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(6) Criteria for Selection of Educational Material:

(a) Needs of the individual school, based upon knowledge of the curriculum and of the existing collection, shall be given first consideration. Materials for purchase shall be considered for purchase on the basis of overall purpose, timeliness, importance of the subject matter, quality of writing/production, readability and popular appeal, authoritativeness, reputation of the publisher/producer, reputation and significance of the author/artist/composer/producer, etc., format and price.

(7) Procedures for Selection of Educational Materials:

(a) In selecting materials for purchase, the library information specialist shall evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aids; specialists from all departments and/or grade levels; and the Library Information Selection Committee, which has the responsibility for the selection of the materials.

(b) In specific areas, the library information specialist shall follow these procedures: Gift materials shall be judged by the basic selection standards, and shall be accepted or rejected by these standards; multiple items of outstanding, and much-in-demand library information may be purchased as needed; worn or missing standard items may be replaced periodically; out-of-date, or no longer useful, materials may be withdrawn from the collection; sets of materials and materials acquired by subscription shall be examined carefully and purchased only to fill definite need.

(8) Procedures Concerning Challenged Library Information Materials: (See also Policy 5.05 INSTRUCTIONAL MATERIALS INCLUDING TEXTBOOKS (23) Procedures Concerning Challenged Instructional Materials)

(a) There will be occasional objections by the public to a library information selection despite the care taken to select valuable materials for student and teacher use. Therefore, the following criteria shall apply: The principles of freedom to read and the professional responsibility of the staff must be defended rather than the materials.

(b) If a complaint is made, the procedures shall be as follows: Instruct the complainant to file the objections in writing on the district-approved Citizen's Request for Reconsideration of a Work form and submit the form to the principal who will give it to the School-Based Library Information Review Committee (same committee membership as the School-Based Instructional Materials Review Committee - see policy 5.05). The material in question shall remain in circulation until a final decision is recommended by the School-Based Library Information Review Committee. The principal shall inform the Superintendent, the area superintendent, library information/technology supervisor, and the associate superintendent of human resources and public affairs of the complaint.

(c) The School-Based Library Information Review Committee will read or view the challenged materials referred to it. The committee should check the general acceptance of the materials by reading professional reviews provided by the Superintendent or designee. These professional reviews should present a balanced view if possible. The committee should weigh values and faults against each other and form opinions based on the material as a whole and not on passages pulled out of context. The review committee will meet to discuss the material and the complainant will be invited to speak. The principal and appropriate district personnel should attend the meeting. The committee will prepare a report of its findings. Copies of the report will be given to the complainant and filed in the offices of the principal, the

Area Superintendent, the Superintendent, the Associate Superintendent for Curriculum and Instruction and the supervisor of library information services.

(d) The complainant may appeal the decision of the School-Based Library Information Review Committee to the District Committee for Challenged Materials (same committee membership as the District First Amendment Review Committee). The Superintendent or the curriculum supervisor(s) will provide input to the District Committee for Challenged Materials. The decision of the District Committee for Challenged Materials shall be final.

(e) The library media/technology supervisor may convene a committee of representative stakeholders to review the acceptability and continuance of the material in question for district wide use. The supervisor will follow procedures as developed by the Secondary Language Arts Supervisor. The committee will review the issue and make a recommendation to the Superintendent. The Superintendent will review the committee's recommendation and decide the issue. The Superintendent's decision shall be final.

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

Laws Implemented: 230.22(2) F.S.

History: New 11/17/71; Amended 2/27/74; Revised 12/18/74; Amended 8/13/75, 5/10/78, 8/12/87, 1/11/89, 8/8/90, 1/9/91, 6/30/98, 11/07/00, 12/10/02

Note: Former 6Gx52-3.08 (changed 6/30/98)

5.07 REQUIRED CORE CURRICULUM/PROMOTION/RETENTION/ACCELERATION--ELEMENTARY

(1) Required Program: The required core curriculum for elementary school grades in the Pinellas County Schools reflects state and local requirements for elementary education. The following core curriculum areas are required for each grade, K-5.

(a) Art

(b) Language Arts (reading and writing)

(c) Mathematics

(d) Music

(e) Science and Health (must include substance abuse and human growth and development)

(f) Social Studies (must include economic education and law education)

(g) Character Education

(h) Computer Literacy Skills

(i) Physical Education - Physical Education is part of the required curriculum in elementary school and should be scheduled for 150 minutes per week. The physical education classes should be staffed by a certified physical education teacher and non-certified

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, 10/16/07

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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(b) Promotion Within the Disciplinary Program

1. To be promoted from grade to grade within the Disciplinary Program, a student may fail only one basic unit. The student will be required, however, to pass the course either in the Extended Learning Program or, at the principal's discretion, during the following year.

2. If a Disciplinary Program student fails two basic units in an academic year, the student will be retained at the same grade level, or the student will be promoted upon passing two units in the Extended Learning Program. Sixth and seventh grade students may take one unit during the following school year and two units in the Extended Learning Program.

3. If a Disciplinary Program student fails more than two (2) basic units within an academic year, the student will be retained.

(c) Promotion from Grade 8 to Grade 9

1. Promotion of Disciplinary Program eighth grade students to ninth grade is based upon middle school requirements. In cases where minimum standards have not been met, the decision to promote a student to the next grade will be made by the program coordinator and staff based upon supporting data.

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

Laws Implemented: 230.2312, 230.2312 (5), 232.245 F.S.

History: New 6/30/98; Amended 12/9/03

5.17 EXCEPTIONAL STUDENT EDUCATION PROCEDURES AND ASSESSMENT

(1) Exceptional Student Procedures: The current Department of Education approved Pinellas County Schools Policies And Procedures For The Provision Of Specially Designed Instruction And Related Services For Exceptional Students (SP&P) - Effective Dates: 2004-2005 through 2006-2007 (formerly named the Special Programs and Procedures for Exceptional Students Handbook), as approved July 31, 2001 and amended September 21, 2004, October 25, 2005, and November 13, 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. All schools shall be provided a handbook.

(2) Participation of Students with Disabilities in the State or District Assessment: It is expected that all students with disabilities participate in state and district assessments for accountability whenever appropriate. Each student with a disability has an Individual Education Plan (IEP). It is the responsibility of the IEP team to specify the testing accommodations required as a result of a student's disability.

(a) Accommodations must:

1. Facilitate an accurate demonstration of what the student knows or can do.
2. Not provide the student with an unfair advantage or interfere with the validity of a test. They must not change the underlying skills that are being measured by the test.
3. Be the same or nearly the same as adaptations used by the student in completing classroom instruction and assessment activities.
4. Be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.
5. Be specified as permissible by the individual test manual.

(b) The accommodations may include:

1. *Flexible Scheduling*: This may include allowing the student to take the test during several brief sessions, and may include providing the student with additional time to complete individual subtests.

2. *Flexible Setting*: This may include taking the test individually or in a small group setting.

3. *Flexible Presentation*: This may include the use of aids such as a magnifying glass, pointer, abacus, Braille writer, etc; or using altered versions of the test such as enlarged print, Braille versions, or signing for the deaf. This may include reading aloud test directions and sections of the test, which do not measure reading.

4. *Flexible Responding*: This may include allowing students to mark answers in a test book, type answers by machine, or give answers orally for a proctor to record. Testing accommodations are provided consistently for classroom, district and state assessments.

(3) Exemption Criteria for State or District Assessment:

(a) The decision to exempt a student with disabilities from state or district testing shall be made by the Individual Education Plan (IEP) team.

(b) Beginning in grade 2, the IEP team determines annually if the student will participate in state and district assessments of student achievement. The student must meet **all** of the following criteria to be exempted from state and district assessments:

- Cognitive ability prevents mastery of the Sunshine State Standards (SSS); and
- Extensive direct instruction is required to apply and transfer skills and competencies; and
- Students inability to master SSS is not due to absences or social, cultural, or economic disadvantage.

Students who are exempt from assessment participate in the alternate assessment specified on their IEP. They are not eligible for a standard diploma.

(4) Waiver of the FCAT Requirement for High School Graduation

(a) Students with disabilities whose abilities cannot accurately be measured by the statewide assessment test may be determined eligible for a waiver of the FCAT requirement for graduation.

(b) To be considered for the waiver, a student must meet the following requirements:

1. be identified as a student with a disability, as defined in section 1007.02(2) Florida Statutes,
2. have an individual educational plan (IEP),
3. be a senior or a student with disabilities who remains enrolled seeking a standard diploma,
4. have demonstrated mastery of the grade 10 Sunshine State Standards,
5. have taken the Grade 10 FCAT with appropriate, allowable accommodations at least twice (for example, once in grade 10 and once in grade 11) or, if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10, 11, or 12,

6. have participated in intensive remediation for the FCAT Reading and/or FCAT Mathematics, if passing scores were not earned, and have participated in the March FCAT administration during the senior year,

7. be progressing toward meeting the district's high school credit requirement, the district's 2.0 cumulative grade point average (GPA) requirement and any other district requirements for graduation with a standard diploma.

(c) For students who meet all requirements, the IEP team may waive the FCAT as a requirement for a standard diploma.

(d) The FCAT waiver for students with disabilities is only available for the 4-year standard diploma option. It is not available for the three-year, 18-credit diploma options.

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

Laws Implemented: 230.23(4)(m)(n) F.S.; 6A-6.03020 SBE Rules

History: New 6/30/98; Amended 3/9/99, 4/11/00, 7/31/01, 12/9/03, 9/21/04, 10/25/05, 11/13/07

Note: Replaced 6Gx52-3.10

5.18 DROPOUT PREVENTION SERVICES PROGRAMS

(1) It is the policy of the School Board of Pinellas County to provide suitable programs for all its students. Dropout Prevention Services programs may be established to meet the needs of students and parents and the educational goals of the Pinellas County School System. Such programs may be located either within existing schools, in separate schools, in community agencies, Department of Juvenile Justice, or Department of Children and Families facilities, as resources permit.

(2) Dropout Prevention Services programs established by the Board shall report eligible students grades 4-12 for dropout prevention full-time equivalent student membership in the Florida Educational Finance Program (FEFP) and/or Dropout Prevention Incentive Funds.

(3) In order to be eligible for FEFP dropout prevention program funding or Dropout Prevention Incentive Funds, the district shall prepare a Dropout Prevention Plan, approved by the Superintendent and the School Board, which must include programs for students identified as possible dropouts based upon one of the following criteria as required by the Dropout Prevention Act, 230.2316 F.S., Educational services in Department of Juvenile Justice Programs, 230.23161 F.S. and Teen Parent Programs 230.23166 F.S.:

(a) The student has shown a lack of motivation in school through grades which are not commensurate with documented ability levels or high absenteeism or habitual truancy as defined in s. 228.041(28) F.S.

(b) The student has not been successful in school as determined by retentions, failing grades, or low achievement test scores and has needs and interests that cannot be met through traditional programs.

(c) The student has been identified as a potential school dropout by student services personnel using district criteria. District criteria that are used as a basis for student referral to an educational alternatives program shall identify specific student performance indicators that the educational alternative program seeks to address.

(d) The student has a history of disruptive behavior in school or has committed an offense that warrants out-of-school suspension or expulsion from school according to the district code of student conduct. For the purposes of this program, "disruptive behavior" is behavior that:

1. Interferes with the student's own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide or results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of the school either in or out of the classroom; or

2. Severely threatens the general welfare of student or others with whom the student comes into contact.

(e) The student has documented drug-related or alcohol-related problems, or has immediate family members with documented drug-related or alcohol-related problems that adversely affect the student's performance in school.

(f) The student is assigned to a program provided pursuant to Chapter 39, F.S. which is sponsored by a state-based or community-based agency or is operated or contracted for by the Department of Children and Families.

(g) Students participating in a detention, commitment, or rehabilitation program pursuant to Chapter 39, F.S. which is sponsored by a community-based agency or is operated or contracted for by the Department of Juvenile Justice shall receive educational programs according to rules of the State Board of Education. These students shall be eligible for services afforded to students enrolled in programs pursuant to s.230.2316 F.S. and all corresponding State Board of Education rules.

(h) The student is a pregnant or parenting teen,

(4) The District follows the State Board Rule for the operation, staff development, and evaluation of district dropout prevention services programs. Dropout prevention services programs differ from traditional programs in scheduling, philosophy, curricula, or setting and shall employ alternative teaching methodologies, learning activities, or diagnostic and assessment procedures in order to meet the needs, interests, abilities, and talents of eligible students. The educational program shall provide curricula and related services which support the program goals and lead to completion of a high school diploma. The district may modify courses listed in the Florida Course Code Directory for the purpose of providing Dropout Prevention Services for eligible students. The district ensures coordination of service and activities with other programs and agencies including but not limited to the following:

(a) Department of Juvenile Justice/Department of Children and Families: For the Department of Juvenile Justice and Department of Children and Families the board shall provide an appropriate program of instruction and special education services for students in residential and non-residential facilities. The district school board shall make provisions for each student to participate in regular, vocational, and exceptional student programs as appropriate.

(b) Teenage Parent Services: For teenage parent programs, the curriculum shall include instruction in such topics as prenatal and postnatal health care, parenting skills, benefits of sexual abstinence, and consequences of subsequent pregnancies. Parenting skills should include instruction in the stages of a child growth and development, methods for aiding in the intellectual, language, physical, and social development of children, and guidance on constructive play activities. Provisions for necessary child care, health care, social services, parent education, and transportation shall be required ancillary service components of teenage parent programs. Ancillary services may be provided through the coordination of existing programs and services and through joint agreements between school districts and between school districts and other appropriate public and private

CHAPTER 6 DISTRICT, AREA, SCHOOL ADMINISTRATION

- 6.01 Annual School Calendar (Amends 6Gx52-2.01)**
 - 6.02 School Plant (Amends 6Gx52-2.05)**
 - 6.03 Closing/Converting School Facilities (Amends 6Gx52-2.06)**
 - 6.04 Mobile And Board Owned Home Leases (Amends 6Gx52-2.15)**
 - 6.05 School Dismissal (Amends 6Gx52-2.17)**
 - 6.06 Educational Plant Survey (Amends 6Gx52-2.175)**
 - 6.07 Non-School Related Publications (Amends 6Gx52-2.19)**
 - 6.08 Equipment Sales And Demonstrations (Amends 6Gx52-2.21)**
 - 6.09 Announcements And Class Interruptions (Amends 6Gx52-2.22)**
 - 6.091 Accreditation (Amends 6Gx52-3.04)**
 - 6.10 Emergency Management Procedures (Amends 6Gx52-2.23)**
 - 6.11 Entertainment And Fund Drives (Amends 6Gx52-2.24)**
 - 6.12 Advertising (Amends 6Gx52-2.25)**
 - 6.125 Advertisement Or Announcement Of Non-School Events**
 - 6.13 Patriotic Observances And Periods Of Silence (Amends 6Gx52-2.27)**
 - 6.14 School Volunteer Program (Amends 6Gx52-2.28)**
 - 6.15 Pupil Assignment To Schools (Attendance Districts) (Amends 6Gx52-2.29)**
 - 6.16 Religious Holiday Exemptions (Amends 6Gx52-2.30)**
 - 6.17 Photographs Of Students (Amends 6Gx52-2.31)**
 - 6.18 Purchase Of Commemorative Items (Amends 6Gx52-2.32)**
 - 6.19 Gifts (Amends 6Gx52-2.33)**
 - 6.20 Supervision Of Students (Amends 6Gx52-2.35)**
 - 6.21 Equal Access (Amends 6Gx52-4.05)**
 - 6.22 Home Education**
 - 6.23 Animals On School Board Property**
 - 6.24 Student Survey Administration**
 - 6.25 Accessing High School Students Regarding Postsecondary Opportunities**
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DISTRICT ADMINISTRATION**6.01 ANNUAL SCHOOL CALENDAR**

(1) Not later than the end of the first semester of each school year, the Superintendent (or designee), after receiving the recommendations of a calendar committee, shall recommend to the Board for adoption an annual calendar for school holidays and opening and closing term dates for the next school year, which shall conform to and provide such days for students and teachers as are required by law. 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.

(2) Good academic practice calls for student attendance to be at or near capacity when testing and other major events are scheduled for students. Therefore, the calendar committee shall be expected to take into consideration the dates of religious holidays of the various faiths, when a large number of students and staff are usually absent.

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

Laws Implemented: 230.33 (6) (f), (g), 232.0225 (2) (b) F.S.; 6A-10.019 SBE Rules

History: New 7/28/65; Revised 12/18/74; Amended 12/14/77, 9/14/88, 6/30/98

Note: Former 6Gx52-2.01 (changed 6/30/98)

6.02 SCHOOL PLANT

(1) Although the facilities provided by the Board are primarily for the education of the students of the county, use of these facilities for the benefit of the communities in which they are located is encouraged.

(2) A name for a new facility shall be recommended to the Board no later than a year from the date on which an architect is appointed to develop the school plans.

(a) If named by location, the name of the facility shall be descriptive and brief.

(b) If named for a person, that person shall have been an outstanding civic or educational leader of local or national repute who has been deceased for not less than one year. Such name shall be limited to one person.

(c) The name selected shall be permanent, unless the facility's program or use shall be changed, in which case the facility may be completely re named, as provided in (a) or (b) above.

(3) When new buildings or additions to existing facilities are to be constructed or old facilities to be rehabilitated, the architectural and engineering designs and specifications shall be drafted according to established procedures.

(4) The construction of new buildings or additions to existing facilities shall be administered by the division of institutional services. The design and construction are to be accomplished in interpretation of educational specifications prepared and furnished by Institutional Services in conjunction with the division of curriculum and instruction, which shall involve principals, teachers, supervisors and consultants in the development of educational programs and the resultant educational specifications for facilities.

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 facie 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 will continue through the 2007-08 school year. The Choice Plan document can be accessed at the Pinellas County Schools website (<http://www.pcsb.org>)

(10) The Student Assignment Plan dated December 18, 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 and implementation of the Student Assignment Plan that begins in the 2008-09 school year. The Student Assignment Plan document can be accessed at the Pinellas County Schools website (<http://www.pcsb.org>)

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), 12/9/03, 8/2/05, 1/9/07, 12/18/07

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.

6.24 STUDENT SURVEY ADMINISTRATION

The purpose of this policy is to comply with the federal law for the collection and reporting of certain information by means of student surveys. The information that will be collected relates to student attitudes and behaviors on topics such as school safety, substance use and the prevalence of risky attitudes or behaviors, particularly with respect to alcohol and drug abuse. In addition, these surveys also collect information on general health practices and human sexuality. Such information is collected anonymously, and no personally identifiable information is obtained from or reported on any individual student. The district cooperates with other agencies such as the Florida Department of Health in conducting these surveys.

- (1) All student surveys must be approved by the Department of Research and Accountability.
- (2) Parents will be notified of upcoming surveys that reveal information concerning one or more of the following items:
 - (a) Political affiliations or beliefs of the student or the student's parent
 - (b) Mental and psychological problems of the student or the student's family
 - (c) Sexual behavior or attitudes
 - (d) Illegal, anti-social, self-incriminating, or demeaning behavior
 - (e) Critical appraisals of other individuals with whom respondents have close family relationships
 - (f) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers
 - (g) Religious practices, affiliations, or beliefs of the student or student's parent
 - (h) Income (other than that required by law to determine eligibility for participation in a program or before receiving financial assistance under such program)
- (3) Participation Voluntary – No student shall be required to participate in such a survey if the student or the student's parent, if the student is less than 18 years of age, objects to participation.
- (4) Right to Inspect – A student or the student's parent, if the student is less than 18 years of age, has the right to inspect any such survey instrument before the survey is administered or distributed to students if a request is made within a reasonable period of time. Parents also have the right to be advised of arrangements that will be made to protect student privacy.
 - (a) Student survey instruments and teacher directions for administering the survey will be available at each participating school within a reasonable period of time prior to the survey administration.
- (5) Notification of Parents – Parents will be notified of this policy annually at the beginning of the school year and within a reasonable period of time if any substantive change is made to this policy. Such notice shall include the specific or approximate dates during the school year when any such survey will be administered.

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

Laws Implemented:

History: New 2/25/03

6.25 ACCESSING HIGH SCHOOL STUDENTS REGARDING POSTSECONDARY OPPORTUNITIES

(1) Individual or groups seeking to recruit high school students for U.S. Military, postsecondary educational, or recognized career opportunities may have access, pursuant to the conditions of this policy, to address students on campus to share information related to such opportunities. On the authority of, and subject to the conditions on access upheld in *Searcy v. Harris*¹, other groups who desire to present an alternative to military service are granted equal access.

(2) Any group seeking access to students must schedule their visit to the high school campus in advance with the principal (or designee).

(a) All individual seeking access to students must follow appropriate district and campus sign in and sign out procedures and are subject to all other district policies and procedures appropriate to and applicable to individuals meeting with students.

(b) Groups with access to students are limited to two (2) representatives on the high school campus at any one time, unless otherwise arranged by the principal (or designee). This decision is at the sole discretion of the principal (or designee).

(c) Upon arrival at the high school campus, all representatives of the group must present either a valid driver's license or an official identification card authorized by the group represented.

(d) Individual representatives must wear district issued identification badges or nametags, which are clearly visible, for the entire time they are on the high school campus.

(3) Student participation in such visits is voluntary.

(4) Student participation in such visits is limited to non-instructional time, during the regular school day.

(5) The principal (or designee) may terminate access for any group or individual representative of a group at their discretion for purposes of this policy, if in the estimation of the principal or his or her designee the access becomes disruptive to the normal course of events on the high school campus.

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

Laws Implementd: Public Law 107-110, No Child Left Behind, Sec. 9528; *Searcy v Harris*, 888 F.d. 1314 (11th Cir. 1989).

History: New 8/28/07

¹888 F.2d 1314 (11th Cir 1989)