

Pinellas County Schools

**PROCEDURES FOR
COUNTYWIDE PROGRAMS
HANDBOOK**

**for
Fundamental Schools,
Countywide Magnets, Area Magnets
and
Career Academies**

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Countywide Program Application Process

Preface

Membership in countywide schools is a privilege enjoyed by interested and/or qualified Pinellas County students. Therefore, students in these programs are expected to exhibit exemplary achievement and conduct while in membership in these programs.

Application Process

All students enter fundamental schools, magnet programs and career academies through the countywide program application process. A computer random selection process is used if the number of applications exceeds the number of openings for students. The number of openings available is based on the staffing model and the school capacity. The number of openings determines the number of invitations. The computer assigns all applicants a random number. The completed process yields one randomly numbered list of applicants. No applicant's random number will be released prior to the designated notification date on the Magnet, Fundamental and Career Academy School timeline.

By their application to any countywide program, families and students agree to abide by the practices in that school for which they are making application (e.g. no participation in sports or the extra-curricular activities of any other Pinellas County public school).

Applications are not transferable and are effective only for the application year.

All interested applicants, including siblings and the children of fulltime employees in the school, must apply for computer random selection. Application and acceptance deadlines and requirements apply to all applicants. Reapplication is not necessary once a student is enrolled in a countywide program as long as the student/family continues to meet the conditions of the school. All students grandfathered from feeder elementary programs to the related middle programs or feeder middle programs to related high school programs must complete the application process. There is grandfathering from fundamental middle schools to the fundamental high school but there is no grandfathering into any high school magnets or career academies.

Lost Paperwork or Failure to Accept a Program Invitation

Due to the possibility of paperwork being lost in the mail, the countywide programs are not responsible for any paperwork not received by the application deadline. Parents must complete both the application portion and acceptance portion of the countywide program application process. Failure to call in to accept a program invitation and follow all the instructions results in a forfeiture of that program invitation.

Late Applications

Any application made after the deadline is considered late and must be initiated by contacting the school directly. Qualified late applicants, including siblings and the children of fulltime staff members in that school, are placed at the bottom of the non-priority waiting list in the order the applications are received. Failure to make application and/or accept a program invitation by the appropriate deadline will result in the loss of priority status.

Out-of-District Applicants

The purpose of countywide schools is to provide choice opportunities for the students of Pinellas County while voluntarily desegregating schools. To be considered a resident of Pinellas County, the parent or

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guardian must reside in the district at the time of application. Proof of residency may be requested to determine eligibility for acceptance. The guidelines below will be followed for all out-of-district applicants:

1. All available openings will be filled first by qualified Pinellas County residents. Qualified out-of-district applicants will not be considered or invited to any program until the waiting list for all qualified resident applicants has been exhausted.
2. If the number of qualified Pinellas County applicants is less than the number of openings, out-of-district applicants will be considered. Though held in a separate file, all out-of-district applications may be randomized in the event the number of openings exceeds the number of qualified Pinellas County applicants.
3. Out-of-district applicants from nearby counties must utilize the established process prior to making application for a countywide program in Pinellas County by contacting the Student Assignment Department.
4. Pinellas County Schools countywide programs have no reciprocal agreements with similar programs in other districts, except for qualified applicants from other International Baccalaureate programs and the International Network of Schools for the Performing and Visual Arts. A student who moves into Pinellas County from a similar program must make application. Each applicant's transcript and disciplinary record will be reviewed on an individual basis according to individual program guidelines. Applications received by the approved deadlines will follow the countywide program application process. Any applications received after the approved deadlines will be processed as late applications; qualified applicants will be placed at the bottom of the appropriate waiting list.
5. Students who move out of Pinellas County lose their position in a countywide program. If that opening is to be filled, a Pinellas County student will be called from the appropriate waiting list.

Waiting Lists and Priority Status in Fundamental Schools, Countywide Magnets, Area Magnets, and Career Academies

For students currently attending a countywide program see page 5: "Choosing to Leave for the Next School Year".

(a) **Waiting Lists:** Countywide programs maintain a waiting list for students not selected by the random selection process. Schools maintain both a waiting list and a priority waiting list, if applicable, for students with priority status. No applicant will be called from the waiting list before the approved acceptance date. Elementary and middle school program waiting lists are effective for one year, while high school waiting lists dissolve on the eleventh day of the second semester. Students are invited from waiting lists as vacancies occur during that school year or until the waiting list dissolves.

When a parent accepts an invitation for a child to attend a countywide program, the student's name is removed from all other countywide program waiting lists, except for the Center for Gifted Studies at Ridgecrest Elementary. The Center for Gifted Studies at Ridgecrest Elementary may invite qualified applicants into that program regardless of what program the student may be attending at the time of invitation.

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Students may transfer from one countywide program to another after a program invitation has been accepted if the other program does not have a wait list. The parent must complete a late application and the student must transfer before the first day of school.

No student is ever guaranteed admission to a countywide program based upon a waiting list number. Students who choose to remain on a waiting list are not guaranteed an invitation.

(b) Priority preferences for siblings, full-time school based employees, and proximity are detailed in the School Board approved Student Assignment Plan. In schools with school-within-a-school programs, priority status is provided to the school, but not guaranteed in the magnet program. For school-wide programs, priority status extends to enrollment in the magnet/fundamental program.

(c) Newly Invited Sibling Priority Status. After all invitations have been accepted, the school or program will grant newly invited sibling priority status to brothers and sisters of students who have accepted an invitation for the coming school year.

(d) Priority Waiting List. If space is not available to invite all students who have priority status, a priority waiting list will be formed at the school or program level with professional courtesy priority students being first followed by initial sibling priority students in accordance with their random numbers. Students entitled to newly invited sibling priority are placed on the priority waiting list after students entitled to professional courtesy priority and initial sibling priority. For example, if multiple birth siblings or brothers and sisters apply to a countywide program at the same time and only one student is invited and accepts the invitation for enrollment in the coming school year, the other sibling is then granted newly invited sibling priority status and moved to the end of the sibling priority waiting list.

(e) Restrictions.

1. Sibling priority is not given across the school levels. For example, a student applying to an elementary fundamental school who has a sibling attending a middle fundamental school does not receive priority status.

2. Students entitled to initial sibling priority wait list status will immediately lose that status if the sibling already in attendance at the countywide program is removed from the school or program.

3. Students entitled to newly invited sibling priority wait list status will immediately lose that status if the sibling who has accepted the invitation to attend the following year withdraws the acceptance.

4. A student who loses priority status will be placed on the regular wait list in accordance with his or her random number.

5. The waiting list will dissolve at the end of the school year for which the application was made for elementary and middle school and on the eleventh day of the second semester for high school.

Grandfathering Priority Status

Fundamental elementary school students who successfully complete fifth grade, make application and accept the middle school program invitation by the deadline are assured placement in a countywide fundamental middle school under the grandfathering priority. Fundamental middle school students who successfully complete eighth grade, make application and accept the high school program invitation by the deadline are assured placement in a countywide fundamental high school under the grandfathering priority.

A grandfathering priority is also provided for certain elementary magnet school students into certain middle school magnet programs. To qualify for grandfathering, a student must have successfully completed the appropriate feeder elementary school magnet program. Qualified Perkins and Melrose

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Elementary students have grandfathering into John Hopkins Middle School and qualified Bay Point Elementary students into Bay Point Middle School's magnet program.

Military Transfer Priority

Military Transfer Priority is given to the dependent children of active duty military personnel transferring to the school district from another state or a foreign country. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future countywide program application periods. By state law, dependent children of active duty military personnel transferring from another state or foreign country are given first priority on the waiting list at the time of their initial transfer to the school district from another state or foreign country. They are moved to the front of the priority waiting list behind any other military transfer students who are already on the priority waiting list. Students wishing to reapply must make application each year.

Choosing to Leave a Countywide Program or to Remain on Another School or Program's Waiting List

Choosing Immediate Withdrawal

If a student desires to immediately withdraw from a countywide program, the parent must notify the current school of assignment and withdraw the student at the school. Parents will be notified of this process in writing using school newsletters or other forms of written communication.

Choosing to Leave for the Next School Year

If a student enrolled in a countywide program applies to another countywide program, or St. Petersburg Collegiate High School (SPCHS) and accepts an invitation or wishes to keep a waiting list number for the program for which he/she applied, except for the Center for Gifted Studies at Ridgecrest Elementary, the student shall not be allowed to return to that countywide program the next school year. The decision to remain on another program's waiting list must be made by the family by the last day of the school year in which the application was submitted. Students (unless removed from a countywide program) who choose to remain on the waiting list for another program will be permitted to complete the school year in the program in which they are enrolled at the time of application. Students who choose to remain on the waiting list for another program, or SPCHS for the next school year will be withdrawn from the program in which they are enrolled on the last day of the school year.

Non - Promotion After Application and Acceptance of a Seat

If a student applies for and accepts a seat for the next grade level, but is later retained at the current grade level, the student forfeits that seat and may not automatically change their grade level to the lower grade. (e.g. The student applied for a seventh grade seat but was then retained in sixth grade.) In this case, the student may submit a late application to apply for a seat at the appropriate grade level. The student's name would be placed at the end of any existing waiting list for that grade level.

Reassignment to a District Discipline Program or Expulsion

If a student is accepted into a countywide program but prior to entering that school is reassigned to a district discipline program or expelled due to a violation of the Code of Student Conduct, he/she will be considered ineligible for admission. The student's acceptance will be considered null and void.

Fundamental School Program Structure and Procedures

Program Structure

Membership in fundamental schools is a privilege enjoyed by interested and qualified Pinellas County students. Therefore, students are expected to exhibit exemplary achievement and conduct while in membership in these programs. The fundamental school provides for those students who work best where expectations are clearly defined. A strong emphasis is placed on the requirement that home and school work together to promote successful learning.

The fundamental elementary school includes kindergarten through fifth, the middle school includes grades 6-8 and the high school is grades 9-12. A quiet, well-disciplined and structured learning environment is maintained. All rules and policies are strictly enforced. The fundamental school incorporates instructional methods and curriculum based on Sunshine State Standards and Pinellas County Schools Student Expectations. These schools deliver the same approved core curriculum as other schools. A collaborative spirit exists within a framework of mutual respect, cooperation and regard for the rights and property of others and is viewed as an integral part of the school environment.

Full Time Enrollment

Students attending a fundamental school must be enrolled full time in that school. Since the fundamental school is the student's school of assignment, the student will not be permitted to participate in the school functions and activities at any other area school.

PARENTAL EXPECTATIONS AND RESPONSIBILITIES

A student's continued enrollment in a fundamental school depends upon the cooperation of parents or guardians in this educational philosophy. Fundamental school parents and students are expected to comply with all the following commitments:

- Sign the parent commitment letter affirming, in writing, that they will abide by all policies, procedures and rules of the school as a condition of enrollment.
- Understand that fundamental schools are designed for those students who excel in a structured learning environment.
- Understand that continued enrollment in this school depends on cooperation and compliance with all fundamental policies and procedures.
- Adhere to the parent/guardian requirements concerning attendance at Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), School Advisory Council (SAC) or other approved meetings.
- Attend parent/teacher conferences, when requested.
- Adhere to the Homework/Classwork Guidelines, and Discipline Guidelines
- Review and sign all homework assignments.

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- Understand that reassignment of a student to a district discipline program or expulsion will result in immediate removal from the school; no readmission will be considered.
- At elementary and middle school (except Thurgood Marshall), parents provide transportation to and from school and furnish transportation for any after school activities, including detention, unless activity bus transportation is otherwise provided. At Osceola High School and Thurgood Marshall Middle School transportation is provided for eligible students.
- Understand that if a family utilizes public transportation it is their obligation and responsibility to instruct the student concerning proper conduct on public transportation, as well as safety matters, including but not limited to, the differences between riding a school bus where vehicles will stop for loading and unloading and riding public transportation where vehicles do not stop when passengers are loading and unloading.
- Understand that if the school receives any complaints about the student's conduct on public transportation, disciplinary referrals could result in the student's removal from the school.
- Sign a statement with the following acknowledgment: "I understand that the records of all students who are brought before the school's Intervention and Appeals Committee are reviewed by all members of that Committee which includes parent representatives and school staff. I agree that confidential information concerning my child may be disclosed to all members of the committee."

Parent Meeting Responsibilities

Parents/guardians are required to attend eight Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), or School Advisory Council (SAC), each school year. In fundamental high schools, parents or guardians may also fulfill their monthly meeting requirement by attending booster association meetings or academic subcommittees as approved by SAC and the Principal. The meeting dates are listed on the school calendar.

When circumstances arise, which make it impossible for a parent/guardian to attend a required meeting, a representative (18 years of age or older) may be sent. The representative may not be a parent or teacher at the school and may represent only one family. The representative may be sent to no more than two meetings per year. If a parent must exercise this option, they must notify the principal prior to the meeting. It is the parent/guardian's responsibility to make the representative aware of all obligations.

Sign-in at meetings must be completed no later than 15 minutes after the scheduled start of the meeting as the sign-in cards are removed at that time. Meetings last approximately one hour (not to exceed 90 minutes) and parents are expected to be present for the entire meeting. Arriving late, leaving early, or failure of a parent/ guardian to sign in will result in the meeting being counted as unattended. Sign-in cards must be handed in by the individual who signed the card for that meeting.

The procedure for unattended meetings is as follows:

1. After one missed meeting, a reminder letter will be sent to the family.
2. After two missed meetings, a letter will be sent placing the parent/family on probation. Once a family is placed on probation, a representative may not be sent to any meetings. The parent or legal guardian will be required to attend all remaining meetings.
3. After the third missed meeting, the student/family will be referred to the school-based Intervention and Appeal Committee (IAC).

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Conferences

Conferences are required when necessary for the success of the student. Conferences concerning the student’s progress in a fundamental school can, at times, be accomplished by telephone or electronic mail. When a person-to-person conference is deemed necessary for the success of the student, the parent/guardian is required to attend. At the elementary level, parents must attend at least one conference per grading period. Parents/guardians will receive a written notice requesting a person-to-person conference. Failure to attend a mandatory conference will result in a referral to the Intervention and Appeal Committee.

Transportation/Student Arrival/Dismissal

Parents/guardians are expected to provide transportation for students enrolled in elementary and middle fundamental schools (except Thurgood Marshall). Students should not arrive more than twenty minutes before school opens and must arrive prior to the opening of school. At the end of the student day, students must be picked up by parents/guardians or a designee no later than 30 minutes after dismissal. Failure to do so will result in disciplinary consequences. Parents/Guardians will be notified after failure to comply. Repeat offenders will be referred to the Intervention and Appeal Committee for possible removal from the school. The district provides transportation to Osceola High School and Thurgood Marshall Middle School for eligible students.

STUDENT EXPECTATIONS

All fundamental school students are expected to:

- Adhere to all rules and regulations stated in the Code of Student Conduct.
- Follow the fundamental school dress code as explained in the Student/Parent Handbook.
- Adhere to the expectations of the Homework/Classwork Guidelines.
- Read, understand, and abide by the Discipline Guidelines.
- Read, understand and agree to abide by The Procedures for Countywide Programs. Failure to honor this agreement may result in the student’s removal from the school.

Homework/Classwork

Homework and classwork are integral components of the fundamental school.

ELEMENTARY SCHOOL: At the elementary school grades, homework is assigned to all students at every grade level for a minimum of four days a week. All homework must be completed, signed by the parent or guardian and returned by the beginning of the following school day. If a student misses a homework assignment, does the wrong assignment, turns in an incomplete assignment or fails to have a parent signature on the assignment, the progressive steps of the detention policy will be enforced. (See Discipline section)

MIDDLE SCHOOL: At the middle school grades, homework may be assigned any day of the week. Students who do not have homework assignments completed and in class by the assigned date will receive two demerits. Students whose homework does not have the required parent/guardian signature will receive one demerit. Students who do not bring the necessary materials to class will receive one demerit.

Five demerits in one grading period in one class will result in a *Notice of Violation*. The notice must be signed by the parent/guardian and returned by the next scheduled class. If the notice is not returned, the student must serve a detention. A school administrator/designee will notify the parent/guardian of the detention.

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Five additional demerits in the same class, resulting in a total of ten demerits, will result in a student's referral to the Intervention and Appeal Committee. Demerits are examined on a per class basis to determine warning and probation status. The committee will look at the number of overall demerits when determining conditions of probation. Overall student performance will be reviewed by the committee.

HIGH SCHOOL: High school Fundamental programs follow the same homework guidelines as middle schools with the following exceptions;

- The parent/guardian must sign all first semester homework of 9th graders.
- A student must earn the privilege of not having homework and tests signed beginning with the 2nd semester of 9th grade.
- To maintain the privilege a student must earn at least a 3.0 grade point average (B) and continue to complete all assignments.

DISCIPLINE

ELEMENTARY SCHOOL: DISCIPLINE

Each teacher maintains an individual classroom management plan. These plans are communicated to parents at the beginning of the school year. In addition, the following steps are taken when a student commits infractions of policies regarding behavior, homework or classwork.

Detentions: (elementary school)

The progressive steps include:

1. *First* written warning is sent to parent. (Warnings may be sent home because of homework infractions, misbehavior, or incomplete classwork, failure to return a "sign and return" document.)
2. *Second* written warning is sent to parent. (Warnings may be sent home because of homework infractions, misbehavior, or incomplete classwork, or failure to return a "sign and return" document.)
3. If infractions continue to occur, detentions will be given to the student. Parents will be notified 24 hours prior to the assigned detention. Students are expected to serve the detention on the assigned date. Failure to serve a detention will result in an additional detention. Parents are required to provide transportation for student detentions.

A referral to the Intervention and Appeal Committee occurs when a student receives a total of three detentions during any infraction period.

Office referrals: (elementary school)

Office referrals are given for severe infractions or continual repetitive violations and are handled by the school's administration. Consequences of an office referral may include but are not limited to the following:

1. Parent contact
2. Time out
3. Detention
4. Counseling with student
5. Monitoring behavior
6. In-school suspension
7. Out-of-school suspension

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8. Referral to the Intervention and Appeal Committee
9. Referral to school staffing team

Office referrals are cumulative throughout the year. Three office referrals will result in a referral to the Intervention and Appeal Committee. Each additional office referral will result in another referral to the Intervention and Appeal Committee. Severe infractions, as determined by the principal, will result in immediate referral to the Intervention and Appeal Committee.

Probation: (elementary)

If a student on probation voluntarily leaves the school, reapplies and is accepted to any other fundamental school, that student resumes his/her existing probationary status.

Tardy Policy (elementary)

Students are expected to arrive at school by the designated time. Students who arrive at school after the final bell rings must report to the office to get a pass. The classroom teacher will mark the student tardy. Tardies will be excused with a doctor's note. Students who are not picked up within 30 minutes at the end of the day will be also considered tardy. Students who receive five tardies within a grading period will receive a letter from the principal. Two additional tardies within the same grading period will result in a referral to the Intervention and Appeal Committee. Detentions may be assigned by the Intervention and Appeal Committee as a consequence for tardiness.

MIDDLE & HIGH SCHOOL: DISCIPLINE

Students in fundamental middle and high schools are expected to exercise good judgment and behave in a responsible manner. Each school year, the Code of Student Conduct lists misconduct, which may lead to immediate suspension, disciplinary reassignment or recommendation for expulsion. The Code of Student Conduct will be used to determine consequences for those actions. The Fundamental Middle/High School discipline requirements, listed as follows, are in addition to that Code. Students who are suspended will be referred to the Intervention and Appeal Committee. All listed behaviors and behaviors that disrupt the learning environment will result in a detention, office referral, suspension, and/or recommendation for expulsion.

At the beginning of each school year, the teacher will provide students with written course information explaining classroom rules and consequences. Each case of misconduct should be judged individually. Teachers should employ one or more of the following consequences.

- | | |
|-----------------------------------|---|
| Counseling | Telephone call to parent/guardian |
| Student must call parent/guardian | Work detail with parent/guardian permission |
| Move student in class or isolate | Formal apology |
| Classroom contract | Student conferences |
| Note to parent/guardian | Verbal warning |
| Detention | Team conference |
| | Office referrals |

The following offenses not listed in the Code of Student Conduct are contrary to the fundamental middle/high school expectations. The minimum consequences for specific offenses are listed below however; the administration will make the final decision based on a review of the student's record and the severity of the offense.

Offense/consequences (middle/high school)

1. Skipping class or leaving class without permission

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- A. First offense - grade of *F* for classwork, parent/guardian contacted, minimum of two detentions/referral
 - B. Second offense - grade of *F* for classwork, parent/guardian contacted, referral to the Intervention and Appeal Committee
2. Tardy
 - A. Third tardy in one class in one grading period - one detention
 - B. Each additional tardy - one detention, plus possible office referral
 3. Gum chewing in school
 - A. Each offense - one detention
 4. General cafeteria misconduct
 - A. Violation of the cafeteria rules will result in a warning, detention, work detail, office referral or suspension, as deemed appropriate for the offense.
 5. Missed detention
 - A. First no show - office notification, parent notification, additional detention
 - B. Second no show - additional detention, referral to Intervention and Appeal Committee
 6. Prohibited articles
 - A. Fundamental middle/high schools prohibit articles in addition to those listed in the Code of Student Conduct. Prohibited articles include materials not related to the school curriculum including but not limited to magazines, toys, and playing cards, and other items listed in the school handbook.
 1. First offense - confiscation, parent/guardian notification, warning
 2. Second offense - confiscation, parent/guardian notification, detention
 7. Dress code violation
 - A. Each offense - parent/guardian notification, possible detention
 8. Prohibited behavior - displays of physical affection on campus
 - A. Violations will result in a warning, detention, work detail, office referral or suspension, as deemed appropriate for the offense.
 9. Prohibited behavior - gossip, slander or unkind/hurtful remarks about another person
 - A. Violations will result in a warning, detention, work detail, office referral or suspension, as deemed appropriate for the offense.

Detentions (middle/high school)

Teachers give only one detention per offense. Four detentions in one school year results in a *Notice of Disciplinary Warning*, which will be mailed home by a school administrator. Parents/guardians must call the school within 48 hours of receipt of the warning to schedule a mandatory conference. Any additional detentions resulting in a total of ten will result in the student's referral to the Intervention and Appeal Committee.

School administration will keep accurate and current discipline records. All detentions given by either a teacher or administrator are included in the cumulative total.

DRESS CODE

Students in the fundamental schools are expected to exercise good judgment and dress in a responsible manner. The Code of Student Conduct lists the dress code for all Pinellas County schools.

All clothing must be worn in the manner in which it was designed to be worn. Any exception to the dress code policies must be approved by the school administration. All dress and grooming rules will be

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enforced. Students violating the dress code will be sent to the office to call their parents and request a change of clothing. The student may be issued a warning or a detention for violation of the dress code policy. Repeated violations may result in a referral to the school's Intervention and Appeal Committee.

The fundamental school has dress requirements, which are in addition to the Code of Student Conduct. Some schools may have voluntary or mandatory uniforms.

ELEMENTARY SCHOOL students may wear uniform shorts approved by the school and from a designated vendor. Students must wear socks, tights, or stockings and shoes appropriate for physical activity. In addition students may not wear:

- Pants shorter than ankle length (unless they are approved shorts)
- Skorts, culottes or divided skirts
- Backless shoes, thongs or sandals (shoes must be appropriate for physical activity)

MIDDLE/HIGH SCHOOL students wearing pants or slacks must wear ankle length pants or slacks and shoes with some form of heel straps. Middle school students may not wear:

- Shorts of any kind
- Culottes or skorts above the knee
- Thongs, sandals and shoes without back straps

In addition, the following are not allowed:

- Visible body piercing (except ears)
- Exposed tattoos, real or drawn
- Neck collars such as dog collars or other heavy chains
- Gothic wear

INTERVENTION AND APPEAL COMMITTEE (IAC)

Each fundamental school has a school-based Intervention and Appeal Committee. The purpose of this committee is to review and enforce cases including severe or repeated discipline infractions, continued lack of compliance with homework and /or classwork policies, failure to follow the dress code, parental absences from PTSA/PTA/SAC meetings and parental non-attendance at required conferences. The IAC may recommend alternatives and interventions for improvement, recommend probations with stipulations and removals from the school. This committee is not authorized to reinvestigate situations but must accept the validity of administrative decisions regarding incidents. This committee is the first level of appeal regarding a student's removal from the school.

The principal, who is not a committee member, selects the members of the IAC. The IAC shall be composed of a minimum of three teachers (selected with faculty input) or other school personnel and three parents (selected with SAC, PTSA and PTA chair input). Efforts will be made to have a community representative. A majority of the members must be present to conduct the meeting and render a recommendation. The Intervention and Appeal Committee members will serve a renewable one-year term.

The committee will meet on a regular, predetermined basis or when requested by the principal/designee. Though not a member of the committee, the principal will be available to answer questions and participate in deliberation but will not vote. In addition, at the middle school level the assistant principal, guidance counselor, and grade level team leader may be available to answer questions. Only the committee members will vote. Decisions will be based on majority vote. The proceedings will be held in strict confidence.

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To maintain confidentiality for fundamental school students each Intervention and Appeals Committee parent representative must annually sign to show their compliance with the following statement:

“I understand that under the Family Educations Rights and Privacy Act and Florida Statutes, student records are confidential. As a member of this school’s Intervention and Appeals Committee, I understand that I will have access to confidential information and agree to maintain the confidentiality of all student records and information.”

Referral to the Intervention and Appeal Committee

A student/family will be referred to the Intervention and Appeal Committee for violations of the fundamental agreement. Reasons for student referrals to the Committee include but are not limited to:

- Excessive demerits (middle school)
- Excessive detentions or tardies
- Upon receiving two referrals in a grading period (middle school) or a third office referral (elementary school)
- Upon receiving one suspension or work detail
- Upon serious violation of the Code of Student Conduct
- Parent not meeting parent requirements
- Parent missing three of the required parent meetings
- At the request of an administrator

Parents/guardians will be notified at least five days prior to the scheduled meeting that the student has been referred to the Intervention and Appeal Committee. Meetings will be held on the scheduled date and time.

The parent/guardian may address the committee for a maximum of ten minutes, but will not be present when the committee deliberates. Minutes will be kept of the meeting, however, deliberations will not be included. Parents may have access to the portion of the minutes which refer to their child.

Parents are permitted to submit an addendum to the official minutes. Schools may provide parents with a conference report immediately following the conclusion of the meeting.

The Intervention and Appeal Committee will make an official recommendation to the principal for probation or for the student’s removal from the school. If probation is offered, the committee will specify the conditions for the student to continue in the fundamental school. Failure to agree to probation or violation of the probation agreement will result in immediate removal from the fundamental school. The final decision will be made by the principal based on the committee’s recommendation and other relevant information.

A school administrator will meet with the parent/guardian within 48 hours of the IAC meeting to outline conditions, duration of the probation, and proposed interventions. A probation agreement will be explained and signed by the student and the parent/guardian at the conference. Probationary agreements may be carried over to the next school year if necessary to meet the terms of the agreement. A copy of the agreement will be given to the parent at the time of the meeting or mailed within three days.

If the committee recommends removal from the school, the removal may be delayed only in instances when the removal takes place immediately preceding a holiday, standardized testing, or other instances approved by the school administration. Students who are removed from the school for any reason may not reenter any fundamental school at any level or re-enter under sibling or employee priority.

If a student is referred to the Intervention and Appeal Committee and the parent/guardian withdraws the

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student in order to avoid the IAC process, that withdrawal will be considered automatic removal from the school. The student will be ineligible for readmission to any fundamental school at any level.

Appeals of a School-based Intervention and Appeal Committee Decision

School Level Appeals

Decisions of the school-based Intervention and Appeal Committee shall be appealed in writing first to that Committee within 48 hours of the original decision. As part of the appeal process, if there is any new or additional information, it must be provided to the principal in writing within that 48 hours. Parents/Guardians are invited to attend the scheduled meeting of the Intervention and Appeal Committee; however, their attendance is not required. Parents may address the committee for no more than 10 minutes (middle school) or 20 minutes (elementary school). Only committee members may be present during deliberations. The final decision of the committee will be forwarded to the parents within 48 hours of the meeting.

Students awaiting an appeal will be permitted to remain in the school so long as they maintain acceptable behavior until the IAC meets and renders its decision. Following an appeal, if the recommendation for the student's removal from the school is upheld by the IAC, the student will be immediately removed from the school. This process will be coordinated by the principal. The parent may, however, continue the appeal at the district level.

District Level Appeals

Students removed from a fundamental school may appeal the decision of the Intervention and Appeal Committee to the Fundamental School District Appeal Committee by contacting the appropriate Regional Associate Superintendent's office.

Members of the Fundamental School District Appeal Committee will be appointed to serve a one-year term and membership will be comprised of the following:

Chairman - A director of school operations not assigned to the school of appeal (The other directors may attend the meeting but will not be eligible to vote.)

Parents - Two parents of fundamental school students not assigned to the school of appeal

Teachers - Two fundamental school teachers not assigned to the school of appeal

Committee members will be selected from members of the fundamental schools' Intervention and Appeal Committees and will be appointed by the director of school operations with every effort made to have diversity in the committee's membership.

The principal representing the school of appeal shall be present during the meeting to provide input as requested. The principal is not eligible to vote.

The decision of the Fundamental School District Appeal Committee shall be considered final and shall not be reviewed by the School Board. The School Board hereby delegates to the committee its final decision-making authority for such decisions. Students whose removal from the school is upheld by the District Committee may not reenter any fundamental school or re-enter under sibling or instructional/support staff priority.

Leaving a Fundamental School Program

If a student leaves a fundamental school for any reason, the family should immediately access the Student Reservation System through the Pinellas County Schools web site for the student's new school assignment to avoid any lapse of instructional time.

Fundamental School Program Structures and Procedures

Students who move out of Pinellas County lose their seat in a fundamental school. If that opening is to be filled, a Pinellas County student will be called from the appropriate waiting list. Only in cases where no waiting list exists the student who moved may, if on an approved SAP, remain in the school.

Reassignment to a District Discipline Program or Expulsion

Reassignment to a district discipline program or expulsion will result in immediate removal from the fundamental school. No readmission to any fundamental school under these circumstances will be considered.

TEMPORARILY ABSENT

Due to extenuating circumstances, a student may need to be temporarily absent from the school for an extended period. An agreement upon the conditions and acceptable length of absence will be facilitated by the principal. Failure to comply with the agreement will result in the student's removal from the school.

Hospital Homebound

A student whose poor health requires them to temporarily withdraw to enter the Hospital Homebound program will not have their seat filled by another student from the waiting list for one semester and may return that year to the fundamental program when their health sufficiently improves to return to school on a full time basis. Each student's situation will be handled on a case by case basis for the benefit of both the student and the school. If the student's health does not sufficiently improve to return to the program within a reasonable time period during that school year, the student's seat will be filled by another student from the waiting list. The Hospital Homebound student may then apply to reenter the fundamental program during the next school year when their health sufficiently improves to return to school on a full time basis.

GRADING AND PROMOTION

All students in grades 1-8 receive a report card each grading period. Kindergarten students receive report cards twice a year. Letter grades of *A-F* are assigned in grades 1-8 with a grade of *C* intended to be average. These grades reflect actual achievement. Conduct and work habits are also graded in elementary grades. Notices are given to the parent/guardian when the student's work is unsatisfactory and a failing grade for the grading period is probable.

TEACHER EXPECTATIONS

Teachers at fundamental schools are expected to meet the same high standards of all teachers in Pinellas County Schools.

Due to the nature of the fundamental school design and in order to meet the special needs of students in these programs, teachers must apply, interview and be selected for fundamental school positions. Once hired, teachers may be expected to assume duties and responsibilities, which exceed the teacher contract. These additional duties and responsibilities will be communicated to applicants prior to hiring.

By their application to teach in a fundamental school, instructional staff agrees to abide by the practices in the school in which they are employed. Fundamental school teachers are expected to sign and adhere to the teacher agreement.

Consistent with expectations for all Pinellas County teachers, the following responsibilities and expectations are required of all fundamental school teachers.

Present an image of professionalism

- A. Observe a dress code in keeping with a professional appearance. At the principal's discretion, there may be designated days when the dress code is relaxed (e.g. jeans may be worn by

Fundamental School Program Structures and Procedures

faculty in conjunction with school spirit days). Sleeveless dresses and blouses are acceptable so long as the shoulder is covered. Stockings are optional. The administration will be the final authority as to the appropriateness of attire.

- B. Be professional at all times with students, parents/guardians, staff and members of the community.

Promote and foster positive parent/guardian involvement

- A. Welcome parent/guardian visits to the classroom. (Parents/guardians are asked to give 24-hour notice.)
- B. Inform parents/guardians when behavior problems begin. Keep records of all parent/guardian contacts.
- C. Keep parents/guardians informed regularly. A lack of progress, failure to complete homework, working below grade level or a drop of two or more grades must result in parent contact. Keep records of all parent/guardian contacts.

Methods of informing parents/guardians may include:

1. Phone calls
 2. Written notices requesting a conference
 3. Personal conversations
 4. Mid-term progress reports
 5. E-Mail
 6. Comment notes on report cards.
- D. Attend PTSA/PTA/SAC meetings, unless administratively excused.

Maintain an atmosphere of learning and good citizenship

- A. Communicate class rules/expectations and provide parents/guardians with a copy of the class rules.
- B. Enforce fundamental school rules and class rules consistently, firmly, and fairly.
- C. Practice good classroom management techniques.
- D. Request student conferences, as needed. Plan appropriately with team members as they may want to be involved in the conference.

Promote academic challenge and excellence for all students

- A. Assign and check homework.
- B. Require a parent/guardian signature on homework as outlined in the Homework/Classwork Guidelines.
- C. Use all available information to plan a student-appropriate curriculum including subjects and subject levels.
- D. Make students and parents/guardians aware, in writing, of the grading policy and academic expectations for each class.
- E. Plan lessons, which meet the Sunshine State Standards, state-adopted course descriptions and Pinellas County Schools Student Expectations.
- F. Provide additional assistance to students, as needed.

Support the fundamental school as a viable alternative for Pinellas County students

- A. Promote positive public relations.
- B. Take an active role in school, team and committee meetings.
- C. Work collaboratively with grade level team members to promote student achievement.
- D. Participate in a team approach to school-wide problem solving and decision making.
- E. Maintain a flexible and cooperative attitude when assisting with a crisis/special situation.
- F. Communicate concerns to the administration in a timely fashion.
- G. Complete requested assignments on time.

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H. Maintain all records accurately.

Advance professional excellence

- A. Demonstrate a commitment to the school philosophy and strategies.
- B. Utilize principles of continuous quality improvement.
- C. Model a commitment to multicultural awareness.
- D. Participate in on-going professional training.
- E. Provide a nurturing support system for all students.

Elementary and Middle School Magnet Program Structure and Procedures

Overview

Membership in magnet schools is a privilege enjoyed by interested and qualified Pinellas County students. Therefore, students are expected to exhibit exemplary achievement and conduct while in membership in these programs.

Magnet programs differ from the regular elementary and middle school curriculum. Students experience a curriculum integrated with those areas addressed by the magnet program. The magnet program curriculum is based on the Pinellas County Schools Student Expectations.

Program Design

Each magnet program is designed to meet specific student needs. As part of a continual improvement process, programs are aligned to customer requirements. Within existing budget constraints and to the extent possible, the district will continue to assure program quality and integrity.

Full Time Enrollment

Students attending an elementary or middle school magnet program must be enrolled fulltime in that school. Since the magnet program is the student's school of assignment, the student will not be permitted to participate in the school functions and activities at any other area school.

CRITERIA FOR ADMISSION

Countywide Elementary Magnet Programs

The Center for Advancement of the Sciences and Technology at Bay Point Elementary - Applicants should have an interest or talent in the areas of mathematics, science, technology and foreign languages.

The Center for Journalism and Multimedia at Melrose Elementary - Applicants should have an interest in the areas of global studies, foreign language, multimedia and literary arts.

The Center for Gifted Studies at Ridgecrest Elementary

- All applicants must be interested in being enrolled in gifted classes on a fulltime basis.
- Applicants for grade 1 (only) must have been formally evaluated with a qualifying score by the application deadline and awaiting placement.
- Applicants for grades 2-5 must have been identified as gifted and staffed into a gifted program with their current Individual Educational Plan in place prior to the deadline.

The Center for the Arts and International Studies at Perkins Elementary - Applicants should have an interest or talent in the arts and foreign languages.

The Center for Mathematics and Engineering at Douglas L. Jamerson Jr. Elementary – Applicants should have an interest or talent in the areas of mathematics, engineering, technology, and science.

Elementary and Middle School Magnet Program Structure and Procedures

International Baccalaureate Primary Years Programme World School at James Sanderlin Elementary – Applicants should have an interest in the international community, foreign languages, and the development of the internationally minded child, who cares about himself, community and the world at large.

Area Elementary Magnet Programs

Pinellas County Schools, under the Magnet Schools Assistance Program, received federal grant dollars to design and develop four specialized area magnet programs. These four area magnet elementary schools, *which are not countywide programs*, are available only for those families who live in the southern portion of the county. These four area magnet schools include:

- *The Marine Science Center* at Campbell Park Elementary - Applicants should have an interest or talent in the areas of marine science , integrated thematic instruction, world languages, or technology.
- *The Montessori Program* at Gulfport Elementary - Applicants should have an interest and/or prior participation in the Montessori method of instruction.
- *The Center for Medical Science and Wellness* at Lakewood Elementary- Applicants should have an interest or talent in the medical sciences, wellness, or mathematics.
- *MicroSociety® and Visual Arts* at Maximo Elementary – Applicants should have an interest or talent in the Microsociety program of relevant education in the context of a community, visual arts, integrated thematic instruction, world languages, or technology.

These area magnet schools will accept applications from an area extending from Tampa Bay and I-275; west of Gandy Boulevard; south of U.S. 19; west of 54th Avenue North; and south through Cross Bayou and John’s Pass to the Gulf of Mexico. Any seats not filled during the application period will be offered to students living in close proximity to the school who agree to participate in the magnet program.

Middle School Magnet Programs

The Center for Advancement of the Sciences and Technology at Bay Point Middle School

- Applicants will be determined eligible based upon
 1. Standardized achievement test scores
 2. Grade point average

Students enrolled in Bay Point Elementary are assured a position at the magnet at Bay Point Middle School provided they complete an application, accept a program invitation by the deadline and meet the middle school program criteria.

The Center for the Arts and Communication Studies at John Hopkins Middle School

- Applicants will be determined eligible for the *Center for the Arts* based upon
 1. Standardized achievement test scores (5.0 or above stanine on for Reading and Math on Standardized Test)
 2. Grade point average (3.0 or above on the most recent report card)

Students enrolled in Perkins Elementary are assured a position at the Center for the Arts at John Hopkins Middle School provided they complete an application, accept a program invitation by the deadline and meet the middle school eligibility criteria.

Elementary and Middle School Magnet Program Structure and Procedures

- Applicants will be determined eligible for the *Center for Communication Studies* based on interest or talent in the areas of literary arts, global studies or multimedia technology.
Students enrolled in Melrose Elementary are assured a position at the Center for Communication Studies at John Hopkins Middle School provided they complete an application, accept a program invitation by the deadline and meet the middle school eligibility criteria.

Students who do not meet the criteria by the approved deadline may submit updated information should they become eligible by the end of the year. Those students' names will be added to the bottom of the appropriate waiting list.

The Middle School Center for Gifted Studies at Dunedin Highland Middle, Morgan Fitzgerald Middle, and Thurgood Marshall Middle

- All applicants must be enrolled in gifted classes on a fulltime basis.
- Applicants must have been identified as gifted and staffed into a gifted program with their current Individual Educational Plan in place prior to the application deadline.

ATTENDANCE

Attendance is extremely important in all educational settings. The integrity of the magnet program curriculum requires that students be present so as not to experience a lapse in skill development or in academic preparation for highest student achievement. All students are expected to attend school from the first day of school. Vacancies (openings) created by students who fail to attend during the first three days of the school year may be offered to the next student(s) on the waiting lists. In addition, families are strongly discouraged from taking planned vacations while classes are in session during the school year.

TRANSPORTATION

Although not required by law to do so, Pinellas County Schools provides school bus transportation for magnet program students who live more than two miles from their magnet school. In order to keep the length of the bus ride as short as practicable, students are provided arterial routing to the magnet school. Arterial routing restricts bus operation to main roads and limits the number of stops. In some cases the bus stop may be farther from the student's home than an area school stop.

PROBATION AND REMOVAL FROM A MAGNET PROGRAM

Students are expected to abide by the Code of Student Conduct. Following probation, students may be removed from an elementary or middle school magnet program for the following reasons:

- A. Lack of adequate academic progress
- B. Violation of school/program policies/procedures
- C. Lack of participation in program activities
- D. Poor attendance

Each magnet program has a commitment agreement, which outlines the expectations for student success in that program. This agreement must be signed by the parents or guardians at the beginning of the school year.

Prior to removing a student from a program, intervention strategies will be utilized by the program staff to ensure the student has had adequate opportunity to be successful. Intervention strategies may include but

Elementary and Middle School Magnet Program Structure and Procedures

not be limited to:

- | | | |
|------------------------------|-----------------------|---|
| A. Parent contact/conference | D. Adapted curriculum | - |
| B. Staffing team referral | E. Tutor/mentor | |
| C. Anecdotal records | F. Support services | |

A school-based intervention team will review each case, as needed. That team may recommend immediate removal from the program.

Countywide Elementary School Magnet Program Probation and Removal from the School/Program Procedures

These probation and removal procedures apply to the following school/programs:

- **Center for Advancement of the Sciences and Technology at Bay Point Elementary**
- **Center for the Arts & International Studies at Perkins Elementary**
- **Center for Communication and Mass Media at Melrose Elementary**
- **The Center for Mathematics and Engineering at Douglas L. Jamerson Jr. Elementary**
- **International Baccalaureate Primary Years Programme World School at James Sanderlin Elementary**

The parents, students and staff believe each student attends school to strive for excellence in all activities, academic, physical and social. Students are expected to abide by the Code of Student Conduct. Parents, students, and staff are expected to commit to:

- showing respect for all people,
- accepting responsibility for, and consequences of, their own actions, and
- helping each classroom have the best possible learning environment.

Students may be placed on probation and, ultimately, removed from the school for the following reasons:

1. Lack of adequate academic or behavioral progress
2. Non-compliance to district or school rules
3. Lack of participation in program activities
4. Excessive absences

An intervention team will review each student's case, as needed. The team will recommend interventions or strategies to assist the student in being successful. Finally, the team may recommend the student's removal from the school.

A *Magnet School Commitment* form is signed by each student, parent and school staff representative indicating their commitment to maintaining the highest standards possible.

Center for Gifted Studies at Ridgecrest Elementary School

The administration, teachers and staff strive to provide an atmosphere for children that is conducive to the best education possible. The expectation is that each student enrolled in the magnet program will maintain high academic standards, good attendance and high behavioral standards. The trained and dedicated staff is committed to helping each student be successful.

A profile of a successful student at Ridgecrest's *Center for Gifted Studies* includes the following characteristics: exhibits a willingness to work independently on challenging problems in general and advanced curriculum, demonstrates high task commitment, shows a concern for global issues and world problems, goes "above and beyond" requirements for assignments, and organizes while utilizing time efficiently.

Elementary and Middle School Magnet Program Structure and Procedures

Parents are required to sign *The Center for Gifted Studies at Ridgecrest Elementary Commitment Agreement*. The signatures indicate an understanding and support of, as well as a willingness to comply with, the following expectations:

1. Exhibit a willingness to work independently on challenging problems.
2. Complete promptly and willingly classwork and homework assignments.
3. Maintain a “C” average in each subject area, or the equivalent of that in the primary grades, each semester.
4. Attend school promptly and regularly, with limited absences.
5. Comply with all school and classroom rules and the Code of Student Conduct.
6. Earn annual teacher or administrative recommendations for continued fulltime gifted services.

The *Commitment Agreement* clearly states that failure to abide by this agreement may result in a recommendation that the student be removed from the program.

Each grade level conducts an evaluation of its students at the midpoint of every grading period to be sure that progress is being achieved in the areas of academics, conduct, work habits/effort, and attendance. Areas of concern are noted on a *Need for Improvement Notice*, which is discussed at a mandatory parent conference. In this conference, intervention strategies to be implemented during the probation period are discussed. Intervention strategies may include, but are not limited to:

1. School-based Intervention Team referral
2. Modified curriculum
3. Tutor
4. Support services (counselor, psychologist, social worker)
5. Strategies for student to improve his/her behavior
6. Other strategies suggested during the conference

At the end of the next grading period, progress is reevaluated. If adequate progress has been made, an *Improvement Period Follow-up* congratulatory note is sent to the parent stating that there is no longer a need for a probationary status. If there is not adequate improvement, the student may be removed from the program.

Middle School Magnet Program Probation and Removal from the Program Procedures

Center for Advancement of the Sciences and Technology at Bay Point Middle School (CAST)

The administration, teachers and staff strive to provide an atmosphere for children that is conducive to the best education possible. The expectation is that each student enrolled in the Center for Advancement of Sciences and Technology (CAST) program will maintain high academic and behavioral standards. The staff is committed to assisting students in their development because middle school is a major adjustment for all students.

In order to maintain a positive environment for every student, the CAST program staff has identified three areas that have caused students to accomplish less than desirable outcomes. The three areas include attendance, academics and behavior.

Students wishing to remain in the Bay Point CAST Program are expected to meet the following criteria:

1. Maintain a C average in *each class by the end of the third and/or sixth grading periods*.
2. Attend school daily, arrive promptly to each class and remain throughout the scheduled hours. Planned absences during the school year are strongly discouraged.

Elementary and Middle School Magnet Program Structure and Procedures

3. In addition to the Code of Student Conduct, magnet students will be expected to maintain higher standards of behavior and character.
 - Forgery or falsifying school records will result in a suspension.
 - Skipping class will result in an in-school suspension or Saturday School.
 - Cheating will result in a grade of “0” and an office referral.
 - Any subsequent occurrences of cheating will result in a grade of “0” and suspension.
4. A student’s reassignment to a district discipline program or expulsion will result in immediate removal from the program. No readmission under these circumstances will be considered.
5. Parents are expected to be supportive of teachers and administrators in resolving academic, attendance and/or behavior issues.

The *Center for Advancement of the Sciences and Technology Commitment Agreement* clearly states, “Failure to abide by this agreement may result in a recommendation that the student be removed from the program.”

Each six weeks the program assistant principal will notify the parents of struggling students with a *Notice of Academic Probation* attached to the report card. This letter, reminding students and parents of academic expectations, is sent to the parents of any student who receives a *D*, *F* or *I* on the report card. At the end of the third and/or sixth grading periods, the program assistant principal provides teachers with a list of students who made a *D* or *F* during the previous grading periods. Teachers notify the program assistant principal of students who did not earn a *C* average in their class for the third and/or sixth grading periods. The program assistant principal calls the parents of all students who did not meet the academic criteria and provides withdrawal information.

Center for Arts and Communication Studies at John Hopkins Middle School

The administration, teachers, and staff strive to provide an atmosphere for children that is conducive to the best education possible. The expectation is that each student enrolled in the Center for the Arts and Communication Studies program will excel in the program and maintain high academic and behavioral standards. The trained and dedicated staff is committed to helping each student be successful.

In order to maintain a positive environment for every student, the staff has identified three areas, which have caused students to accomplish less than desirable outcomes. The three areas include attendance, academics and behavior.

The *Probation/Removal from the School Plan* for Center for the Arts and Communication Studies at John Hopkins Middle School is based on a point system. When a student reaches *15 points* in one school year, he/she will be placed on probation. A letter will be sent to parents to inform them that their child is in danger of being removed from the school. Points are assigned as follows:

1. Attendance

- Students must be enrolled fulltime.
- Students must be present so as not to experience a lapse in skill development or in academic preparation for highest student achievement.
- All students are expected to attend school from the first day of school. Vacancies (openings) created by students who fail to attend during the first three days of the school year may be offered to the next student(s) on the waiting lists.
- Families are strongly discouraged from taking planned vacations while classes are in session during the school year. Family vacations or other trips are not valid reasons for absences, and students absent for these reasons will be assigned points.
- A doctor’s note must be provided if a student misses more than five consecutive days of

Elementary and Middle School Magnet Program Structure and Procedures

school.

- **Two points are given for each unexcused absence from school. (Unexcused absences are defined as anything not listed as excused as noted in the Code of Student Conduct.)**
- **Five points will be given for each absence due to a family vacation consisting of 5 or more days.**

2. Academics

- Two points for each *D* received as a six-weeks grade on a report card
- Three points for each *F* received as a six-weeks grade on a report card

3. Behavior

Students are expected to abide by the Code of Student Conduct.

- Five points for each day out-of-school suspension.
- Five points for each major office referral.

The *Center for the Arts and Communication Studies Probation/Removal from the School Plan* is signed by both the parent and student as an indication of their desire to maintain the highest standards possible.

Leaving a Magnet School Program

If a student leaves an elementary and middle school magnet for any reason, the family should access the Student Reservation System through the Pinellas County Schools web site for the student's new school assignment to avoid any lapse of instructional time. Students who leave a magnet program may not be able to remain in the magnet host school due to the lack of an available opening at the appropriate grade level.

Students who move out of Pinellas County lose their position in a magnet school. If that opening is to be filled, a Pinellas County student will be called from the appropriate waiting list. Only in cases where no waiting list exists may the student remain in the school.

Reassignment to a District Discipline Program or Expulsion

A student's reassignment to a district discipline program or expulsion will result in immediate removal from the program. No reapplication under these circumstances will be considered.

TEMPORARILY ABSENT

Due to extenuating circumstances, a student may need to be temporarily absent from the school for an extended period. An agreement upon the conditions and acceptable length of absence will be facilitated by the principal. Failure to comply with the agreement will result in the student's removal from the school.

Hospital Homebound

A student whose poor health requires them to temporarily withdraw to enter the Hospital Homebound program will not have their seat filled by another student from the waiting list for one semester and may return that year to the magnet program when their health sufficiently improves to return to school on a full time basis. Each student's situation will be handled on a case-by-case basis for the benefit of both the student and the school. If the student's health does not sufficiently improve to return to the program within a reasonable time period during that school year, the student's seat will be filled by another student from the waiting list. The Hospital Homebound student may then apply to reenter the magnet program during the next school year when their health sufficiently improves to return to school on a full time basis.

Elementary and Middle School
Magnet Program Structure and Procedures

PROGRAM STAFF

Due to the nature of the magnet program design and in order to meet the special needs of students in these programs, teachers and program administrators must apply, interview and be selected for magnet school positions. Once hired, teachers may be expected to assume duties and responsibilities, which exceed the teacher contract. These additional duties and responsibilities will be communicated to applicants prior to hiring.

High School Magnet Program Structure and Procedures

Overview

Membership in magnet programs is a privilege enjoyed by interested and qualified Pinellas County students. Therefore, students in these programs are expected to exhibit exemplary achievement and conduct while in membership in these programs. So as to benefit from the high school magnet program's curriculum design, students are expected to remain in the magnet program whose invitation they have accepted for four years.

PROGRAM DESIGN

Each magnet program is designed to meet specific student needs. As part of a continual improvement process, programs are aligned to customer requirements. Specific course offerings may change due to continual program improvement or district budget and staffing constraints. Within existing budget constraints and to the extent possible, the district will continue to assure program design and integrity. All high school magnet programs are designed to be 24 or more credit programs.

Students attending a high school magnet program must be enrolled fulltime in that program.

ADMISSIONS

Each magnet program has specific eligibility criteria that may include prerequisite courses, standardized testing, course grades, and other factors.

Students may make application to more than one magnet program. Therefore, each high school magnet program, may offer additional invitations not to exceed 20% of the program's original capacity number. This target capacity number is based upon facility, staffing needs and curricular issues. Any high school magnet program that increases its invitations by 20% *must* be able to accommodate all those students who accept the invitation but may not exceed the capacity of the program or school. Qualified applicants are invited or placed upon waiting lists based solely upon their random selection number.

Interested students are encouraged to apply for high school magnet programs during their 8th grade year for admission at the start of their 9th grade year. In selected magnet programs, under certain circumstances students may apply for admission after their 8th grade year for admission during their 9th grade or 10th grade years.

- Each applicant's academic record is assessed on an individual basis. The student's transcript will be reviewed to determine how well coursework that has been completed is aligned with individual magnet program requirements.
- Eligible students are accepted on a space-available basis.
- The applicant may not have past serious or consistent discipline problems as determined by the program assistant principal with staff input.

The following programs will accept applications for grades 9-10 *only*:

- Business, Economics and Technology Academy
- Center for Advanced Technologies
- Criminal Justice Academy
- Pinellas County Center for the Arts
- Exploring Careers and Education in Leadership (ExCEL)

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- Leadership Conservatory for the Arts

The International Baccalaureate (IB) program will accept applications for grades 9 and 10. Applications for grades 11-12 will be accepted only from students transferring into the district from other IB schools/programs.

Due to program requirements, the following program will accept application for grade 9 and on a space available basis in grade 10:

- Center for Wellness and Medical Professions

Once a student has applied and been accepted to a high school magnet program, reapplication to that magnet is not required for continued enrollment as long as the student continues to meet academic and behavioral expectations.

Attendance Zones for the IB and Center for Wellness Programs

The Center for Wellness and Medical Professions and the International Baccalaureate (IB) programs utilize attendance zones. Students living north of Route 60/Gulf-to-Bay (north attendance zone) may make application only to the Center for Wellness and Medical Professions and/or the International Baccalaureate programs at Palm Harbor University High School.

Students living south of Ulmerton Road (south attendance zone) may make application only to the Center for Wellness and Medical Professions at Boca Ciega High School and/or the International Baccalaureate program at St. Petersburg High School.

Students living south of Route 60/Gulf to Bay and north of Ulmerton Road (central attendance zone) may make application to either of the Center for Wellness programs and/or either of the International Baccalaureate programs, but not both.

Children of magnet program/school staff members may apply to the IB or Center for Wellness program in the school in which the parent is employed regardless of residence address. At the time of application, the parent must be employed fulltime at the school to which the student is applying. The parent's place of employment may supercede the attendance zones for these programs. The student must meet all eligibility criteria and may apply only to one of the IB or Wellness programs. The district may not provide transportation to these programs for students making application under these conditions. If, at any time during the student's tenure in the program, the parent leaves the school, the family will be responsible for transporting the student. Students who enter these magnets under the above conditions may not, should they leave the program, transfer to any other magnet.

Students who reside in the required attendance zones may transfer to the mirror program only as a result of a change in permanent residence with the understanding that identical courses may not be available. Based upon space availability, the program coordinator and host school principal must approve the transfer. The program coordinator would assist the student in formulating a new plan for program completion.

If a student moves out of the IB/Center for Wellness attendance zone but remains in Pinellas County and wishes to remain in the magnet in which they began, approval from both program assistant principals, both school principals and the district office is required. Bus transportation may not be available.

In situations relating to course availability, students may be permitted to attend the mirror program outside their attendance zone with the approval of both principals and both program assistant principals.

High School Magnet Program Structure and Procedures

Students who move into the central attendance zone will be required to remain in the Center for Wellness or IB program in which they were originally accepted.

Prerequisite Courses

In order to be eligible for admission to the Center for Advanced Technologies, the International Baccalaureate Program or any high school magnet program, students must successfully complete any prerequisite courses by the last day of the regular eighth grade school year.

Competency Testing

Competency testing may be required to determine eligibility. Testing results may affect eligibility.

Shadowing

Students applying for high school magnet programs may shadow a program student. Visits are limited to no more than four per student with no site being visited more than once.

Each program has designated dates for shadowing. An application must be on file if the visit is scheduled after the application deadline. No visits will be scheduled during any exams. The student's middle school will monitor the number and location of the visits. The middle school must receive a 72-hour notice prior to a scheduled visit.

The high school magnet program will confirm the scheduled visit with the middle school. The procedure for arranging a visit requires that the parent contact the magnet program coordinator/designee to arrange a shadowing date. The high school program will notify, in writing, the middle school of the scheduled visit. Transportation may be provided by the district for the purpose of shadowing.

Students must adhere to the Code of Student Conduct during shadowing experiences. Should a shadowing student require discipline, the student will be disciplined by the receiving high school unless the infraction is a suspendable one; those infractions are handled by the sending middle school. In the event a visiting student is disciplined, the sending middle school will be notified.

Leaving a High School Magnet Program

Students who withdraw, for any reason, from a high school magnet program must access the Student Reservation System through the Pinellas County Schools web site for their new school assignment and may not enter any other magnet program for the remainder of that school year. Under the admissions guidelines, a qualified student may make application to a high school magnet for the following school year if the magnet program accepts applications for that grade level.

Students who move out of Pinellas County lose their seat in a high school magnet program. If the resulting opening is filled, a Pinellas County resident will be called from the appropriate waiting list. Only in cases where no waiting list exists may the student with an approved SAP remain in the program with the approval of the program assistant principal.

Students who leave a magnet program to participate in early admission to college will not receive a certificate of magnet program completion.

Students who leave a magnet program may not be able to remain in the magnet host school due to the lack of an available opening at the appropriate grade level.

Reassignment to a District Discipline Program or Expulsion

The disciplinary reassignment of a currently enrolled magnet program student will result in immediate removal from the program. While every effort will be made to replicate the student's schedule, it is expected that the student's curriculum will be impacted. Since it is unlikely that every class can be replicated, the student will be jeopardizing their academic plan.

TEMPORARILY ABSENT

Due to extenuating circumstances, a student may need to be temporarily absent from the program for an extended period. An agreement upon the conditions and acceptable length of absence will be facilitated by the program coordinator. Failure to comply with the agreement will result in the student's removal from the program.

Hospital Homebound

A student whose poor health requires them to temporarily withdraw to enter the Hospital Homebound program will not have their seat filled by another student from the waiting list for one semester and may return that year to the magnet program when their health sufficiently improves to return to school on a full time basis. Each student's situation will be handled on a case-by-case basis for the benefit of both the student and the school. If the student's health does not sufficiently improve to return to the program within a reasonable time period during that school year, the student's seat will be filled by another student from the waiting list. The Hospital Homebound student may then apply to reenter the magnet program during the next school year when their health sufficiently improves to return to school on a full time basis.

Transportation

Although not required by law to do so, Pinellas County Schools provides school bus transportation for magnet students who live more than two miles from their magnet school. In order to keep the length of the bus ride as short as practicable, students are provided arterial routing to the magnet school. Arterial routing restricts bus operation to main roads and limits the number of stops. In some cases, the bus stop may be farther from the student's home than an area high school stop.

Magnet Courses

Magnet program courses are not available to traditional (host school) students except under special circumstances. This policy assists the district in maintaining the integrity and uniqueness of each individual magnet.

In order to maintain the integrity of the approved magnet program curriculum and to ensure program completion, there shall be no substitutions, including dual credit, correspondence or on-line courses, for specific magnet program courses.

Program Staff

Due to the nature of the high school magnet program design and in order to meet the special needs of students in these programs, teachers and program administrators must apply, interview and be selected for magnet program positions. Once hired, teachers may be expected to assume duties and responsibilities, which exceed the teacher contract. These additional duties and responsibilities will be communicated to

applicants prior to hiring.

PROBATION AND REMOVAL FROM THE PROGRAM

Each magnet program has a probation procedure. Due process is followed for any student placed on probation. The student is notified, in writing, of the reason(s) for probation, a plan for improvement is created with the student, and the progress of the student is reviewed with a recommendation for continuation or immediate removal from the program. (See the next section for individual high school program procedures.)

Students who are removed from a magnet program for academic or disciplinary reasons may not enter any other magnet program for the remainder of that school year and must use the Student Reservation System through the Pinellas County Schools web site for their new school assignment. Students or families wishing to appeal a removal from the program for any reason other than expulsion or reassignment to a district discipline program must follow the appeal procedures specified by the program the student attends. The first level of appeal is to the program assistant principal.

Students who leave a magnet program may not be able to remain in the magnet host school due to the lack of an available opening at the appropriate grade level.

Business, Economics and Technology Academy (BETA) at Gibbs High School

Membership in the Business, Economics and Technology Academy is a privilege. BETA subscribes to the district philosophy that an ideal student is responsible, honest, respectful and motivated. Students are expected to abide by the Code of Student Conduct.

ACADEMIC EXPECTATIONS/CONSEQUENCES

Students must maintain semester grades of C or higher in each class.

Probation alerts the student and parents that academic expectations are not being met. Parents are notified and a conference is scheduled to discuss the terms of the probation. Students will be placed on probation for a minimum of one semester.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Citizenship: Students shall exhibit conduct acceptable in both an educational and professional environment. Honesty, integrity and respect for all persons will be displayed in the classroom and in all Academy activities. Citizenship shall also include compliance with the policies in the *Parent and Student Agreement*.

Attendance: Except for illness or other emergencies, students will be expected to attend all classes. Students are required to be in class on time, seated and ready for work.

Dress Code: All Academy students are to dress in business attire for assemblies or functions where business personnel are invited. On all other days, the Code of Student Conduct is in effect.

Computer Resources: Students must adhere to the guidelines and ethical considerations as outlined in the *Network/Internet Acceptable Use Agreement*.

Special Circumstances: Selected discipline infractions may terminate the privilege of enrollment and may result in the student's removal from the program.

Probation alerts the student and parents that behavioral expectations are not being met. Parents are notified and a conference is scheduled to discuss the terms of the probation. Students will be placed on probation for a minimum of one semester.

REMOVAL FROM THE PROGRAM

Upon a decision to remove a student from the BETA program, the student should immediately access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time.

A student may appeal, in writing, to the program assistant principal, his/her removal from the program within 48 hours of the return date. An appeals conference will be scheduled. Results of that conference will be communicated to the parent.

Students removed from the program for failure to meet academic or behavior expectations will not be readmitted to the Business, Economics and Technology Academy (BETA).

High School Magnet Program
Structure and Procedures

REASSIGNMENT TO A DISTRICT DISCIPLINE PROGRAM OR EXPULSION

Reassignment to a district discipline program or expulsion will result in immediate removal from the Business, Economics and Technology Academy; no readmission under these circumstances will be considered.

Center for Advanced Technologies (CAT) at Lakewood High School

It is a privilege to be a student in the Center for Advanced Technologies. The program staff is committed to excellence and innovation while providing quality application-based learning opportunities in a state of the art learning environment. Students are expected to meet high academic and behavior standards during their tenure in the program.

ACADEMIC EXPECTATIONS/CONSEQUENCES

In order to successfully complete the CAT Program and earn a CAT Certificate of Completion, each student must meet all of the academic requirements related to Grade Point Average (GPA) and successfully complete all courses in the student's four-year plan. So as not to compromise a student's ability to graduate, if at the end of the junior year, a student cannot complete program requirements, he/she is removed from the program. Students who leave the program prior to completion of the program course requirements will not be eligible for a CAT Certificate of Completion.

Failure to meet program expectations will result in academic probation. The terms of the probation are communicated to the family. If the probation period has not been successful and the student did not meet the terms of the probation, the student will be removed from the program.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Due to the unique nature of the program's design, students must meet behavior expectations which exceed the Code of Student Conduct. These additional expectations include:

Technology: Every member of the program, including students and staff, has two basic rights regarding computing: privacy and a fair share of resources. It is unethical for anyone to violate these program rights. All users are expected to exercise ethical behavior with regard to the program's computing resources, and all of the multimedia/technology associated with the program as outlined in the Laboratory Expectations provided to each program student.

Science Laboratory: To ensure that a safe and healthful environment is maintained when taking any laboratory course at CAT, the safety regulations to be followed by all program students are outlined in the Science Laboratory Expectations provided to each program student.

Field Trips: Students are expected to accept the responsibility for appropriate behavior conducive to the image of the CAT Program and Lakewood High School while on field trips. Behavior expectations related to field trips are provided to each program student.

Any student receiving four cumulative days of disciplinary suspension during his/her enrollment in CAT will be immediately removed from the program. Days will be carried over from one school year to the next.

Failure to meet program expectations for behavior will result in probation. The terms of the probation are communicated to the family. If the probation period has not been successful and the student did not meet the terms of the probation, the student is removed from the program.

High School Magnet Program
Structure and Procedures

REMOVAL FROM THE PROGRAM

If a student on probation for either academics or behavior does not meet the terms of the probation period, he/she will be removed from the program.

Upon a decision to remove a student from the CAT program, the student should immediately access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time. Should the student and his/her parent(s) wish to appeal the removal, the family must notify, in writing, the CAT program assistant principal within 48 hours of the removal notification date. At that time, an appeals conference will be scheduled. The final decision of the appeal committee will be communicated to the parent.

Students who are removed from the program for failure to maintain program requirements will not be considered for readmission to the program.

REASSIGNMENT TO A DISTRICT DISCIPLINE PROGRAM OR EXPULSION

Reassignment to a district discipline program or expulsion will result in immediate removal from the Center for Advanced Technologies; no readmission under these circumstances will be considered.

Center for Wellness & Medical Professions (CWMP)
at
Boca Ciega High School
Palm Harbor University High School

Membership in the Center for Wellness and Medical Professions program is a privilege.

ACADEMIC EXPECTATIONS/CONSEQUENCES

Students are expected to maintain a minimum 2.0 grade point average for each semester/term. A student who receives a semester/term report card grade which is less than 2.0 shall be placed on academic probation. This academic probation lasts until the end of the next semester/term. By the end of academic probation the student must: obtain a minimum overall GPA of 2.0 for the semester/term.

A notification letter is sent to parents explaining the probation process. A student who does not conform to these academic standards after the probation period and all subsequent semesters/terms will be removed from the program.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Students are expected to abide by the Code of Student Conduct. In order to remain in the program, students are held to a higher discipline standard. A student may be placed on disciplinary probation for repeated or serious discipline infractions. Severe infractions result in immediate referral to administration and possible removal from the program.

Dress Code Standards: Students shall dress in accordance with the Pinellas County School Code of Conduct.

CWMP program field trips, shadowing experiences, internships, seminar days, and clinicals will require professional dress. Students shall maintain a clean, neat appearance and will not wear clothing, jewelry or hairstyles that are deemed distracting and unprofessional.

Volunteer Service Hours: Students must provide a minimum of 200 documented volunteer service hours to the community for graduation from the CWMP program. A minimum of 100 hours must be in a medically-related field. Listed below is the recommended progression toward achieving this expectation.

- Grade 9 - 50 hours
- Grade 10 - 100 hours
- Grade 11 - 150 hours
- Grade 12 - 200 hours

REMOVAL FROM THE PROGRAM

Upon a decision to remove a student from the Center for Wellness and Medical Professions program, the student should immediately access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time. Should the student and his/her parent(s) wish to appeal the removal from the program, the following steps be taken:

1. The first level of appeal is to the program assistant principal.
2. The second level of appeal is to the program appeal committee. The decision of that committee will be considered final.

REASSIGNMENT TO A DISTRICT DISCIPLINE PROGRAM OR EXPULSION

High School Magnet Program
Structure and Procedures

Reassignment to a district discipline program or expulsion will result in immediate removal from the Center for Wellness and Medical Professions program; no readmission under these circumstances will be considered.

Criminal Justice Academy (CJA) at Pinellas Park High School

Membership in the Criminal Justice Academy is a privilege. The Criminal Justice Academy's program expectations are designed to encourage academic and extracurricular success for all students.

ACADEMIC EXPECTATIONS/CONSEQUENCES

Program students are expected to maintain a 2.0 or higher grade point average (GPA) and may not earn a failing grade in any course during a grading period.

A student who falls below a 2.0 GPA, as calculated from final semester grades, will be placed on academic probation for the next semester. In determining academic probation, the cumulative GPA will not be utilized. The student and parents will be notified, in writing, regarding the terms of the probationary status.

Credits earned outside the regular school day will not affect a student's probationary status. A student who records a failing grade in any class during a grading period may be placed on immediate academic probation.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Program students are expected to

1. abide by the Code of Student Conduct and to avoid behaviors which result in discipline referrals.
2. cooperate with staff members and to represent the Criminal Justice Academy in a positive manner at all times.
3. maintain acceptable attendance; excessive absences must be substantiated by acceptable documentation.
4. meet the program requirements for volunteer service to the community and make acceptable effort and progress toward completing the required 75 hours of service

A student may be placed on behavior probation for repeated or serious misconduct as defined by the *Code of Student Conduct*. A student will remain on behavior probation for the duration of enrollment in the program. The student and parents will be notified, in writing, regarding the terms of the probationary status.

REMOVAL FROM THE PROGRAM

A student who continues to commit behavior infractions while on probation will be subject to his/her removal from the program. A disciplinary infraction of a serious nature including battery, drugs, alcohol, weapon, gang-related activity, and felony arrest may result in immediate removal from the program or reassignment to a district discipline program.

Upon a decision to remove a student from the Criminal Justice Program, the student should immediately access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time. In order to appeal a removal from the program, the student must notify, in writing, the program assistant principal within 48 hours of the notification date. An appeals conference will be scheduled by the Criminal Justice Academy program assistant principal.

High School Magnet Program
Structure and Procedures

Students removed from the program as a result of academic problems or disciplinary infractions will not be considered for readmission to the program.

REASSIGNMENT TO A DISTRICT DISCIPLINE PROGRAM OR EXPULSION

Reassignment to a district discipline program or expulsion will result in immediate removal from the Criminal Justice Academy; no readmission under these circumstances will be considered.

International Baccalaureate (IB) Program at Palm Harbor University High School and St. Petersburg High School

Membership in the International Baccalaureate Program is a privilege. In order to continue in the International Baccalaureate Program, a student must, at all times, be a full IB Diploma Candidate. In order to be a full diploma candidate, the candidate must not fail to complete any assessment required by the International Baccalaureate Organization for diploma candidacy, i.e. internal assessment for all six subjects, Theory of Knowledge and associated essays, external assessment (i.e. examinations) for all six subjects, the extended essay and CAS (community, action, service) hours.

ACADEMIC EXPECTATIONS/CONSEQUENCES

Students who successfully complete the approved IB course requirements earn a standard high school diploma. Below are listed program requirements, which as part of the IB curriculum, must be completed successfully in order to graduate. So as not to compromise a student's ability to graduate, progress in all course requirements is strictly monitored; students who do not meet expectations will be removed from the program.

INTERNAL ASSESSMENT

Diploma candidates must take six IB subjects, each one of which is internally assessed. This internal assessment is carried out according to IB standards by IB teachers and is submitted to IB examiners for external moderation. Internal assessment accounts for up to 30% of a student's IB mark; students who do not submit the internal assessment may not earn the IB Diploma. Dates for this internal assessment are set by each academic department. Students must submit papers, sit for orals, prepare projects, etc. by the required dates or be removed from the program. Due dates for internal assessment may be in either the junior or senior year.

THEORY OF KNOWLEDGE

The Theory of Knowledge course must be completed in good faith in order to be a diploma candidate. As a requirement for this course, a student must write, for external assessment purposes, one essay for submission to IB. Failure to submit any or all assigned essays will result in the student's removal from the program.

COMMUNITY, ACTION, SERVICE (CAS) HOURS

As full diploma candidates, students must complete all requirements by the established due date. Failure to do so will result in immediate removal from the program.

EXTENDED ESSAY

As full diploma candidates, students must submit finished copies of the extended essay to their advisor by the established due date of the senior year. Failure to do so will result in removal from the program.

When a student's cumulative GPA falls below 2.5, he or she is placed on academic probation. The consequences of academic probation are as follows:

1. The student and his/her academic coach will generate a success plan, including a timeline for completion, which is communicated to the parent.
2. The student is removed from probation upon fulfillment of the success plan according to the specified timeline. If student fails to fulfill success plan requirements, he or she will be removed from the IB program.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Students are expected to abide by the Code of Student Conduct. In order to remain in the program, students are held to a higher disciplinary standard. Repeated misconduct (or a single egregious infraction) may result in the student's removal from the program. In the IB, special attention is paid to academic disciplinary infractions such as cheating, computer misconduct, illegal possession of exams, or plagiarism.

REMOVAL FROM THE PROGRAM

In cases of a student's removal from the program as a result of repeated misconduct, the coordinator will have notified the student's parents in writing in an effort to correct the inappropriate behavior before removing the student.

Upon a decision to remove a student from the IB program, the student should immediately access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time.

Students and parents may appeal, within 48 hours of the notification date, the decision to remove the student. Appeals will be addressed in the following manner:

Level 1-- the program assistant principal

Level 2-- a school-based appeals committee

Levels 3 and above will follow the appeal procedures outlined in the Code of Student Conduct under the headings "Due Process Procedures" and "Grievance Procedures."

REASSIGNMENT TO A DISTRICT DISCIPLINE PROGRAM OR EXPULSION

Reassignment to a district discipline program or expulsion will result in immediate removal from the International Baccalaureate program; no readmission under these circumstances will be considered.

Pinellas County Center for the Arts (PCCA)
at
Gibbs High School

Membership in the Pinellas County Center for the Arts is a privilege. In as much as the faculty expects that the courses at the Center for the Arts will prepare students for advanced study in their chosen arts field, all standards must be maintained in order to successfully graduate with a PCCA Certificate of Completion.

ACADEMIC EXPECTATIONS/CONSEQUENCES

Students must complete all courses required by the department associated with the major discipline and fulfill all requirements for the extended day activities each semester for the duration of the program as outlined in the program handbook. Other expectations outlined in the handbook include

- Maintaining the required GPA in academic and specialized studies
- Maintaining acceptable score(s) on periodic evaluation(s) for specialized studies

Failure to maintain program academic expectations will result in probation or removal from the program. Reentry is not permitted.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Students are expected to abide by the Code of Student Conduct and maintain an acceptable attendance record.

Failure to meet program expectations related to behavior will result in probation or removal from the program.

REMOVAL FROM THE PROGRAM

Should a student be removed from the program, the process will be handled in a timely manner to allow the student to promptly access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time.

Should the student and his/her parent(s) wish to appeal the removal, the PCCA assistant principal must be notified in writing within 48 hours of the notification of removal date. An appeals conference will be scheduled.

Students removed from the program for failure to meet academic or behavior expectations will not be readmitted to the Pinellas County Center for the Arts.

REASSIGNMENT TO A DISTRICT DISCIPLINE PROGRAM OR EXPULSION

Reassignment to a district discipline program or expulsion will result in immediate removal from the Pinellas County Center for the Arts; no readmission under these circumstances will be considered.

Exploring Careers and Education in Leadership (ExCEL)
at
Largo High School

Membership in the Exploring Careers and Education in Leadership (ExCEL) magnet program is a privilege. It is the intent of the staff of Exploring Careers and Education in Leadership (ExCEL) magnet program to encourage all program students to successfully complete their high school experience in the ExCEL program. Students are held high academic and behavior standards.

ACADEMIC EXPECTATIONS/CONSEQUENCES

Students must maintain a minimum 2.0 grade point average per term. Failure to do so will result in the student being placed on academic probation for the next term. The conditions of the probation will be communicated to the student and parents.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Students must meet the attendance and behavior expectations as outlined in the Code of Student Conduct. Students with excessive absences and those who receive more than four referrals per term will be placed on probation. The conditions of the probation will be communicated to the student and parents.

REMOVAL FROM THE PROGRAM

Continued failure to meet academic standards will result in the student being removed from the program.

Repeated or serious misconduct will result in the student's immediate removal from the program.

Failure to complete required magnet activities such as career shadowing will result in the student being removed from the program.

Should a student be removed from the program, the process will be handled in a timely manner to allow the student to promptly access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time.

Should the student wish to appeal the removal, a written request for an appeal must be submitted to the magnet program assistant principal within 48 hours of the notification of removal date. A committee will hear the student's appeal and inform the parents of the final decision.

Students removed from the program will not be readmitted to Exploring Careers and Education in Leadership (ExCEL).

REASSIGNMENT TO A DISTRICT DISCIPLINE PROGRAM OR EXPULSION

Reassignment to a district discipline program or expulsion will result in immediate removal from Exploring Careers and Education in Leadership (ExCEL); no readmission under these circumstances will be considered.

**Leadership Conservatory for the Arts
at
Tarpon Springs High School**

Membership in the Pinellas County Leadership Conservatory for the Arts is a distinguished privilege. All standards must be maintained in order to successfully graduate with a Leadership Arts Certificate of Completion.

ACADEMIC EXPECTATIONS/CONSEQUENCES

Students must complete all courses required by the department associated with the major discipline and fulfill all requirements for the extended day activities each semester for the duration of the program as outlined in the program handbook. Other expectations outlined in the school handbook include:

- *Maintaining the required GPA (2.0) in academic and specialized studies.
- *Maintaining acceptable scores on periodic evaluations for specific studies.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Students are expected to abide by the Code of Student Conduct and maintain an acceptable attendance record for school. Failure to meet any program expectations related to behavior and/or attendance will result in probation or removal from the program.

REMOVAL FROM THE PROGRAM

Should a student be removed from the program, the process will be handled in a timely manner to allow the student to promptly access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time.

Should the student and his/her parent or legal guardian wish to appeal the removal at the program, the Assistant Principal of the Program must be notified within 48 hours of the notification of the removal date with written documentation. An appeals conference will be scheduled.

Students removed from the program for failure to meet academic or behavior expectations will not be re-admitted to the Leadership Conservatory for the Arts.

REASSIGNMENT TO A DISTRICT DISCIPLINE PROGRAM OR EXPULSION

Reassignment to a district discipline program or expulsion will result in immediate removal from the Leadership Conservatory for the Arts; no readmission under these circumstances will be considered.

First Responders: National Guard Center Emergency Management at Pinellas Park High School

Membership in the First Responders: National Guard Center for Emergency Management is a privilege. The program expectations are designed to encourage academic and extracurricular success for all students.

ACADEMIC EXPECTATIONS/CONSEQUENCES

Program students are expected to maintain a 2.0 or higher grade point average (GPA).

A student who falls below a 2.0 GPA, as calculated from final semester grades, will be placed on academic probation for the next semester. In determining academic probations, the cumulative GPA will not be utilized. The student and parents will be notified, in writing, regarding the terms of the probationary status.

Credits earned outside the regular school day will not affect a student's probationary status. A student who records a failing grade in any class during a grading period may be placed on immediate academic probation.

BEHAVIORAL EXPECTATIONS/CONSEQUENCES

Program students are expected to:

1. Abide by the Code of Student Conduct and to avoid behaviors which result in discipline referrals.
2. Cooperate with staff members and to represent the First Responders: National Guard Center for Emergency Management in a positive manner at all times.
3. Maintain acceptable attendance; excessive absences must be substantiated by acceptable documentation.
4. Meet the program requirements for volunteer service to the community and make acceptable effort and progress toward completing the required 150 hours of service.

A student may be placed on behavior probation for repeated or serious misconduct as defined by the *Code of Student Conduct*. Failure to meet program expectations for behavior will result in probation. The terms of the probation are communicated to the family. If the probation period has not been successful and the student did not meet the terms of the probation, the student is removed from the program.

Dress Code Standards: Students shall dress in accordance with the Pinellas County School code of conduct.

First Responders: National Guard Center for Emergency Management program field trips, shadowing experiences, internships and seminar days will require professional dress. Students shall maintain a clean, neat appearance and will not wear clothing, jewelry or hairstyles that are deemed distracting and unprofessional.

Technology: Every member of the program including students and staff has two basic rights regarding computing: privacy and a fair share of resources. It is unethical for anyone to violate these program rights. All users are expected to exercise ethical behavior with regard to the program's computing resources, and all of their multimedia/technology associated with the program as outlined in the Laboratory Expectations provided to each program student.

High School Magnet Program
Structure and Procedures

Science Laboratory: To ensure that a safe and healthful environment is maintained when taking any laboratory course at PPHS, the safety regulations to be followed by all program students are outlined in the Science Laboratory Expectation

Volunteer Service Hours: Students must provide a minimum of 150 documented volunteer service hours to the community for graduation from the First Responders: National Guard Center for Emergency Management. Listed below is the recommended progression toward achieving this expectation.

- Grade 9: 15 hours
- Grade 10: 25 hours
- Grade 11: 45 hours
- Grade 12: 65 hours

REMOVAL FROM THE PROGRAM

A student who continues to commit behavior infractions while on probation will be subject to his/her removal from the program. A disciplinary infraction of a serious nature including battery, drugs, alcohol, weapon, gang-related activity, and felony arrest may result in immediate removal from the program or reassignment to a district discipline program.

Upon a decision to remove a student from the First Responders: National Guard Center for Emergency Management, the student should immediately access the Student Reservation System through the Pinellas County Schools web site for his/her new school assignment to avoid any lapse of instructional time. In order to appeal a removal from the program, the student must notify, in writing, the program assistant principal within 48 hours of the notification date. An appeals conference will be scheduled by the program assistant principal.

Students removed from the program as a result of academic problems or disciplinary infractions will not be considered for readmission to the program.

REASSIGNMENT TO A DRISTRRICT DISCIPLINE PROGRAM OR EXPULSION

Reassignment to a district discipline program or expulsion will result in immediate removal from the program; no readmission under these circumstances will be considered.

High School Career Academy Operational Guidelines

APPLICATION AND ADMISSION PROCESS

All career academies will follow the Countywide Program Application Process (fundamental schools, magnet programs and career academies). Students are expected to remain in the career academy program to which they are accepted for four years.

Shadowing

Students applying for career academy programs may shadow a program student. Visits are limited to no more than four per student with no site being visited more than once. Each program has designated dates for shadowing. An application must be on file if the visit is scheduled after the application deadline. No visits will be scheduled during any exams. The student's middle school will monitor the number and location of the visits. The district's standardized form (PCS 2-2645) is used for all program visits. Individual programs may add program-specific visitation requirements. The middle school must receive a 72-hour notice prior to a scheduled visit. The high school academy program will confirm the scheduled visit with the middle school.

The procedure for arranging a visit requires that the parent contact the career academy program coordinator/designee to arrange a shadowing date. The high school program will notify, in writing, the middle school of the scheduled visit. Students must adhere to the *Code of Student Conduct* during shadowing experiences. Should a shadowing student require disciplinary intervention, the student will be disciplined by the receiving high school unless the infraction results in a suspension; those suspensions are handled by the sending middle school. In the event a visiting student is disciplined, the sending middle school will be notified.

Application and Admission Requirements for All Academy Students

A student should have a genuine interest in the career area for which the student is applying.

There is no minimum GPA required to apply to a career academy, however, all academies require a minimum unweighted 2.0 GPA semester average to remain in an academy (see "Academic Probation" page 4).

Eligible students are accepted on a space-available basis.

Should the number of applicants exceed the number of openings, the student will be placed on a waiting list.

Qualified applicants are invited or placed on waiting lists based solely upon their random selection number. No student is guaranteed admission into an academy program based on his/her waiting list number. Students who choose to remain on a waiting list are not guaranteed an invitation. While students normally apply to academy programs from middle school (grade 8), ninth or tenth grade students may be admitted to certain high school academy programs under specified conditions.

The applicant may not have a past history of consistent, serious discipline problems (as defined by the *Code of Student Conduct*) as determined by the principal with staff input.

If a student is accepted into a high school career academy program but prior to entering that program is reassigned to a district discipline program or expelled due to a violation of the *Code of Student*

High School Career Academy
Operational Guidelines

Conduct, he/she will be considered ineligible for admission. The student's acceptance will be considered null and void and that student will be placed in a school according to the guidelines of the district's Student Assignment Plan.

Voluntary Withdrawal

Students who voluntarily withdraw from a career academy program must access the Student Reservation System through the Pinellas County Schools web site to be assigned to a high school and may not enter any other academy program for the remainder of that school year. Under the admissions guidelines, a qualified student may make application to a high school academy for the following school year if the academy program accepts applications for that grade level. Students who do not wish to remain in the program to which they were accepted will be assigned to a high school at the end of any semester according to the guidelines of the district's Student Assignment Plan. If a student applies for another program or charter school and is placed on a waiting list, they must leave the academy at the end of the school year.

Career Academy Courses

Career academy program courses are not available to traditional (host school) students except under special circumstances and only with the approval of the principal after receiving input from school and district staff. This policy assists the district in maintaining the integrity and uniqueness of each individual career academy. Specific course offerings may change due to continual program improvement or district budget and staffing constraints.

REQUIREMENTS TO REMAIN IN AN ACADEMY

Probation And Return To A Zoned School

Each career academy program has probationary guidelines. Due process is followed for any student placed on probation. The student and parent are notified, in writing, of the reason(s) for probation, a plan for improvement is created with the student and parent, and the progress of the student is reviewed with a recommendation for continuation or immediate return to a choice school. Students who are returned to a zoned school from a career academy program for academic or disciplinary reasons may not enter any other academy program for the remainder of that school year. Students or families wishing to appeal a return to the choice school for any reason other than expulsion or disciplinary reassignment must follow the appeal procedures specified by the program the student attends. The first level of appeal is to the program assistant principal.

Reassignment or Expulsion

Reassignment to a district discipline program or expulsion will result in immediate removal from the career academy program; no readmission under these circumstances will be considered. Students who leave an academy program may not be granted a transfer in order to remain in the academy host school unless there is space available and no waiting list.

Academic

Students must maintain at least a 2.0 unweighted GPA for each semester.

Students must pass academy career (Workforce Education) classes.

Discipline

Students must adhere to the attendance policy as stated in the *Code of Student Conduct*, (7) Misconduct That May Result In Discipline (including suspension, reassignment or expulsion) and (8) Misconduct That Requires Specific Consequences. Repeated violations of conduct addressed in (7) or (8) will result in a recommendation for behavior probation and may result in dismissal from the career academy.

Attendance

Academy students may not have excessive absences without acceptable documentation as defined in the *Code of Student Conduct*, (5) Student Attendance. Failure to maintain required academic progress as a result of excessive absences will result in a recommendation for academic probation.

Business and Professional Ethics

Academy students must maintain the ethics and standards, as defined by standard workplace operating procedures, of the career or profession for which they are being trained.

PROBATION PROCESS

The intent of the probation process is to alert the student and the parents that program expectations are not being met. The student and the parents will be notified, in writing, regarding the terms of the probationary status. The parents and student will be requested to attend a conference with the program staff to discuss the terms of the probation and to develop a plan for improvement. The probationary period will be for the duration of one semester. Probation may extend beyond one semester or be less than a full semester if deemed appropriate by the program coordinator. A student failing to meet program expectations may be placed on probation for failing to meet one or more of the above requirements for remaining in the program. After appropriate intervention and probation as described within these guidelines, the student will be removed from the career academy program if the student does not meet academic and behavioral expectations.

Academic Probation:

A student who falls below a 2.0 unweighted GPA as calculated from final semester grades will be placed on academic probation for the next semester. In determining academic probation, the cumulative GPA will not be utilized. If the student improves the GPA to 2.0 or higher, for the following semester, the student will be removed from probationary status and returned to a status of student in good standing. If the student does not maintain a 2.0 or higher GPA for two consecutive semesters, the student will be subject to dismissal from the program and must access the Student Reservation System through the Pinellas County Schools web site to be assigned to a school with available space and no waiting list. A student who records a failing grade (F) in more than one class in any grading period may be placed on immediate academic probation. The student is subject to dismissal from the program at the end of the

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current semester if the student fails two or more classes or if the semester GPA is below 1.0. These immediate academic probation guidelines also pertain to those students who are recording failing grades due to excessive, undocumented absences.

Academic Progress Reports:

In order to assist students and parents in monitoring academic progress, the instructors will issue progress reports after the third week of each grading period to all students. It is the responsibility of the student to deliver the progress report to the parent. It is the responsibility of the parent to be aware that the student is expected to deliver the report.

Behavioral Probation:

It is expected that students in the program abide by the guidelines set forth in the *Code of Student Conduct* and that students avoid behaviors, which result in discipline referrals. Students are expected to cooperate with staff members and to represent the program in a positive manner at all times when participating in school related functions, including extra-curricular activities. A student will be placed on behavioral probation for repeated or serious discipline infractions as defined by the *Code of Student Conduct*. Any out-of-school suspension may be cause to place a student on behavioral probation, if deemed appropriate by the program coordinator. Parents will be notified, in writing, and a conference will be held to formulate a success plan for the student. If the student continues to experience disciplinary problems while on behavioral probation, the program coordinator will convene an eligibility committee (career academy assistant principal, career academy guidance counselor, the student's career academy teachers) to determine the future enrollment status of the student. A disciplinary infraction of a serious nature (battery, drugs or alcohol, weapons, gang related activity, felony arrest, etc.) may result in immediate removal from the program.

NOTE: Students on behavioral probation may, at the discretion of the program coordinator, be prohibited from participating in program activities such as assemblies, field trips, competitions, etc. for the duration of the probationary period.

HOSPITAL HOMEBOUND

A student whose poor health requires them to temporarily withdraw to enter the Hospital Homebound program will not have their seat filled by another student from the waiting list for one semester and may return that year to the career academy program when their health sufficiently improves to return to school on a full time basis. Each student's situation will be handled on a case by case basis for the benefit of both the student and the school. If the student's health does not sufficiently improve to return to the program within a reasonable time period during that school year, the student's seat will be filled by another student from the waiting list. The Hospital Homebound student may then apply to reenter the career academy program during the next school year when their health sufficiently improves to return to school on a full time basis.

TRANSPORTATION

Transportation will be provided in accordance with State Board rules.

Process for Proposing New Countywide Magnet Programs or Fundamental Schools

1. Schools can request a program or school designation change or the district will send out a call for candidates.
2. Consensus will be built at school level among faculty and the School Advisory Council (SAC).
3. School will submit an application to the Office of Advanced Studies & Academic Excellence.
4. Appropriate Curriculum Supervisors and C&I Team will review for presentation to the Superintendent.
5. Superintendent's office will review and make decision to move forward.
6. The plan will be presented at a School Board workshop.
7. School Board votes on new program or school designation at a School Board meeting.