated study in subject areas needing remedial help
- completion of on-line required core academic middle school courses
- Virtual Summer Programs completed for retaking core academic courses previously failed
- before and after school tutoring
- reading course at 6th, 7th, 8th grade levels for all students
- self-contained sixth grade or Sixth Grade Transition Team
- grades 6, 7, 8 Intervention Team
- multi-age teams

Any student in middle school grades who has been retained one year and is recommended for retention a second year is to be brought before the problem solving team.

Students that have been retained and are behind the sequential progression of their cohort peer group may work to recover course 'completions' earning the necessary credits up to but not beyond their cohort peer group. The cohort peer group is determined by the school year in which the student enrolled in kindergarten.

Effective as of October 20, 2008, the State of Florida Department of Education has issued the following policy:

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:

(1) 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.

(2) 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.

(3) 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:

- (a) Portfolio evaluation by the superintendent or designee;
- (b) Demonstrated performance in courses taken at other public or private accredited schools;
- (c) Demonstrated proficiencies on nationally-normed standardized subject area assessments;
- (d) Demonstrated proficiencies on the FCAT; or
- (e) 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)(c) and (d) of this rule if required.

Specific Authority 1003.4156(3), 1003.25(3) FS. Law Implemented 1003.25(3) FS. History--New 10-20-08.

D. GOOD CAUSE EXEMPTION FROM MANDATORY RETENTION

State law states that 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 Associate Superintendent.

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 student when any one or more of the following conditions apply:

Code 1: Alternative Program: A student placed in an approved special program such as Exceptional Student Education (ESE), and who has a documented plan.

A report will be presented to the School Board at the end of each school year indicating the number and type of exemptions and type for each school.

E. TRANSFER OF RECORDS

The records for students completing middle school must be transferred to the high school by July 1.

F. HOME EDUCATION**A. HOME EDUCATION PROGRAM**

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. The student shall initially be placed academically as any other student that seeks to enter a public school. After classroom observation and assessment, placement may be adjusted. When a student is transferring from a home education program, it will be the responsibility of the principal to assign grade placement. Acceptance of Home Education credits for middle school students will be determined in accordance with State Board of Education Rule 6A-1.09942.

G. HOSPITAL HOMEBOUND PROGRAM**A. HOSPITAL HOMEBOUND PROGRAM**

1. Due to the nature of Hospital/Homebound Instructional Services, students will be exempt from the attendance regulations while enrolled in the Hospital/Homebound Program.
2. The student's instruction in the Hospital/Homebound Program will be based on the previous courses the student enrolled in at their home school. When they return to school, mastery of the course performance standards will be documented and credit awarded by their classroom teacher with assistance from the teacher of homebound. The student's instruction in the Hospital/Homebound program will be based on the previous courses in which the student was enrolled in the following subjects: English, Reading, Math, Social Studies, and Science.
3. If a student is enrolled in Homebound for less than a full grading period, the home school will grade the student. The teacher of Homebound may make recommendations to assist in the averaging of grades.
4. If the student is enrolled in the Hospital/Homebound program for one or more full grading periods, the responsibility for grades will rest with the teacher of Hospital/Homebound.
5. Dual Enrollment
A student may dual enroll in both the Hospital/Homebound program and home school program by medical orders.

High School



Education

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experience that result in high achievement for our students.

I. COURSE OF STUDY IN THE HIGH SCHOOL

A. MINIMUM COURSES SCHEDULED IN GRADES 9-12

Each student in grades 9-12 must be scheduled for a full-day except under unusual circumstances approved by the principal. All students in grades 9-12 should be scheduled for a minimum of five (5) net hours of school daily.

B. MAXIMUM AGE FOR HIGH SCHOOL STUDENTS

High school students pursuing a regular 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 by the high school principal and High School Senior Director.

The district will provide services to student with disabilities who have not graduated with a standard diploma until the end of the school year in which the student turns 22.

C. DISTRICT COURSE CATALOG

Polk County's curriculum for 9-12, adult schools and career centers is derived from the FLORIDA COURSE CODE DIRECTORY.

D. FINE ARTS EDUCATION

The Polk County School district is committed to providing a high quality Fine Arts education for ALL students including those with disabilities. In addition to the required curriculum, these Fine Arts experiences help to develop 21st century skills such as creativity, organization, critical thinking, problem solving and self-direction.

In compliance with the State Board of Education, instruction in the Fine Arts in Polk County Schools is a standard-based curriculum using the adopted State Standards. These standards for music, visual arts, dance, and drama education serve as the benchmark for the instructional focus for students in grades 9-12. Utilizing the framework of the adopted State Standards, each school is provided a Fine Arts Curriculum. Instruction is delivered using district-wide Fine Arts Curriculum Maps.

Fine Arts teachers shall utilize The Essential Criteria for Fine Arts Education as the means of evaluating program effectiveness in our high schools. Pre and post- test data from these criteria will be reported annually to the District.

E. PERFORMANCE STANDARDS

1. STATE PERFORMANCE STANDARDS

In addition to the above requirements student promotion must be in accordance with all requirements established by the Florida State Board of Education.

a. Student Performance Standards

Districtwide standards for promotion are established in this Student Progression Plan. Student mastery of the basic skills will be in accordance with the criteria established by State Student Performance Standards. The average student should perform well above these standards. Meeting these standards does not automatically result in pupil promotion. Consideration may be given to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits and attitudes.

The Florida Department of Education has indicated that mastery may be documented using any one or any combination of the following methods:

- (1) Teacher-made tests.
- (2) Teacher observations (documentation required), including formal or informal classroom activities, homework assignments, projects, worksheets, etc.
- (3) Any test given by the classroom teacher that included measurement items on standards tested.

Next Generation Sunshine State 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 access points to enable them to access the general education curriculum at the appropriate levels. Embedded in the Next Generation Sunshine State Standards, access points reflect the core intent of the standards with reduced levels of complexity. Access Points were developed with three levels of complexity. The three levels of complexity are: independent, supported, and

participatory. Mastery of the access points is measured through the Florida Alternate Assessment. The Individual Education Plan (IEP) team will determine which standards are appropriate for student with disabilities.

- b. Next Generation Sunshine State Standards are incorporated into course content in the appropriate subjects in Polk County Schools.

2. DISTRICT PERFORMANCE STANDARDS

The Polk County School Board has adopted student performance standards for each academic program in grades 6-12, including exceptional student education and vocational, for which credit toward high school graduation is awarded in grades 9-12. The Board has also established policies as to student mastery of performance standards before credit for a program can be awarded. Performance standards documents are separate documents but by law are part of the Polk County Student Progression Plan. Course standard mastery can be a natural part of the instructional planning and grade recording process, so that no additional paperwork becomes necessary on the part of teachers who document standards in their plan books and correlate such to a passing mark in the grade book. The only district requirement for documentation is to note in the plan book the intended outcome areas for topics presented. Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for the state assessment. However, certain activities including instruction on test-taking strategies and format understanding are authorized. S.B. 1908

F. HIGH SCHOOL COURSES TAKEN BELOW GRADE 9

- Those grade 9-12 courses taught below grade 9 using the grades 9-12 curriculum frameworks and course performance standards will be posted on the student's high school transcript as ninth grade courses provided the student has earned a grade of "B" (80-100) or better for both semesters of the course.
- If a student's cumulative class average is less than 80% by the end of the first semester, the student should be transferred into the appropriate MJ Advanced course. In the event the parent/guardian elects not to transfer the student into the appropriate MJ Advanced course, the parent/guardian must meet with a middle school guidance counselor to complete the ***Middle School Request to Maintain High School Placement Form*** in order for the student to remain in the high school course.
- If a student is transferred into an appropriate MJ Advanced course, the earned grades in the high school course to that point in the school year will be transferred to the appropriate MJ Advanced course with no arbitrary grade enhancement, and those grades will be used in the calculation of the student's final course grade for the appropriate MJ Advanced course.
- If a student's cumulative second semester class average in a high school course is less than 80% by the end of the third grading period, the student must be transferred into the appropriate MJ Advanced course prior to the beginning of the final grading period for the school year. Parents/Guardians are to be notified in the event of a possible change to the appropriate MJ Advanced course during second semester.
- The grades 9-12 course number and course title as it appears in the Florida Course Code Directory for the appropriate school year in which the course was taken must be used for this transcript portion. For the period or periods in the day in which the student was enrolled in such course, he/she is classified as a grade 9-12 student. (Transfer students from other than Florida Public Schools shall be evaluated independently under these provisions. Proper verification of course content as being the curriculum equivalents of Florida grades 9-12 course is required.)
- These grade 9-12 courses may then apply to high school graduation requirements as found in the High School Section of this Student Progression Plan, including the 24 required credits (or an 18-credit option) for graduation, and the calculation of the student's GPA for class rank and honors at graduation. The final decision to count the courses as high school credits on the student's official record will be that of the student and their parent(s) or guardian(s) in consultation with their school counselor and principal.
- Due to the wide range of curriculum circumstances found in teaching grades 9-12 courses below the ninth grade, verification of these procedures herein stated may require, upon written request of the principal, the approval of the Senior Director of K-12 Curriculum and Instruction. Such verification, in all instances, must meet all requirements of State Board Rule, Florida Statutes, and local district school board policy.
- In agreement with the parents, the middle school administration may change a high school course in middle school to a middle school course if projected achievement in the next level is in jeopardy based on the student not mastering enough content to be successful at the next level.
- All courses offered for high school credit below grade 9 must be approved by the Senior Director of K-12 Curriculum and Instruction.

G. WORK-BASED LEARNING EXPERIENCE

Students are encouraged to have a quality work-based learning experience directly related (to the extent possible) to the student's recorded career major. It will be each school's responsibility to provide this experience for every student. Students will receive recognition at graduation ceremonies.

In order to be considered a quality work-based experience, the experience must have the following characteristics:

Characteristics of a quality work-based experience	
<ul style="list-style-type: none"> • Is part of a planned curriculum (part of a class) or a planned program-of study for the student • Focuses on specified workplace competencies • Includes a minimum of a 20-hour experience in the workplace setting (<i>actual worksite, school-based enterprise, or a simulated work environment</i>) • Includes Secretary's Commission on Achieving Necessary Skills (SCANS) competencies and foundation skills • Is paid or unpaid 	

Every work-based learning experience must also include job training as part of the class or program. Job training will include the following:

TRAINING	Training and practice related to pre-employability and employability skills <ul style="list-style-type: none"> ▪ job applications ▪ job teamwork ▪ appropriate dress ▪ problem solving techniques ▪ critical thinking skills ▪ job/industry specific skills
COORDINATION	Coordination between the workplace experience and the school-based experience
RELEVANCY	Relevancy of the workplace experience to the student's career major
WRITTEN PAPER/PROJECT	A requirement that each student writes a paper covering aspect of accountability, work ethics, punctuality, courtesy and community service or a written project related specifically to a work experience topic
STUDENT INTERACTION	Opportunity for students to interact in peer sessions to share workplace experiences

Each student will work directly with an adult in the workplace setting. The adult will act as the student's workplace mentor. The workplace mentor will play the following role:

- act as a model for the student
- critique the student's performance (if the student is not in a shadowing role)
- challenge the student to perform well
- work in consultation with the school or program personnel as required

As part of each work-based learning experience, each student should receive instruction, to the extent possible, in all aspects of the industry in which he/she is working. This experience will focus on the following planning, management, finance, technical and production skills, technology, labor, community, health, safety, and environmental issues related to the industry.

Classes/programs currently in place which could be used to meet the recommendation include the following:

- Cooperative education/OJT, Executive leadership, Youth apprenticeship, Senior project, Career Experience/ Career Placement for ESE or an Employability skills course (as revised)
- Any specific course in which the components of work-based learning have been included
- Student jobs or community service if a school-based procedure has been established to allow all components of work-based learning to be addressed
- Other approved work-based learning programs as developed by the district, by schools and by communities-- could include Free Enterprise days, Career Days, etc. if they include all components (see below)

Any community or school class or program which meets the characteristics of a work-based learning experience as described above can be added to the list through application to the Workforce Education office and approval by the Associate Superintendent.

As a student completes a class meeting the requirement for example, cooperative education, then Genesis will automatically give the student credit for work-based learning. A list of students completing other classes or programs will be submitted by the school to the Workforce Education office. School personnel will enter this work-based learning credit on Genesis.

H. COMMUNITY SERVICE PROGRAM

There are three parts of the Community Service Program. Any hour volunteered may count for any one or all three parts of the program. Service hours will be indicated on student's permanent record.

Seniors must complete an application before March 1 of their senior year.

Hours must be completed before the last day seniors attend classes.

- Special permission must be obtained from the Senior Director of High School for summer school graduates to complete hours after the last day for seniors.

Information and applications may be obtained from the High School Community Service Coordinator and <http://www.polk-fl.net/communityrelations/comserve.htm>.

Hours that high school students devoted to course-based service learning activities may be counted toward meeting community service requirements for graduation and the Bright Futures Scholarship Program.

1. THE FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

All scholarships within the Florida Bright Futures Scholarship Program require community service.

The Florida Bright Futures Scholarship Program community service hour requirements are:

- >Florida Academic Scholar: 100 hours
- >Florida Medallion Scholar: 75 hours
- >Florida Gold Seal Vocational Scholar: 30 hours

A Community Service Plan that describes the social problem being served, the plan for personal involvement and a final evaluation of the volunteer experience must be completed.

2. HIGH SCHOOL CREDIT

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). A maximum of one credit can be earned.

3. AWARDS

Seniors will receive the highest award they earned.

	Type of Award	Service Commitment
Annual Awards	Certificate	10-49 hours served
	Certificate with embossed seal	Beyond 50 hours served
One Time Award	Silver Pin	100 hours served
Graduation Awards	Medallion and Silver Cord	Accumulation of 250 or more hours served during grades 9-12
	Exceeding Expectations Medallion	Accumulation 1000 or more hours served during grades 9-12.

Hours That Can Be Counted	United Way agencies, nonprofit agencies, Special Olympics, school volunteer programs, Chambers of Commerce, political action, nursing homes, hospitals, museums, libraries, service club activities that provide benefit to the community; course-based service learning activities
Hours That Can Be Counted with approval	elderly and disabled persons, service that helps churches address social problems (F.S.1009.534;1009.537), symphony and community theater

Hours That Cannot Be Counted	regular meeting times for extra-curricular activities and clubs, Saturday School or any detention/work detail, court ordered service, time served in the Executive Leadership Program and Exploratory Teaching Program, church activity related to worship and evangelization, school music or dramatic productions when used for credit, service performed for pay, service related to armed services recruitment requirements, babysitting, for profit organizations, veterinarian and physician's offices
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Required Forms

Student Forms:

- Student Application/Parent Approval
- Record of Volunteer Service Hours
- Community Service Plan (credit and Bright Futures only)

Coordinator:

- Verification of Hours Served in Community Service

Procedures

Registration:

1. Before serving hours, students register by completing the Student Application and Parent Approval Form and submitting it to the high school Community Service Coordinator.
2. Guidance counselors will direct students seeking credit or participating in the *Florida Bright Futures Scholarship Program*.
3. Application must be made before March 1 of the student's senior year.
4. Student forms are available at <http://www.polk-fl.net/communityrelations/comserve.htm>.
5. School coordinators have authority to verify or deny hours served.
6. Code of Conduct and School Board rules apply while the student is performing community service hours.
7. The principal of the school has the authority to dismiss a student from the Community Service Program.

Serving Hours:

1. Students may serve hours during the summer preceding the 9th grade year if a student has registered and completed required forms.
2. Service hours earned during regular school hours require prior approval from the Community Service Coordinator.
3. Family members may not sign off on hours served.
4. Service to individuals must be conducted through and be verified by an eligible agency.

Agency Requirements:

1. Agencies register on www.sweatmonkey.com. Students download agency registration and submit to the high school Community Service Coordinator.
2. Agency staff sign off on the completed Record of Volunteer Service Hours form.

I. SERVICE LEARNING

Polk County Schools recognizes service learning as a research based instructional strategy that helps students develop skills needed to become engaged citizens. Service learning addresses Next Generation Sunshine State Standards through experiential learning. Students apply what they study to local needs through teacher facilitated service projects that focus on social issues. The hours that high school students devote to course based service learning may be counted toward meeting community service requirements for high school graduation and Florida Bright Futures Scholarship Program.

Service learning projects have five essential elements:

1. **Research:** Students research social problems.
2. **Project Design:** Students design a project to help solve the social problem.
3. **Project Implementation:** Students perform 20 hours of service during the semester.
4. **Demonstration:** Students demonstrate what they have learned.
5. **Evaluation:** Students evaluate the outcomes of service. Up to 20% of the student's grade is dependent upon their experience.
6. **Reflection:** Students thoughtfully reflect on each element of the project in terms of the benefit of the service on those served and what the student has learned.
7. **Celebration:** Students celebrate the outcomes with those served.

Service learning projects center on key focus areas:

1. Literacy
2. Civic/history
3. Environment
4. Intergenerational issues
5. Drug/violence prevention

Parents, guardians and community members receive information about service learning opportunities and their benefits for both the community and the student.

J. FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program consists of three awards Florida Academic Scholars Award (FAS), Florida Medallion Scholars Award (FMS) and the Florida Gold Seal Vocational Scholars Award (GSV) award. Seniors must apply by submitting a Florida Financial Aid Application (FFAA) after December 1 and prior to high school graduation. Initial eligibility requirements for the desired award must be met prior to high school graduation with test scores admissible through June 30 of the senior year in high school.

Initial Eligibility Requirements for Year 2012_High School Applicants

Initial Eligibility Requirements must be met prior to graduation from a Florida public high school or a registered FDOE private high school. **Students must apply by submitting an *initial Student Florida Financial Aid Application* at www.FloridaStudentFinancialAid.org during their last year in high school, prior to their high school graduation or forever forfeit a Bright Futures Scholarship.**

The application gives the Florida Department of Education (FDOE) permission to evaluate the high school transcript and test scores for eligibility for state scholarships and grants, including a Bright Futures Scholarship.

Students may qualify for a Bright Futures Scholarship using the three-year accelerated high school graduation options.

Eligibility requirements:

- Be a Florida resident and a U.S. citizen or eligible non-citizen, **as determined by a Florida postsecondary institution.**
- Submit an error-free **Free Application for Federal Student Aid (FAFSA)** prior to disbursement.
- Pursue an undergraduate degree at an eligible Florida college, or enroll in a postsecondary adult vocational certificate program.
- Begin using the scholarship funds within three years of your high school graduation. If a student enlists directly in the military after graduation, the three-year period begins upon the date of separation from active duty.
- Enroll for at least six non-remedial semester hours (or the equivalent in quarter or clock hours) per term.

<p>The Florida Legislature is authorized to change eligibility and funding requirements.</p>	<p>Florida Academic Scholars Award (FAS)</p>	<p>Florida Medallion Scholars Award (FMS)</p>	<p>Florida Gold Seal Vocational Scholars Award (GSV)</p>
<p>Award Amount</p> <p>A student may receive funding for only one award (FAS, FMS, or GSV). The highest award earned by the student will be selected.</p>	<p>Public and Private Institutions -</p> <p>All students will receive the specified award amounts established by the Florida Legislature in the General Appropriations Act. Award amounts for the <u>2012-13 academic year will be available on the Bright Futures website in summer 2012</u>, after the legislative session.</p> <p>For current year award amounts visit: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm</p>		

<p>Grade Point Average (GPA)</p> <p>Weighting for more challenging, higher level courses is prescribed by law as .50 per course per year.</p> <p>Example:</p> <table border="1"> <thead> <tr> <th>Credit</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>1.00</td> <td>.50</td> </tr> <tr> <td>.50</td> <td>.25</td> </tr> </tbody> </table>	Credit	Weighting	1.00	.50	.50	.25	<p>3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.</p> <p>(Note: GPAs are not rounded.)</p>	<p>3.0 weighted GPA using the credits listed below, combined with the test scores listed below.</p> <p>(Note: GPAs are not rounded.)</p>	<p>3.0 weighted GPA using the 16 core credits listed below for a 4-year Diploma and a 3.5 unweighted GPA in a minimum of 3 Career and Technical Education credits in one vocational program, combined with the test scores listed below.</p> <p>(See “Other Ways to Qualify” for 3-year graduation options.)</p> <p>(Note: GPAs are not rounded.)</p>
Credit	Weighting								
1.00	.50								
.50	.25								
<p>Required Credits</p> <p>See the Comprehensive Course Table on the Bright Futures website to identify courses that count toward each award level.</p>	<p>Courses must include 16 credits of college preparatory academic courses.</p> <p>4 English (3 with substantial writing) 4 Mathematics** (Algebra I level and above)</p>	<p>Courses must include 16 credits of college preparatory academic courses.</p> <p>4 English (3 with substantial writing) 4 Mathematics** (Algebra I level and above)</p>	<p>4-year Diploma***</p> <p>Credits must include 16 core credits required for high school graduation.</p> <p>4 English 4 Mathematics (including Algebra I)</p>						
<p>Required Credits – cont.</p>	<p>3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (<u>in the same language</u>)</p> <p>16 Credits</p> <p>May use up to 2 additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA</p> <p>*2011 and future graduates must earn 4 credits of Mathematics for a total of 16 college preparatory credits.</p>	<p>3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (<u>in the same language</u>)</p> <p>16 Credits</p> <p>May use up to 2 additional credits from courses in the academic areas listed above and/or AP, IB, or AICE fine arts courses to raise the GPA</p> <p>*2011 and future graduates must earn 4 credits of Mathematics for a total of 16 college preparatory credits.</p>	<p>3 Natural Science 3 Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics) 1 Fine OR Identified Practical Art OR .5 credit in each 1 Physical Education (to include integration of health)</p> <p>16 Credits</p> <p>Plus a minimum of 3 Career and Technical Education credits in one vocational program, taken over at least 2 academic years</p> <p>*2011 and future graduates must earn 4 credits of Mathematics and no Life Management Skills for a total of 16 credits.</p> <p>(See “Other Ways to Qualify” for 3-year graduation options.)</p>						
<p>Community Service</p>	<p>100 hours, as approved by the district or private school</p>	<p>75 hours, as approved by the district or private school</p>	<p>30 hours, as approved by the district or private school</p>						

<p>Test Scores Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria. For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible.</p>	<p>Best combined score of 1270 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) Or Best composite score of 28 ACT (excluding the writing section). NOTE: The writing sections for both the SAT and ACT will not be used in the composite.</p>	<p>Best combined score of 980 SAT Reasoning Test (based on the combined Critical Reading and Math sections only) Or Best composite score of 21 ACT (excluding the writing section). NOTE: The writing sections for both the SAT and ACT will not be used in the composite.</p>	<p>Students must earn the minimum score on each section of the CPT or SAT or ACT. Sections of different test types may not be combined.</p> <p style="text-align: right;">CPT: Reading 83 Sentence Skills 83 Algebra 72</p> <p>Or SAT Reasoning Test: Critical Reading 440 Math 440</p>
<p>Note: FAS and FMS test score requirements are increasing for future graduates. See the Bright Futures website.</p>	<p>SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)</p>	<p>Or ACT: English 17 Reading 18 Math 19</p>
<p>Other Ways to Qualify Initial eligibility criteria used in “Other Ways to Qualify” must be met by high school graduation. Contact the Bright Futures office for further details.</p>	<p>The other ways to qualify listed below must also include the community service hours requirement.</p> <ul style="list-style-type: none"> • National Merit or Achievement Scholars and Finalists • National Hispanic Scholars • IB Diploma Recipients (based on exams taken prior to high school graduation) • Students who have completed the IB Curriculum with best composite score of 1270 SAT or 28 ACT • AICE Diploma Recipients (based on exams taken prior to high school graduation) • Students who have completed the AICE Curriculum with best composite score of 1270 SAT or 28 ACT • Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 	<p>National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 100 hours of community service</p> <ul style="list-style-type: none"> • Students who have completed the IB Curriculum with best composite score of 980 SAT or 21 ACT • AICE Diploma Recipients who have not completed 75 hours of community service • Students who have completed the AICE Curriculum with best composite score of 980 SAT or 21 ACT • Students who have attended a home education program according to s. 1002.41, F.S., registered with the district during grades 11 and 12, and: • Have a best combined score of 1070 SAT or 23 ACT <p>Or</p> <ul style="list-style-type: none"> • Have a best combined score 	<p>The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 Career and Technical Education credits in one vocational program and minimum test scores listed above.</p> <ul style="list-style-type: none"> • 3-year Career Preparatory Diploma*** with 3.0 weighted GPA using the 14 core credits required for graduation listed below <p>4 English (3 with substantial writing) 4 Mathematics (including Algebra I) 3 Natural Science (2 with substantial lab) 3 Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics)</p> <p>14 Credits</p> <ul style="list-style-type: none"> • 3-year College Preparatory Diploma*** with 3.0 weighted GPA using the 16 core credits required for graduation listed below <p>4 English (3 with substantial writing) 4 Mathematics (Algebra I level and above)</p>

	<p>and 12, and have a best composite score of 1270 SAT or 28 ACT</p> <ul style="list-style-type: none"> • GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits • 3-year standard college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits 	<p>of 980 SAT or 21 ACT with a weighted 3.0 GPA in the above 16 required credits (documented through Florida public, FDOE-registered private, FLVS or dual enrollment transcripts)</p> <ul style="list-style-type: none"> • GED with best composite score of 980 SAT or 21 ACT and a 3.0 weighted GPA in the above 16 required credits • 3-year standard college preparatory program with best composite score of 980 SAT or 21 ACT and a 3.0 weighted GPA in the above 16 required credits 	<p>3 Natural Science (2 with substantial lab) 3 Social Science (U.S. Hist., World Hist., U.S. Govt., and Economics) 2 Foreign Language (in the same language)</p> <p>16 Credits</p> <ul style="list-style-type: none"> • GED with 3.0 weighted GPA using the core credits required for your selected high school graduation option (standard, career, or college) <p>***Note: For other diploma options established by legislative sessions, visit: www.FloridaStudentFinancialAid.org/SSFAD/bf/acadrequire.htm</p>
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II. GRADING SYSTEM AND REPORTING PROCEDURES

A. MASTERY OF PERFORMANCE STANDARDS

1. Students must complete a minimum of 135 hours of instruction (consistent with SACS Standard 3.40 – Granting Credit) in a particular course before they are eligible to demonstrate mastery of the student performance standards in that course.
2. The Polk County School Board adopted State Curriculum Frameworks and State and District Performance Standards for grades 6-12 to be used together as a source of performance standards.

B. DETERMINATION OF STANDARD MASTERY

1. A student will have demonstrated mastery of student performance standards for a district approved course as described in the District Course Catalog when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score (minimum of 60) 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 as indicated on the student’s IEP.
2. Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the teacher. Excused absences are those delineated in Polk County District Rules and Regulations. Absence from instructional time will also be considered excused if that absence is part of an approved school program such as those services provided by exceptional student education or student services personnel.
3. In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board of Polk County to:
 - a. 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 district approved course description;
 - clearly communicated to all learners at the beginning of a course or unit of instruction.
 - b. Measure student performance standards on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and examinations. It is not the intent of the District School Board of Polk County to measure student performance standards solely through the use of a single method or instrument (i.e., end of course test).

- c. 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.

Eligible Students – Mastery of Performance Standards

Students not able to meet the 135-hour attendance requirement may be referred to the principal or principal's review committee. A student must complete the equivalent* of 135 hours of instruction and show mastery of Performance Standards to be eligible. The committee's and/or principal's decision on granting credit is final. The principal may, at his/her discretion, require make-up on an hour-for-hour missed basis.

*Such make-up work does not need to be equivalent to the hours missed

C. ASSESSMENT OF STUDENT PERFORMANCE STANDARDS

Student mastery on Student Performance Standards for each high school course may be assessed through:

Teacher Observations	oral presentations or reports, speech, recitation, impromptu speaking, response to questioning, lab practical, demonstration or identification
Classroom Assignments (including homework)	paper and pencil assignments, worksheets (seat work), reports, term or research paper, model, project (e.g., science project), exhibit, poster, bulletin board, computer program
Examinations	Paper and pencil (essay, multiple choice, fill-in), oral exam, skills test (requiring demonstration)

D. EVALUATION OF STUDENT ACHIEVEMENT

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.

E. REPORTING TO PARENTS

1. 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:

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

2. 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 child'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 mid-point of the marking period.

3. 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 or principal and parent/guardian for any student in grades 9-12 not progressing appropriately toward graduation.

4. 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

F. 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 grading period in question.
- The following divisions are recommended, and are in keeping with the current Class Rank and Honors section of the Student Progression Plan:
 - 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

G. RANK IN CLASS, GRADE POINT AVERAGE (GPA), HONORS

These 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 the 24-credit 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 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 on Genesis at the end of each semester beginning with the first semester of grade 9 and shall be cumulative based on semester grades. Any student below the required 2.0 average should be provided assistance in achieving a 2.0 grade point average 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. Therefore, a GPA of 1.999 will not meet the 2.0 requirement.

3. Procedures for Determining GPA and Class Ranking for Regular Diploma Graduates

- a. Semester letter grades will be used for computing GPA.
- *b. 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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- *c. Courses labeled Honors, Advanced or PreIB 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.

**Students enrolled and completing Advanced Placement courses are required to complete the Advanced Placement Exams. Students failing to take an Advanced Placement Exam for a completed AP Course may be required to reimburse all associated exam costs. In addition, the student course records will be amended to show that the course credit will be revised to a non-Advanced Placement weighted course code and the additional AP weighting will not be calculated in the student's grade point average.

- d. All courses attempted and not repeated for graduation for a regular diploma shall be included in this calculation.
Note: For courses failed, retaken, and completed with a passing grade, or for courses repeated to improve a grade, refer to other sections of this Plan.
- e. 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.
- f. Determination of GPA is made to three places beyond the decimal with no rounding up or down.
- g. 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 GPA which makes the 3.800 the sixth highest ranking.

- h. List of courses which shall be included in the Weighting Factor Changes discussed herein. Additions or deletions to these courses may be made only through the High School Curriculum and Issues Committee and/or the office of the Superintendent of Schools. These classes are Polk County School System's weighted classes. Colleges and universities use their own system in determining grade point average.

Course Code	Course Name	Course Code	Course Name
Dance		Math	
0300370Z	Ballet IV*	12003100	Algebra I Honors
0300430Z	Dance Repertory IV*	12063200	Geometry Honors
0300450Z	Dance History*	12003400	Algebra II Honors
0300390Z	Dance Choreography II*	12103000	Applying Prob. and Statistics
Drama		12023000	Calculus
0400400Z	Acting IV*	12023400	Pre-Calculus
World Language		12013100	Analysis of Functions
0701320H	French I (Honors)	Music	

Course Code	Course Name	Course Code	Course Name
0701330H	French II (Honors)	1302340H	Band V
07018100	French II Pre-IB	1302350H	Band VI
07013400	French III	1302400H	Orchestra V
07013500	French IV	1302500H	Orchestra VI
07013600	French V	1303340H	Chorus V
07013700	French VI	1303350H	Chorus VI
0702320H	German I (Honors)	1302520H	Jazz Ensemble II
0702330H	German II (Honors)	1302530H	Jazz Ensemble III
0702340H	German III	1301380Z	Keyboard III Honors*
0706300H	Latin I (Honors)	1301390Z	Keyboard IV Honors*
0706310H	Latin II (Honors)	Science	
07063200	Latin III	20003200	Biology Honors
07063300	Latin IV	20003600	Anatomy & Physiology Hon.
0708340H	Spanish I (Honors)	20008000	Pre-IB Biology I
0708350H	Spanish II (Honors)	20013200	Earth/Space Science Honors
07083600	Spanish III	20033500	Chemistry I Honors
07083700	Spanish IV	20033900	Physics Honors
07083800	Spanish V	20038000	Pre-IB Chemistry
07083900	Spanish VI		
0711300H	Chinese I (Honors)		
0711310H	Chinese II (Honors)	Social Studies	
0711320	Chinese III	21003200	American History Honors
0709300H	Spanish for Spanish Speakers I	21023200	Economics Honors
0709310H	Spanish for Spanish Speakers II (Honors)	21033000	World Cultural Geography
0709320	Spanish for Spanish Speakers III	21063200	American Government Hon.
0709330	Spanish for Spanish Speakers IV	21073100	Psychology I – Advanced
0712300H	Japanese I	21073110	Psychology II – Advanced
0712310H	Japanese II (Honors)	21093200	World History
0710300H	Arabic I (Honors)		
0710310H	Arabic II (Honors)		
Language Arts			
10013200	English I Honors		
10013500	English II Honors		
10013800	English III Honors		
10014100	English IV Honors		
Language Arts Continued			
10014800	Adv. Communication Method		
10018000	Pre-IB English I		
10018100	Pre-IB English II		

* Designated as Harrison Arts Center courses only

College Courses:

All freshman and sophomore level courses as approved by the High School Senior Director.

H. GRADUATION HONORS

- For graduation purposes, honors shall be determined by the following grade point averages:
 High Honors = 3.500 or higher GPA
 Honors = 3.200 - 3.499 GPA
- 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 apply, 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 offices of the High School Senior Director and the Associate Superintendent for final decision. This decision will be reached in consultation with the Superintendent of Schools and the principal of the students' school.

4. 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. Any other release of such information shall be in accordance with School Board Rule 6Gx53-4.005 – Student Records.

I. RETAKING A COURSE TO IMPROVE A GRADE

Students in grades 9-12 may retake a course during the regular school year for the purpose of improving a grade. The higher grade will be placed on the student's permanent record, but both the lower and higher grades will be printed on any official transcript. For the Class of 2004 and beyond, the grade forgiveness policy is limited to replacing the grade of "D" or "F" with a grade of "C" or higher earned in the same subject area. Students retaking a course to improve a grade of "D" or "F" who have a cumulative grade point average above a 2.00 may replace with a grade of "C" or higher in the same or an equivalent subject. An equivalent subject is a subject for which credit is a duplication—for example English I and English I Honors. Students retaking a course to improve a grade of "D" or "F" who have a cumulative grade point average below a 2.00 may retake a course in the same subject area. Any exceptions to this policy must be submitted to the High School Senior Director by the principal, for consideration.

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.

J. GRADE CLASSIFICATION IN GRADES 9-12

24-credit option

In order for a student to be classified from one grade to the next within the high school if on the 24-credit option, the student must obtain the minimum credits indicated in the table below.

Grade Level	Classification Requirements
9	N/A (Promoted from 8 th Grade)
10	4 credits + 1 year in school
11	10 credits + 2 years in school
12	17 credits + 2 years in school

NOTE: Students who, for educational or personal reasons, wish to attempt to graduate earlier than this 4-year/24 credit plan, may petition their high school principal to do so. Upon approval by the high school principal, the early graduation request will be forwarded to the High School Senior Director for final approval. All graduating students must meet all requirements set by Florida Statute in order to graduate. 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.

K. MID-YEAR PROMOTION IN GRADES 9-12

The promotion of students at the end of the school year is the normal procedure; however, mid-year change of grade classification in grades 9-12 is possible if sufficient credits have been earned.

L. ACCELERATED GRADE PLACEMENT AND ASSIGNMENT

The assignment of a student to a higher grade which results in the student skipping a grade or part of a grade should be made on the basis of exceptionally high achievement by the student and evidence that the student will benefit more from the instruction at the advanced grade level.

Before an accelerated placement can be implemented, the following must take place:

1. Complete computer entry or Polk County Schools Form 00153, Notice of Administrative or Accelerated Grade Placement. Discuss the possibility of assignment to a higher-grade level with the receiving principal and/or designee before proceeding with parent notification.
2. Send the original copy of Form 00153 to parent/guardian.
3. Arrange and complete the parent/guardian conference. A student shall not be accelerated without parent/guardian consent.
4. If parent/guardian consent is granted, send a copy of Form 00153 to the receiving principal (if a change of school centers is required).
5. Write (in ink) or stamp "Grade Assignment by Accelerated Placement" on the Student's Report Card.
6. File a copy of Form 00153 in student's cumulative folder.

M. EVALUATION OF RETAINED STUDENTS

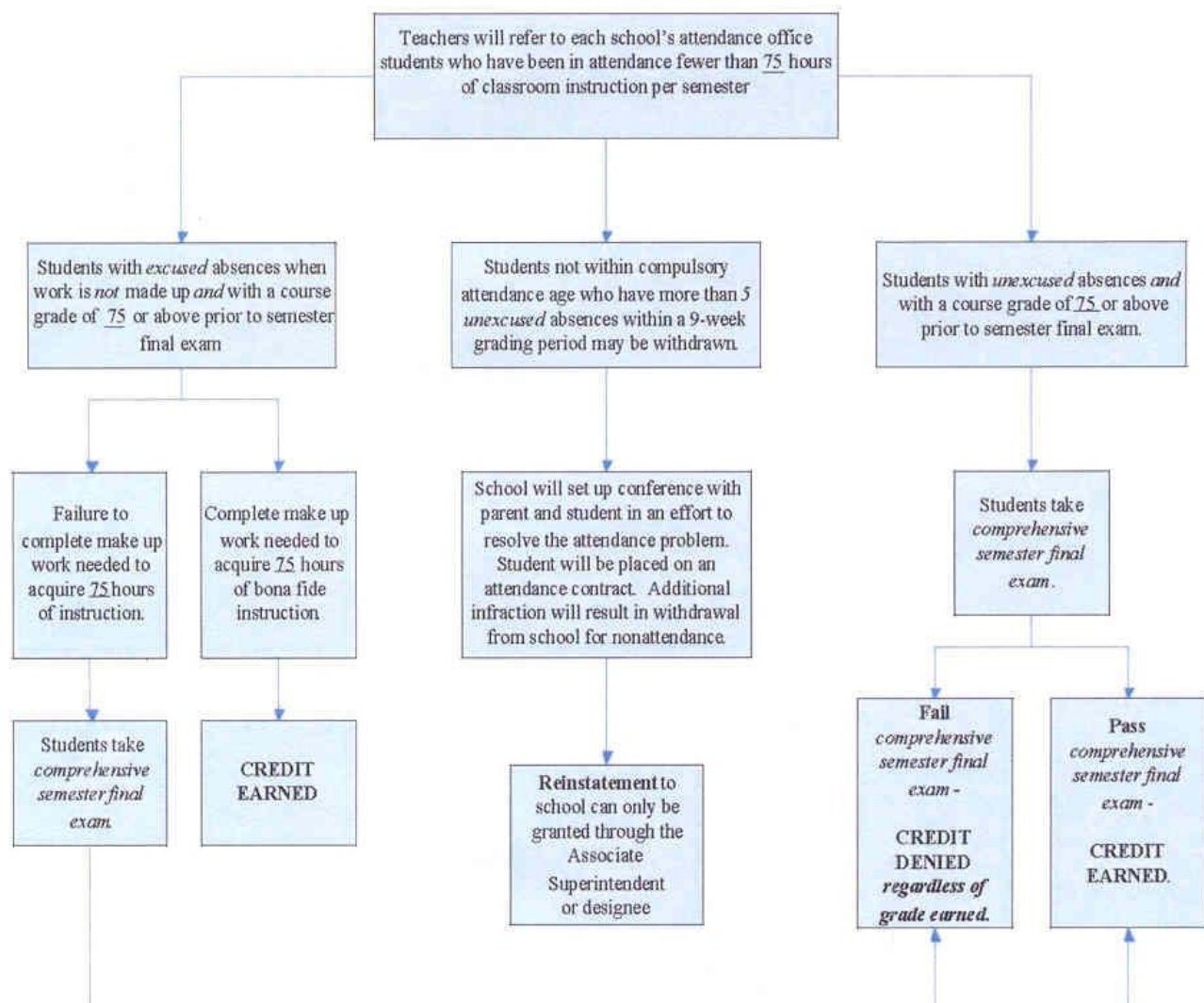
Students who are to be retained must receive counseling services and may be recommended for evaluation by specialists if the teacher and principal feel such a referral would benefit the child. "Specialists" are defined as those support services personnel having expertise and training in diagnosing learning difficulties and shall include school-based as well as itinerant personnel.

N. ATTENDANCE POLICY**Makeup of Incomplete Instructional Assignments Due to an Excused or Permissible Absence from Class**

Instructional assignments incomplete due to a student's excused or permissible absence from class should be made up in a timely fashion using good judgment and common sense. The following guidelines are adopted as a part of Polk County's Student Progression Plan to give order and reasonableness to the process. Note: Make-up work does not need to be equivalent to the hours missed.

1. There shall be nothing in the school's makeup procedure or assignment which conflicts with the Student Code of Conduct or state or local policies.
2. It is the student's responsibility to request notification of work missed from the teacher.
3. In general, the time allotted a student to complete an assignment should be a minimum of one school day following the student's return to school per each day of absence from the class.
4. Unusual circumstances or lengthy illnesses (three days or more) may necessitate longer extensions, not to exceed two weeks beyond the nine weeks marking period in which the absence occurred. For absences of 5 days or more, a principal may require a physician's note.
5. The instructor at his or her discretion may grant an extension to these guidelines for:
 - a. Illness of an unusually severe or debilitating nature.
 - b. Unusual workloads due to an advanced, honors or advanced placement curriculum in which the student is enrolled.
 - c. Unusual personal or family circumstances about which the teacher or other school personnel are aware.
6. The instructor, the student, or the student's parents may appeal any unusual circumstances directly to the principal or the principal's designee for further consideration. The decision of the principal or his/her designee is final.

High School Attendance Policy Implementation Framework



O. POLK COUNTY CREDIT/HOUR PROCEDURES

1. Polk County Definition

Polk County secondary schools award one-half credit per course per semester. One-half credit is awarded in a course that contains bona fide instructional outcomes as listed in the State Course Code Directory and District Code catalog, and students attain a passing grade of D (60) or higher.

2. Procedures to be Used in Awarding Credit(s)

- a. Class attendance: All students shall be counted in attendance when they are present in assigned classes, or are away from school on a school day engaged in a school approved activity.
- b. A daily record of attendance shall be maintained for each class.

3. Attendance

All children who have attained the age of six years by February 1st of any school year or who are older than six years of age but have not attained the age of 16 years are required to attend school regularly during the entire school term unless otherwise exempt.

a. Responsibility for Attendance

Responsibility for attendance of a child within the compulsory age limit rests primarily upon the parent, the principal, and the teacher.

- 1) **Parental Responsibility:** To ensure that their child is in daily attendance and promptly report and explain an absence or tardiness to school.
 - (a) **Truancy:** The absence of a student with compulsory attendance age without the knowledge, consent, or connivance of the parent(s).
 - (b) **Compulsory Attendance Age:** If the parents of a child within the compulsory school attendance age are found to be responsible for the non-attendance of that child, criminal prosecution against the parents will be instituted as provided in Florida State law.
- (2) **School Administration Responsibility:** To track and document student attendance histories and truancy intervention procedures. School Social Workers shall be available to assist in problems related to attendance.
- (3) **Student Responsibility:** Refer to Student Rights and Responsibilities.
- (4) **Adult, Married, and Self-Supporting Students:** An adult, married, or self-supporting student is subject to the same policies as all other students.

b. Accounting

Students will be considered in attendance only if they are actually present at school or are away from school on a school day engaged in a school approved educational activity.

- (1) **Records:** The attendance of all public school students shall be reported and verified by the teacher and recorded at each school in the Automated Student Attendance System
- (2) **Reports:** The district and school administration shall prepare and submit all reports that may be required by law and School Board policy.

c. Absences

Teachers shall notify the principal of all student absences at least on a daily basis.

- (1) **Excused Absences:** An excused absence is defined as an absence which has the sanction of the parents and the school. Work missed may be made up by the student. The following absences are acceptable and will be excused and the student will be allowed to make up work:
 - (a) **Illness:** A student shall be excused for absences caused by personal illness or serious illness in the immediate family. A note explaining the absence which has been signed by the parent(s) must accompany the student on his/her return to school:
 - **Personal Illness:** The principal may request a doctor's certificate.
 - **Immediate Family:** Immediate family is defined as parents, brother, sister, grandparents, aunts, uncles, legal guardian or person in loco parentis, or member of his/her own household.
 - (b) **Death in the Family:** Death in the student's immediate family. A note explaining the absence which has been signed by the parent(s) must accompany the student on his/her return to school.
 - (c) **Religious Holidays:** A student shall be excused from attendance in school in grades K-12 on a particular day or days or at a particular time of day and shall be given the opportunity to make up any examination, study, or work assignment which has been missed for observance of a religious holiday of the specific faith of a student:
 - **Prior Notice:** Parents shall give written notice to the principal and/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.
 - **List of Excused Holidays:** A list of excused religious holidays shall be provided to all schools each year.
 - (d) **Education Trips and Trips with Parents:** Such trips shall be planned by the parent and teacher(s) and prearranged and approved by the school administration:
 - **Written Report:** The student will prepare and submit a written report of the trip to the teacher(s).
 - **Unexcused Absences:** If such trips are not prearranged, such absences shall not be excused unless the trip was necessitated by an emergency.
 - **Emergencies:** The Principal or his/her designee will make the final determination.
 - (e) **School Sponsored Activities:** School sponsored activities if prearranged with the school administration. Please note: these students are to be counted in attendance at said school for this period of time. These activities shall include athletic functions, band, club trips, etc.

- (f) **Subpoena/Summons:** A copy of the subpoena or court summons must be presented to the principal or dean.
- (g) **Juvenile Detention Center:** Placement in the juvenile detention center.
- (h) **Military Dependent School Age Students:** 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.**
- (2) **Unexcused Absence:** An unexcused absence is defined as an absence which does not have the approval of the school. See Section 2.24 of the Student Code of Conduct regarding make up work for unexcused absences.
- (a) **Attendance Committee/Problem Solving Leadership Team (PSLT):**
- Students Within Compulsory Attendance Age:** Any student within compulsory attendance age (6 to 16 years of age) who has more than five (5) days of unexcused absence during a nine-week grading period will be reviewed by the PSLT at the school.
- **Meeting:** The parent(s) and student will meet with school personnel in an effort to solve the attendance problem before any referral to the school social worker is made.
 - **Truant:** Students who are demonstrating patterns of non attendance are considered truant when they have accumulated 15 unexcused absences in 90 calendar days. Referral to the school social worker may be warranted at this time.
- Students Not Within School Compulsory Attendance Age:** Any student who has more than five (5) days of unexcused absence during a nine-week grading period will be reviewed by the Attendance Committee/PSLT chosen by the principal.
- **Meeting:** The parent(s) and student will meet with school personnel in an effort to solve the attendance problem
 - **Withdrawn from School:** The Attendance Committee/PSLT may make a recommendation that the student be withdrawn from school.
 - **Readmission to School:** Once a student has been withdrawn under this provision, they must apply for readmission through the Senior Director of High School or his designee.
- Students withdrawn due to a lack of attendance will be reported to the Department of Highway Safety and Motor Vehicles for suspension of driving privileges.*
- (3) **Checking Out of School:** The criteria for determining an excused check out shall be the same as for excused absences. A student must submit a signed note from the parent(s) explaining the reason the student must leave school.
- (a) **Adult, Married, or Self-Supporting Students:** Adult, married, or self-supporting students will need only the principal's permission to leave campus.
- (b) **Doctor/Dentist Appointment:** If at all possible, these appointments should be made after school hours. If this is not possible, the appointment must be cleared with the principal's office.
- (4) **Special Considerations:** The following examples will illustrate how decisions are to be made in dealing with absences that do not fit the criteria listed above in items 1 and 2.
- (a) Were any of the absences related to an instructional activity held on or off campus? If the absence was related to an instructional activity and the work missed was satisfactorily made up, the student shall be considered as present for credit purposes.
Three general types of activities may not count against the minimum instructional hours if the work is made up. These three types of activities are those activities directly related to the outcomes of the course, activities that are considered co-curricular and identified as such by policy and/or rule, and those activities prescribed by law or rule. All activities not directly tied to instructional outcomes of a course or courses listed in the State's Course Code Directory must be made up according to the make-up policy listed in the Polk County Student Progression Plan.
- (b) Were any of the absences related to a non-instructional activity held on or off campus? If the absence was related to a non-instructional activity, the hours missed shall be counted against the minimum hour requirement.
- (c) Were there any other extenuating circumstances that caused the absences to occur? (Examples: nonattendance [student was kept at home by the parent and the absence was not the fault of the student], school bus break-down – not the fault of the student, excessively bad and/or dangerous weather conditions [dense fog, etc.].) The decision shall be made by the committee. If the decision is made in favor of the student and the make-up work was satisfactorily completed, the hours missed shall not count against the minimum requirements.
- (d) Were the absences caused by a class schedule change? If so, and the work missed was satisfactorily made up, the hours missed will not count against the minimum hour requirements.

- NOTE: The make-up work does not necessarily have to be equal in time and content in this case.
- (e) Were the absences caused by the student not previously attending any school during that particular semester? If so, and the work is made up as described in item C. above, the hours missed will not count against the minimum hour requirements.
 - (f) Were the students late entrants into our schools from another county or state? Students under the age of 16 must be accepted in secondary schools for late enrollment. Students 16 and older should have the best individual educational option possible established for them. Total absences shall apply and each case will be examined individually by the local school attendance committee for decisions related to awarding/not awarding credit. Top priority should be given to attendance and grades after entering our district.

d. Make-up Work

Make-up work should be appropriate instructional assignments consistent with the Student Progression Plan, Make-up of Incomplete Instructional Assignments, Attendance requirement for receipt of high school credit; definition of credit.

- (1) **Hours Missed:** Such make-up work does not need to be equivalent to the hours missed.
- (2) **Hours of Instruction/Secondary Schools:** Completed make-up work will be recorded as bona fide hours of instruction and will not be charged against SACS Standard 3.40.
- (3) **Student Responsibility:** Refer to General Section of Student Progression Plan or Section 2.04 Attendance and Section 2.21 Make-up Work of Code of Student Conduct.

e. High School Credit Requirements

- (1) **Minimum Hours of Instruction:** Students must complete a minimum of 135 hours of instruction in a particular course, consistent with SACS Standard 3.40 - Granting Credit, before they are eligible to demonstrate mastery of the student performance standards in that course.
- (2) **Credit:** A student that does not meet SACS Standard 3.40 as determined by the principal and the principal's review committee will be required to pass an end of course test (final exam) in order to receive credit, provided that the student's average is 60 or above on all course work completed before the final.

f. Scheduling Models

Schools that wish to offer scheduling models that do not meet the required 135 hours of instruction, may do so provided that:

- (1) Performance-based criteria is in place for awarding credit to those students who progress through course standards in less than the 135 hours; and
- (2) Procedures are in place to amend a school master schedule to 135 hours of instruction for students who may need the additional time to meet the course requirements.

g. Certificates of Exemption

A student within the compulsory attendance age limit who holds a valid certificate of exemption which has been issued by the Superintendent shall be exempt from attending school. A certificate of exemption shall cease to be valid at the end of the school year in which it is issued. Students entitled to such certificate and the conditions upon which they may be issued are as follows:

- (1) **Disabled:** 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.
- (2) **Family Need:** Students who have reached the age of fourteen and completed the eighth grade may be issued a certificate of employment by the Office of the Superintendent based upon family need and recommended by the building principal concerned.
- (3) **Juvenile Court:** Upon the recommendation of the judge of the Juvenile Court, the Superintendent may issue a certificate of exemption.
- (4) **Student Parents:** Students who are parents may be issued a certificate of exemption by the Superintendent if they do not have access to child care.

h. Unusual Situations

The school administrator should seek guidance from the Superintendent's office in unusual situations concerning attendance.

III. EVALUATION OF TRANSFER STUDENTS AND COURSE SUBSTITUTIONS

A. GENERAL REQUIREMENTS

The grade placement of students transferring from other states, private schools, or Virtual School will be determined by the principal of the receiving school after receipt of the official student records or transcripts. For grades 6-8, the grades and courses should be interpreted so that the requirements for promotion are not retroactive, provided the student has met all requirements for grade placement and promotion in the school from which the student is transferring. For grades 9-12, credits should be interpreted so that the requirements for graduation are not retroactive as listed in this document.

B. TRANSFER OF CREDITS

6A-1.09941 State Uniform Transfer of High School Credits

The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools. The procedures shall be 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.
 - Portfolio evaluation by the superintendent or designee;
 - Written recommendation by a Florida certified teacher selected by the parent and approved by the principal;
 - Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools;
 - Demonstrated proficiencies on nationally-normed standardized subject area assessments;
 - Demonstrated proficiencies on the FCAT; or
 - 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.

Specific Authority 1003.25(3) FS. Law Implemented 1003.25(3) FS. History – New 8-28-2000. Formerly 6-1.099, Amended 9-22-2003.

C. GRADE/CREDIT TRANSFER POLICIES

1. Transfer Grades – (Alpha to numeric conversion where transferring school only provides alpha grade, or where sending district has an alpha scale different from Polk County.)

For Grades Earned Prior to July 1, 2001

Any A = 96
Any B = 90
Any C = 80
Any D = 73
Any F = 68

For Grades Earned July 1, 2001, or Later

Any A = 95
Any B = 85
Any C = 75
Any D = 65
Any F = 59

- a. Post numeric accurately as earned in sending district on Screen 7, Academic History, of Genesis main menu.
- b. Post district's appropriate alpha grade in the grade override column (UC) according to sending center number.

2. Equaling Transfer Credit

When a student transfers into a Polk County school with less than one credit in a given course, yet was assigned to the given course on a daily basis for an entire credit period (semester or year), the student shall be given one credit for a full year's work or .5 credit for a semester of work.

3. Course or Subject Level not Offered

If the level of course in which a student was enrolled is not offered at the Polk school into which he/she is transferring, the Polk school should make every attempt to successfully enable the student to complete the semester at the proper level.

Ex.: Student enrolled in fundamentals where Polk school offers only regular or honor classes in that subject. School should provide work comparable to that course on an individual basis to enable the student to successfully complete the semester.

4. Out of State or Nonpublic Subject Area Transfer

Each course transferred into a Florida public school by an out-of-state or nonpublic school student should be matched with a course title and number when such course provides substantially the same content. A few transfer courses may not be close enough in content to be matched. For those courses a subject area transfer number is provided. The transfer number is listed in bold type as the last number in each major subject area.

In the area of foreign language, two transfer numbers are provided. The first number in foreign language (07000980) is to be used to report the first year of a language not listed in the directory such as Hungarian. The second foreign language number (07000990) is to be used to list the second year of the same language. Examples:

Michigan Indian Culture	2100990	SOC ST TRANSFER
Hungarian I	0700980	FOR LANG TRANSFER I
Hungarian II	0700990	FOR LANG TRANSFER II

5. All transfer students shall be treated, regarding transfer grades, credits earned, and weighted grades, so that they are not given an advantage or disadvantage compared to non-transfer Polk County high school students. All issues pertaining herein shall be referred to the High School Senior Director for final approval.

D. BASIC 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.

1. **Practical Arts:** The practical arts graduation requirement may be fulfilled by any secondary or eligible postsecondary course in the Career Education Section of the *Course Code Directory*, or by substituting one of the basic Computer Education or Journalism courses on a curriculum equivalency basis.

Upon completion of the JROTC program (Army, Air Force, Navy, Marine Corps or Coast Guard), students may substitute on a curriculum equivalency basis one credit to satisfy the Practical Arts graduation requirement.

2. **Science and JROTC (Coast Guard, Air Force, Navy):**

Upon completion of the JROTC Maritime Science program, including Maritime Science I, II, III, and IV, students may substitute on a curriculum equivalency basis one JROTC credit for Marine Science I (2002500) to satisfy one elective science credit.

Upon completion of the JROTC Aerospace Science program, including Aerospace Science I, II, and III, students may substitute, on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.

Upon completion of the JROTC Naval Science program, including Naval Science I, II, and III, students may substitute on a curriculum equivalency basis, one JROTC credit for Physical Science (2003310) to satisfy one of the three science requirements needed for graduation.

3. **Life Management Skills and JROTC (Air Force, Army, Marine Corp):**

Upon completion of the Air Force JROTC Leadership Education I and II (1800400 and 1800410), students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I-Life Management Skills (0800300) to satisfy the Life Management Skills requirement needed for graduation.

Upon completion of the Army JROTC Leadership Education and Training courses I and II (1801300 and 1801310), students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I-Life Management Skills (0800300) to satisfy the Life Management Skills requirement needed for graduation.

Upon completion of the Marine Corp JROTC Leadership Education courses I and II (1803300 and 1803310), students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Health I-Life Management Skills (0800300) to satisfy the Life Management Skills requirement needed for graduation.

4. Completion of two (2) years in a JROTC class, a significant component of which is drills, shall satisfy the one credit requirement in physical education **and** the one credit requirement 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.
5. Participation in Dance satisfies the 0.5 credit of the PE activity elective however the student must still take Personal Fitness to complete the one credit of PE graduation requirement. Marching Band (course #1500440) must be included on the student's transcript in addition to their dance or eurythmics course. If course #1500440 is not present on the student's transcript, no waiver will be granted even if the necessary dance or eurythmics credits are found on the transcript.

E. CAREER EDUCATION COURSE SUBSTITUTIONS

District school boards must provide for career education program substitutions not to exceed two credits in each of the non-elective subject areas of English, mathematics, and science. The career education program that is substituted for a non-elective academic course will be funded at the level appropriate for the career education program. Specific information regarding procedures to be followed by districts in reporting career education course substitution for funding purposes will be included in the instructions for the FTE survey count.

In adopting the career education course substitution policy, school boards shall follow the procedures listed below:

1. Any student in grades 9 through 12 who enrolls in and satisfactorily completes a career education job preparatory program may substitute credit for a portion of the required four credits in English, three credits in mathematics, and three credits in science. The credit substituted for English, mathematics, or science earned through the career education job preparatory program shall be on a curriculum equivalency basis.
2. Career education course substitutions shall not exceed two (2) credits in each subject area. In addition, a program that has been used to substitute in one subject area may not be used to substitute for any other subject area.
3. Career education job preparatory programs that have been identified as being the equivalent of Business English I (1001440), Business English II (1001450), Business Mathematics (1205540), Biology Technology (2000430), Environmental Science (2001340), Physical Science (2003310), and Anatomy and Physiology (2000350) are listed on the following chart.

F. RECORDING OF COURSE SUBSTITUTIONS

The successful completion of one or more of the above job preparatory programs must be recorded on the student's transcript. Prior to the beginning of the school year in which the student plans to use one of the programs to substitute for a required course, the student will be cautioned that should he or she fail to complete the prescribed career education program, no course substitution will be allowed.

Job Preparatory Program Substitutions

Level	Subject Area	Program Course	Program #
2	Business English I (1001440)	Accounting Operations: Business Systems and Technology (BST) OR Introduction to Information Technology Accounting Applications 1 Accounting Applications 2	8203400
		Administrative Assistant: Introduction to Information Technology Administrative Office Technology 1 Business Software Applications I	8212500

Level	Subject Area	Program Course	Program #
		Business Supervision and Management: Introduction to Information Technology Business and Entrepreneurial Principals Legal Aspects of Business	8215200
2	Business English I (1001440) and/or Business English II (1001450)	Administrative Assistant: Introduction to Information Technology Administrative Office Technology 1 Business Software Applications I	8212500
1	Business Mathematics (1205540)	Administrative Assistant: Introduction to Information Technology Administrative Office Technology 1 Business Software Applications I	8212500
		Business Computer Programming: Business Computer	8206500
		OR Introduction to Information Technology Programming 1 Programming 2	
		PC Support Services: Introduction to Information Technology PC Support 1 PC Support 2	8207340
		Business Supervision and Management: Introduction to Information Technology Business and Entrepreneurial Principles Legal Aspects of Business	8215200
		Accounting Operations: Introduction to Information Technology Accounting Applications 1 Accounting Applications 2	8203400
		Academy of International Business: Keyboarding and Business Skills + Computer and Business Skills OR Introduction to Information Technology Accounting Applications 1 International Business Systems	8216100
1	Pre-Algebra (1200300)	Electronic Technology	8730000
2	Biology Technology (2000430)	Crop and Plant Technology	8106400
		Landscape Operations	8121300
		Sports and Recreational Turfgrass Operations	8121400
		Animal Science and Services	8106200
		Agritechnology	8106800
		Aquaculture	8112000
		Plant Biotechnology	8106500
		Animal Biotechnology	8106100
2	Environmental Science (2001340)	Environmental Resources	8113000
		Forestry	8118300
		Natural Resources	8112100
2	Physical Science (2003310)	Agricultural Machinery Mechanics	8103400
		Agricultural Machinery Operations	8103200
		Diversified Agricultural Mechanics	8103300
2	Anatomy & Physiology (2000350)	Allied Health Assisting	8417130
		Dental Aide	8417140
		Dental Laboratory Assisting	8417150
		Electrocardiograph Aide	8417160
		First Responder	8417170
		Health Unit Coordinator	8417180
		Home Health Aide	8417190
		Medical Laboratory Assisting	8417200
		Nursing Assistant	8417210
		Vision Care Assisting	8417230
		Practical Nursing	8418300
		Veterinary Assisting	8115110

A student who completes a job preparatory program and substitutes part of that program for Business Mathematics, Business English I, Business English II, Biology Technology, Environmental Science, Physical Science, or Anatomy and Physiology may not take any of these courses and receive additional credit.

IV. HIGH SCHOOL GRADUATION REQUIREMENTS

A. MINIMUM HOURS OF INSTRUCTION AND ATTENDANCE

1. District Provisions

- a. Students must complete a minimum of 135 hours of instruction (consistent with SACS Standard 3.40 – Granting Credit) in a particular course before they are eligible to demonstrate achievement of the student performance standards in that course.
- b. Students enrolled in Polk County's public schools are permitted to make up work for hours of school missed in alignment with the Code of Student Conduct and School Board Rules 6GX53-4.004-V (EXCUSABLE ABSENCE), 4.004-VI (PERMISSIBLE ABSENCE), 4.004-VII (UNEXCUSED ABSENCE.) Such make up work should be appropriate assignments that do not have to be equivalent to the hours of school missed but are consistent with instructional activities as defined in state law and/or Department of Education interpretative directives. Completed makeup work will be recorded as bona fide hours of instruction and will not be charged against the students.
- c. If a student has a passing grade and does not meet the minimum hours of instruction, said student will receive no credit and will have an "N/C" marked on the student transcript.
- d. Comprehensive Health Education, Substance Abuse Prevention, and Violence Prevention (K-12) will be taught in accordance with School Board approved program.

B. GENERAL GRADUATION REQUIREMENTS

The state has specified three options to obtain a high school diploma, a total number of credits that basic, adult, and exceptional students shall earn in certain subject areas to be awarded a standard high school diploma by any public school. State minimum graduation requirements are summarized below:

1. Students may select one of the following three high school graduation options:

- a. Completion of the 24-credit requirements for high school graduation as stated below or through the earning of an International Baccalaureate diploma.
- b. Completion of one of the two the 18-credit college preparatory requirements as stated in the 18-credit section of this *Student Progression Plan*.
- c. Completion of one of the two 18-credit career preparatory requirements as stated in the 18-credit section of this *Student Progression Plan*.

2. Grade Point Average

The graduation GPA of an unweighted 2.0 will be the all courses unweighted GPA. Any grade earned by the student and not subsequently replaced with the district's grade forgiveness policy shall be included in this calculation.

School districts must maintain a one-half credit earned system, including courses offered on a full-year basis, in awarding credit for high school graduation. A student enrolled in a full-year course will receive one-half credit if the student successfully completes either the first or second half of the course but fails the other half and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student.

3. Qualifications, Restrictions, and Eligibility

- a. No student shall be granted credit toward high school graduation for enrollment in the following courses:
 - (1) More than a total of nine elective credits in remedial programs.
 - (2) More than one credit in exploratory vocational courses
 - (3) More than three credits in practical arts family and consumer sciences classes
 - (4) Any Level 1 course unless the student's assessment indicates that a more rigorous course of study would be inappropriate. (In this case, a written assessment of the need must be included in the student's individual educational plan or in a student performance plan, signed by the principal, the guidance counselor, and the parent or guardian of the student, or the student if the student is 18 years of age or older.)

- b. The 0.5, 1.0, and multiple credit listed in the Credit column in Section 3 (Basic Education - Senior High and Adult, Grades 9-12, 30, 31), and Section 4 (Exceptional Student Education) indicate the maximum credit allowed for each course. If district policy permits, a subset of the student outcomes for any course listed as 1.0 may be selected and the course offered for 0.5 credit.
- c. Any course listed in this directory, using currently adopted Course Descriptions, may contain a component of volunteer community services as appropriate and as allowed in the district's approved pupil progression plan

C. STANDARD DIPLOMA REQUIREMENTS

Graduation requires successful completion of either a minimum of 24 academic credits in grades 9 through 12 or an International Baccalaureate curriculum. The following table provides a summary of total credits. Specific requirements and additional information are provided in section D.

Class of 2011 and beyond

OVERALL CREDIT REQUIREMENTS	CREDITS
Core Courses	16
*Major Area of Interest	4
**Elective, Minor Requirements, of Second Major Area of Interest	4
Total Credit for a High School Diploma	24
Core Courses- All Students	16 Credits
English	4
Mathematics	4
Science	3
Social Studies	3
Fine Arts or Practical Arts	1
Physical Education including integration of health	1

* Major Area of Interest (Student must choose one area)

Major Areas of Interest will be developed by the district and must be approved by the State Board of Education. The major areas of interest will be available through career and technical education, fine and performing arts, or in an academic content area.

**Elective or Minor Options (optional)

Students have the option to complete a second major area of interest, a minor area of interest (3 credits), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses.

Notes: Students who score at Level 1 on the FCAT Reading must be enrolled in a minimum 90-minute blocked intensive reading course the following year. Level 2 students are mandated to have a minimum of 45 minutes of daily reading instruction. An alternate option for Level 2 students scoring at or higher than the district cut-off MAZE score is in placement in a content area course in which reading strategy instruction is delivered by a CAR-PD endorsed teacher (S. 1003.25.4156 F.S.). Further details can be found in the Polk County K-12 Comprehensive Research-Based Reading Plan. The School District has approved the use of the option (HB1255) for a *one-year waiver for Intensive Reading*. According to legislation, a student in grades 6-10 who scores at AL 1 or 2 on FCAT Reading, but who did not score below AL 3 in the previous (consecutive) THREE years, may be granted a 1-year exemption from reading remediation. However, the student must have an approved academic improvement plan in place, signed by the appropriate school staff and the students' parent, for the year for which the exemption is granted. If the student does not score at AL3 or higher in the spring administration of the FCAT, the student MUST be placed in Intensive Reading for the following year. For each year in which a student scores at Level 1 or Level 2 on FCAT Mathematics, the student must receive **remediation** the following year, which may be integrated into the student's required mathematics course.

D. SPECIFIC COURSE REQUIREMENTS FOR GRADUATION

The 24 credits shall be distributed as follows:

1. English - 4 Credits

English courses must include major concentrations in composition and literature.

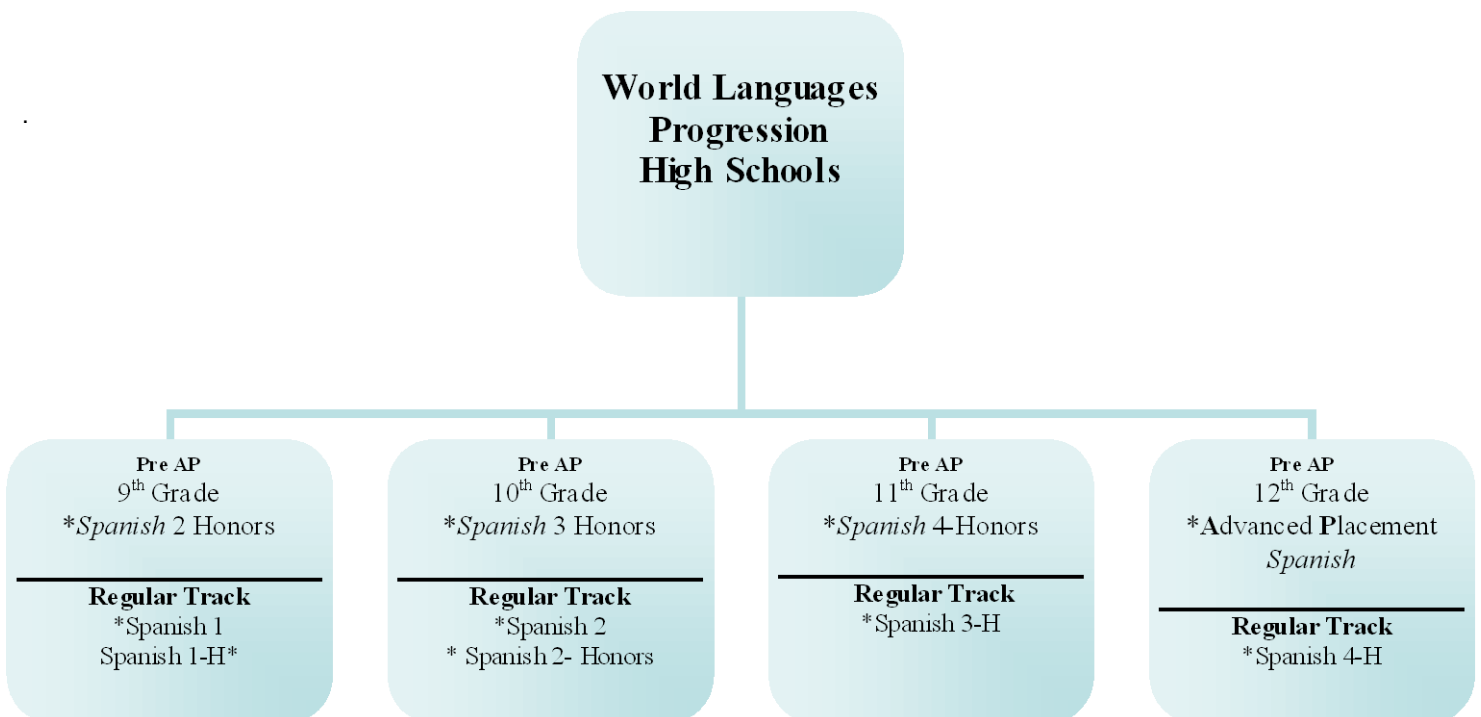
Polk County High School Core English Progression

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
FCAT Reading level 3 or higher	English I Honors (1001320)	English II Honors (1001350)	Advanced Placement Language (AP) (1001420) Or English III Honors (1001380)	Advanced Placement Literature (AP) (1001430) Or English IV Honors (1001410)
FCAT Reading level 2 AND maintains an A average (90% or above).	English I Honors (1001320)	English II Honors (1001350)	English III Honors (1001380)	English IV Honors (1001410)
FCAT Reading level 1 OR 2.	English I (1001310)	English II (1001340)	English III (1001370)	English IV (1001400)

2. World Languages

Florida statues require 2 credits of sequential world languages instruction at the secondary level as a prerequisite for admission to all Florida State Colleges and Universities.

Polk County High School Core World Languages Progression



*Sample above may use any other language listed

All level one language courses at the middle school for high school credit are honors.

Arabic	Chinese	French	Russian	German
Arabic 1 Arabic 2 Arabic 2- H Arabic 3- H Arabic 4- H AP Arabic	Chinese 1 Chinese 2 Chinese 2-H Chinese 3-H Chinese 4-H AP Chinese	French 1 French 2 French 2-H French 3-H French 4-H AP French	Russian 1 Russian 2 Russian 2-H Russian 3-H Russian 4-H AP Russian	German 1 German 2 German 2-H German 3-H German 4-H AP German

Japanese	Latin	Spanish for Spanish Speakers	Spanish
Japanese 1 Japanese 2 Japanese 2-H Japanese 3-H Japanese 4-H AP Japanese	Latin 1 Latin 2 Latin 2 –H Latin 3-H Latin 4-H AP Latin	Spanish for Spanish Speakers 2/ H Spanish for Spanish Speakers 3/H AP Spanish Language AP Spanish Literature	Spanish 1 Spanish 2 H Spanish 2 Spanish 3 -H Spanish 4-H AP Spanish Lang. AP Spanish Lit.

In compliance with the State Board of Education, instruction in World Languages in Polk County Schools is based on the Next Generation Standards. These standards for World Language education serve as the benchmark for the instructional focus for students in grades 9-12. Utilizing the framework of the Next Generation Standards each school is provided a World Languages Curriculum.

3. Mathematics - 4 Credits (3 credits required for only students who entered ninth grade prior to 2007)

The following courses are considered Level 1 courses and do not count as a math credit unless it is determined that a more rigorous course of study would be inappropriate and has the signed approval of the parent/guardian as documented in the student’s record; Business Math, Pre-Algebra, Consumer Math, Math Explorations I and II.

Successful completion of Algebra I or a series of courses equivalent to Algebra I (or a higher level mathematics course for those who have already completed an Algebra I course that is not reflected in the high school transcript or have clearly mastered Algebra I content).

Courses or series of courses deemed "equivalents" for meeting the Algebra I graduation requirement are as follows:

- (1) Algebra I
- (2) Algebra I Honors
- (3) Algebra Ia and Algebra Ib
- (4) Applied Mathematics I and Applied Mathematics II
- (5) Integrated Mathematics I and Integrated Mathematics II
- (6) Pacesetter Mathematics I

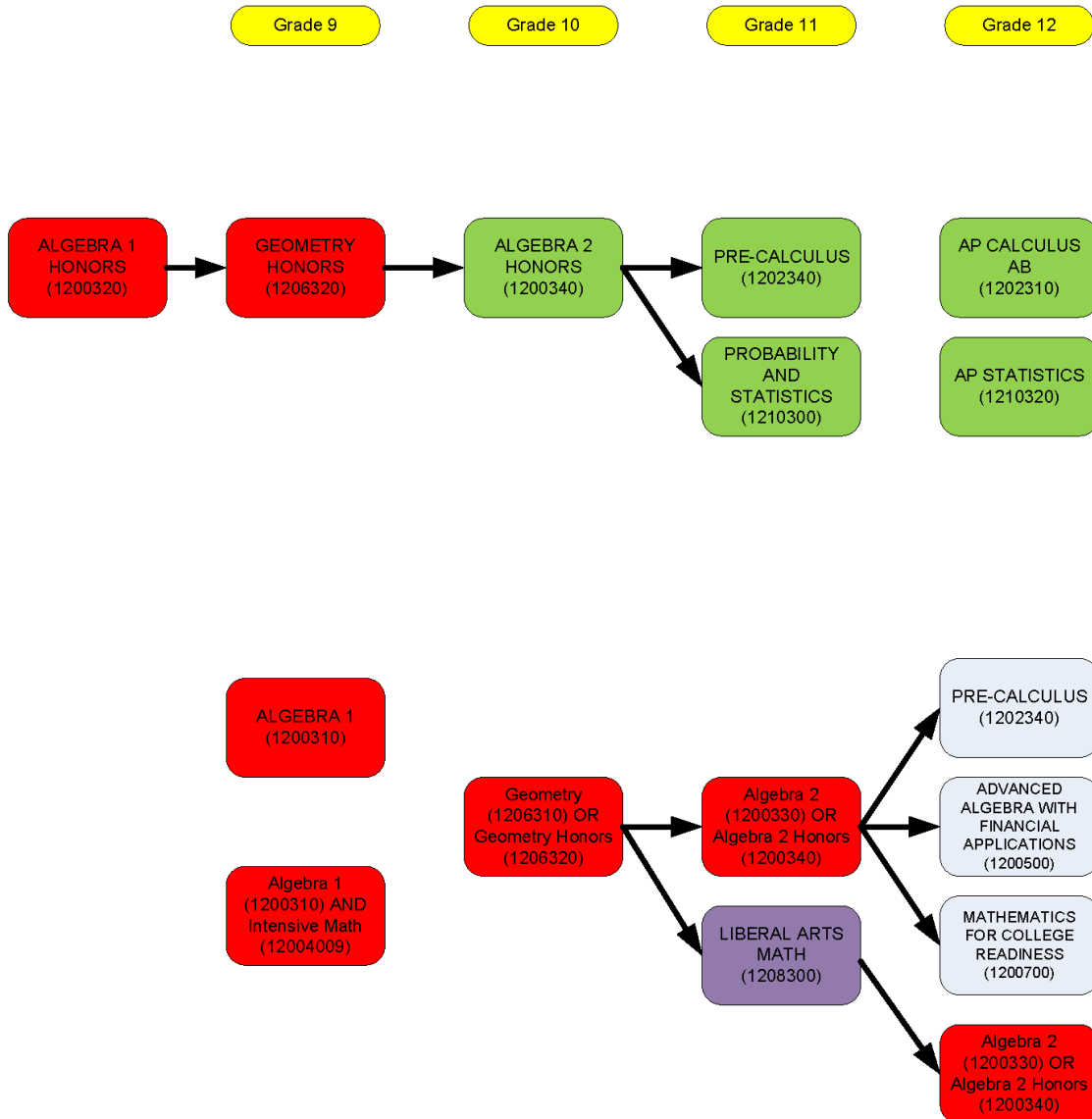
NOTE: Beginning with the 2010-2011 Ninth Grade cohort, all students must successfully complete Geometry (1206310) or Geometry Honors (1206320) in order to be eligible for a standard high school diploma.

NOTE: Beginning with the **2011-2012 Ninth Grade cohort**, all students who have not already completed Algebra 1 or Algebra 1 Honors must score at Achievement Level 3 or higher on the Algebra 1 End-of-Course Assessment in order to be eligible for a standard high school diploma.

NOTE: Beginning with the **2012-2013 Ninth Grade cohort**, all students who have not already completed Geometry or Geometry Honors must score at Achievement Level 3 or higher on the Geometry End-of-Course Assessment in order to be eligible for a standard high school diploma.

NOTE: Beginning with the **2012-2013 Ninth Grade cohort**, all students must successfully complete Algebra 2 (1200330) or an equivalent course in order to be eligible for a standard high school diploma.

POLK COUNTY RECOMMENDED HIGH SCHOOL MATHEMATICS COURSE SEQUENCING (beginning with the **2012-13** school year)



GREEN = AP Sequencing RED = State Graduation Requirement PURPLE = Check SUS and Gold Seals

College Math Remediation

Beginning with the 2009-2010 school year, two new high school “postsecondary readiness” courses in math may be offered to 12th grade students to help them better prepare for college credit math courses, per Senate Bill 1908 (SB 1908). These courses are titled, **Mathematics for College Readiness** and **Math for College Success**. Enrollment in either of these new high school college readiness courses is not mandatory, but recommended for students who do not meet “college-ready” scores on state approved assessments (CPT, ACT, SAT) by the end of their junior year. Senate Bill 1908 requires that college-readiness assessment testing be made available to all Florida 11th grade students and that postsecondary readiness curriculum also be made available to students prior to high school graduation. Curriculum resources are to be made available to 12th grade eligible students who are not able to enroll in one of these courses.

4. Science- 3 (4 credits recommended for college-bound track)

The following courses are required for the 2010-2011 incoming freshman class and beyond:

- (1) Earth Science- 1 credit
- (2) Biology- 1 credit
- (3) Chemistry- 1 credit

Note: All college bound students are strongly encouraged to take a fourth science credit. This credit should be either in physics or at a college level (Advanced Placement or Dual Enrollment). In order to be adequately prepared for the ACT Science Test, students should have a general knowledge base in the following science content areas: Earth/space sciences, biology, chemistry, and physics.

All science courses in Polk County Schools include a laboratory component thereby satisfying the state lab component requirements. Students scoring below an achievement level 3 on the FCAT 2.0 grade 8 assessment are required to receive remediation within science core coursework in 9th grade. Students who do not pass the Biology end-of-course exam will receive remediation through enrollment in an additional life science course. Agriscience Foundations I counts as an elective science credit. Also see Basic Education Course Substitutions.

Core County High School Science Progression

For 2010-2011 FRESHMAN COHORT	9th Grade 2011-2012	10th Grade 2012-2013	11th Grade 2013- 2014	12th Grade 2014-2015
Pre AP Track	Earth Science Honors (20013200)	Biology Honors (20003200) (Biology EOC for 30% of student's grade)	Chemistry Honors (20033500)	(Recommended) Physics Honors (20033900)
Regular Track	Earth Science (20013100)	Biology I (20003100) (Biology EOC for 30% of student's grade)	Chemistry I (20033400)	

For 2011-2012 FRESHMAN COHORT	9th Grade 2011-2012	10th Grade 2012-2013	11th Grade 2013- 2014	12th Grade 2014-2015
Pre AP Track	Earth Science Honors (20013200)	Biology Honors (20003200) (Biology credit for graduation and EOC as 30% of student grade.)	Chemistry Honors (20033500)	(Recommended) Physics Honors (20033900)
Regular Track	Earth Science (20013100)	Biology I (20003100) (Biology credit for graduation and EOC as 30% of student grade.)	Chemistry I (20033400)	

5. Social Studies- 3 credits

- (1) American History - 1 Credit
- (2) World History - 1 Credit
This course shall include a comparative study of the history, doctrines, and objectives of all major political systems.
- (3) Economics - 0.5 Credit
This course shall include a comparative study of the history, doctrines, and objectives of all major economic systems.
- (4) American Government - 0.5 Credit
This course shall include the study of the U.S. Constitution and the Florida Government including the study of the State Constitution, the three branches of government, and municipal and county government.

Polk County High School Core Social Studies Progression

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Pre-AP to AP Track	World History Honors (2109320) OR Human Geography (2103400)	American History Honors (2100320) OR AP European (2109380)	American History AP (2100330)	American Government AP (2106420) Economics AP (212360)
Regular Track		World History (21093100) or American History (21003100)	World History (21093100) or American History (21003100)	American Government (21063100) and Economics (21023100)

6. 1 credit from the following:

- Performing Arts course – As indicated by “PF” in the state course code directory, any course in music, dance, drama, visual arts, speech or debate, may be used to satisfy the performing arts requirement. Students entering 9th grade prior to 2007-2008 may satisfy this requirement with a combination of 0.5 credit from each of the above (0.5 from Practical Arts and 0.5 from Performing Fine Arts). **OR**
- Practical Arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination as indicated in the Course Code Directory. Selected exceptional student education career education courses may be used to meet this requirement for students with exceptionalities (excluding Gifted)

Such credit for practical arts career education or exploratory career education or for performing fine arts shall be made available in the 9th grade, and students shall be scheduled into a 9th grade course as a priority. Also see Basic Course Substitutions.

7. Life Management Skills - 0.5 Credit

Required for the graduating classes of 2008, 2009 and 2010. Health I-Life Management Skills (0800300) and Life Management Skills (8502000) are courses that may be used to satisfy the Life Management Skills graduation requirement. Also see Basic Education Course Substitutions.

Effective with the incoming freshman class of 2007-2008 and thereafter, Life Management Skills is no longer a graduation requirement.

8. Physical Education - 1.0 Credit

The high school physical education programs throughout the district offer the opportunity for all students to enhance motor, cognitive and interpersonal skills along with an individualized assessment of fitness aptitude. The attainment of these skills and abilities will enable the students to become lifelong learners and lead healthy, active lives.

The Polk County school district adheres to a standards-based physical education curriculum using the Sunshine State Standards along with the National Association for Sport and Physical Education’s content standards for designing, instructing, and evaluating students’ progress.

Student Outcomes

Students enrolled in physical education programs will:

- Demonstrate competency in many movement forms from a variety of categories.
- Increase cognitive ability by identifying, analyzing, and evaluating movement concepts, mechanical principles, safety considerations, and strategies regarding movement performances in a variety of physical activities.
- Complete a pre and post assessment in the five health-related areas of fitness.
- Display responsible personal and social behavior that respects self and others in physical activity setting.
- Develop a value of physical activity for health, enjoyment, challenge, self expression and social interaction.
- Participate regularly in moderate to vigorous physical activity.

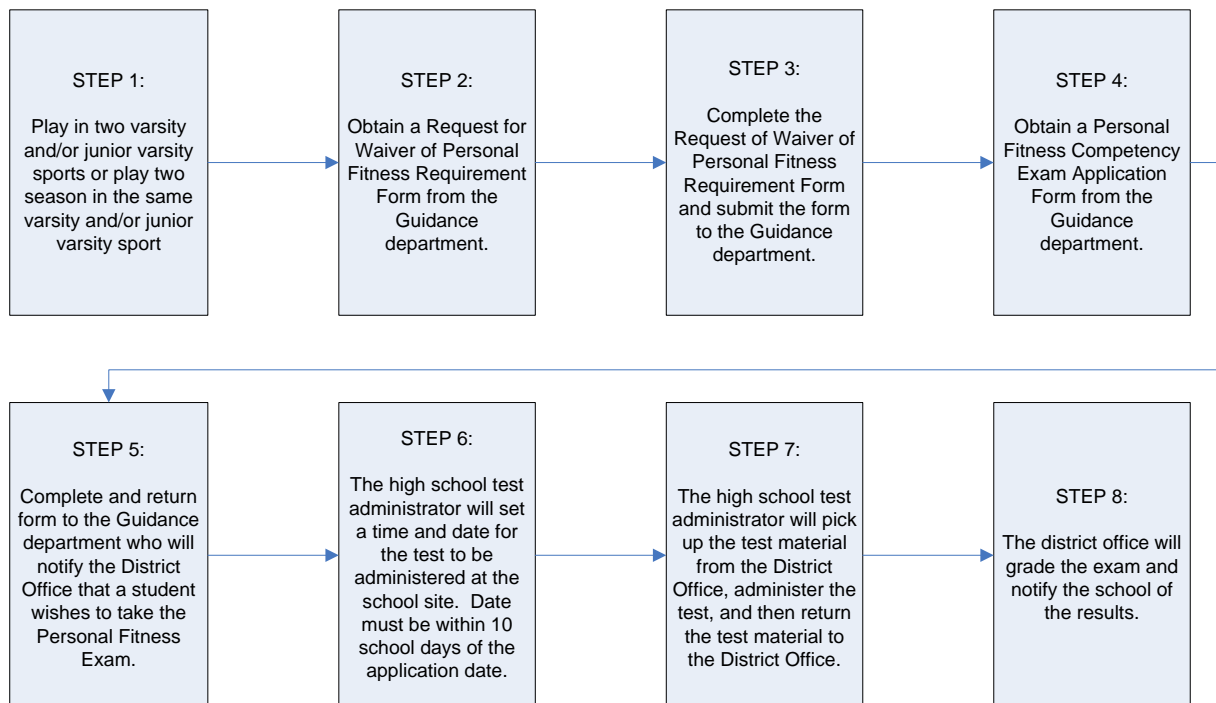
Personal Fitness (1501300) and Adaptive Physical Education I.E.P. or 504 Plan (1500300) will continue to be required and are the only options that may be used to satisfy a half credit of this requirement with the following exceptions:

- (a) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. A school board may not require that the one credit in physical education be taken during the 9th grade year. (If the student satisfies the physical education requirement through the interscholastic sport option, he or she must substitute a one-credit elective for the physical education credit.) Adaptive Physical Education will satisfy this requirement for those exceptional education students seeking a standard diploma who cannot be assigned to Personal Fitness (1501300) pursuant to physical education guidelines in The Individuals with Disabilities Education Act (IDEA '97) and Section 504 of Rehabilitation Act.
For those students who use the Personal Fitness course to satisfy a half credit, any other physical education course will meet the other half credit. However, the other physical education course should continue to build upon the Personal Fitness course through assessment, improvement, and maintenance of personal fitness.
- (b) Students graduating in 2003 and thereafter may use the option of completing one semester in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity to satisfy one-half of the one-credit requirement in physical education with a grade of "C" or better. Students must still take Personal Fitness to satisfy the other 0.5 credit.
- (c) One credit in physical education to include assessment, improvement, and maintenance of personal fitness. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, shall satisfy the one-credit requirement in physical education if the student passes a competency test on personal fitness with a score of "C" or better. Completion of one semester with a grade of "C" or better in a marching band class, or in a physical activity class that requires participation in marching band activities, as an extracurricular activity. This one-half credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual educational plan (IEP) or 504 plan.
J.R.O.T.C completion of two years in Reserve Officer Training Corps class satisfies 1 credit of the PE activity electives. However, the student must still take the Personal Fitness class (0.5 credit) to satisfy the PE graduation requirement. Students using the J.R.O.T.C waiver and the Personal Fitness class will have 1.5 credits in PE. Students may not combine one year of a junior varsity/varsity sport and one year of J.R.O.T.C.
- (d) Participation in Dance satisfies the 0.5 credit of the PE activity elective however the student must still take Personal Fitness to complete the one credit of PE graduation requirement. Marching Band (course #1500440) must be included on the student's transcript in addition to their dance or eurythmics course. If course #1500440 is not present on the student's transcript, no waiver will be granted even if the necessary dance or eurythmics credits are found on the transcript.

PERSONAL FITNESS/PHYSICAL EDUCATION REQUIREMENTS
Florida Department of Education

1. Requirement for Graduation
 - a. 1/2 credit of Physical Education
 - b. 1/2 credit of Personal Fitness
2. Waiver Provision for Both Courses (cannot waive just one)
 - a. Play two sports or one sport for two years
 - b. Pass the Personal Fitness Competency Exam developed by DOE
 - c. If a student fails the exam, must take both a physical education course and Personal Fitness in order to graduate. Student required to make a "C" on the exam
3. Number of Times Permitted to take Exam
 - a. DOE originally set the number at one (1)
 - b. DOE later allowed each county the option of administering the exam more than once by developing different versions of the exam
 - c. Polk County chose to stay with the original policy several years ago as did other school districts
4. Procedure for taking the Personal Fitness Exam
 - a. Play two sports or one sport two times
 - b. Complete the Waiver of Personal Fitness and Physical Education (guidance departments have the waivers)
 - c. Complete a Personal Fitness Exam Application (guidance departments have the forms)
 - d. Guidance department obtains the Personal Fitness Exam from Testing Specialist in District Office
 - e. Guidance department administers the exam
 - f. Guidance department returns completed exam to Testing Specialist in District Office
 - g. Exam is scored by Testing Specialist and selected Personal Fitness instructors
 - h. The Testing Specialist notifies both the school and student of the exam score. As of yet we have not had anyone pass the exam that would allow us to post the three DOE waiver numbers to the student's academic history

POLK COUNTY SCHOOLS PERSONAL FITNESS WAIVER PROCEDURES



8. Electives - 8.5 credits

Any course listed in the Florida Course Code Directory that is appropriate for 9th grade or above may fulfill an elective credit for graduation except Study Hall and other courses identified as noncredit (NC), Adult Basic Education, and GED Preparation.

E. CLASS OF 2015 AND BEYOND

For students entering ninth grade beginning in 2011-12, at least one course required for graduation must be completed through online learning. Students are required to pass the online course in order to meet the online graduation requirement per section 1003.428, F. S., which specifies the course must be within the 24 credits and completed through online learning. Half-credit online courses may meet this requirement as long as they are within the 24 credits required for graduation.

E. SPECIAL DIPLOMA GRADUATION REQUIREMENTS**SPECIAL DIPLOMA OPTION 1:****Class of 2011 and beyond**

GPA requirement: The graduation GPA of an unweighted 2.0.

OVERALL CREDIT REQUIREMENTS	CREDITS
Core Courses	17
Total Credits for a High School Diploma	24

Core Courses- All Students	15 Credits
English (Any English, Reading, and/or Communications course)	4
Mathematics (Any Math course)	4
*Science (Any Science course)	3
*Social Studies (Any Social Studies course)	3
**Physical Education including integration of health	1
Career Preparation	1
Career Experience and/or Career Placement (OJT)	1

* Career education course substitutions shall not exceed two (2) credits in science and/or social studies.

** Refer to Section IV (7) for possible course/activities substitutions.

SPECIAL DIPLOMA OPTION 2

This option may be obtained if the student meets the following requirements:

- The student must be at least sixteen years of age to be considered for this option and at least eighteen years to graduate.
- The IEP must state the student is seeking Special Diploma Option 2

F. GRADUATION FROM SENIOR HIGH SCHOOL

A student completing the senior high school program may earn a regular standard diploma, a certificate of completion, a special diploma, or a special certificate of completion. Only students who have met all requirements for a regular diploma, Polk District diploma, honorary diploma (foreign exchange students), certificate of completion, a special diploma or a special certificate of completion will be eligible to participate in commencement activities. Polk County's public schools have no mid-year graduation for senior high school students.

Marching order at graduation is as follows: Valedictorian, Salutatorian, balance of honor graduates in rank order and balance of the class in alphabetical order. Gold honor cords may be awarded to any student who receives a 3.2 GPA or higher, regardless of diploma or certificate designation. This, however, does not affect marching order.

Only those students who are completing their junior and/or senior credits at the career centers will be allowed to participate in graduation exercises and senior activities at their home high school. Students in the Career Center District Diploma Option will participate in graduation exercises at the career center only.

G. ASSESSMENT REQUIREMENTS FOR MEETING A REGULAR STANDARD DIPLOMA

A regular standard diploma will be awarded if the student has met the course requirements and course performance standards in grades 9-12, and if the student has met State Board of Education standards in the mastery of basic skills as measured by the Florida Comprehensive Assessment Test (FCAT). Accommodations identified on a student with disabilities IEP must be provided to students participating in the FCAT.

FCAT waivers are only available to student with disabilities in the 24 credit graduation program who meet the following requirements:

- Who are currently seniors in high school with an individual education plan (IEP)
- Who have met the graduation requirement of 24 academic credits with a cumulative 2.0 or better grade point average (GPA), and any other district requirements.
- Who have taken the FCAT at least two times with allowable accommodations and have been unable to pass and have participated in intensive remediation for FCAT reading and/or FCAT math whichever area of the FCAT not passed.
- *BEST PRACTICE/NOT REQUIRED:* Who participated in the April administration of the FCAT during his/her senior year.
- For the student being considered for the FCAT waiver the IEP team must convene to review and complete the FCAT waiver checklist.

Earning passing scores on the grade 10 FCAT, as defined in S. 1008.22(3) (c), F.S., or on a standardized test that are concordant with passing scores on the FCAT as defined in S. 1008.22 (9), F.S.

Senate Bill 4 removes the requirement that students must take and fail to pass the FCAT three times prior to being eligible to use an FCAT concordant score on the SAT or ACT.

End of Course (EOC) exam waivers are available to students with disabilities who have participated in the year end assessment. For the student being considered for the EOC exam waiver the IEP team must convene to review and complete the waiver checklist.

Table 1: New FCAT Concordant Scores for 2011 Graduates (Concordant Score Requirements Beginning November 30, 2009)					
	Reading			Mathematics	
	Old (2003)	New (2009)		Old (2003)	New (2009)
FCAT-DSS	1926	1926	FCAT-DSS	1889	1889
FCAT-SSS	300	300	FCAT-SSS	300	300
SAT	410	420	SAT	370	340
ACT	15	18	ACT	15	15

H. MID-YEAR GRADUATION

- Mid-year graduates are those students who have finished all graduation requirements at the end of the first semester or term of the academic year.
- Mid-year graduates will meet the same graduation requirements as other students in that academic year.
- These students should be shown as graduates in the class of the school year which finished in the spring.
- Graduation date for these students will be the first school day of the second semester in January.
- Students will receive a preliminary class rank as of the end of the first semester or term. They will be included in the final class rank for honors at graduation. They may not qualify as valedictorian or salutatorian.
- These students may be allowed to participate in graduation ceremonies and senior activities.

I. CERTIFICATE OF COMPLETION

A student attending school in grades 9-12 who is not able to qualify for a regular diploma may be awarded a certificate of completion. A student is eligible for a certificate of completion if he has met the course requirements for graduation:

- has not achieved a passing score on either section of the Florida Comprehensive Assessment Test *OR*
- has not achieved a 2.00 *OR*
- has not achieved a 2.00 and passing score on either section of the Florida Comprehensive Assessment Test.

Any student who is entitled to a certificate of completion may, as an alternative at the student's option, elect to remain in the secondary school for up to one year, on a full-time or part-time basis, in a special program of instruction designed to remediate the student's identified deficiencies. It should be noted that this program is optional with the student, not the School Board.

J. SPECIAL CERTIFICATE OF COMPLETION

Students with disabilities working on a special diploma who do not meet all local course credit requirements and do not master student performance standards are eligible for a Special Certificate of Completion.

K. GRADUATION REQUIREMENTS OF STUDENTS NEW TO POLK COUNTY SECONDARY SCHOOLS (GRADES 9-12)

1. Students transferring into a Polk County Senior High School from another Florida public school are required to fulfill, before graduation, the complete high school graduation requirements.
2. Students transferring after the ninth grade in to Polk County Senior High Schools from out of state schools, from foreign countries, or from private schools, are to complete high school graduation requirements so that these courses of study requirements for graduation are not retroactive, provided that the student has met all requirements from the school district or state or country from which he/she is transferring.
 - a. All course work of a transfer student shall be posted to student's record as closely as possible to the Florida Course Code Directory. Courses that cannot be crosswalked to an exact course name and number shall be posted using the transfer course name and number i.e.: Social Studies Transfer 2100990 for Bulgarian History.
 - b. Students transferring from a foreign country and who cannot produce a transcript showing completed courses and grades can be assigned a grade level by the principal according to chronological age, ability, and other factors.
 - c. Students transferring after the ninth grade from private schools or from other states shall be assigned a grade classification by the principal or his/her designee based on their grade placement at the sending district or school. The principal may then graduate the student under the requirements of their former school, state, or district; or according to the number of credits for a typical Polk County student from that grade placement until the end of the 12th grade. (The required GPA and the passing of the Florida Comprehensive Assessment Test apply in all cases). This provision does not apply to home-schooled students in grades 9-12. The following credits are recommended:

Beginning Grade 10

- Three (3) English
- Two (2) Math, including Algebra I requirement
- Two (2) Science
- Two (2) Social Studies
- Nine (9) Electives and other Required Credits (see below)
- FCAT passed
- *2.00 unweighted GPA maintained

Beginning Grade 11

- Two (2) English
- Two (2) Math, including Algebra I requirement
- One (1) Science
- One (1) Social Studies
- Seven (7) Electives and other Required Credits (see below)
- FCAT passed
- *2.00 unweighted GPA maintained

Beginning Grade 12

- One (1) English
- Five (5) Electives and other Required Credits (see below)
- FCAT passed
- *2.00 unweighted GPA maintained
- Algebra I requirement

3. In addition to the above requirements, credit in the following course subject areas is recommended unless the student's academic record documents completion of such at their former school(s). Course titles do not have to match as long as content is similar, Health, for example, may transfer as Life Management Skills.

- >One half (1/2) Personal Fitness and 1/2 other PE
- >One half (1/2) Practical Arts
- >One half (1/2) Fine Arts
- >One half (1/2) Life Management Skills
- >Any credit failed at the former school(s) which is required for graduation.

4. Provisions of this policy notwithstanding, special circumstances involving transfer students may be referred by the principal to the High School Senior Director or the Associate Superintendent for further consideration and disposition.

L. RETURNING HOME EDUCATION STUDENTS

Any registered home school student who has earned at least seventeen credits and wishes to graduate with a Polk County High School Diploma must be enrolled in their zoned school by the first day of their senior year. The students must pass the FCAT and meet all other graduation requirements of the district and state.

M. DIPLOMA DESIGNATION

Effective with the graduating class of 2009, diploma designations will be awarded to students earning Standard High School Diplomas based on the successful completion of the following criteria:

- the student's program of study in their major area of interest.
- four or more accelerated college credit courses in Advanced Placement, International Baccalaureate or dual enrollment.
- career education certification.
- Florida Ready to Work Credential.

N. PRINCIPAL'S RESPONSIBILITY IN AWARDING CREDITS

The principal has the responsibility for all phases of the school program including awarding of credits and certification that graduation requirements have been met. Credits are earned as a result of a passing grade in a bona fide credit course that is listed with a course code number. Granting credits for transfer students is the responsibility of the principal.

O. STUDENTS ATTENDING A "NON-DIPLOMA" ISSUING CENTER

The following procedures will be followed for students attending a "Non-Diploma" issuing center when the student does not have a home center. This includes the issuing of a standard diploma, certificate of completion, special diploma, or special certificate of completion.

These students will be shown as having graduated from the high school designated for their site based on the high school zone in which their center is located. The students receiving a standard diploma will receive a class rank from their graduation center. Students should be entered on the day before their diploma or certificate is to be issued, then withdrawn with the appropriate withdrawal code. This does not apply to GED exit option students.

P. GENERAL REQUIREMENT- 18 Credit Options

The three-year programs are designed for students who are clear about their future goals and are ready to pursue them beyond high school in an accelerated manner. To select a three-year graduation program, at any time during grades 9 through 12, students and their parents should each program option. Students must also receive the written consent of their parents. A student may select a three-year graduation program without parental consent if the student is 18 years of age.

1. 18-Credit College Preparatory Option

- a. Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. Students must earn a passing score on the grade 10 Florida Comprehensive Assessment Test or the equivalent as specified by the Florida legislature. Students must maintain a 2.00 grade point average on the 18 credits used to meet this graduation requirement. The 18 credits shall be primary requirements and shall be distributed as follows:
 - Four credits in English, with major concentration in composition and literature;
 - Three credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission;
 - Three credits in natural science, two of which must have a laboratory component;
 - Three credits in social sciences. Unless approved on an individual basis by the high school principal

and the High School Senior Director, these credits will consist of

World History:	one credit
America History:	one credit
American Government:	one-half credit
Economics:	one-half credit

- Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and
- Three credits in electives that are approved by the State University System (SUS) for admission into colleges and universities.

2. 18-Credit Career Preparatory Option

a. Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. Students must earn a passing score on the grade 10 Florida Comprehensive Assessment Test or the equivalent as specified by the Florida legislature. Students must maintain a 2.00 grade point average on the 18 credits used to meet this graduation requirement. The 18 credits shall be primary requirements and shall be distributed as follows:

- Four credits in English, with major concentration in composition and literature;
- Three credits in mathematics, one of which must be Algebra I or a series of courses equivalent to Algebra I;
- Three credits in natural science, two of which must have a laboratory component;
- Three credits in social science. Unless approved on an individual basis by the high school principal and the High School Senior Director, these credits will consist of

World History:	one credit
America History:	one credit
American Government:	one-half credit
Economics:	one-half credit
- Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and
- Three credits in electives which must be three career education job preparatory course credits in one sequential career education program.

Q. 18-CREDIT COLLEGE PREPARATORY (After July 1, 2004)

1. Completion of a 3-year standard college preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The admission criteria requires a level 3 or higher on the most recent FCAT Reading, Mathematics, and Writing assessments taken prior to selecting this option. Continuous enrollment in the program requires a level 3 or higher on the 10th grade FCAT writing assessment. Six of the eighteen credits must be earned in IB, AP or dual-enrollment courses. Three credits in electives that are approved by the State University System (SUS) for admission into colleges and universities. Students must earn a passing score on the grade 10 Florida Comprehensive Assessment Test or the equivalent as specified by the Florida legislature. A 3.5 grade point average on 18 credits used to meet this graduation requirement. The 18 credits shall be primary requirements and shall be distributed as follows:

- a. Four credits in English, with major concentration in composition and literature;
- b. Four credits in mathematics at the Algebra I level or higher from the list of courses that qualify for state university admission:

Algebra I – 1200310	Calculus – 1202300	Prob. and Stat w/App – 1210300
Algebra I Honors – 1200320	Adv PI Calculus AB – 1202310	Using Prob. and Stat – 1210310
Algebra II – 1200330	Adv PI Calculus BC – 1202320	Adv PI Statistics – 1210320
Algebra II Honors – 1200340	Pre-Calculus – 1202340	
Analysis of Function – 1201310	Calculus-IB – 1202800	
	Geometry – 1206310	
	Geometry Honors – 1206320	

- c. Three credits in natural science, two of which must have a laboratory component; Unless approved on an individual basis by the High School Senior Director, these credits beginning July 1, 2011 will consist of:

Earth Science: one credit
 Biology: one credit (and completion of the Biology EOC to count for 30% of the student's grade)
 Chemistry and/or Physics: one credit (College bound/honors track students are recommended to take both courses)

- e. Two credits in the same second language unless the student is a native speaker of or can otherwise demonstrate competency in a language other than English. If the student demonstrates competency in another language, the student may replace the language requirement with two credits in other academic courses; and

R. 18-CREDIT CAREER PREPARATORY (After July 1, 2004)

- 1. Completion of a 3-year career preparatory program requiring successful completion of a minimum of 18 academic credits in grades 9 through 12. The admission criteria requires a level 3 or higher on the most recent FCAT Reading, Mathematics, and Writing assessments taken prior to selecting this option. Continuous enrollment in the program requires a level 3 or higher on the 10th grade FCAT writing assessment. Students must earn a passing score on the grade 10 Florida Comprehensive Assessment Test or the equivalent as specified by the Florida legislature. A 2.00 grade point average on 18 credits used to meet this graduation requirement. The 18 credits shall be primary requirements and shall be distributed as follows:

- a. Four credits in English, with major concentration in composition and literature;
- b. Three credits in mathematics, one of which must be Algebra I or a series of courses equivalent to Algebra I;
- c. Three credits in natural science, two of which must have a laboratory component; Unless approved on an individual basis by the High School Senior Director, these credits beginning July 1, 2006 will consist of:

Earth Science: one credit
 Biology: one credit [and completion of the Biology EOC to count for 30% of the student's grade).
 Physical Science: one credit OR Chemistry: one credit AND Physics: one credit

- d. Three credits in social science. Unless approved on an individual basis by the high school principal and the High School Senior Director, these credits will consist of

World History: one credit
 America History: one credit
 American Government: one-half credit
 Economics: one-half credit

- e. Three credits in a single career education program or three credits in career education certificate program or five credits in career education courses.

S. THREE GRADUATION PROGRAMS FOR STUDENTS ENTERING GRADE NINE IN 2011-2012 SCHOOL YEAR

Subject	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-Credit College Preparatory Program	Graduation Requirements of Three-Year, 18-Credit Career Preparatory Program
English	4 credits, with major concentration in composition, reading for information, and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
Mathematics	4 credits, one of which must be algebra I or its equivalent, or a higher-level mathematics course	3 credits at the algebra I level or above, from the list of course that qualify for state university admission	3 credits, one of which must be algebra I or its equivalent

Subject	Graduation Requirements of 24-Credit Program	Graduation Requirements of Three-Year, 18-Credit College Preparatory Program	Graduation Requirements of Three-Year, 18-Credit Career Preparatory Program
Science	1 credit in earth science 1 credit in biology (and completion of the Biology EOC to count for 30% of the student's grade) 1 credit in Chemistry or Physics	1 credit in earth science 1 credit in biology (and completion of the Biology EOC to count for 30% of the student's grade) 1 credit in Chemistry or Physics	1 credit in earth science 1 credit in biology (and completion of the Biology EOC to count for 30% of the student's grade) 1 credit in Chemistry or Physics
Social Studies	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics	1 credit world history 1 credit American history .5 credit American government .5 credit economics
Foreign Language	Not required for high school graduation, but required for admission into state universities	2 credits in the same language or demonstrated proficiency in a second language	Not required
Fine Arts or Performing Arts	1 credit in fine or performing arts, which may include speech and debate	Not required	Not required
Physical Education	1 credit in physical education to include the integration of health	Not required	Not required
Major, Minor, or Electives	8 credits -4 credits in a Major Area of Interest (MAI) -4 credits in elective courses which may be combined to allow for a second Major Area of Interest, a minor area of interest (3 credits), individual elective courses, or intensive reading or mathematics intervention courses	3 credits in electives	3 credits in single vocational/career education program and 2 credits in electives or 3 credits in single career/technical certificate dual enrollment and 2 credits in electives or 5 credits in vocational/career education (including 3 credits in one sequential career and technical education program)
TOTAL	24 credit	18 credits	18 credits
State Assessment Requirements	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average (GPA) Requirements	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in required courses and a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits

T. GRADUATION WITH 18-CREDITS

1. Class Rank

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 a 3-year, 18-credit diploma are not eligible to be valedictorian or salutatorian.

2. Graduation Dates

Students may graduate on any one of the 180 regular calendar school days. School should use the last day of school, the last weekday in June, and the first school day in January as graduation dates whenever possible. The diploma may show the date of graduation or the date of the last day of school.

3. Deadline Enrolling in an 18-Credit Option

The deadline for choosing an 18-credit option is as follows:

- for the beginning of the school year: the last school day in March
- for graduation from high school in May: the last school day in October

There will be no deadline for changing from an 18-credit option to a 24-credit option. Appeals for extension of these deadlines must be made in writing from the parent and student to the principal and the High School Senior Director.

4. Eligible Students

This option does not apply to ESE students or the adult program.

5. Promotion and Grade Designation

Students will be promoted from grade to grade as follows:

9th grade: promotion from 8th grade

10th grade: one year in high school and 4 credits

11th grade: two years in high school and 10 credits

12th grade: 2 years and one semester in high school and being on track to meet all graduation requirements. This promotion would take place in the middle of the third year in high school.

6. Demonstration of Proficiency in Second Language

- teacher-developed assessment administered to students who have completed two credits (two years)
- exit tests or assessments used in International Baccalaureate, advanced placement, or Advanced International Certificate programs
- language placement tests used by the modern languages department at the local community college or state university.
- College Level Examination Program (CLEP) in languages other than English
- Oral Proficiency Interview (OPI) by the American Council on Education
- SAT II (formerly, Achievement Test) by the College Board

7. FCAT Administration

- Students will be allowed to take the 10th grade FCAT when they are designated as 10th graders as is reflected in the above chart.

8. Enrollment in Career Center and Dual Enrollment

- Students will be admitted to career centers and dual enrollment following school board policy. Exceptions to these admissions procedures which might allow students in earlier grades to be admitted will be coordinated and approved through the High School Senior Director and the Senior Director of Career and Adult Education in communication with principals and directors.

9. Approved Forms

- The approved 18-Credit/3-Year Graduation Option Form will be used to allow parents and students to choose one of the 18-credit/3-year options. Not signing the 18-credit form puts the student into the 24-credit plan.
- The Reversal of the 18-Credit Option Form must be signed by parent, student, and school administrator to change a student to the 24-credit plan after an 18-credit plan has been chosen.

10. Completion of 18-Credit Option

- Beginning with the 2004-2005 school year, a student may not elect an 18-credit option once enrolled in the 4th year in high school. Beginning with the start of the 2004-2005 school year, a student may not take four years to complete an 18-credit option. Once a student has not completed the 18 credits in three years, he/she will become a 24-credit student.

11. Other Policies that Apply

- All other policies stated in this plan which do not contradict the wording in this section apply to student pursuing and 18-credit option.

U. HOSPITAL HOMEBOUND PROGRAM**A. HOSPITAL HOMEBOUND PROGRAM**

1. Due to the nature of Hospital/Homebound Instructional Services, students will be exempt from the attendance regulations while enrolled in the Hospital/Homebound Program.
2. The student's instruction in the Hospital/Homebound Program will be based on the previous courses the student enrolled in at their home school. When they return to school, mastery of the course performance standards will be documented and credit awarded by their classroom teacher with assistance from the teacher of homebound. The student's instruction in the Hospital/Homebound program will be based on the previous courses in which the student was enrolled in the following subjects: English, Reading, Math, Social Studies, and Science.
3. If a student is enrolled in Homebound for less than a full grading period, the home school will grade the student. The teacher of Homebound may make recommendations to assist in the averaging of grades.
4. If the student is enrolled in the Hospital/Homebound program for one or more full grading periods, the responsibility for grades will rest with the teacher of Hospital/Homebound.
5. Dual Enrollment: A student may dual enroll in both the Hospital/Homebound program and home school program by medical orders.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

Consent Decree

Because of the Florida Consent Decree (META Agreement) certain criteria must be taken into consideration when considering an English Language Learner (ELL), for remediation and/or retention.

Grading ELL Students

English Language Learners (ELLs) who are making academic progress must not receive unsatisfactory grades, for example, a D, F or U. Curriculum, instruction and assessments must be modified appropriately for the student's level of English language proficiency as indicated on the IPT and/or CELLA test(s) so that each student is provided the opportunity to attain expected benchmarks. Documentation must be provided to show how comprehensible instruction and second language acquisition strategies are an integral part of the curriculum provided to the student.

Student Progress Monitoring (formerly Academic Success Plans)

Progress Monitoring must be implemented for ELL students receiving unsatisfactory grades, for example, a D, F or U, at the end of a grading period; and for ELL students needing remediation and/or facing possible retention. Parents must be invited to participate in an ELL Committee meeting to determine interventions and remediation strategies for the ELL student. The recommendations of the ELL Committee based on progress monitoring data, teacher input, administrator input, and parent input, will be recorded in the ELL Committee Recommendation Form to create a plan for both the teacher and the student.

The ELL Committee, functioning in accordance with Rules 6A-6.0900 – 6A-6.90, F.A.C., the 1990 LULAC vs. State Board of Education Consent Decree, and the District ELL Plan, will make the appropriate decisions regarding the proper placement of and remediation for ELL students.

Retention and Good Cause Indicators for Promotion of ELLs

Before ELL students are identified for retention, the following "good cause indicators" must be considered:

- Students currently in the ESOL program (code LY)
- Third grade students currently in the ESOL program (code LY) who have been receiving ESOL services less than two years
- Educational background
- Time in the country
- Academic progress during school year (English language development and grade level content area development)
- Cultural adjustment
- Home support
- Age appropriateness
- Progress with grade level Language Arts/ESOL benchmarks
- Progress with English language proficiency (reference IPT and/or CELLA test scores)
- Progress based on interventions recommended by the ELL Committee based on Progress Monitoring Data
- Mobility (migrant)
- Assessment data in the native language (if available)

Good cause decisions are based upon the rationale that although the student has not achieved the performance expectations for regular promotion, conditions exist that indicate retention would be more adverse for the student than promotion. **ELL students cannot be retained based on their English language proficiency.** This is a civil right and constitutional issue that protects the rights of ELL students with regard to retention, promotion and equal access to all educational programs. An ELL student may be considered for retention only if the following stipulations are met:

- Use of appropriate ESOL strategies has been documented in lesson plans and verified by administrator
- Progress Monitoring has been in effect for at least one semester
- Student does not meet benchmarks for the academic level at which she/he is working
- Student has not made academic progress for a minimum of one semester

An ELL student may not be retained to give him/her more time to learn the English language. **No student may be retained based solely on limited English proficiency.**

INTERSCHOLASTIC EXTRACURRICULAR



STUDENT ACTIVITIES

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

I. GRADE POINT AVERAGE AND PARTICIPATION IN ALL INTERSCHOLASTIC EXTRACURRICULAR STUDENT ACTIVITIES FOR ALL STUDENTS IN POLK COUNTY HIGH SCHOOLS

A. GRADING SCALE MANDATED IN STATE LAW:

<u>Grade</u>	<u>Percent</u>	<u>GPA Value</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. GRACE 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.

II. 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.

NOTE: STUDENTS WHO DO NOT HAVE A 2.00 GPA FROM EIGHTH GRADE:

Can practice – can play on Day 23 if GPA is 2.00 for all courses.

Can practice – can play on Day 46 if GPA is 2.00 for all courses.

Can practice – can play on Day 69 if GPA is 2.00 for all courses.

A. 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.

B. AGE RESTRICTION

A student will become ineligible immediately when he/she reaches the age of 19 years, 9 months, unless the state series in that sport has begun, whereas the student can compete that sport's season.

C. 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, 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 Bartow Charter School 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.

D. CHEERLEADER TRYOUTS

Cheerleader tryouts may not be held at any school until the Monday after the last day 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 may be held at the same time or later in the summer or after the beginning of the next school year. 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.

E. 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.

F. 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.

G. 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:

- (a) he/she earns a 2.0 grade point average in all courses taken during the previous semester;
- (b) he/she enters into this "Academic Performance Contract for Athletic Eligibility" with my school; and
- (c) he/she enrolls in and attend 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

H. 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.

I. 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

J. FHSAA BY-LAW 11.2.9

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

K. 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.

L. FHSAA 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.

M. SUMMER PARTICIPATION

A student who participates in athletic activities sponsored by or affiliated with a school during the summer period following assignment to or acceptance by the school but preceding attendance in the school will be considered to have established residence in that school and will not be eligible to participate in interscholastic practice or competition at any other member school during that school year. A student who is assigned to and/or accepted by more than one school will be considered to have established residence in the school he/she first attends or participates in summer athletic programs or interscholastic practice prior to attendance, whichever first occurs.

N. 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. 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 be sent to the FHSAA before the student may practice.

III. 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 school or practice) and then receives an out-of-zone transfer will not be eligible at the out-of-zone school unless an appeal is approved. An approved appeal will not permit the student to participate in a sport already in season as established by the FHSAA.

A student who first enrolls at a FHSAA member private school (attends one day of school or practice) and then transfer to his/her zoned public school or transfers to a non-zoned public school with an approved out-of-zone transfer will not be eligible at either of the public schools unless an appeal is approved. An approved appeal will not permit the student to participate in a sport already in season as established by the FHSAA.

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 school or practice) and then transfers to a FHSAA member private school will not be eligible at the FHSAA member private school unless an appeal is approved. An approved appeal will not permit the student to participate in a sport already in season as established by the FHSAA.

The penalties for recruiting an athlete to attend a school are very severe and can include a minimum fine of \$2,500 plus expenses to the school, the suspension of the involved sport for at least one year, the suspension of the entire athletic program for at least one year, the permanent eligibility of the recruited student at the recruiting school, or a one year ineligibility for the recruiting student at all member schools.

11.4.12 Participation by a student in non-school athletics (i.e. AAU, American Legion, club settings, travel teams, etc.) on a team that is affiliated with any school other than the school which the student attends, or attended the prior year, followed by enrollment by that student in the affiliated school shall be deemed to be ineligible at the school to which that student enrolled. The student shall be ineligible to represent that school in interscholastic athletic competition in any sport for the remainder of that school year. A team affiliated with the school is one that is organized by and/or coached by any member of the coaching staff at, or any other person affiliated with, that school; and/or on which the majority of the members of the team (participants in practice and/or competition) are students who attend that school.

11.4.13 A student who transfers to a new school within one calendar year of the relocation of his/her coach to that school without a corresponding change in residence shall be considered to have transferred for athletic reasons and shall not be eligible to participate in the sport(s) coached by that coach for one calendar year from the date of enrollment in the new school.

IV. ATHLETIC 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 try-outs 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.

V. 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.

A. HOME EDUCATION COOPERATIVES

1. 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.
2. 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.
3. 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 nonmember 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.

B. HOME EDUCATION STUDENT PARTICIPATION IN ATHLETICS AT MEMBER SCHOOLS

1. 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.
2. 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.

C. 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.

D. HOME EDUCATION STUDENT PARTICIPATION IN NON-ATHLETIC ACTIVITIES AT MEMBER SCHOOLS:

1. 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.
2. 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.

Special



Programs

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

I. ADULT EDUCATION

A. 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 on-going 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:

1. **Adult Basic Education** (ABE) which provides classes in reading, mathematics and language skills from zero grade level through 8.9 grade level.
2. **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.
3. **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 in-house GED program targets at-risk high school students by providing GED preparation, life skills, and employability skills.
4. 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.

B. 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 Comprehensive Achievement Test, 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.

Credit Requirements

A candidate for an adult school diploma must satisfactorily complete 24 credits. Two (2) credits must be earned at the school granting the diploma, 14 and required credits and ten (10) electives.

The required credits are:

<u>Credits</u>	<u>Courses</u>
4	English
4	Mathematics (including Algebra I)
3	Science (The laboratory component will be waived when such facilities are inaccessible or do not exist.)
3	Social studies, including
	1 American History
	1 World History including doctrines and objectives of major political systems
	1/2 American Government
	1/2 Economics
10	Electives (See Note 1)
24 TOTAL CREDITS	

A student must have a cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, for required courses for graduation.

The following applies to Adult Schools:

1. The one-half credit in physical education is not required. One-half credit in an elective course must be substituted.

C. ACCEPTABLE CREDIT TOWARD AN ADULT HIGH SCHOOL DIPLOMA

1. Credits from an accredited high school or credits from a non-accredited school.
2. Credits completed in state approved adult classes.
3. Credit for educational experiences in the armed forces.
4. 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.
5. Credit for college courses and early advancement.

D. 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:

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

E. 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.

II. ALTERNATIVE EDUCATION AND DROPOUT PREVENTION PROGRAMS

Dropout Prevention 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.

The following are Dropout Prevention Programs offered in Polk County:

Educational Alternatives

Gause Academy of Leadership and Applied Tech.ACTS
Computer Alternative Programs

Disciplinary

BEST
Bill Duncan Opportunity Center
Don Woods Opportunity Center
Expulsion Program
Mark Wilcox Center (Substance Abuse)

Teenage Parent Programs

Lakeland Teen Parent
Ridge Teen Parent

Youth Services

Cornerstone Youth Runaway Shelter
Adjudicated Youth Program
Polk County Boot Camp
Polk Halfway House
Polk Regional Detention Center
Central Florida Marine Institute
Bartow Youth Training Center
Florida Sheriff's Youth Villa
Avon Park Academy
Live Oak Academy
Drop Back In Academy

For specific program information, refer to Polk County's Comprehensive Dropout Prevention Plan.

A. CURRICULUM DELIVERY AND COURSE MODIFICATIONS

The method of curriculum delivery in dropout prevention programs may be traditional in nature or performance based (competency based) to address individual needs of students. Dropout prevention programs have approved modifications of certain subjects listed in the State Course Code Directory. These modifications are approved by the Florida Commissioner of Education and the Polk County School Board and are included in Polk County's Comprehensive Dropout Prevention Plan.

Note: Personal Fitness is required for students enrolled in the Computer Alternative Program (CAP) and the Teen Parent Program.

B. 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.

C. STATE OF FLORIDA HIGH SCHOOL DIPLOMA (GED)

In such cases where the student has completed all requirements for graduation except the attainment of 1.5 cumulative grade point average, special assistance and counseling will be provided 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 age 16 and 17 are not eligible to apply for testing unless they have received an approved age waiver. (See School Board Rule 6Gx53-4.011, GED Guidelines and/or Adult Handbook.)

A student who successfully completes the GED tests will be considered as an equal status graduate with other high school diplomas for all purposes including possible admission to community colleges and universities. The student who successfully completes the GED test may not participate in the K-12 program or receive any rights or privileges of the K-12 program or be eligible for FTE funding in the K-12 school programs. This does not apply to students who are eligible to convert the GED to a standard high school diploma (Polk District Diploma) through such programs as the CAP program.

D. GED TESTING

Pursuant to Rule 6A-6.021(6), FAC, Florida school districts may administer GED tests to students currently enrolled in approved dropout prevention 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 overage for grade or for seniors nearing program completion. Waivers for students who are enrolled in dropout prevention programs and who desire to take the GED must be approved by the High School Senior Director, Senior Director of Alternative Education, and Senior Director of Career and Adult Education.

E. STUDENT PERFORMANCE GRADUATION

The student may fulfill the course or subject requirements for graduation through a student performance based promotional plan approved by the School Board and the Commissioner of Education or his duly authorized representative. Students may elect to take an individualized course of study that requires twenty-four (24) credits if they are in a planned program to improve their individual vocational or academic skills (Florida Regulation 6A-1.95).

F. FLORIDA SEMI-INDEPENDENT STUDY PROGRAMS AND/OR P.A.S.S. (PORTABLE ASSISTED STUDY SEQUENCE)

Students with a transient lifestyle who fall behind in credits earned can use FLORIDA SEMI-INDEPENDENT STUDY PROGRAMS course work and/or P.A.S.S. (PORTABLE ASSISTED STUDY SEQUENCE) courses in acquiring needed credits for graduation. These courses match the Course Code Directory, State Performance Standards and State Curriculum Frameworks.

Upon receipt of a transcript by the State Director of P.A.S.S. and FLORIDA SEMI-INDEPENDENT STUDY PROGRAMS verifying successful completion of coursework, the district shall then award the appropriate credit.

G. CREDIT RECOVERY PROGRAMS

The Polk Virtual School, Florida High School, the Sylvan Learning Center, and the Learning Resource Center are SACS accredited high school credit programs and are recognized by the Polk County School Board. High school credit, up to a maximum of 4 credits per student, will be accepted from the Florida High School, the Sylvan Learning Center, and the Learning Resource Center 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 High School Senior Director. Only complete semester or final grades will be posted to a student's academic record.

1. Polk Virtual School**a. Program Description**

Polk Virtual School is a district owned and operated virtual education program for Polk County students. This program serves students in grades six through twelve with courses that are accredited through the Southern Association of Colleges and Schools. Polk Virtual School serves public school students (as part of their regular schedule), hospital homebound, home schooled students, and private school students. Virtual education is completely Internet based.

Enrollment and registration processes for Polk Virtual School are completed via the Internet at the following website schools.polk-fl.net/pvs. Any student with access to the Internet can enter their courses and work from any place, at any hour, and for as long as they choose.

Polk County purchased the franchise rights from the Florida Virtual School to use their curriculum packages. All courses are based on Sunshine State Standards and are directly linked to the benchmarks established by the Florida Department of Education. Each course's curriculum is designed using modular lessons. Each student completes their work, submits it via email to the teacher, it is graded by the teacher, and returned via email. Students earn credits through course work completion. The students and teachers communicate via email, whiteboards, and telephone.

The instructional staff is comprised of full-time and adjunct teachers meeting highly qualified standards for their subject area. Full-time instructors are available during traditional school hours in the core academic subject areas. Adjunct teachers serve at a regular brick and mortar school during the day and work with the virtual students in the afternoons, evenings, and limited weekend hours.

Online students experience the most success when they are computer literate, are self-disciplined, are motivated and read at or near grade level. Although PVS courses can be taken for grade forgiveness, they are rigorous and are not intended for remediation. One-credit courses are designed for 36 weeks of study and .5 credit courses for 18 weeks. Early in the course, students may request an accelerated pace to complete sooner.

2. Enrollment**Polk County Public School Students**

Polk Virtual School can serve concurrently enrolled Polk County Public high school students in its program, if the students are listed as shared students and the Polk Virtual School course(s) is part of the students' daily schedules. The present legislation does not allow Polk Virtual School to earn FTE for students with a full schedule at a brick and mortar school. Students that will be enrolled at both Polk Virtual School and a Polk County School Board Brick and Mortar may take a maximum of 6 (1/4 of course work) classes out of the 24 required to graduate. While not required by Polk Virtual School, the brick and mortar school of record will determine attendance at a specific site. The student will receive an F on his/her transcript if he/she is dropped or chooses to drop the course after the 28th day, earning a "WF" in the course. Students with full schedules can take extra courses through Florida Virtual School.

Home Schooled Students

These students can enroll full-time in Polk Virtual School's courses once PVS has received a copy of their home school approval letter. The approval letter is sent to the student's parents/guardians once all of the appropriate paper work has been completed and submitted to the district office. Then the parent/guardian is to fax a copy of the letter to Polk Virtual School.

Hospital Homebound Students

Students enrolled through Hospital Homebound can take PVS courses with approval of PVS, the hospital homebound facilitator, and the zoned school. Course selection will be determined at the staffing for hospital homebound placement.

2. Florida Virtual School

Students that wish to participate in extra courses beyond their regular schedule may take classes through Florida Virtual School. Registration processes for Florida Virtual School (FLVS) are the completed through the Polk Virtual School (PVS) website. These courses like those offered by PVS require both guidance and guardian approval. FLVS is an established leader in developing and providing virtual education solutions to students throughout the country. A nationally recognized e-Learning model, FLVS was founded in 1997 was the country's first state-wide Internet-based public high school. Today, FLVS serves middle and high school students with more than 80 courses. In 2000, the Florida Legislature established FLVS as an independent educational entity with a gubernatorial appointed board. FLVS is the only public school where funding is tied directly to student performance. FLVS provides online solutions for grades 6 to 12, as well as for adults seeking GED alternatives both in FL and out-of-state through their Global Services Division. The student will receive an F on his/her transcript if he/she is dropped or chooses to drop the course after the 28th day, earning a "WF" in the course.

3. Learning Resource Center

The Learning Resource Center of Polk County, Inc. (LRC) is accredited by SACS (Southern Association of Colleges and Schools) and CITA (Commission on International and Trans-Regional Accreditation) as a Supplementary Education School. LRC has a proud 31-year history of providing high quality academic assistance and test preparation to help students maximize their learning potential. The LRC offers a number of supplemental programs to the students within the district:

- One-to-One Tutoring for students ages 5 to 21
- Study Habits of Successful Students for students in grades six through 12.
- SAT Preparation Courses for high school students preparing to enter college, adults returning to college, and seventh-grade students preparing for the Duke University Talent Identification Program.
- Individualized Diagnostic Testing for students in grades one through 12. Summer School for students who have completed kindergarten through 12th grade Young Leaders Program for students in grades four through eight.
- College Reach-Out Program for low-income students in grades 6-12.

4. NovaNET

NovaNET is an internet based system that is designed to reach struggling students who are over-aged and under-credited. Starting with the 2007-08 school year, students in high schools who have earned a D or F in a core academic course will have the opportunity to recover credits through the NovaNET program. NovaNET is a comprehensive, online courseware system that delivers research-driven, standards-based, interactive curriculum, integrated assessments and student management for credit recovery purposes.

H. EXECUTIVE LEADERSHIP PROGRAMS**1. General Requirements**

The Executive Leadership Program is a program for students in grade 12. At the end of the junior year, students may apply to participate in the Executive Leadership Program. The student participant is paired with a business or professional person in the community in order to study a specific career area. In a traditional setting, students will carry the equivalent of 3 courses at their home school. In a 4 x 4 setting, students will carry the equivalent of 2 blocks of instructional time at their home school. If necessary for scheduling and/or travel, the student participant may carry a minimum equivalent of two courses if sufficient credits toward graduation have been or can be earned. The normal schedule will be 3 academic courses and 3 ELP classes. However, students may extend the normal school day by taking the equivalent of 4 academic courses, 3 ELP classes, and receiving the equivalent of an additional course credit. Student participants will spend an average of fifteen hours per week and at least one complete semester with their community sponsor(s). Any other schedule/waiver must be approved by the Associate Superintendent.

2. Eligibility Criteria

- a. Student applicants seeking a regular diploma must have an overall unweighted GPA of 3.0. The community participant may specify higher GPA requirements, if desired.
- b. Regular diploma ESE students may request a waiver of the 3.0 GPA if their disability is the main reason they have not met the 3.0 GPA.

3. Application Procedures

A student who meets the eligibility criteria must apply to participate as follows:

- a. Complete the application form and submit to the school's program coordinator as designated by the principal.
- b. Participate in and successfully complete a personal interview with the area program coordinator, who will pair accepted students with community participants.
- c. Participate in and successfully complete a personal interview with a prospective sponsor.

4. Awarding of Credit

Students who successfully complete the program and its requirements can earn elective credits each semester toward high school graduation. In addition to the high school credits, a student may receive three college credits in social sciences from Polk Community College. For assignment of credit on transcripts, the following courses may be used:

<u>Course #</u>	<u>Course Title</u>	<u>Credit</u>
1. 0500300	Executive Internship I	.5
2. 0500310	Executive Internship II	.5
3. 0500320	Executive Internship III	1.0
4. 0500330	Executive Internship IV	1.0
5. 7965030	ESE-Externship for the Gifted	1.0 (ALPHA students only)
6. 2400310	Leadership Techniques	1.0
7. SLS2905	Executive Leadership	.5 (PCC Dual Enrollment)

5. Awarding of Community Service Award Points

Students will intern the equivalent of 5th and 6th periods, plus one additional hour and may use this additional hour of internship (if course credit is not being earned for these hours), toward the Polk County Community Service Award and/or toward the community service requirement for the Florida Academic Scholar's Certificate.

III. CAREER CENTERS: RIDGE AND TRAVISS**A. INTRODUCTION**

Ridge Career Center and Traviss Career 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. Programs offered may include Agriscience and natural resources, business, marketing, health technology science, public service, family and consumer sciences, industrial and technology education. Other programs offered may include remedial or basic academic skills and exceptional student education. Business and industry programs are provided as needed for the local business community, related education and services may be provided to support the needs of students.

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. The career centers work with various high schools in providing vocational training at the high school site.

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 "High School Counselor."

Refer to the career center catalog and program brochures for specific requirements of each program. See the fee schedule for required costs.

B. OPTIONS AVAILABLE TO STUDENTS AT THE CAREER CENTERS

All students must take selected required courses and a vocational program.

1. Regular High School Diploma Requirements:

24 credits

Pass FCAT

Selected coursework

Grade point average of 2.0

(See the high school section of the Student Progression Plan for full details)

2. Career Center District Diploma Requirements:

In order to prevent many students from dropping out of school at the late middle school and/or early senior high stages of their educational program, these students will be designated as 10th, 11th, or 12th graders for the purpose of allowing them to attend the career centers. Grade designation is not based on number of high school credits. If a student returns to a regular high school, grade in school will be based on number of credits. Middle school principals may refer middle school students directly to the career center for assessment and possible placement in Career Center District Diploma Program. Students must be 16 years of age or older.

Grade designation is implemented for eligibility in this program option so that students may take the FCAT. If students return to their home high school, grade in school will be determined by number of credits.

Parents and students who choose this option are to agree in writing to the following:

- (1) A regular standard diploma will not be attainable for these students.
- (2) A Polk District Diploma may be attainable.
- (3) The primary function of such grade designation is to provide the student with career center job skills.

Students who meet the following career and academic criteria plus successfully pass the General Education Development GED test will be awarded a Polk District Diploma. This option should not be **confused** with the **GED Exit Option** which **does not have a required career education component or the GED Preparation program which is an adult school option**.

Students must meet the following criteria to enter the program:

- Be 16 years of age and exhibit at-risk student characteristics
- Demonstrate probability for success on the GED test as documented by a GED practice test

To complete the program, a student must:

- Be enrolled in an approved dropout prevention program to include a minimum of 100 minutes of day of instruction in the basic academic courses of mathematics, language arts, science, or social studies
- Pass the FCAT
- Complete a career education job preparatory program at the career center and be eligible for a program certificate of completion certificate
- Take and pass the GED test, which must be approved by the Senior Director of Career and Adult Education. A form indicating student eligibility in the Career Center District Diploma Option will be completed with appropriate signatures prior to a student's first attempt at taking the GED test
- Take the Tests of Adult Basic Education

Career Centers may need to designate grade in school based on program requirements rather than course credit. The grade designation form will be approved by the Career Center Director, Senior Director of Career and Adult Education and the High School Senior Director. This designation may be used to access testing or career education programs requiring a specific grade designation. This grade designation does not affect graduation and if a student transfers back to a regular high school program, class grade will be determined on number of credits earned.

Students may be dismissed from the program for the following reasons:

- Unsatisfactory attendance
- Inadequate progress in either the academic or career education portions of this program
- Significant breaches of Polk County Code of Conduct

Responsibilities of the district include:

- Providing adequate dropout prevention programs to serve eligible students
- Providing counseling for students considering Career Center District Diploma Option
- Recording successful completion of the Career Center District Diploma Option on the student's transcript
- Awarding a Polk District Diploma for Career Center District Diploma Option.

This Career Center District Diploma Option is an approved dropout prevention plan.

Students receiving the Polk District Diploma from Traviss or Ridge Career Centers will graduate in a separate ceremony provided by those centers or with the regular summer school graduation.

3. Adult High School Diploma Requirements:

- 24 credits
- Pass FCAT
- Selected coursework
- Grade point average of 2.0 or higher

4. Special High School Diploma (Special Education) Requirements:

- a. Must have been staffed through exceptional student education and have an IEP
- b. 24 credits
- c. Selected coursework
- d. Grade point average of 2.0 or higher

5. Special Adult High School Diploma (Special Education) Requirements:

- a. Must be classified as an adult
- b. Must be staffed through exceptional student education
- c. 24 credits
- d. Grade point average of 2.0 or higher

6. Tech Prep Requirements:

- a. Student must be recommended by high school counselor to participate in this option.
- b. Student must have a four-year career plan.
- c. Student must participate in designated courses at home high school in grades 9 and 10.
- d. Student may attend career center for grades 11 and 12 or only grade 12.
- e. Student would complete a one year career education program beyond high school at career center and then one year at community college for an associate degree **OR** student would complete a two year career education program at the technical center for a Certificate of Completion **OR** student would complete an associate degree at the community college after completion of a career education program at the career center.

C. ADMISSION POLICY AND PROCEDURES

The career centers will accept 11th and 12th grade students throughout the school year. Orientation is offered for new students on a scheduled basis. A student may not get his or her first choice of a career education program if that program has a full enrollment. Every effort will be made to place the student in the desired program as soon as possible.

1. Student meets with counselor at home high school to discuss transfer. Parents/guardians will be contacted by home high school. Home high school explains the career center procedures and policies. Home high school counselor contacts the career center counselor.
2. Student is scheduled for Tests of Adult Basic Education (TABE), interest and aptitude assessment.
3. Career center counselor implements a graduation plan and coordinates intake and orientation for student.

A signed withdrawal and transfer form from the home high school are required for admission. When all paperwork is completed, the career center counselor will schedule the student. The student must complete an orientation packet. Career counseling, information, and career development services will be provided to the students.

Enrollment at Career Center (from out of county or state):

Students enrolling from out of county or state many enroll directly into the Career Center District Diploma Program. They do not have to enter through a high school or middle school. They must meet all entrance criteria like any other student new to Polk County. Enrollment procedures outlined in the Enrollment Requirements section of this Plan must be followed. Direct enrollment into the career centers applies only to the Career Center District Diploma Program and not to students finishing their high school credits.

D. WITHDRAWAL PROCEDURES (COMPLETION OF HIGH SCHOOL CREDITS)**To Return to Home High School:**

1. Student meets with counselor at home high school to discuss transfer. Parents/guardians will be contacted by home high school. Home high school explains the career center procedures and policies. Home high school counselor contacts the career center counselor.
2. Student will not be allowed to transfer back to home high school unless it is within the first ten days of the first semester or beginning of the second semester and the home school has agreed to this move.
3. If student is transferring back to the home high school, a withdrawal and transfer form will be completed and sent to home high school by mail and a copy will be given to the student.

E. WITHDRAWAL PROCEDURES (TECHNICAL CENTER DISTRICT DIPLOMA)

1. Student informs career center counselor of desire to drop out of the District Diploma Program.
2. If student is under 18, parent/guardian is notified.
3. Student is counseled concerning other future educational options.
4. Enrollment at previous school attended must be initiated in coordination with administration at that school since students will not be receiving high school credits through the Career Center District Diploma Program.

Dropping Out of School:

1. Student informs career centers' counselor of desire to drop out of school. Counselor works with students to encourage him/her to stay in school.
2. If student is under 18, parent/guardian is notified.
3. If student drops out, with parental permission, home high school is notified. Withdrawal papers and grade records are sent to home high school.
4. Exit interview is completed by career center counselor.

To Change Status from High School to Adult Student:

1. Student must be 16 to transfer to adult status. Parent/Guardian is contacted if student is under age 18.
2. Student is then responsible for all financial obligations associated with the program as an adult student.

F. GRADUATION PLANS

- A graduation plan is implemented for all high school students depending on the option selected. Previous coursework will be evaluated by the career center counselor for credit determination. The career centers do not offer a complete academic curriculum for regular high school students. However, a complete academic curriculum is available with assistance from the adult schools.
- Only those students who are completing their junior and/or senior credits at the career centers will be allowed to participate in graduation exercises and senior activities at their home high school. Students in the Career Center District Diploma Option will participate in graduation exercises at the career center only and will not be eligible for participation in senior activities.

G. HIGH SCHOOLS/POSTSECONDARY CAREER CENTER ARTICULATION

Articulation can be considered between the secondary schools and the two area career centers for the purpose of allowing secondary school students in grades 9-12 (at least 16 years of age) to attend postsecondary job preparatory programs offered by the postsecondary institutions. Secondary school students enrolled under this dual enrollment agreement shall earn high school credits for such dual enrollment toward the student's high school diploma in addition to postsecondary career education credit from the career center.

To be eligible to enroll in programs of this dual enrollment agreement, secondary students of the high school may enroll during school hours, after school hours, and during the summer term and must:

1. be enrolled in grades 9-12.
2. be a student in good standing.
3. take the basic skills test (Tests of Adult Basic Education - TABE) in accordance with procedures set forth by the Florida Department of Education.

Under this dual enrollment agreement, the secondary school would generate funding for students in the high school for the time that students spend in the dual enrollment program for FEFP Cost Category 103. The career center would generate funding for the same time enrolled under the appropriate Job Preparatory Program.

This career education dual enrollment agreement will apply to any secondary student seeking a certificate from a complete job preparatory program, but shall not sustain student enrollment in isolated vocational courses.

Specific procedures are outlined in the Polk County Public Schools – Postsecondary and Secondary Schools' Dual Enrollment Inter-institutional Articulation Agreement.

1. Graduation

A student who attends a career center and completes graduation requirements at the center must meet the same graduation requirements for a standard diploma as those students in the regular high schools. These requirements are presented in the High School Education Section, inclusive. Adult high school students shall meet the requirements for a district adult diploma as described in the Adult Education section.

The Career Center District Diploma Option at Ridge and Traviss Career Centers allows high school students to earn a Polk District Diploma by completing a career education program, passing the FCAT, and passing the GED. See the section on Ridge and Traviss Career Centers for full details.

2. Work Experience Programs

A student who is placed in the Work Experience Program (8301600) shall meet the 1/2 state credit in Personal Fitness graduation requirement.

3. Cooperative Education

- a. Students who have been approved for enrollment in one of the cooperative education on-the-job training programs (OJT) outlined in paragraph 2 must meet the same graduation requirements as other members of their graduating class as contained in the High School Education Section, inclusive.
- b. Students will receive one credit for each period the student is released from school and enrolled in an on-the-job training course, provided that the student has 150 hours of paid, supervised employment for each credit earned. Students cannot earn more than the maximum number of credits outlined below for each program. Students may receive one credit for paid-supervised work in a summer work program. The credit received for summer work must be included in the maximum allowed for the program in which the student is enrolled.

<u>PROGRAM</u>	<u>OJT MAXIMUM CREDIT</u>
Agribusiness Cooperative Education – OJT (8100410)	6
Business Cooperative Education – OJT (8200410)	4
Cooperative Diversified Education – OJT (8300420)	
Work Experience (8301600)	
Health Occupations Cooperative Education – OJT (8400410)	
Family and Consumer Sciences Cooperative – OJT (8500410)	
Industrial Cooperative Education - OJT (8700400)	
Marketing Cooperative Education – OJT (8800410)	
Public Service Cooperative Education – OJT (8900410)	4
Work-based Experience (8601800)	3
*Includes both class and OJT credits	

- c. Special permission to take additional work experience credits may be obtained by the principal requesting permission from the Senior Director of Career and Adult Education.

IV. CAREER EDUCATION PREPARATION ARTICULATION AGREEMENTS

Students completing a specific high school career education program with a 3.0 GPA within that program may receive college credit from community colleges for specified course(s) through competency verification. Verification of competencies may include a performances assessment, skills checklist, written test, portfolio, etc. as agreed upon by secondary and postsecondary instructors.

Listed below in the left column are the high school career education programs for which articulation agreements have been completed. In the right column are the college programs for which a program completer may earn college credit.

<u>Secondary Career Education Programs</u>	<u>Postsecondary/A.S. Degree</u>
BUSINESS TECHNOLOGY EDUCATION	
Accounting Operations	Accounting Technology Administrative Office Technology Business Administration and Management Financial Services Marketing Management Medical Office Technology Office Management Technology
Administrative Assistant	Administrative Office Technology Business Administration and Management Health Information Management Marketing Management Medical Office Technology Office Management Technology
Business Supervision and Management	Accounting Technology Administrative Office Technology Business Administration and Management Financial Services Marketing Management Medical Office Technology Office Management Technology
Digital Design	Administrative Office Technology Business Administration and Management Medical Office Technology Digital Media/Multimedia Technology Medical Office Technology Office Management Technology
Networking Support Services PC Support Services	Computer Network Engineering Technology Administrative Office Technology Business Administration and Management Computer Information System Analysis Health Information Systems Analysis Medical Office Technology Office Management Technology
<u>Career Center Postsecondary Career Education Programs</u>	
BUSINESS TECHNOLOGY EDUCATION	
Accounting Operations	Accounting Technology Administrative Office Technology Business Administration and Management Financial Services Marketing Management Medical Office Technology Office Management Technology
Administrative Assistant	Administrative Office Technology Business Administration and Management Health Information Management Marketing Management Medical Office Technology Office Management Technology
Business Supervision and Management	Accounting Technology Administrative Office Technology Business Administration and Management Financial Services Marketing Management

Secondary Career Education Programs

Customer Service Representative
Legal Administrative Specialist

Medical Administrative Specialist

Postsecondary/A.S. Degree

Medical Office Technology
Office Management Technology
Marketing Management
Administrative Office Technology
Business Administration and Mgmt.
Office Management Technology
Administrative Office Technology
Business Administration and Mgmt.
Health Information Management
Medical Office Technology
Office Management Technology

HEALTH SCIENCE EDUCATION

Practical Nursing

LPN-RN Bridge Sequence

PUBLIC SERVICE EDUCATION

Fire Fighter II

Fire Science Technology

Articulation Agreements with South Florida Community College**Secondary Career Education Programs****Postsecondary/A.S. Degree****AGRISCIENCE and NATURAL RESOURCES EDUCATION**

Agritechnology
Animal Science and Services
Environmental Horticulture Science and Service

Agriculture Production Technology
Agriculture Production Technology
Agriculture Production Technology

TECHNOLOGY EDUCATION

Drafting and Design Technology

Architectural Design and Construction Tech.
Building Construction Technology
Drafting and Design Technology

Articulation Agreements with Hillsborough Community College**Secondary Career Education Programs****Postsecondary/A.S. Degree****AGRISCIENCE AND NATURAL RESOURCES EDUCATION**

Agritechnology

Agriculture Production Technology

TECHNOLOGY EDUCATION

Drafting and Design Technology

Architectural Design and Construction Tech.

V. CHOICE SCHOOLS**A. PROGRAM DESCRIPTION**

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.

The Choice Schools within the Polk County School District include:

1. Elementary Schools
 - North Lakeland Elementary
2. Combination Schools serving grades K-8
 - Blake Academy
 - Davenport School of the Arts
 - Jewett School of the Arts
3. Middle Schools
 - Daniel Jenkins Academy
4. High Schools
 - Summerlin Academy

B. 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 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.

C. 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. This includes North Lakeland Elementary.

D. 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. (For specific information see approved guidelines in school board policy 4.018.) Applicants must reapply annually for the applicant pool.

E. PROGRAMS OF CHOICE DEFINED

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.

F. ESE STUDENTS

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.

VI. EARLY ADMISSIONS PROGRAMS

Students in the eleventh (application for senior year) and twelfth grades may apply for Early Admission (full-time) or Dual-Enrollment (part-time) Early Admission 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 FACTs.org and the Bright Futures websites).

A. GENERAL INFORMATION

1. The student cumulative folder shall show adequate notations covering the work accomplished while in college. An official transcript of college-level work will be used as verification for this record.
2. The noted policies for Full-time Early Admission and Dual-Enrollment Early Admission shall be incorporated in the student application form and shall include the following: parents' signature, student's signature, counselor's signature, student's grade point average (by counselor), principal's signature, and date.
3. A unit in Americanism versus Communism must be taken (included in World History).
4. A student attending college either as a Dual-Enrollment or Full-time Early Admission student shall be allowed to participate in the extracurricular activities of his/her regular high school.
5. In order to participate in the regular high school athletic program, each Dual-Enrollment or Full-time Early Admission student attending college must receive permission from the director of the Florida High School Activities Association as outlined in the procedures of this association. This blanket approval is secured annually by the district director of athletics.
6. The schedule a student takes must move him or her towards a two-year or four-year degree.
 - (a) Students are required to take English for the full year.
 - (b) Courses taken in full-time enrollment should complete/match high school graduation requirements.
 - (c) Courses should match a student's needs relating to both high school and college courses.

B. FULL-TIME EARLY ADMISSION

1. Admission to this program has the following five requirements:
 - (a) Completion of a minimum of 18 credits earned in grades 9, 10, and 11 while maintaining a 3.2 grade point average (the GPA requirement may be waived by the High School Senior Director upon written request by the principal) and achieving satisfactory scores on the FCAT as prescribed by law. Students must have completed as a minimum the following course requirements in grades 9-11. For early decision purposes, tentative approval may be authorized by the Superintendent pending successful completion of these requirements.

<u>Credits</u>	<u>Courses</u>
3	Language Arts
2	Math (Must Include Algebra II)
2	Science
2	Social Studies
1	1/2 Personal Fitness and 1/2 other PE
1/2	Life Management or Health II Personal Health
<u>7</u>	Electives
18	TOTAL

- (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 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 Secondary Education Director for unusual circumstances.
2. 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.
3. Students must meet freshman-level criteria established by colleges/universities.
4. 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.
5. Student 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.

C. DUAL-ENROLLMENT PROGRAM

This program allows acceleration for students still enrolled in high school. Dual-Enrollment credits may be in addition to the normal high school load or as part of the student's regular load. However, students must meet regular graduation requirements as contained in the Secondary Education Section, inclusive.

1. To be eligible, a student must have a minimum (3.0) overall GPA or a B (3.0) or better average in the subject area in which college courses are to be taken. All regular college courses taken through dual-enrollment count toward high school graduation requirements. GPA requirement may be waived by the High School Senior Director after written request by the principal.
2. The student approved for Dual-Enrollment Program (advanced studies) may take courses per term during their high school year as determined jointly by the college/university director of admissions and the local high school.
 - (a) College credits may be used to satisfy appropriate high school credit specific course graduation requirements or may be earned as electives.
 - (b) A diploma may be awarded when the student has completed all requirements for graduation (June graduation date or later).

3. A Dual-Enrollment Program student must express written intent to pursue a post-secondary academic degree prior to enrollment.
4. College Prep (remedial) college courses do not count towards dual enrollment or high school credit and must be taken at the expense of the student.
5. Student taking more than twelve (12) hours of dual enrollment during any **one** semester must meet the requirements of **full-time early admissions** students.

VII. FOREIGN EXCHANGE PROGRAM

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. FOREIGN EXCHANGE STUDENT PROGRAM

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.

B. 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.

1. 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.

C. ELIGIBLE STUDENTS

The following eligibility requirements must be met:

1. Agree to be in attendance a minimum of two (2) semesters in the district unless a shorter or longer enrollment is mutually agreed to by the school and the student/agency.
2. Must be a minimum of fifteen (15) but not more than eighteen (18) years of age on the date of enrollment.
3. Submit written evidence of English proficiency of the student on a recognized language assessment test and submit a transcript translated into English of his/her secondary school.
4. Have appropriate medical insurance coverage.
5. Be accepted by a host family with evidence of written documentation of interview and home visit, signed and dated by the representative.
6. Statement stating the student has not completed requirements for graduation, received a diploma, or degree from high school in their country.
7. Original Florida Certificate of Immunization (HRS blue immunization form DH 680).
8. Original physical exam, showing the results of at least three components, performed in the United States, dated and signed by a licensed physician within one year of entry date to PCSB.
9. J-1 Visa and Passport or Birth Certificate (J-1 Visa can be brought to us when the student arrives).
10. Obtain preliminary written approval of the principal before arrival to the U.S. The principal may grant approval for entrance using the following guide:

<u>High School Size - FHSAA</u>	<u>Maximum Number of Students</u>
5A	10
4A	8
3A	6
2A	4
1A	2

D. PROCEDURES FOR ADMISSIONS

The sponsoring organization must apply for and obtain written approval from the principal for admission of a foreign exchange student at least three (3) months prior to the beginning of the school year. Such written approval, once given, shall assure that a place shall be held for a student for three (3) weeks or until a host family is identified, whichever shall occur first.

Procedural Guidelines:

1. 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.
2. 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.

Required registration documents are:

- a. A copy of the approved Agency Representative Notarized Form submitted and approved by PCSB Foreign Exchange Office along with the official form of listed required documents submitted to PCSB Foreign Exchange Office prior to enrollment of student to a PCSB school.
- b. Agree to be in attendance a minimum of two (2) semesters in the district unless a shorter or longer enrollment is mutually agreed to by the school and the student/agency.
- c. Must be a minimum of fifteen (15) but not more than eighteen (18) years of age on the date of enrollment.
- d. A copy of the written evidence of English proficiency of the student on a recognized language assessment test and submit a transcript translated into English of his/her secondary school.
- e. A copy of the appropriate medical insurance coverage.
- f. Be accepted by a host family with evidence of written documentation of interview and home visit, signed and dated by the representative.
- g. A copy of translated transcripts: Official statement stating the student has not completed requirements for graduation, received a diploma, or degree from high school in their country.
- h. A copy of the Florida Certificate of Immunization (HRS blue immunization form DH 680).
- i. A copy of the J-1 Visa and Passport or Birth Certificate (J-1 Visa can be brought to us when the student arrives).
- j. A copy of the preliminary written approval of the principal. The principal may grant approval for entrance using the following guide:

<u>High School Size - FHSAA</u>	<u>Maximum Number of Students</u>
5A	10
4A	8
3A	6
2A	4
1A	2

3. Please do not send fax copies to us. Most fax copies not clear, especially if you are faxing us your copies.
4. 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.
5. If a student transfers from one host family to another, please notify us and send the new host family information to our office.
6. Please be prepared with all the necessary paperwork so our visiting students will not be delayed in entering our school system.
7. 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. *So register early!*

- ❖ 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.

- a. 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.
- b. Written approval or denial of admission will be given to the sponsoring organization by the principal.

E. ENROLLMENT AND ORIENTATION

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.

F. SUPERVISION

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.

G. FINANCIAL SUPPORT

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

1. The student may finance school-related expenses if the student is able.
2. 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.
3. Any fund raising for the support of foreign exchange students shall be in accordance with School Board policies.

H. EMPLOYMENT

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.

I. ATHLETIC ELIGIBILITY

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:

1. 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.
Standard 6B specifically states: - "Organizations shall NOT knowingly be party to a placement based on athletic abilities, whether initiated by a student, a natural host family, a school, or any other interested party. A direct placement is one in which either the student or the sending organization in the foreign country is party to an arrangement with any other party, including school personnel, for the student to attend a particular school or live with a particular host family. Such direct placement must be reported to the particular school and the National Federation of State High School Associations prior to the first day of classes".
2. A foreign exchange student is considered placed with a host family when:
 - (a) the school that the student attends had no input into the selection or assignment of the student;
 - (b) 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
 - (c) the host family placement is approved by the national headquarters of the sponsoring organization.
3. The foreign exchange student must possess a J-1 visa issued by the U.S. Immigration and Naturalization Service.

4. 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.
5. 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.
6. 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.
7. 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.
8. The foreign exchange student must meet all other eligibility standards of the FHSAA Bylaws while a student at a member school.

J. GRADUATION

1. Regular Diploma: Foreign exchange students may NOT apply for a regular diploma. To be eligible for graduation and to participate in the ceremony, a student must have completed all graduation requirements as provided in the **Student Progression Plan**.
2. Upon completion of the stay in Polk County, the student will be issued an official transcript of all work completed after a request has been made for the transcript.

Foreign Exchange procedure forms can be found at the Polk County School Board website:
www.polk-fl.net/staff/teachers/worldlanguages.htm

Polk County School Board approved foreign exchange agencies will be specified by the Learning Division on an annual basis.

VIII. INTERNATIONAL BACCALAUREATE SCHOOLS**A. 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.

The IB Schools are housed on the campuses of Bartow High School and Haines City High School. 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.

B. ADMISSION CRITERIA

Admission to the IB School is determined in two phases. Preliminary acceptance to the IB School is established by admission to Pre-IB for two years, beginning in grade nine. Admission is granted, based on available spaces, by the evaluation of a student's academic portfolio demonstrating academic achievement and motivation. Items considered in the portfolio include: unweighted GPA of 3.0 or higher for academic classes through the first semester of the 8th grade; evaluation of standardized assessment scores; and a student essay with a minimum score of 2.50 on a 4.0 scale. After careful review and evaluation of the student academic portfolio, final selection and placement is determined by a selection committee headed by the High School Senior Director for Polk County Schools.

C. PROGRAM REQUIREMENTS

1. 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.
2. During the second semester of the tenth grade, 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.

D. COURSE OF STUDY IN PRE-IB

Each student in Pre-IB must be scheduled for seven classes each day.

E. COURSE OF STUDY IN IB SCHOOL

1. Students are required to register for seven classes a day each year during the IB School. Students must declare a minimum of three higher level courses (areas of specialty) and three subsidiary level courses (areas of generality) beginning in their junior year.
2. In addition to the six subject areas, students must also participate in a minimum of 150 hours of Creativity, Action, Service extra-curricular activities before May of their senior year, submit the Extended Essay, and complete the Theory of Knowledge course.
3. Students who are graduated from the IB School will receive a Polk County high school diploma from Bartow High School. Students will not be ranked with Bartow High School Students. All academic honors will be designated and awarded through the IB School.
4. Awarding of the International Baccalaureate Diploma is dependent upon the student meeting requirements set forth by the International Baccalaureate organization.

F. 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.

G. ATHLETIC ELIGIBILITY

1. Students in the Bartow High School International Baccalaureate School are only eligible for extracurricular activities at Bartow High School since they attend Bartow High School for their required courses. They are not eligible at their home zoned school. (FHSAA By-laws 19-9-3, NOTE).
2. Students who elect to attend the International Baccalaureate School beginning in 9th grade are eligible for athletics at Bartow High School as long as they are enrolled at the International Baccalaureate School.

H. 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 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.

IX. LOIS COWLES HARRISON CENTER FOR THE VISUAL AND PERFORMING ARTS**A. PROGRAM ADMISSION**

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.

B. ADMISSION CRITERIA

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

C. PROGRAM REQUIREMENTS

1. A cumulative 2.3 GPA for all students must be maintained while enrolled in the arts program.
2. 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.
3. 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.

D. COURSE OF STUDY IN THE ARTS PROGRAM

1. 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.
2. 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.
3. For the purpose of arts courses and general academics, students will be considered as dual-enrollment students.
4. 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.
5. 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.
6. 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 Harrison School for the Arts' staff and Lakeland High School's staff.
7. 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.

8. The prescribed arts curriculum at Harrison will include the following minimum contacts for Harrison students in the various arts disciplines over a four-year period: Dance: 10 credits, Music: 10 credits, Theatre: 10 credits, Visual Arts: 10 credits, and Motion Picture Arts: 10 credits. All seniors should take three art courses during their senior year.
9. 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 Harrison School for the Arts' Student Handbook.
10. 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.

E. ATHLETIC ELIGIBILITY

1. Students at Harrison School for the Arts are only eligible for extracurricular activities at Lakeland Senior High School since they attend Lakeland High School for their required courses. They are not eligible at their home-zoned school. (FHSA By-laws 19-9-3, NOTE).
2. Students who elect to attend Harrison beginning in the 9th grade are eligible for athletics at Lakeland High School as long as they are enrolled at Harrison.
3. The highest priority for Harrison School for the Arts students must be with Harrison commitments. It is the responsibility for the student to avoid conflicts with performing arts classes, rehearsals, and performances.

X. MAGNET SCHOOLS

A. 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.

B. ADMISSION CRITERIA

1. 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 4.017.) Applicants must reapply annually for the applicant pool.
2. Previously established waiting lists for each school as well as new applicant pools will be maintained through the Office of Magnet, Choice and Charter Schools. 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.
3. 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.
4. 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) 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) and Union Academy (6-8) will serve the communities feeding into the secondary schools of Bartow, Lake Wales, Frostproof, Fort Meade and Mulberry.
 - Brigham Academy (K-5) 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) will serve the communities feeding into the secondary schools of Haines City High School and Ridge High School community.
5. 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
 - Bartow Elementary Academy into Union Academy Middle
 - Bringham Academy into Jewett Middle Academy
 - Bethune Academy into Daniel Jenkins Academy.
 6. Kindergarten applicants with siblings enrolled in the magnet 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.
 7. Children of employees at the magnet school shall be considered for admission into that magnet school.
 8. Admission shall be by on-line application to the Senior Director of Magnet, Choice and Charter Schools 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 4.017 and 4.018.)
 9. Attendance or enrollment in a magnet school is based upon designated attendance areas.

C. PROGRAM REQUIREMENTS

1. While there are no admission requirements, all of the magnet schools require satisfactory behavior, attendance and academic progress to remain in the program.
2. 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 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.
3. Parent involvement is a vital part of the success of each student. Each magnet 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.

D. COURSE OF STUDY IN THE MAGNET SCHOOLS

1. Each student in the magnet 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.
2. Middle school magnets may offer a seven-period day utilizing the extra period to provide additional time in the theme/focus area.
3. The magnet school instructional program requirements shall parallel those of zoned schools.

E. GRADING SYSTEM AND REPORTING PROCEDURES

Refer to appropriate categories within the regular elementary and middle school sections.

F. PROMOTION AND RETENTION

1. Refer to appropriate categories within the regular elementary and middle school sections.
2. Students in the magnet school program who are retained will be reassigned back to the zoned school. Requirements for remaining in the program reflect "satisfactory behavior, attendance and academic progress".

G. ESE STUDENTS

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 magnet 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.

XI. POLK DISTRICT FULL-TIME VIRTUAL INSTRUCTIONAL PROGRAM**A. PROGRAM DESCRIPTION**

Polk County School District has implemented a full-time instructional virtual education program for students in Kindergarten through twelfth grade in accordance with F.S 1002.45. The Polk County District Full-Time Instructional Virtual Program (PCDVIP) is considered a Polk County Public School. Students will be served through on-line services to meet grade level expectations in accordance with the student course sequencing/progression and the district curriculum. PCDVIP students must follow all state and district rules for public school students.

B. ADMISSION CRITERIA

Students must meet at least one of the following criteria specified in section 1002.455, Florida Statutes:

1. The student has 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 (FEFP) surveys.
2. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent's permanent change of station orders.
3. The student was enrolled during the prior school year in a school district virtual instruction program under this section or a K-8 virtual school program under Section 1002.415, Florida Statutes.
4. The student has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year
5. The student is eligible to enter kindergarten or first grade.

C. PROGRAM EXPECTATIONS

1. Students must participate in all required state and district testing programs.
2. Students will be required to meet and maintain all enrollment requirements: current vaccination records, proofs of residence, etc.
3. Students must have a parent/guardian available at home with them to serve as the student's learning coach and contact for the virtual staff.
4. Students will need to spend four to six hours on schoolwork each day. Daily attendance is required in the virtual public school. Attendance is determined by daily submission of assignments and computer access time. Attendance is based on 180 days of instructional time.
5. Students will be required to comply with all state and district mandates (e.g. promotion requirements, FCAT testing, remediation expectations, etc.).

D. GRADE REPORTING AND PROMOTION REQUIREMENTS

Course grades will be posted at the end of the school year to a student's academic record. The grade notifications and parental contact opportunities are part of the PCDVIP program design and are available on-line throughout the school year. Grade level promotions are determined in accordance with the district promotion requirements.