

Pinellas County Schools

PROCEDURES FOR DISTRICT APPLICATION PROGRAMS

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School Board of Pinellas County

Carol J. Cook

Rene Flowers

Terry Krassner

Joanne Lentino

Linda S. Lerner

Eileen Long

Peggy O'Shea

Michael A. Grego, Ed.D.
Superintendent

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Program Application Process

Preface

District application programs are ones to which students must apply for admission. These programs include fundamental programs, magnets, area magnets and career academies. The purpose of these programs is to provide choice opportunities and promote diversity for the students of Pinellas County while voluntarily desegregating schools. Membership in District application programs 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 application programs using the online application process in the Student Reservation System. A computer random selection process is used if the number of applications exceeds the number of seats available for students. The number of seats available is based on the staffing model, the school capacity, and the constitutional class size requirements. 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 District Application Programs timeline.

By their application to any 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 program as long as the student/family continues to meet the conditions of the school. All students eligible for a priority from feeder elementary programs to the related middle school programs or feeder middle school programs to related high school programs must complete the application process. There is a feeder pattern priority from fundamental middle school programs to the fundamental high school programs but there is no feeder pattern priority into any other high school application programs.

Application Ranking

Applicants will be able to delineate their first through fifth preferences by ranking their choices. Priority preferences will only apply to the top (first choice) ranked application.

Geographic Application Areas

Geographic application areas are defined for certain programs. These areas will identify the location of the program to which an applicant may apply. Arterial transportation will be provided within the application areas. The application areas are outlined below. Some programs have unique application areas which are described on pages 34-36 of this document. Application areas are defined by grouping individual school zones.

Middle school application areas are defined as the grouping of individual school zones listed below:

North: Dunedin Highland, Joseph Carwise, Palm Harbor, Safety Harbor, Tarpon Springs

Mid (Central): Largo, Morgan Fitzgerald, Oak Grove, Osceola, Pinellas Park, Seminole

South: Azalea, Bay Point, John Hopkins, Meadowlawn, Thurgood Marshall (gifted center), Tyrone

High school application areas are defined as the grouping of individual school zones as listed below:

North: Countryside, Dunedin, East Lake, Palm Harbor University, Tarpon Springs

Mid (Central): Clearwater, Dixie Hollins, Largo, Pinellas Park, Seminole

South: Boca Ciega, Gibbs, Lakewood, Northeast, St. Petersburg

Failure to Accept a Program Invitation

Parents must complete both the application portion and acceptance portion of the program application process. Failure to log on and 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 made through the online process. Qualified late applicants, including siblings and the children of fulltime staff members in that school, are placed at the bottom of the waiting list in the order the applications are received. Late applications may be made through December 31st each year. Late applications are not subject to priority preferences, except the active duty military priority.

Out-of-District Applicants

To be considered a resident of Pinellas County, the parent or 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 program in Pinellas County by contacting the Student Assignment Department.
4. Pinellas County Schools programs have no reciprocal agreements with similar programs in other districts, except for qualified applicants from other International Baccalaureate programs, Cambridge Advanced International Certificate of Education, Project Lead the Way, 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 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 the 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 Application Programs

(a) Waiting Lists: The online system maintains a waiting list for students not selected by the random selection process, including identified priority preferences. No applicant will be called from the waiting list before the approved acceptance date. Kindergarten through seventh grade program waiting lists dissolve on March 1st, while eighth through twelfth grade waiting lists dissolve on the eleventh day of the second semester. Students may be 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 program, the student's name is removed from all other program waiting lists, except for the Center for Gifted Studies at Ridgecrest Elementary and the three middle school Centers for Gifted Studies. The Centers for Gifted Studies may invite qualified applicants into that program regardless of what program the student may be attending at the time of invitation.

A parent may elect to decline an invitation from a waiting list, but maintain their current waiting list position, when a proper course placement to meet a student's academic needs is not currently available.

On the last day of school, students who are in an application program and are on a waiting list for another program at the same level for the following year will be removed from all program waiting lists, except for the elementary and middle school Centers for Gifted Studies, unless they withdraw from their current program. After the last day of school, late application may only be made by students who are not assigned to an application program; therefore, a student would have to withdraw from a program and be assigned to their zoned school in order to make a late application.

No student is ever guaranteed admission to a 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, professional courtesy, and proximity apply to all programs. Priority preferences apply to all of the District Application Programs. In schools with school-within-a-school programs, priority status is provided to eligible applicants into the program, but not the school.

1. Siblings refers to initial sibling priority for incoming applicants who have a sibling that is assigned to the program at the time of application and will be enrolled during the application year. Siblings of students in middle school programs may receive sibling priority if the anchor sibling is attending any district application program in the same school to which the student requesting sibling priority has applied for a seat and the program is ranked first on the application. Siblings are defined as brothers, sisters, step brothers, step sisters, or other children with common legal guardianship who reside in the same household.

2. Professional courtesy refers to full-time school based employees who request for their children to attend a program in the school where the employee works full-time. Staff assigned to the school or program after the initial application period may have their child/children moved to the top of the wait list if the parent completed an application during the initial application period. Staff who did not make an initial application may participate in the late application process, without professional courtesy preference.

3. Proximity priority will be applied to available seats to applications for kindergarten, sixth and ninth grades. For elementary and middle, no more than one-fifth of the seats remaining after the other priorities have been applied will be allocated to those applicants who live closest to the school. For the K-5 fundamental program at Tarpon Springs Fundamental Elementary and the 6-8 program at East Lake Middle School, no more than one-half of the seats remaining after the other priorities have been applied will be allocated to those applicants who live closest to the school. For ninth grade programs, a proximity priority of no more than one fourth of the seats remaining after all other priorities have been applied will be allocated to those applicants living closest to the school. Proximity priority will only be applied to applicants' first choice of schools and/or programs. Proximity means the distance a student lives from the school. All proximity distances will be computed to the nearest hundredth of a mile. The nearer a student lives to the desired seat the higher the student's proximity preference ranking shall be.

(c) Newly Invited Sibling Priority Status. For one week after the close of the acceptance period, the school or program will grant newly invited sibling priority status to siblings 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, priorities will be applied to the waiting list. Students entitled to newly invited sibling priority are placed on the waiting list after initial sibling priority and before professional courtesy. For example, if siblings, including multiple birth siblings, apply to an application 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 upon request of the parent to the program coordinator during the one week after the close of the acceptance period and placed on the waiting list in random number order following students entitled to initial sibling priority.

(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 waiting list status will immediately lose that status if the sibling already in attendance at the program is removed from the school or program.

3. Students entitled to newly invited sibling priority waiting 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 waiting list in accordance with his or her random number.

5. The waiting list will dissolve on March 1st of the school year for which the application was made for students up through grade 7 and on the eleventh day of the second semester for students in grades 8 through 12.

Feeder Pattern Priority Status

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

A feeder pattern priority is provided for certain elementary application program students into certain middle school application programs. To qualify for feeder pattern priority, a student must have successfully completed the appropriate feeder elementary school application program and made the receiving program their first ranked application. These feeder patterns are identified in the section on Middle School District Application Programs on pages 25-27.

Students forfeit feeder pattern priority upon withdrawal from the feeder school.

Military Transfer Priority

Military Transfer Priority is given to the dependent children of active duty military personnel transferring to, or caused to move into the school district from another Florida district, state or a foreign country after the initial application period. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future 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 Florida

district, 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 with military priority who are not offered a seat in a program and wish to reapply must make application each year.

Ranking of Priorities

Priorities as described above shall be applied in the following order: 1) feeder pattern, 2) sibling, 3) professional courtesy, and 4) proximity. These priorities apply only during the initial application period and only to the top-ranked (first choice) application. Within each priority, seats shall be filled in random number order. Any remaining seats are filled in random number order. However, in the case of consolidating, converting, or relocating program(s), assignment of students currently attending the affected program(s) will be governed by the following provisions:

- All such students will, upon application, be given first priority to be assigned to the consolidated/converted/relocated program. This priority will be applied before any of the other traditional priorities involved in the application process.
- Parents of such students must use the application process to indicate interest in such assignment.
- By applying during the application process parents are indicating they agree to all program rules and guidelines.

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

Choosing Immediate Withdrawal

If a student desires to immediately withdraw from a 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 program applies to another 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 elementary and middle school Centers for Gifted Studies, the student shall not be allowed to return to that program the next school year. The decision to remain on another program's waiting list must be made by the family, and submitted in writing to the current program administrator, by the last day of the school year in which the application was submitted. Students (unless removed from a 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 have accepted a seat at 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.

Circumstances that May Cause an Invitation to be Considered Null and Void

Change in Grade Level After Application and Acceptance of a Seat

If a student applies for and accepts a seat for the next grade level, but is later promoted to the next grade level or retained at the current grade level, the student forfeits that seat and may not automatically change their grade level to the higher or lower grade. (e.g. The student applied for a seventh grade seat but was then retained in sixth grade. The student applied for 7th grade and was promoted to 7th grade which requires an 8th grade application for the coming year) In these cases, 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.

Change in Academic Standing

If a student applies for and accepts a seat for the next grade level, such acceptance is conditioned upon meeting any entrance criteria. At the discretion of administration, the student may be placed on academic probation to begin the program. It is the responsibility of the program coordinator to notify the parent of rescinded acceptance or probationary status in writing no later than June 30th.

Reassignment to a District Discipline Program or Expulsion Prior to Entry

If a student is accepted into a 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.

Inaccurate Data Entered into Student Reservation System

If inaccurate data such as a false address or incorrect grade level is entered into the Student Reservation System, any program invitations and subsequent acceptances may be considered null and void. In this case, the student may have the data corrected and submit a late application.

Full Time Enrollment

Students attending a district application program must be enrolled fulltime in that school. Since the application program is the student's school of assignment, the student is not permitted to participate in the school functions and activities at any other school.

Attendance

Attendance is extremely important in all educational settings. The integrity of the District Application 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.

District Application Program Procedures

Students with Disabilities

Students with disabilities under both the IDEA and the ADA have specific rights and protections against discrimination and/or harassment in accessing and participating in any district application program (magnet, fundamental or career academy). While students with disabilities should have access to any program as long as they meet any specified entrance criteria, students should not be denied access based on the fact that they have an IEP or a 504 plan. Once accepted into a program it is incumbent upon the school/district to ensure services (specially designed instruction, related services, supplementary aids, services, and accommodations) are provided to the student. This includes all IDEA entitlements and ADA access.

Before a student with an IEP, 504 plan, or under evaluation for eligibility under Section 504 or ESE can be placed "on probation" or is dismissed from an application program, the student is entitled to a protective review to ensure that the cause of the student's probationary status or dismissal is not based on the effect of the student's disability. This process, called a Manifestation Determination Review, although usually reserved for situations involving discipline, should be employed anytime a student is facing a possible change in placement due to behavior or academic duress which may be rooted in their area of disability.

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 or program administrator. 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 application 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, the school, and in accordance with the student's IEP. 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 application 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 and career academy program students who live more than two miles from their school. In order to keep the length of the bus ride as short as practicable, students are provided arterial routing to the 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.

Leaving a District Application Program

If a student leaves a district application program for any reason, the school will immediately contact the Student Assignment Office to determine the new school placement and notify the family of the new school assignment as soon as possible to avoid any lapse of instructional time. Students who leave a district application program are assigned to their zoned school or another nearby school if a zoned seat is not available based on school capacities and the Florida constitutional class size requirements. If a 12th grade student leaves a school-within-a-school program, the student may remain at the host school.

Students who move out of Pinellas County lose their seat in a district application program. 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 can the student who moved may, if on an approved SAP, remain in the school.

Students who leave an application program to participate in early admission to college, including the Early College Program, will not receive a certificate of program completion. These students will remain assigned to the regular education program at the most recently attended high school through graduation or until they exit the college program. Students who leave the college program by choice or for failure to meet the requirements will be assigned to their zoned high school, or another nearby high school if a zoned seat is not available, to complete their high school requirements.

Reassignment to a District Discipline Program or Expulsion While Enrolled

Reassignment to a district discipline program or expulsion will result in immediate removal from the district application program during the period of reassignment or expulsion. Students may return to the same program at the discretion of the school principal in consultation with the area superintendent.

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.

Fundamental School Program Structure and Procedures

Program Structure

Membership in fundamental programs 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. High school fundamentals may be school-within-a-school (SWAS) programs. 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 the state-adopted curriculum standards. 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 program 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.

Fundamental School Locations

Fundamental schools have been identified at the following levels;
Elementary: Bay Vista, Curtis, Lakeview, Madeira Beach (K-8), Pasadena, and Tarpon Springs
Middle: Clearwater, Madeira Beach (K-8), and Thurgood Marshall
High: Boca Ciega (school-within-a-school), Dunedin (school-within-a-school), and Osceola

PARENTAL EXPECTATIONS AND RESPONSIBILITIES

A student's continued enrollment in a fundamental program 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 programs 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 activities that promote authentic parental involvement as approved by the principal. A list of approved meetings and activities will be published by the school at the beginning of the school year.
- Attend parent/teacher conferences, when requested.

- Adhere to the Homework/Classwork Guidelines, and Discipline Guidelines
- Review and sign all homework assignments.
- 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 the same level (elementary, middle or high).
- 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. High school students at Osceola, Boca Ciega, and Dunedin High Schools will receive transportation within the identified application area, or parents must provide transportation to the nearest bus stop within the application area. The district provides transportation to Thurgood Marshall Middle School 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, including student evaluation records and personally identifiable information contained therein."

Parent Meeting Responsibilities

Parents/guardians are required to attend eight Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), or School Advisory Council (SAC), or other approved meetings and activities that promote authentic parental involvement as approved by the Principal. A list of approved meetings and activities will be published by the school at the beginning of the school year. 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).

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 three conferences per school year. 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). The district provides transportation to Thurgood Marshall Middle School for eligible students. High School students at Osceola, Boca Ciega, and Dunedin High Schools will receive transportation within the identified application area, or parents must provide transportation to the nearest bus stop within the application area.

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 Fundamental 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 District Application 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 program. In school-within-a-school fundamental programs, homework and classwork guidelines are applicable in designated fundamental classes (typically those scheduled with all fundamental students).

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.

Six 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.

Six additional demerits in the same class, resulting in a total of twelve 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 homework and tests of 9th graders.
- A student must earn the privilege of not having homework and tests signed beginning in 10th grade.
- To maintain the privilege a student must earn at least a cumulative 3.0 grade point average (B) and continue to complete all assignments during grades 10-12.

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, incomplete classwork, or 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, incomplete classwork, or failure to return a “sign and return” document.)
3. *Third* written warning is sent to parent. (Warnings may be sent home because of homework infractions, misbehavior, incomplete classwork, or failure to return a “sign and return” document.)

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 four 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
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 four 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, each 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

A. First offense - grade of *F* for classwork, parent/guardian contacted, minimum of two

- detentions/referrals
- 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 open area/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. Five 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. Five 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 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. In school-within-a-school programs, fundamental students are expected to follow the fundamental dress code at all times. The fundamental dress code will be checked and strictly enforced in designated fundamental classrooms

(typically those scheduled with all fundamental students).

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/High school students may not wear:

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

In addition, any clothing, accessories, or body art which becomes a distraction to the educational environment are not permitted.

INTERVENTION AND APPEAL COMMITTEE (IAC)

Each fundamental program 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 program. 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 program. If a student with a disability (an IEP, a 504 plan, or is identified as or suspected of having a disability) is engaging in disruptive behavior that would normally result in disciplinary action, then the school should follow the normal procedures to address the behaviors, including, as needed, implementing behavioral interventions, conducting an FBA and developing a PBIP, and/or conducting an IEP meeting to address the concerns. In some cases, the behavior may be so severe as to warrant being referred to the IAC before these interventions are completed. However, prior to referring any student with a disability (an IEP, a 504 plan, or is identified as or suspected of having a disability) to the IAC for consideration of probation or recommending dismissal for a student related infraction from a fundamental school the school must conduct a manifestation determination review regarding the student related act or acts that lead to the IAC referral for probation or dismissal to determine whether such student related act or acts were a manifestation of the student's disability. If the student related act or acts are determined to be a manifestation of the student's disability, then appropriate interventions must be implemented by the school-based team. No student with a disability will be placed on probation or dismissed from a fundamental school for a student related act or acts that were a manifestation of the student's disability, although such students may be placed on probation or dismissed-if such student related act or acts were not a manifestation of the student's disability. If the student related act or acts are determined to not be a manifestation of the student's disability, then the student is referred to the IAC. Should the student be placed on probation and violate that probation, an additional manifestation determination review is required prior to recommending the student for program dismissal. If a student with a disability is being considered for referral to the IAC or removal from the program as a result of parental non-compliance, a manifestation determination review is not required.

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 or high 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.

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, including student evaluation records and personally identifiable information contained therein.”

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/high school)
- Excessive detentions or tardies
- Upon receiving two referrals in a grading period (middle/high school) or a third office referral in a school year (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 program. 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 program. The final decision will be made by the principal based on the committee’s recommendation and other relevant information.

A school administrator will communicate 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 program, 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 program at the same level or re-enter under sibling or employee priority at the same level. Students may apply to a fundamental school at the next level (middle or high).

If a student is referred to the Intervention and Appeal Committee and the parent/guardian withdraws the student in order to avoid the IAC process, that withdrawal will be considered automatic removal from the program. The student will be ineligible for readmission to any fundamental school at the same level. Students may apply to a fundamental school at the next level (middle or high).

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/high 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 program 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 program. 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 program may appeal the decision of the Intervention and Appeal Committee within 48 hours of notification to the Fundamental School District Appeal Committee by contacting (in writing) the appropriate Area Superintendent's office. For students with disabilities (who have an IEP, a 504 plan, or are identified as or suspected of having a disability), a record review will be conducted by District Staff from ESE or 504 Compliance to ensure anti-discrimination mandates have been met. This review will take place prior to the District IAC meeting. This appeal only addresses whether or not proper procedures were followed in making the final decision to dismiss. There will be no further investigation of the incident(s) that led to dismissal although the facts may be reviewed.

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 - An Area Superintendent not assigned to the school of appeal (The other Area Superintendents 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 an Area Superintendent with every effort made to have diversity in the

committee's membership.

The principal representing the school of appeal shall present all documentation regarding the school based IAC process and appeal, be present during the meeting to provide input to the district committee, as requested, however the principal is not present when the parent presents their appeal. 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 program is upheld by the District Committee may not reenter any fundamental program or re-enter under sibling or instructional/support staff priority at the same level. Students may apply to a fundamental school at the next level (middle or high).

Leaving a Fundamental School Program

If a student leaves a fundamental program for any reason, the school will immediately contact the Student Assignment Office to determine the new school placement and notify the family of the new school assignment as soon as possible to avoid any lapse of instructional time. Students who leave a fundamental program are assigned to their zoned school or another nearby school if a zoned seat is not available based on school capacities and the Florida constitutional class size requirements. If a 12th grade student leaves a school-within-a-school program the student may remain at the host school.

Students who move out of Pinellas County lose their seat in a fundamental program. 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 who moved, if on an approved SAP, remain in the school.

Students who leave a fundamental program to participate in early admission to college, including the Early College Program, will remain assigned to their school through graduation or until they exit the college program. Students who leave an application program to attend the college programs are not allowed to re-enter the application program. Students who leave one of these college programs by choice or for failure to meet the requirements will be allowed to remain at their assigned high school if that school has an available seat outside of the fundamental program. No students who enter a college program will be able to return to Osceola Fundamental High School because it is a school wide program.

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. The student will be ineligible for readmission to any fundamental school at the same level. Students may apply to a fundamental school at the next level (middle or high).

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, the school, and in accordance with the student's IEP. 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 1-12 receive a report card each grading period. Kindergarten students receive report cards twice a year. Grading procedures and student promotion are consistent with District practices.. 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 programs are expected to meet the same high standards of all teachers in Pinellas County Schools.

Due to the nature of the fundamental program 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, instructional staff agree to participate in additional fundamental school related duties, including but not limited to, professional development, curriculum development, school tours and events, marketing and recruitment events and Intervention and Appeals Committee duties. These additional duties and responsibilities will be communicated to applicants prior to hiring.

By their application to teach in a fundamental program, 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 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 state adopted curriculum standards and course descriptions.
- 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.
- 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 District Application Program Structure and Procedures

Overview

District application programs differ from the regular elementary and middle school curriculum. Students experience a curriculum integrated with those areas addressed by the program

Program Design

Each application 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.

CRITERIA FOR ADMISSION

Elementary gifted centers and middle school application programs may have entrance criteria. The approved criteria can be found on the district magnet schools webpage and at the end of this document. Subsequent changes to these criteria shall require School Board approval.

Full Time Enrollment

Students attending a district application program must be enrolled full time in that school. Since the district application program 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 district school.

ELEMENTARY DISTRICT APPLICATION PROGRAMS

Below is a table of the Elementary District Application Programs, the school that houses each program, the type of program, and the curriculum focus of each program.

Application areas are defined on pages 4 and 25 for middle schools and for high schools on pages 5 and 34.

Program Name	School	Application Area	Applicants should have an interest or talent in:
The Center for Advancement of Sciences and Technology	Bay Point	Countywide	science, technology, engineering, mathematics (STEM) and foreign languages
The Center for Mathematics and Engineering	Douglas L. Jamerson	Countywide	science, technology, engineering, and mathematics (STEM)
The Center for Journalism and Multimedia	Melrose	Countywide	global studies, foreign language, multimedia and literary arts

The Center for Arts & International Studies	Perkins	Countywide	the arts and foreign languages
The Montessori Program	Gulfport	Middle School South	participation in the Montessori method of instruction
International Baccalaureate Primary Years Programme PYP*	James B. Sanderlin IB World School	Countywide	international community, foreign languages, and the development of the internationally minded child, who cares about himself, the community and the world at large
<i>*Note: Students enrolled in the PreK program in the International Baccalaureate Primary Years Programme World School at James Sanderlin IB World School will receive a feeder pattern priority into a kindergarten position in the International Baccalaureate Primary Years Programme World School at James Sanderlin IB World School provided they complete an application and accept a program invitation by the deadline.</i>			
International Baccalaureate Primary Years Programme Candidate School	Mildred Helms	Middle School Mid (Central) & North	international community, foreign languages, and the development of the internationally minded child, who cares about himself, the community and the world at large
The Center for Gifted Studies	Ridgecrest	Countywide	Entrance Criteria apply to this magnet program (see criteria at the end of this document). All students in this program are enrolled in gifted classes on a fulltime basis.
The Center for Innovation and Digital Learning	Gulf Beaches	High School Wellness South	Digital learning aided by digital learning device for each student.
The Center for Innovation and Digital Learning	Kings Highway	High School Wellness North	Digital learning aided by digital learning device for each student
Midtown Academy (K-8)	Midtown Academy	Middle School South	K-8 STEAM Community School focused on Science, Technology Engineering, Arts, Mathematics, Family Engagement and Parental Involvement

MIDDLE SCHOOL DISTRICT APPLICATION PROGRAMS

In certain middle school application programs, excluding fundamental programs and the Centers for Gifted Studies, applicants will be deemed eligible based upon acceptable disciplinary data. Specific entrance criteria are located at the end of this document.

Students who are deemed ineligible by the approved deadline may submit updated information by the end of the year. Those students' names will be added to the bottom of the appropriate waiting list.

Middle school application areas apply to the Middle School Centers for Gifted Studies programs.

Applicants will be deemed eligible if they have been identified as gifted and staffed into a gifted program with their current Educational Plan in place prior to the application deadline. All students in the Middle School Centers for Gifted Studies are required to be enrolled in gifted classes on a fulltime basis.

Middle school programs with a curriculum focus are school-within-a-school programs.

Below is a table of the middle school programs with a curriculum focus, their feeder elementary programs, and the specific curriculum focus of each program.

Application areas are defined below for middle schools and for high schools on pages 5 and 34.

Feeder Patterns: Students enrolled in the elementary program in the left column are assured a position in the corresponding middle school program in the middle column of the table, provided they meet the middle school eligibility criteria, complete the online application, rank the feeder school as their first choice, and accept the program invitation by the deadline, and are otherwise qualified as of the first day of school.			
Elementary Feeder Program	Middle School Program	Application Area	Middle School Curriculum Focus
	Cambridge Pre-Advanced Certificate of International Education (Pre-AICE) at Pinellas Park MS	Middle School Mid (Central)	Rigorous and detailed curriculum that promotes critical thinking and prepares students for the AICE diploma program and other rigorous high school programs.
Bay Point Elementary	Center for Advancement of Sciences and Technology at Bay Point MS	Countywide	Mathematics, science, engineering, technology, (STEM) and world languages through investigation, discovery, and application
Douglas L. Jamerson Elementary	Center for Advancement of Sciences and Technology at Bay Point MS	Countywide	Mathematics, science, engineering, technology, (STEM) and world languages through investigation, discovery, and application

Douglas L. Jamerson Elementary (con't)	Azalea MS Pre-Project Lead the Way	Middle School South	The Gateway to Technology program from Project Lead the Way provides opportunities for students to acquire knowledge and skills in problem solving, teamwork, and innovation as well as explore STEM careers.
Perkins Elementary	Center for the Arts, Journalism and Multimedia at John Hopkins MS	Countywide	Students focus on one of six areas: visual art, dance, theatre, vocal music, instrumental OR focus on journalism and multimedia
Melrose Elementary		Countywide	
James B. Sanderlin IB World School PYP	International Baccalaureate Middle Years Programme at James B. Sanderlin IB World School	Countywide	An intellectually challenging and cross-discipline approach is used to build connections between traditional subjects and the real world, with an emphasis on traits that develop international-mindedness.
James B. Sanderlin IB World School PYP	International Baccalaureate Middle Years Programme Candidate School at John Hopkins MS	Middle School South	An intellectually challenging and cross-discipline approach is used to build connections between traditional subjects and the real world, with an emphasis on traits that develop international-mindedness.
Gulfport Montessori			
International Baccalaureate Primary Years Programme Candidate School at Mildred Helms	International Baccalaureate Middle Years Programme Candidate School at Largo MS	Middle School Mid (Central) & North	An intellectually challenging and cross-discipline approach is used to build connections between traditional subjects and the real world, with an emphasis on traits that develop international-mindedness.
	Leadership Conservatory for the Arts at Tarpon Springs MS with Cambridge Pre-Advanced Certificate of International Education (Pre-AICE)	Middle School North	Students develop leadership skills, receive advanced instruction in the visual and performing arts, learn the effective use of technology, and engage in a rigorous and detailed curriculum that promotes critical thinking and prepares students for the AICE diploma program and other rigorous high school programs.

	Middle Grades Engineering Gateway to Technology at East Lake Middle School	East Lake-- Middle School North with 50% proximity priority	The Gateway to Technology program from Project Lead the Way provides opportunities for students to acquire knowledge and skills in problem solving, teamwork, and innovation as well as explore STEM careers.
Gulf Beaches	Center for Innovation and Digital Learning at Tyrone Middle School	Countywide	Digital learning aided by digital learning device for each student.
Kings Highway			
Ridgecrest Center for Gifted Studies	Middle School Center for Gifted Studies at Dunedin Highland, Morgan Fitzgerald, or Thurgood Marshall	Dunedin-- Middle School North; Fitzgerald-- Middle School Mid (Central); Thurgood Marshall-- Middle School South	Challenging and detailed curriculum that promotes creativity, as well as critical and complex thinking. Students are engaged through inquiry and investigation.
Midtown Academy (K-8)	Midtown Academy	Middle School South	K-8 STEAM Community School focused on Science, Technology, Engineering, Arts, Mathematics, Family Engagement and Parental Involvement

Program Staff

Due to the nature of the 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 application program positions. Once hired, teachers may be expected to assume duties and responsibilities including but not limited to professional development, curriculum development, school tours and events, and marketing and recruitment events. These additional duties and responsibilities will be communicated to applicants prior to hiring and teachers may be required to sign a commitment letter, subject to the need for collective bargaining, if any.

Elementary School District Application Program Probation and Dismissal from the Program Procedures

For students with disabilities who have an IEP, are eligible for Section 504 protections, or are identified as or suspected of having a disability a Manifestation Determination Review will be conducted prior to referring a student to the Intervention Committee to ensure that the student act or acts resulting in placement on probation or dismissal from the program are not attributable to their disability. If the student's act or acts are determined to be a manifestation of the student's disability, then appropriate interventions must be implemented by the school based team. If the student's act or acts are determined not to be a manifestation of the student's disability, the student is then referred to the Intervention Committee. If the student is placed on probation and later violates that probation, an additional manifestation determination review is required prior to dismissing the student from a program. If the student is being considered for probation or dismissal due to parent non-compliance, a manifestation determination review is not required.

Probation and dismissal procedures for the following programs:

- Center for Advancement of the Sciences and Technology at Bay Point Elementary
- Center for the Arts & International Studies at Perkins Elementary
- The Center for Journalism and Multimedia at Melrose Elementary
- The Center for Mathematics and Engineering at Douglas L. Jamerson Jr. Elementary
- International Baccalaureate Primary Years Programme at James B Sanderlin PK-8 IB World School
- Elementary International Studies Center at Mildred Helms Elementary
- The Montessori Program at Gulfport Elementary School
- The Center for Innovation and Digital Learning at Gulf Beaches Elementary Magnet School
- The Center for Innovation and Digital Learning at Kings Highway Elementary Magnet School
- Midtown Academy

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 are expected to abide by the Code of Student Conduct. 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

The *District Application Program Commitment* form outlines the expectations for student success in these programs. This agreement must be signed by the parents or guardians at the beginning of each school year, indicating their commitment to maintaining and supporting the highest standards possible.

The Intervention Committee (IC) 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.

Except in cases of severe disruption, prior to removing a student from a program, an intervention plan will be developed by program staff in conjunction with the parent and student. The plan will include intervention strategies and outline each person's role (administrator/guidance, staff/teacher, parent/guardian, and student) to ensure the student has had adequate opportunity to be successful. Intervention strategies may include but are not limited to:

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

Probation and removal procedures for the 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.

The 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, 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.

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 and documented as part of the Educational Plan (EP). Intervention strategies may include, but are not limited to:

1. School-based Intervention Team referral
2. Adapted 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.

Appeal Process

Students or families wishing to appeal a removal from any program for any reason other than expulsion or reassignment to a district discipline program must notify the program assistant principal in writing within 48 hours of the notification of removal. An appeals conference will then be scheduled as soon as possible. The decision of the Program Appeals Committee is the final decision and will be communicated to the parent in writing.

Parents who feel the appropriate processes were not followed should follow the guidelines for Due Process and/or Grievance Procedures in the Student Code of Conduct to extend their appeal.

Middle School Application Program Probation and Dismissal Procedures

For students with disabilities who have an IEP, are eligible for Section 504 protections, or are identified as or suspected of having a disability a manifestation determination review will be conducted prior to referral to the Intervention Committee for consideration of probation or dismissal from the program to ensure that the act or acts resulting in referral to the Intervention Committee are not attributable to their disability. If the student is placed on probation and later violates that probation, a manifestation determination review will be required prior to dismissing the student from the program.

Probation and dismissal procedures for the following programs:

- Cambridge Pre-Advanced International Certificate of Education at Pinellas Park Middle School (Pre-AICE)
- Center for Advancement of the Sciences and Technology at Bay Point Middle School (CAST)
- Center for Arts, Journalism and Multimedia at John Hopkins Middle School
- International Baccalaureate Middle Years Programme at James Sanderlin IB World School
- International Baccalaureate Programme Middle Years Programme Candidate Schools at John Hopkins Middle School and Largo Middle School
- Leadership Conservatory for the Arts at Tarpon Springs Middle School
- Middle Grades Engineering Gateway to Technology at Azalea Middle School
- Middle Grades Engineering Gateway to Technology at East Lake Middle School
- Center for Innovation and Digital Learning at Tyrone Middle School
- Midtown Academy

The administration, teachers and staff in middle school application programs strive to provide an atmosphere that is conducive to the best education possible. The expectation is that each student enrolled in one of these programs 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, program staff has identified three areas that allow students to accomplish desirable outcomes: attendance, academics and behavior. Parents are expected to be supportive of teachers and administrators in resolving academic, attendance and/or behavior issues.

Students wishing to remain in these programs are expected to meet the following criteria:

1. Attendance

- Students must attend school daily, arrive promptly to each class and remain throughout the scheduled hours.
- 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.
- A doctor's note must be provided if a student misses more than five consecutive days of school.

2. Academics

- Maintain a C average in *each class for each semester*.

3. Behavior

- Students are expected to abide by the Code of Student Conduct and, at any IB World School or International Studies Program, model the IB Learner Profile traits.
- In addition to abiding by the Code of Student Conduct, application program students are expected to maintain model standards of behavior and character.

Upon entry to the program, each student and their parent sign a commitment agreement that indicates their understanding and cooperation with the expectations as well as their understanding and cooperation with the procedures for probation and removal from the program.

Probation Process

Each grading period 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 second and/or fourth 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 administrator of students who did not earn a *C* average in their class for the second and/or fourth grading periods. The program administrator then notifies, either in writing or by phone, the parents of all students who did not meet the academic criteria and provides probation and withdrawal information.

Except in cases of severe disruption, prior to removing a student from a program, an intervention plan will be developed by program staff in conjunction with the parent and student. The plan will include intervention strategies and outline each person's role (administrator/guidance, staff/teacher, parent/guardian, and student) to ensure the student has had adequate opportunity to be successful. Intervention strategies may include but are not limited to:

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

Centers for Gifted Studies

Because the application criterion for the Centers for Gifted Studies is based on gifted eligibility, it is likely that most students will be successful in the program offered. A student in the Center should demonstrate the need for full-time gifted service provided by the accelerated, advanced content curriculum. All parents and students will be required to sign an annual performance contract to ensure that each student is meeting the expectations of the rigorous program.

Although the school promotes success for all students as interpreted by A and B grades, it is anticipated that some gifted students at the school may experience problems with underachievement and may not meet that standard. If a student begins experiencing academic difficulty, the Educational Plan (EP) team will meet with the parent and student to develop an individualized performance contract that is designed to meet the student's needs with documented appropriate positive intervention strategies. EP Conferences should be held with underachieving students and their parents at least four times during the year to determine the underlying causes of underachievement in order to provide remedies. In no case should underachievement alone be a basis for asking a student to leave the program.

Academic, behavioral, social, and emotional concerns will be handled similarly to other middle schools, with all relevant policies in effect. If a student is demonstrating behavioral problems that interfere with his/her progress at the Center for Gifted Studies, the EP team will meet to document the concerns and develop a plan with intervention strategies as above.

At the request of a student and his/her parents, students may voluntarily exit the program to seek a better placement for specific issues and needs that cannot be satisfactorily met by the Centers for Gifted Studies.

Appeal Process

Students or families wishing to appeal a removal from any program for any reason other than expulsion or reassignment to a district discipline program must notify the program assistant principal in writing within 48 hours of the notification of removal. An appeals conference will then be scheduled as soon as possible. The decision of the Program Appeals Committee is the final decision and will be communicated to the parent in writing.

Parents who feel the appropriate processes were not followed should follow the guidelines for Due Process and/or Grievance Procedures in the Student Code of Conduct to extend their appeal.

High School District Application Program Structure and Procedures

Overview

Application programs differ from the regular curriculum. Students experience a curriculum integrated with those areas addressed by the program.

1) *Prerequisite Courses*

In order to be eligible for admission to high school application programs with academic entrance criteria, students must successfully complete any prerequisite courses listed in the program entrance criteria by the last day of the regular eighth grade school year. See entrance criteria at the end of this document for more specific information.

2) *Competency Testing*

Competency testing may be required to determine eligibility for high school application programs with academic entrance criteria. Testing results may affect eligibility. See entrance criteria at the end of this document for more specific information.

3) *Shadowing*

Students applying for high school District Application Programs may shadow a program student. Visits are limited to no more than four per student with no program 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 program will confirm the scheduled visit with the middle school. The procedure for arranging a visit requires that the parent contact the 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 discipline, the incident will be communicated to and handled by the sending middle school.

PROGRAM DESIGN

Each 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 application programs are designed to be 24 or more credit programs. So as to benefit from the high school program's curriculum design, students are expected to remain in the program whose invitation they have accepted for four years.

Full Time Enrollment

Students attending a district application program must be enrolled full time in that school. Since the district application program 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.

ADMISSIONS

Some high school application program have specific eligibility criteria that may include prerequisite courses, standardized testing, course grades, and other factors. The approved criteria can be found at the end of this document. Subsequent changes to these criteria shall require School Board approval.

If a program has academic entrance criteria, then families of students from out of the district or those without test scores and grades in the computer system for the previous school year are responsible for providing these records to the program coordinator of each program applied for within one week of the last day of the initial application period or as soon as possible after making a late application to a program.

Each high school career technical program that is not designated as a magnet program deems students eligible if they have positive behavior.

Students may make application to more than one program. Therefore, each high school 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 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 with those who rank a program as their first choice being considered first, those who rank the program as their second choice being considered next, and so on.

Interested students are encouraged to apply for admission during their 8th grade year for admission during their 9th grade year or during their 9th grade year for admission during their 10th grade year. Please note: the Center for Education and Leadership (CEL) program at Seminole HS only accepts students entering 9th grade.

- 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 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 applicant should have positive attendance patterns or documentation that validates extensive absences or tardiness.

Students may be granted reciprocity to enter the IB programme after grade 10 if they have started the formal IB Diploma Programme in another location. The official IB Diploma Programme begins in grade 11.

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

High School Application Areas

Some programs have specific application areas. Students who live more than two miles from their school will receive arterial transportation within the areas identified in this section.

Students who reside in the required application area 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 will assist the student in formulating a new plan for program completion.

Children of program/school staff members may apply to a 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 supersede the application area for these programs. The student must meet all eligibility criteria and, in the case of a program that has multiple sites (such as the Centers for Medical Wellness or the IB programs), the student may apply only to one of the 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 programs under the above conditions may not, should they leave the program, transfer to any other program.

High school application areas for most programs are defined as the grouping of individual school zones as listed below:

North: Countryside, Dunedin, East Lake, Palm Harbor University, Tarpon Springs

Mid (Central): Clearwater, Dixie Hollins, Largo, Pinellas Park, Seminole

South: Boca Ciega, Gibbs, Lakewood, Northeast, St. Petersburg

Unique High School Applications Areas are defined below.

Pinellas Technical High School at Seminole (PTHSS)

- Students living anywhere in the county may apply for this program
- Transportation will only be provided for families who live in the High School Mid County application area as defined above.
- Parents of students who wish to attend PTHSS and live outside of the High School Mid County application area must provide transportation to and from the school for their child.

Center for Wellness and Medical Professions Programs

- Students living north of Route 60/Gulf-to-Bay (north) may make application only to the Center for Wellness and Medical Professions program at Palm Harbor University High School.
- Students living south of Ulmerton Road (south) may make application only to the Center for Wellness and Medical Professions at Boca Ciega High School.
- Students living south of Route 60/Gulf to Bay and north of Ulmerton Road (central) may make application to either of the Center for Wellness programs but not both.
- Students who move into the central application area will be required to remain in the Center for Wellness and Medical Professions program in which they were originally accepted. If a student moves out of the application area, but remains in Pinellas County, and wishes to remain the the program in which they began, approval from both program assistant principals, both school principals, and the district office is required. Bus transportation will not be available for students who continue in a program outside of their application area.

International Baccalaureate (IB) Programmes

- The north program, located at Palm Harbor University HS, is for students zoned for Countryside, Dunedin, East Lake, Palm Harbor University, and Tarpon Springs High Schools.
- The mid-county program, located at Largo HS, is for students zoned for Clearwater, Dixie Hollins, Largo, Pinellas Park, and Seminole High Schools.
- The south program, located at St. Petersburg HS, is for students zoned for Boca Ciega, Gibbs, Lakewood, Northeast, and St. Petersburg High Schools.

Cambridge Advanced International Certificate of Education (AICE) Programs

- The north program, located at Tarpon Springs HS, is for students zoned for Countryside, Dunedin, East Lake, Palm Harbor University, and Tarpon Springs High Schools.
- The mid-county program, located at Clearwater HS, is for students zoned for Clearwater, Largo, Pinellas Park, and Seminole High Schools.
- The south program, located at Dixie Hollins HS, is for students zoned for Boca Ciega, Dixie Hollins, Gibbs, Lakewood, Northeast, and St. Petersburg High Schools.

Additional District Application Program Locations

Additional district application programs have been established at the following locations:

- Academy of Architecture, Robotics, and Construction at Dunedin High School
- Academy of Engineering at East Lake High School
- Academy of Finance at Northeast High School
- Academy of Information Technology at Northeast High School
- Academy for Marine Science and Environmental Technology at Lakewood High School
- Automotive and Manufacturing Technology Center at Northeast High School
- Career Academy for International Culture and Commerce at Clearwater High School
- Pinellas Technical High School at Seminole
- Center for Construction Technologies at St. Petersburg High School (S)
- Academy of Culinary Arts at Dixie Hollins High School (M)
- Center for Culinary Arts at Northeast High School (S)
- Center for Education and Leadership at Seminole High School (M)
- Center for Journalism and Multimedia at Lakewood HS (S)
- Academy of Entertainment Arts at Dixie Hollins High School
- Institute for Science, Technology, Engineering and Mathematics at Countryside HS, includes Center for Computer Technologies (N)
- Jacobson Culinary Arts Academy at Tarpon Springs High School (N)
- Veterinary Science Academy at Tarpon Springs High School

(N) – north application area; (M) – mid (central) application area; (S) – south application area

District Application Program Courses

District Application 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 program curriculum and to ensure program completion, there shall be no substitutions, including dual credit, correspondence or on-line courses, for specific program courses.

Program Staff

Due to the nature of the high school application 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 District Application 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.

Curriculum Related Expectations

Technology: 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. Users of District technology are bound by Board Policies 7540, 7540.03 and 7540.04.

Science Laboratory: To ensure that a safe and healthful environment is maintained when taking any laboratory course, 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 represent the school in a positive manner with professional dress and behavior. Students shall maintain a clean, neat appearance and will wear clothing, jewelry, or hairstyles that meet the dress code.

The tables below provide more details on high school application programs.

Application Program Name & School <i>More detailed information can be located at www.pcsb.org on the registration page, including a brochure and contact information for each program.</i>	Academic Entrance Criteria/ Magnet Status	Application Area	Industry Certification Opportunity
Academy of Architecture, Robotics, and Construction at Dunedin HS	N	C	Y
Academy for Aquatic Management Systems & Environmental Technology (AMSET) at Lakewood HS	N	C	Y
Academy of Engineering at East Lake HS	N	C	Y
Academy of Finance at Northeast HS	N	C	Y
Academy of Information Technology at Northeast HS	N	C	Y
Automotive and Manufacturing Technology Center at Northeast HS	N	C	Y
Business, Economics, and Technology Academy (BETA) at Gibbs HS	N	C	Y
Career Academy for International Culture & Commerce (CAICC) at Clearwater HS	N	C	Y
Center for Advanced Technologies (CAT) at Lakewood HS	N	C	Y
Criminal Justice Academy (CJA) at Pinellas Park HS	N	C	N
Exploring Careers and Education in Leadership (ExCEL) at Largo HS	N	C	N
First Responders: National Guard Center for Emergency Management at Pinellas Park HS	N	C	Y
Academy of Entertainment Arts at Dixie Hollins HS	N	C	Y
Leadership Conservatory for the Arts at Tarpon Springs HS	N	C	N
Pinellas County Center for the Arts (PCCA) at Gibbs HS	Y	C	N

Veterinary Science Academy at Tarpon Springs HS	N	C	Y
Application Program Name & School <i>More detailed information can be located at www.pcsb.org on the registration page, including a brochure and contact information for each program.</i>	Academic Entrance Criteria/ Magnet	Application Area	Industry Certification Opportunity
Cambridge Advanced International Certificate of Education (AICE) at Clearwater HS	Y	M	N
Center for Culinary Arts at Dixie Hollins HS	N	M	Y
Center for Education and Leadership at Seminole HS	N	M	Y
International Baccalaureate Programme at Largo HS	Y	M	N
Cambridge Advanced International Certificate of Education (AICE) at Tarpon Springs HS	Y	N	N
Institute for Science, Technology, Engineering and Mathematics (ISTEM) at Countryside HS (includes Center for Computer Technologies)	N	N	Y
International Baccalaureate Programme at Palm Harbor HS	Y	N	N
Jacobson Culinary Arts Academy at Tarpon Springs HS	N	N	Y
Cambridge Advanced International Certificate of Education (AICE) at Dixie Hollins HS	Y	S	N
Center for Construction Technologies at St. Petersburg HS	N	S	Y
Center for Culinary Arts at Northeast HS	N	S	Y
Center for Journalism and Multimedia at Lakewood HS	N	C	Y
International Baccalaureate Programme at St. Petersburg HS	Y	S	N
Center for Wellness & Medical Professions (CWMP) at Boca Ciega HS	N	U	Y
Center for Wellness & Medical Professions (CWMP) at Palm Harbor University HS	N	U	Y
Pinellas Technical High School at Seminole (PTHSS)	N	C	Y

Application Area: C=Countywide, N=North, M=Mid (Central), S=South, U=Unique

High School District Application Programs Procedures for Probation/Dismissal

The administration, teachers and staff in our high school programs strive to cultivate an atmosphere that is intellectually stimulating, engaging, and collaborative to provide the best education possible. The expectation is that each student enrolled in one of these programs will maintain high academic and behavioral standards, as well as be in regular attendance. The staff is committed to assisting students in their development as they strive to meet their post-secondary aspirations.

In order to maintain a positive environment for every student, program staff has identified three areas that allow students to accomplish desirable outcomes: academics, attendance and behavior. Parents are expected to be supportive of teachers and administrators in resolving academic, attendance and/or behavior issues.

Due process is followed for any student on probation. When students are placed on probation for academic underachievement, poor attendance, or unacceptable behavior, the parent will be notified in writing. A success plan will be developed including specific interventions and strategies for success, to provide the support necessary for the student to improve and thus return to non-probationary status. The success plan

will include “checkpoints” to determine if additional assistance or support is needed and it will be signed by the student, the parent, and the administrator or guidance counselor.

For students with disabilities who have an IEP, are eligible for Section 504 protections, or are identified as or suspected of having a disability, a manifestation determination review will be conducted prior to referring a student to the Intervention Committee to ensure that the student act or acts resulting in placement on probation or dismissal from the program are not attributable to their disability. If the student’s act or acts are determined to be a manifestation of the student’s disability, then appropriate interventions must be implemented by the school based team. If the student’s act or acts are determined not to be a manifestation of the student’s disability, the student is then referred to the Intervention Committee. If the student is placed on probation by the Intervention Committee and later violates that probation, an additional manifestation determination review must be held prior to the student’s dismissal from the program. If the student is being considered for probation or dismissal due to parent non-compliance, a manifestation determination review is not required.

At the conclusion of the probationary period, the progress of the student is reviewed with a recommendation for continuation in the program or immediate removal from the program.

Students may be dismissed immediately from a secondary District Application Program for the following reasons:

- Failure to meet the requirements of a probation contract related to academics, attendance, or behavior.
- Failure to complete program requirements such as career shadowing, required performances, or service in the community, etc.
- Involvement in a major disciplinary infraction of a serious nature, such as battery, bullying, fighting, drugs, alcohol, weapon, gang-related activity, and felony arrest (any SESIR offenses).

Immediately after a student is removed from a program, the school will contact the Student Assignment Office to determine the new school placement and notify the family of the new school assignment as soon as possible to avoid any lapse of instructional time. Students who leave a program are assigned to their zoned school or another nearby school if a zoned seat is not available based on school capacities and the Florida constitutional class size requirements.

Appeals Process

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 notify the program assistant principal in writing within 48 hours of the notification of removal. An appeals conference will then be scheduled as soon as possible. The decision of the Program Appeals Committee is the final decision and will be communicated to the parent in writing.

Parents who feel the appropriate processes were not followed should follow the guidelines for Due Process and/or Grievance Procedures in the Student Code of Conduct to extend their appeal.

Probation guidelines for the following programs:

- **Business, Economics and Technology Academy (BETA)**
- **Center for Wellness & Medical Professions (CWMP)**
- **Criminal Justice Academy (CJA)**
- **Exploring Careers and Education in Leadership (ExCEL)**
- **First Responders: National Guard Center Emergency Management**

- **Leadership Conservatory for the Arts**
- **Pinellas County Center for the Arts (PCCA)**
 - **Probation guidelines for all Career or Technical Education programs that are not designated as magnet programs are consistent with these programs, except that the students must maintain a minimum 2.0 unweighted grade point average during each semester of every grade level**

Students wishing to remain in these programs are expected to meet the following criteria:

Academics – probation is for one full semester

- Maintain a minimum 2.0 unweighted grade point average during each semester of 9th grade.
- Maintain a minimum 2.3 unweighted grade point average during each semester of 10th grade.
- Maintain a minimum 2.5 unweighted grade point average during each semester of 11th grade and 12th grade.

Attendance – probation is for one full semester

- Students must attend all classes daily.
- Students must arrive promptly to each class.
- 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 will be marked as unexcused absences.
- A doctor's note must be provided if a student misses more than five consecutive days of school.

Behavior – probation can be established at any time and a behavior contract that includes goals and timelines should be put in place

- Students are expected to abide by the Code of Student Conduct.
- In addition to abiding by the Code of Student Conduct, application program students are expected to maintain model standards of dress, behavior, and character.

Probation guidelines for the following programs:

- **Cambridge Advanced International Certificate of Education (AICE)**
- **Center for Advanced Technologies (CAT)**
- **Institute for Science, Technology, Engineering and Mathematics (ISTEM)**

Students wishing to remain in these programs are expected to meet the criteria:

Academics

- Program students are expected to maintain at least a 2.5 unweighted grade point average (GPA) and may not earn a failing grade in any course during a grading period.
- A student who records a failing grade in any class for a grading period may be placed on immediate academic probation.
- A student who falls below a 2.5 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. The student and parents will be notified, in writing, regarding the terms of the probationary status. If the probation period is not successful and the student does not meet the terms of the probation, the student will be removed from the program.

Credits earned outside the regular school day will not affect a student's probationary status.

Behavior

Due to the unique nature of the program's design, students must meet behavior expectations which exceed the Code of Student Conduct. Program students are expected to

- Abide by the Code of Student Conduct and to avoid behaviors which result in discipline referrals.

- Cooperate with staff members and to represent the program in a positive manner at all times.
- Maintain acceptable attendance; excessive absences must be substantiated by acceptable documentation.

Probation guidelines for the International Baccalaureate (IB) Program

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) component.

Academics

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 and passed 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. The International Baccalaureate Organization (IBO) requires that CAS activities must be performed on a continuous basis over a minimum of 18 months.

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.

Behavior

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.

Process for Proposing New District Application Programs

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 District Application Program Specialist in the Student Assignment Office.
4. Appropriate Curriculum Supervisors and Teaching and Learning Team will review for presentation to the Superintendent.
5. Superintendent's office will review and make decision whether or not to move forward.
6. If the decision is to move forward, 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.

Pinellas County Schools Application Program Entrance Criteria

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Program Name	Entrance Criteria	Host School	Application Area
Elementary and Middle School Centers for Gifted Studies	<u>Grade 1</u> : Qualifying IQ Score & Psychological Report; <u>Grades 2-8</u> : Gifted Identification and current EP Required	Ridgecrest	Countywide
		Dunedin Highland	North
		Morgan Fitzgerald	Mid (Central)
		Thurgood Marshall	South
International Studies (pursuing verification as an IB Middle Years Programme)	These programs have no specified Academic Entrance Criteria. Parents are encouraged to review each program's Academic Profile of a successful student to help determine if this program offers an educational setting which will fit the needs of their child. Academic Profiles are published on each program's website.	James Sanderlin IB World School	Countywide
Cambridge Advanced International Certificate of Education		John Hopkins Middle	South
Leadership Conservatory for the Arts		Largo Middle	Mid (Central) & North
Center for Advancement of the Sciences and Technology		Pinellas Park Middle	Mid (Central)
Center for the Arts, Journalism, and Multimedia		Tarpon Springs Middle	North
		Bay Point Middle	Countywide
		John Hopkins Middle	Countywide
International Baccalaureate Programme (IB) Cambridge Advanced International Certificate of Education (AICE)	Target Group 1: <ul style="list-style-type: none"> Pre-requisite courses: Algebra I Honors (or Algebra I credit through the Credit Acceleration Program (CAP)) Test scores – one of the following or a combination of qualifying reading and math scores <ul style="list-style-type: none"> Standardized Test Scores– Reading and Math stanines ≥ 8 or percentile rank ≥ 90 <ul style="list-style-type: none"> READING REQUIREMENTS: 6th grade FSA ELA score ≥ 347 OR 7th grade FSA ELA score ≥ 359 MATH REQUIREMENTS: 6th grade FSA Math score ≥ 347 OR 7th grade FSA ELA score ≥ 359 6th & 7th grade Final Academic Grades (math, science, social studies, English, world language) A's & B's 8th grade Semester Academic Grades (math, science, social studies, English, world language) A's & B's STUDENT MUST PASS THE ALGEBRA I EOC TO BE ADMITTED INTO THE PROGRAM Target Group 2 (Course pre-requisites must be met): <ul style="list-style-type: none"> Students who do not meet the above testing or academic grades criteria may be placed in this group based on a common rubric that is used to calculate the percentage of criteria the student has demonstrated. At least 10% of the incoming 9th grade class will be selected from Target Group 2. 	Palm Harbor (IB) & Tarpon Springs (AICE)	North
		Largo (IB) & Clearwater (AICE)	Mid (Central)
		St. Petersburg (IB) & Dixie Hollins (AICE)	South

Pinellas County Schools Application Program Entrance Criteria

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Program Name	Entrance Criteria	Host School	Application Area
Institute for Science, Technology, Engineering and Mathematics (ISTEM)	These programs have no specified Academic Entrance Criteria. Parents are encouraged to review each program's Academic Profile of a successful student to help determine if this program offers an educational setting which will fit the needs of their child. Academic Profiles are published on each program's website.	Countryside	North
Center for Advanced Technologies (CAT)		Lakewood	Countywide
Center for Medical Wellness Professions (CWMP) <i>application can only be made to one of these programs</i>	These programs have no specified Academic Entrance Criteria. Parents are encouraged to review each program's Academic Profile of a successful student to help determine if this program offers an educational setting which will fit the needs of their child. Academic Profiles are published on each program's website.	Palm Harbor	Home address is north of Ulmerton
		Boca Ciega	Home address is south of Gulf to Bay
Exploring Careers and Education in Leadership (ExCEL)	These programs have no specified Academic Entrance Criteria. Parents are encouraged to review each program's Academic Profile of a successful student to help determine if this program offers an educational setting which will fit the needs of their child. Academic Profiles are published on each program's website.	Largo	Countywide
Criminal Justice Academy (CJA)		Pinellas Park	Countywide
Business Economics Technology Academy (BETA)	These programs have no specified Academic Entrance Criteria. Parents are encouraged to review each program's Academic Profile of a successful student to help determine if this program offers an educational setting which will fit the needs of their child. Academic Profiles are published on each program's website.	Gibbs	Countywide
First Responders: National Guard Center for Emergency Management		Pinellas Park	Countywide
Pinellas County Center for the Arts (PCCA)	Audition Required	Gibbs	Countywide
<p>* Students applying for admission to a program in grade 10 must meet all 9th grade program requirements and demonstrate the ability to successfully complete the program.</p> <p>*After all students who meet the entrance criteria have been placed, application program coordinators (except in the Centers for Gifted Studies) may use their discretion to admit students who meet some of their entrance criteria and show the potential for success. The IB, AICE, ISTEM, and CAT programs have a process for identifying these students as Target Group 2.</p>			

***All middle and high school programs also require demonstrated positive behavior history.**

- Applicants to district application programs may not have a past history of 10 or more referrals in the most recent two school semesters and/or any serious SESIR incident(s) as defined in the Code of Student Conduct.
- If a student is accepted into a program but prior to entering the school/program 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.
- For students already enrolled in a DAP, reassignment to a district discipline program or expulsion will result in immediate removal from the district application program.
- Parents should consult the program coordinator if they have any concerns regarding eligibility during the application period. Any student determined to be ineligible based on behavior shall have the opportunity to appeal this decision to the program administrator and/or follow the appeal procedures outlined in the Code of Student Conduct under the headings "Due Process Procedures" and "Grievance Procedures."