

January, 2007

TO: All Holders of the Policy Manual of the Pinellas County School Board

FROM: Allen Mortimer, Director of Planning and Policy

SUBJECT: **SUPPLEMENT NO. 39 TO THE POLICY MANUAL OF JUNE 30, 1998**

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Please update your Policy Manual as follows:

**REMOVE PAGE(S)**

iii thru iv  
4-1 thru 4-2  
4-71 thru 4-74  
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5-22c  
5-31 thru 5-32  
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**INSERT PAGE(S)**

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Indicates the repeal of policies 4.33, 5.071, 5.091

**4.32 FUNDAMENTAL SCHOOLS, MAGNET PROGRAMS AND CAREER ACADEMIES**

Revises the Procedures for the newly created Countywide Programs Handbook

**4.33, 5.071, 5.091 HIGH SCHOOL CAREER ACADEMY GUIDELINES  
ELEMENTARY SCHOOL MAGNET PROGRAMS  
MIDDLE SCHOOL MAGNET PROGRAMS**

These policies have been repealed since they are now contained in the Procedures for Countywide Programs Handbook

**5.14 HIGH SCHOOL MAGNET PROGRAMS**

Amended to reflect the change of name of Procedures for Fundamental Schools and Magnet Programs Handbook to The Procedures for Countywide Programs Handbook

**6.15 STUDENT ASSIGNMENT TO SCHOOLS (ATTENDANCE DISTRICTS)**

Amended to reflect changes to the Choice Plan for Student Assignment for 2007-2008

- 4.23 Placement In Middle School Honors And Advanced Courses
- 4.24 Removal Of Students From Class
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**4.31 ANNUAL NOTIFICATION OF RIGHTS CONCERNING EDUCATIONAL RECORDS**

(1) All schools shall publish an annual notification that will be distributed to parents and guardians of students who are under the age of eighteen (18) and to students who have attained eighteen (18) years of age.

(2) The notification shall identify the rights of parents, guardians, and eligible students regarding educational records. These rights include:

- (a) the right to inspect and review educational records,
- (b) the right to challenge and seek amendment of educational records,
- (c) the right to object to disclosures of personally identifiable information from educational records, and
- (d) the right to file a complaint with the U.S. Department of Education if these rights are not respected.

(3) The notification shall also disclose that student directory information may be released without the written consent of the parent, guardian or the eligible student. This policy does not refer to use of information on the Internet. The notice must make known that:

(a) Directory information includes the following regarding a student.

- 1. Full legal name
- 2. Image or likeness in pictures, videotape, film, or other medium
- 3. Dates of attendance
- 4. Major field of study
- 5. Participation in officially recognized sports and activities
- 6. Height and weight of athletic team members
- 7. Degrees and awards received
- 8. Most recent previous educational institution attended
- 9. Subsequent educational institution attended
- 10. Academic work intended for publication or display

(b) A parent, guardian or eligible student has the right to refuse permission for the release of any or all directory information by sending the school a written objection to the release. This objection must be submitted annually by September 15th of each school year or within thirty (30) days of receiving the notification.

(c) If there is no written objection, directory information as identified in (3)(a) is open to public inspection under the Florida Public Records Law except for Internet use.

Statutory Authority: 230.03(2), 230.22, 230.23, 230.23005 F.S.

Laws Implemented:

History: New 7/27/99

**4.32 FUNDAMENTAL SCHOOLS, MAGNET PROGRAMS AND CAREER ACADEMIES**

(1) The Pinellas County Schools Procedures for Countywide Program Handbook (formerly named Procedures for Fundamental Schools and Magnet Programs Handbook) dated January 16, 2001, as amended April 17, 2001 and January 9, 2007, is hereby adopted by the School Board as a rule and is incorporated in this policy manual by reference and made a part hereof. The Procedures for Countywide Programs Handbook contains requirements applicable to elementary school, middle school and high school programs.

(2) Priority Status in Countywide Programs

**(a) Initial Priority Status.** Countywide programs provide initial priority status to two groups:

1. *Professional Courtesy Priority* is given to children of fulltime employees of the school. The employee's child should be entering as a kindergarten (or grade one at the Center for Gifted Studies at Ridgecrest) student in elementary or a 6th grade student in middle school or a 9<sup>th</sup> grade student in high school or entering because the employee is a new hire to that school.

2. *Initial Sibling Priority* is given to siblings of students who are already attending the countywide program in grades K-4 (elementary school) or in grades 6-7 (middle school) or in grades 9-11 (high school) at the time of application.

**(b) Procedures.**

1. Siblings are defined as brothers, sisters, stepbrothers, stepsisters, or other children with common legal guardianship who reside in the same household.

2. All interested students who are eligible for priority status must make application by the deadline in order to qualify for that status.

**(c) Invitation.** After the district has assigned random numbers to all applicants, the school or program will invite students with professional courtesy priority status first and initial sibling priority next according to their random numbers. Other applicants will be selected for any remaining available spaces based upon their random numbers.

**(d) 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.

**(e) 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.

**(f) 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.

**(g) Effective Date.** This policy is effective beginning with the application process for attending the fundamental schools, magnet programs, or career academy for the 2007-2008 school year.

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 1001.32, 1003.02 F.S.

History: New 1/16/01, Amended 4/17/01, 7/27/04, 1/9/07

#### **4.33 HIGH SCHOOL CAREER ACADEMY GUIDELINES**

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented:

History: New 7/27/04; Repealed 1/9/07

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**5.01 TEACHING AND LEARNING**

(1) Pinellas County Schools is committed to creating systems that result in highest achievement for each student. Each system reflects an integrated management approach and ensures that principles of quality and continual improvement are systematically and consistently applied to the operation of Pinellas County Schools. In an integrated management system all components that make up our organization (leadership, aim, customer requirements, goals and measures, results, processes, human resources, and information systems) are linked and interdependent. These seven integrated components are essential in creating a high performing student, classroom, school, and school district. The dynamic relationships that exist among these components work together to improve the results of Pinellas County Schools.

**(2) The Classroom Learning System**

(a) In order to attain highest achievement for each student, teachers must create, manage, and continually improve classroom learning systems using the seven components of Baldrige for high performance. Each classroom learning system must be aligned with the school, district, and state requirements. Each school and district system must be aligned to support the classroom learning system.

(b) Central to a classroom learning system is the key process of aligning curriculum, instruction, assessment, and improvement (CIAI). Supporting this key process are the other components of classroom leadership: aim, customer requirements, goals and measures, results, human resources, and information systems.

**(3) The Curriculum, Instruction, Assessment, and Improvement Key Process**

(a) Elements of the curriculum, instruction, assessment, and improvement (CIAI) process are defined as:

1. *Curriculum*—what students need to know and be able to do in a variety of subjects
2. *Instruction*—best practices of teaching
3. *Assessment*—measures of student progress
4. *Improvement*—actions based on data that lead to improved teaching and learning

(b) The alignment of curriculum, instruction, assessment, and improvement (CIAI) ensures an opportunity for all students to learn at high levels. The four components (CIAI) of a high performing teaching and learning system are interdependent and aligned within a larger district integrated management system.

**(4) Beliefs About Teaching and Learning** - Pinellas County Schools believe that:

(a) All students are capable of achieving excellence through the use of a variety of teaching strategies, resources, and assessments in an engaging and collaborative environment.

(b) Highest student achievement occurs when students are provided an environment in which they are:

1. given high expectations
2. engaged in meaningful learning

produce learning gains sufficient to meet grade 4 performance standards while continuing to remediate the areas of reading deficiency.

**(12) Successful Progression of Retained Readers – 3rd Grade – Tier 3**

(a) Beginning with the 2004-2005 school year, each school district shall establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the class shall be to increase a child's reading level at least two grade levels in one school year. The Intensive Acceleration Class shall: be provided to any student in grade 3 who scores at Level 1 on the reading portion of the FCAT and who was retained in grade 3 the prior year because of scoring at Level 1 on the reading portion of the FCAT; have a reduced teacher-student ratio that is lower than other classrooms at the same grade level in the school; provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the grade 4 Sunshine State Standards in other core subject areas; use Passport Voyager, a scientifically research-based reading program (approved by the Florida Center for Reading Research) that has proven results in accelerating student reading achievement within the same school year; provide intensive language and vocabulary instruction using a scientifically research-based program (Passport Voyager) as well as include the use of a speech language therapist in an advisory capacity; include weekly progress monitoring measures to ensure progress is being made; report to the Department of Education, in the manner described by the department which is Progress Monitoring and Reporting Network (PMRN) developed by the Florida Center for Reading Research (FCRR), the progress of students in the class at the end of the first semester.

(b) Districts shall report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. The Commissioner of Education shall annually prescribe the required components of the requested reports. The required components are screening, progress monitoring and outcomes as directed by the AIP.

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 1003.455, 1008.22, 1008.25 F.S.

History: New 8/10/77; Amended 12/14/77, 8/23/78, 12/20/78, 1/31/79, 12/12/79, 1/16/80, 3/11/81, 11/11/81, 8/11/82, 9/11/85, 9/24/86, 9/9/87, 9/27/89, 10/25/89, 4/14/90 (Emergency), 6/13/90, 8/8/90, 11/14/90 (Emergency), 12/12/90, 3/25/92 (Emergency), 5/27/92, 8/9/94, 6/30/98, 12/10/02, 12/9/03, 9/21/04, 11/9/04, 2/22/05, 5/23/06

Note: Former 6Gx52-8.29 (changed 6/30/98)

**5.071 ELEMENTARY SCHOOL MAGNET AND FUNDAMENTAL SCHOOL PROGRAMS**

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 230.23 (6) (a) F.S.

History: New 11/12/99; Amended 1/16/01, 12/9/03; Repealed 1/9/07

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**5.091 MIDDLE SCHOOL MAGNET AND FUNDAMENTAL SCHOOL PROGRAMS**

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented:

History: New 1/12/99; Amended 1/16/01, 12/9/03; Repealed 1/9/07

**5.10 REPORTING STUDENT PROGRESS--MIDDLE SCHOOL**

**(1) Progress reports:** The progress report provides a grade for the student's academic performance in each class or course, the student's conduct and the student's attendance. Student evaluations shall be reported to parents as a formal Student Progress Report at six (6) week intervals in middle schools using the six period day schedule. In middle schools using a 4x4 schedule, the formal Student Progress report will be reported to parents at nine (9) week intervals. Each progress report shall contain information regarding a student's performance or non-performance at grade level, behavior and attendance. The final progress report shall contain information regarding a student's promotion or non-promotion.

(a) Interim Progress reports: Interim conferences or written progress reports or both are recommended for those students having such need of them. Some schools choose to distribute interim progress reports to all students. Interim progress reports must be given to students whose performance indicates that a D or F grade for the grading period is likely. Interim progress reports are to be issued near the midpoint of the grading period.

(b) Alternate Progress reports: No changes shall be made in the form of the progress report without the express approval of the Superintendent.

(c) **Exceptional Students:** Exceptional students with disabilities must receive progress reports indicating progress towards Individual Education Plan (IEP) goals and the likelihood they will accomplish the goals during the period covered by the IEP, in addition to the general education progress report each time the general education progress report is provided.

The IEP of each student with a disability specifies the student's curriculum:

1. Grade level expectations, without accommodations.

2. Grade level expectations, with accommodations: Accommodations cannot change the student expectations. They specify changes in instructional strategies that are required as a result of a student's disability and may address methods and materials for instruction, assignments and classroom assessments, learning environment, time demands and scheduling, or special communication styles.

3. Below grade level curriculum: A student is below grade level curriculum if the student's instructional level in reading, writing, or mathematics is two or more years below grade level. The student's IEP and progress reports specify instructional levels and progress is reported based on specified instructional levels.

4. Sunshine State Standards for Special Diploma (SSSSD): If a student is involved in a functional life skills curriculum, progress is reported based on the SSSSD at the independent, supported, or participating level, as selected by the student's IEP team.

**(2) Academic and Conduct Grades Separate:** In arriving at the academic grades of all students, teachers are expected to carefully distinguish between the academic grade and the student's conduct. All progress reports shall provide some form of evaluation concerning the student's conduct or deportment. In no case shall the student receive an academic grade which is contingent upon his conduct, except as provided in policy 4.01 (7) 1. Code of Student Conduct.

**(3) Grading Scale:** The grading system and interpretation of letter grades used in middle and high school shall be as follows:

- A = 4 grade points (90%-100%) (outstanding progress)
- B = 3 grade points (80%-89%) (above average progress)
- C = 2 grade points (70%-79%) (average progress)
- D = 1 grade point (60%-69%) (lowest acceptable progress)
- F = 0 grade points (0-59%) (failure)
- I = 0 grade points (Incomplete)

over all students during the graduation ceremonies. The Board's current Code of Student Conduct shall apply to all participants and student spectators attending the graduation ceremonies.

Statutory Authority: 1001.32(2), 1001.41(2), 1001.42(23), F.S.

Laws Implemented: 1003.43, F.S.; 6A-1.095 SBE Rules..

History: New 7/12/50; Amended 3/15/53, 7/13/55, 5/22/57, 7/22/59, 7/12/61, 7/28/65, 7/31/68, 11/17/71, 2/27/74; Revised and Amended 12/18/74; Amended 8/23/78, 5/23/79, 8/13/80, 12/3/80, (Subsection (6) temporary provision for allowing students under age 18 to take GED after 7/1/83, under certain conditions, adopted as an emergency policy 8/10/83; expired automatically 11/8/83; present subsection adopted 1/12/83) Amended 2/8/84, 1/30/85, 8/14/85, 9/11/85, 12/18/85, 3/19/86, 4/9/86, 6/25/86, 12/10/86, 5/27/87, 9/9/87, Subsection (4)"Credit by Examination" repealed 11/11/87; Amended 11/25/87, 2/24/88, 5/25/88, 11/9/88, 2/22/89 (Emergency), 3/29/89, 5/24/89 (Emergency), 6/28/89, 7/26/89, 8/9/89, 6/13/90, 8/8/90 (Emergency), 9/12/90, 1/9/91, 7/10/91, 4/8/92, 8/26/92, 1/13/93, 2/24/93, 8/11/93, 3/9/94, 8/9/94, 6/27/95, 1/10/96, 4/24/96, 10/8/96, 1/28/97, 9/9/97, 1/13/98, 6/30/98, 2/09/99, 6/29/99, 10/12/99, 8/15/00, 1/16/01, 7/31/01, 12/10/02, 12/9/03, 11/9/04, 2/22/05, 10/24/06, 12/12/06

Note: Former 6Gx52-8.24 (changed 6/30/98)

## **5.14 HIGH SCHOOL MAGNET PROGRAMS**

(1) The high school magnet programs constitute essentially a "school within a school". Students choosing to participate in social and extra-curricular activities shall do so in the magnet host school.

(2) Students attending a magnet program must be enrolled full time in the magnet host school. Magnet students must complete academic graduation requirements by completing magnet courses and may not substitute dual credit correspondence or on-line courses for magnet courses.

(3) All high school career academy and magnet programs are four-year twenty-four credit standard diploma option programs. A student who chooses an eighteen (18) credit, three-year standard diploma option may not participate in a career academy or magnet program.

(4) Students who enter a magnet program are expected to remain in that program for that school year. Students who voluntarily withdraw or who no longer meet eligibility requirements must telephone the District Call Center or a Family Education and Information Center for a school assignment. The student may not enter any other magnet program for the remainder of that school year.

(5) Students who transfer from a high school magnet program to a regular school program shall be allowed to transfer honors points only in those courses generating honors points in the regular school program.

(6) While students enrolled in the International Baccalaureate (IB) or Center for Advanced Technology (CAT) program shall graduate with other students of the host school, separate valedictorians, salutatorians and class rankings shall be designated for students of the IB and CAT program, based upon their weighted grade point averages.

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(7) When students who are enrolled in a high school magnet program join in academic team competition, such academic teams shall not be comprised of more than fifty percent (50%) of such magnet students.

(8) The Procedures for Countywide Programs Handbook as referenced in policy 4.32 FUNDAMENTAL SCHOOL, MAGNET PROGRAMS AND CAREER ACADEMIES contains additional requirements applicable to high school programs.

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 230.23 (6) (a) F.S.

History: New 9/11/85, Amended 9/12/90, 1/13/93, 2/23/94, 1/10/96, 1/12/99, 1/16/01, 12/9/03, 1/9/07

Note: Former 6Gx52-8.25 (changed 6/30/98)

## **5.15 REPORTING STUDENT PROGRESS AND CLASS RANKING--HIGH SCHOOL**

**(1) Progress reports:** The progress report provides a grade for the student's academic performance in each class or course, the student's conduct and the student's attendance including absences and tardiness. Each progress report for the school year shall contain information regarding a student's performance or non-performance at grade level, behavior and attendance. The final progress report shall contain information regarding a student's promotion or non-promotion.

**(2) Grading Scale:** The following point scale will apply to all high schools, as well as to middle school students enrolled in high school courses in grade 7 or 8 for credit toward graduation:

A = 4 grade points (90-100) (outstanding progress)

B = 3 grade points (80-89) (above average progress)

C = 2 grade points (70-79) (average progress)

D = 1 grade point (60-69) (lowest acceptable progress)

F = 0 grade points (O-59) (failure)

I = 0 grade points (incomplete)

Percents between 89% and 90%, 79% and 80%, 69% and 70%, and 59% and 60% shall be rounded up to the higher grade if at the midpoint (.5) or above; those below the midpoint (.5) shall be rounded down to the lower grade.

**(3) Incomplete Grades:** A student receiving a grade of Incomplete (I) in a course(s) during any grading period shall have a period of three (3) weeks after his return to school to make up any work missed that is needed for the teacher to be able to assign an appropriate grade. Any incomplete grade will revert to an "F" if the student does not make up the work missed within the three (3) weeks of returning to school. Extensions of time may be granted by the principal for the final grading period of the year.

**(4) Final Examinations:**

(a) Definition: A final examination is a comprehensive assessment covering the course student performance standards for the entire term (semester in 6 period schools or quarters in 4 x 4 schools).

(b) Students shall take the final examination as set forth in (c) below as an academic performance

requirement for the completion of the courses for which such examinations are required. The student's neglect of this responsibility shall result in a failing grade for the term in that course.

1. Final examinations shall be required in the following courses: art, music, social studies, science, language arts and reading, math, foreign languages, physical education, driver's education, health education and vocational.

2. All students shall take final examinations in those courses for which such examinations are required, as provided in (c) below.

3. In the event a student is unable to take an examination at the given time because of a legitimate absence through illness or some other serious reason, the student shall be given an opportunity to make up the examination without penalty of any kind.

4. In the event a student is under suspension during such an examination period, the principal shall provide for the student's taking of the examinations either at the given time or through some special arrangement, at the discretion of the teacher and principal.

5. Students who enter college at mid-year will be permitted to take their final examinations in accordance with (4)(e), of this policy provided such students shall furnish to their respective principal (or designee) a copy of the receipted bill for college tuition.

**(c) Final Exam Requirement** - Students are required to take the final examination in each course under the following conditions:

*1. Six period schedule:*

a. The student has a provisional unweighted overall grade point average (GPA) of less than 3.0 for the term. Students who have an unweighted overall GPA of 3.0 or above are not required to take exams except as may otherwise be provided herein. Students not required to take the exam must maintain the required GPA through the remainder of the term. The provisional semester grade point average will be based on the grades earned for the first two grading periods plus the first four weeks of the third grading period.

b. Students are required to take a final exam in any course in which the student has earned a provisional "D" or an "F" regardless of the unweighted overall GPA.

c. A student enrolled in the same course during two terms of the same school year is required to take at least one final exam in that course.

d. At their option students are not required to take examinations in those courses in which they have received the highest grades based on the criteria outlined in (c) 1. In the event grades are tied in such courses, the student may select the courses in which final exams will be taken provided at least the required minimum number of exams are taken each term. Parents will be notified that the student is not required to take an exam in a certain course and may request that the student take the exam.

staff at, or any person affiliated with, that school; or has a team roster comprised of a majority of students who attend that school. Membership by a student on such a team followed by his/her transfer to that school shall be considered prima facia evidence of recruiting.

(7) High schools under the jurisdiction of the School Board of Pinellas County are members of the Florida High School Activities Association and must comply with association rules to maintain membership. Nothing in this policy shall be construed as interference with the judgment of the officers of the association concerning the rules of the association on eligibility, nor shall this be construed as a directive to any principal to sign any form as a prerequisite to eligibility for any student.

(8) The Superintendent (or designee) may assign a student to any school or educational program if it is deemed in the best interest of that student or the school district. Such assignment shall not conflict with I.D.E.A. requirements.

(9) The Choice Plan (Student Assignment Plan) October 24, 2000, as amended October 22, 2002, February 11, 2003, May 27, 2003, September 23, 2003, December 9, 2003, August 2, 2005 and January 9, 2007, is hereby adopted by the School Board as a rule and is incorporated in this policy manual by reference and made a part hereof. It is effective upon adoption for implementing the Choice Plan that begins with the 2003-2004 school year. The Choice Plan document can be accessed at the Pinellas County Schools website (<http://www.pinellas.k12.fl.us>)

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 230.23(4) F.S.

History: New 5/13/87; Amended 7/26/89, 8/8/90 (Emergency), 9/12/90, 2/13/91, 6/24/92, 1/10/95, 1/28/97, 7/29/97, 6/30/98, 10/22/02, 2/11/03, 5/27/03 (Emergency), 9/23/03, 12/9/03, 8/2/05, 1/9/07

Note: Former 6Gx52-2.29 (changed 6/30/98)

## **6.16 RELIGIOUS HOLIDAY EXEMPTIONS**

(1) In order to prevent a conflict between participation in religious observances and participation in public school attendance in grades kindergarten through 12, a student shall be exempt from attendance for a day or days, or for a period of time on a day, designated by the School Board as a religious holiday.

(2) The School Board shall approve a list of religious holidays on which student absence from school shall be allowed when the annual school calendar is adopted. The Superintendent (or designee) is authorized to add religious holidays to the list when presented with documentation establishing the existence of a legitimate religious holiday.

(3) The parent or guardian of a student who is to be absent on such a religious holiday shall provide to the principal or a designated school administrator, at least three (3) days prior to the absence, a signed notice of the student's intent to be absent. The notice shall contain the name and address of the student to be absent and the date and/or time of the absence.

(4) The principal and teachers at each school shall plan examination, study, and assignments so that no undue hardship is imposed upon the student exempted from attendance to observe a religious holiday. No testing of any kind or major reviews shall take place on a religious holiday recognized by the School Board.

(5) A student shall have the opportunity to make up any examination, study, or assignment which has been missed because of absence for observance of a religious holiday or because the tenets of the student's religion forbid secular activity at such time.

(6) The principals and teachers at each school shall be responsible for making available to the student so exempted the examination, study, or assignment which has been missed and no special fees shall be charged for such opportunity.

Statutory Authority: 1001.32(2), 1001.41, 1001.42, 1001.43 F.S.

Laws Implemented: 1003.21 F.S.

History: New 8/10/88 (Emergency); Amended 9/14/88, 6/30/98, 2/10/04

Note: Former 6Gx52-2.30 (changed 6/30/98)

### **6.17 PHOTOGRAPHS OF STUDENTS**

(1) The sale of student pictures shall be conducted in a school only as a service to the school and community and not as a project primarily to raise funds for the school. Any extension of photographic sales to include such items as key-ring photos, memory books, senior class pictures, and novelties is specifically prohibited. See policy 6.18 for instructions on purchase of these items.

(2) The authority to accept and reject bids for the purchase of student pictures (not senior class pictures) is reserved to the school principal or director of purchasing for the district. If the bid which the school selects exceeds the competitive bid threshold listed in School Board policy 7.15 (2) (a), the bid must be submitted to the School Board for approval by the school's Area Superintendent before a contract may be issued.

(3) Guidelines apply to all schools (grades K-12) and exceptional student education centers, excluding senior class pictures.

(4) Picture contracts are to be made on an annual basis and may be canceled at any time during the school year if the quality, performance or any other conditions are unsatisfactory.

(5) Written bids shall be requested from three (3) or more sources on a standard four (4) unit package of any mix. A unit is one piece of photo print paper, 5" x 7" color. The school may select the combination of units it desires. All students in each school shall receive the same combination. In addition to the standard package, the dealer may offer additional options to the standard package at additional cost. A single sheet purchase may be made, at the discretion of the principal. If the school principal wishes to have group pictures taken, this requirement must be either be part of the individual student picture bid or a separate bid must be solicited.

(6) A maximum charge of eight dollars (\$8.00) for the standard package (4 units of 5" x 7" color) has been established by the Board.

(7) The contract shall be awarded on the basis of the best quality product, best service, and the packet cost. Award of the bid shall be made on the basis of the lowest responsive and responsible bid. All bids, no bids, and justifications for selection of a vendor shall be kept on file in the respective school for audit purposes. The principal shall be solely responsible for selecting the best package offered.

(8) Dealers shall be required to submit adequate sample pictures for evaluation purposes. Dealers may also be called upon to discuss methods, terms and conditions surrounding their proposals.

(9) The successful dealer shall now have or establish an office or studio in Pinellas County, Florida, to provide for direct contact with schools. The dealer shall also secure all necessary permits and licenses.

(10) As part of the contract, the dealer shall agree to provide a minimum of twenty-five percent (25%) commission on the gross sales, exclusive of state sales tax, on all pictures sold by the school. The commission fee (25%) shall be made payable to the school not more than thirty (30) days after completion of the annual contract.