



Procedures for District Application Programs

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DISTRICT APPLICATION PROGRAMS PREFACE

Pinellas County Schools offers families a wealth of educational choices suited to students' interests, talents and abilities. District Application Programs offer rigorous educational pathways to guide students based on their interests from kindergarten through 12th grade. These programs provide unique programs different from assigned zoned school while promoting diversity.

To attend one of the District Application Programs, an application is required. An audition is also required for high school performing arts programs. Application to District Application Programs is voluntary and participation is a privilege. Therefore, students in these programs are expected to demonstrate adequate performance while participating in these programs.

District Application Programs include fundamental and magnet programs:

- **FUNDAMENTAL PROGRAMS** are family-oriented schools that provide a very structured environment and joint parent-teacher-student commitment to provide quality education for all students. Important features include a focus on student responsibility and self-discipline, daily homework, a dress code that exceeds that of the school district and required attendance at conferences and monthly parent meetings.
- **MAGNET PROGRAMS** are theme-based curriculum programs focused on topics including the Arts, International Studies, Technology, Science, Engineering, and Careers to name a few.

APPLICATION PROCESS

OVERVIEW

Admission to a District Application Program is by application only. Families must apply via computer using the Student Reservation System. Families residing outside of Pinellas County refer to the Out of District section on page 12 to learn how to apply. A computer randomly assigns each application a number. In the event that the number of eligible applicants exceeds the number of available seats, a random selection lottery process will be used.

Application and acceptance deadlines and requirements apply to all applicants. There is an initial application period each year as well as a late application period. Late applications can be made until December 31 of each year. Applications are not transferable and are effective only for the application year.

All interested applicants must apply, including:

- Siblings and the children of full-time employees in the school
- All students eligible for a priority from feeder elementary programs to the related middle school programs
- All Fundamental feeder middle school programs to related high school Fundamental programs
-

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.
APPLICATION FACTORS

GEOGRAPHIC APPLICATION AREAS

Certain programs have geographic application areas. These areas identify the location of the program to which an applicant may apply. Some programs have unique application areas. The application areas are outlined below.

ELEMENTARY AND MIDDLE SCHOOL APPLICATION AREAS

Elementary and Middle School Application Areas are based on a student's zoned middle school. The three geographic application areas consist of the following school groupings:

- 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, Tyrone

HIGH SCHOOL APPLICATION AREAS

High school application areas are based on a student's zoned high school 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 GEOGRAPHIC APPLICATION AREAS

PROGRAMS WITH ONLY NORTH AND SOUTH COUNTY LOCATIONS

Applicants living *north* of Ulmerton Road may apply to:

- Center for Wellness at Palm Harbor University High
- Elementary Center for Digital Learning at Kings Highway
- Sandy Lane Conservatory for the Arts

Applicants living *south* of Ulmerton Road may apply to:

- Center for Wellness and Medical Professions at Boca Ciega High
- Elementary Center for Digital Learning at Gulf Beaches
- Center for the Arts and International Studies at Perkins Elementary

Applicants living *mid-county* (*south* of SR 60/Gulf to Bay and *north* of Ulmerton Road) may apply to one:

- High School Centers for Wellness and Medical Professions (Palm Harbor University or Boca Ciega)
- Elementary Center for Innovation and Digital Learning Gulf Beaches or Center for Digital Learning and STEAM at Kings Highway.
- Conservatory/Center for the Arts (Sandy Lane or Perkins)

CAMBRIDGE ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE) PROGRAMS

- North program located at Tarpon Springs HS: Students zoned for Countryside, Dunedin, East Lake, Palm Harbor University, and Tarpon Springs high schools.
- Mid program, located at Clearwater HS: Students zoned for Clearwater, Largo, Pinellas Park, and Seminole high schools.
- South program, located at Dixie Hollins HS: Students zoned for Boca Ciega, Dixie Hollins, Gibbs, Lakewood, Northeast, and St. Petersburg high schools.

RICHARD O. JACOBSON TECHNICAL HIGH SCHOOL AT SEMINOLE (JTHSS)

- 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 on page 8.
- Parents of students who wish to attend JTHSS, but live outside of the High School Mid-County application area must provide transportation to and from the school for their child.

APPLICATION RANKING

The computer-based lottery incorporates choice ranking. Application rankings allow applicants to rank their first-through-fifth program choices in order of preference (first-ranked choice being the top choice). This means the computer considers all first choices first, followed by second choices, followed by all third choices until the seats are filled.

PRIORITY STATUS IN APPLICATION PROGRAMS

RANKING OF PRIORITIES

Priorities are available to applicants **ONLY** during the initial application and acceptance period. Priorities are **ONLY** applied to the **top-ranked** (first choice) **program**. Priorities **DO NOT** apply to any late application with the exception of **military priority**, noted below.

Priorities are applied in the following order:

1. feeder pattern;
2. sibling;
3. professional courtesy;
4. proximity.

The computer randomly allocates seats within each priority area.

During the Late Application Period, a military status priority is taken into consideration if an active duty transfer occurs after the initial application period.

FEEDER PATTERN PRIORITY STATUS

Students attending certain schools or programs are given a priority to attend related programs at the next level.

To qualify for a feeder pattern priority, a student must have:

- Successfully completed the appropriate feeder elementary school application program;
- Applied and made the receiving program their first-ranked application; AND
- Accepted the invitation by the deadline.

ELEMENTARY TO MIDDLE SCHOOL FEEDER PATTERNS

Elementary School	Feeder Pattern Middle School
Center for Advancement of Science and Technology at Bay Point Elementary	Center for Advancement of Science and Technology at Bay Point MS
Center for Communication, Journalism and Multimedia Studies at Melrose Elementary	Center for the Arts, Communication, Journalism and Multimedia at John Hopkins MS
Center for Gifted Studies at Elisa Nelson Elementary	Center for Gifted Studies at Dunedin Highland MS
Center for Gifted Studies at Ridgecrest Elementary	Center for Gifted Studies at Morgan Fitzgerald MS
Center for Innovation and Digital Learning at Gulf Beaches Elementary	Center for Innovation and Digital Learning at Tyrone MS
Center for Digital Learning and STEAM at Kings Highway Elementary Magnet	
Center for Mathematics and Engineering at Douglas L. Jamerson Elementary	Center for Advancement of Science and Technology at Bay Point MS
	Academy of Engineering at Azalea MS
Gulfport Montessori	International Baccalaureate Middle Years Programme Candidate School at John Hopkins MS
International Baccalaureate Primary Years Programme at James B. Sanderlin IB World School	International Baccalaureate Middle Years Programme at James B. Sanderlin IB World School
	International Baccalaureate Middle Years Programme Candidate School at John Hopkins MS
International Baccalaureate Primary Years Programme School at Mildred Helms Elementary	International Baccalaureate Middle Years Programme Candidate School at Largo MS
Midtown Academy Center for Cultural Arts	Center for the Arts, Journalism and Multimedia at John Hopkins MS
Midtown Academy Center for Gifted Studies	Center for Gifted Studies at Thurgood Marshall Fundamental MS
Perkins Elementary Center for the Arts and International Studies	Center for the Arts, Journalism and Multimedia at John Hopkins MS
Sandy Lane Conservatory for the Arts	Leadership Conservatory for the Arts at Tarpon Springs MS

FUNDAMENTAL FEEDER PATTERN PRIORITY

A Fundamental Feeder Pattern Priority for fifth- or eighth-grade Fundamental students assures placement in a Fundamental Middle or High School when the following conditions are met:

- Successful completion of fifth- or eighth-grade at a Fundamental School;
- Application for a Fundamental Middle or High School as their first-ranked choice; AND
- Acceptance of the invitation by the deadline.

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

SIBLING PRIORITY STATUS

Priority is given to students who have a sibling who is already attending the program and will be there at the same time as the applicant, providing the applicant meets any eligibility criteria. If a student attends a school-within-a-school, sibling preference does not extend to the traditional portion of a school or to any other programs at that school. The only exception is for middle schools with two or more programs (John Hopkins Middle School and Thurgood Marshall Fundamental Middle School).

Siblings are defined as brothers, sisters, stepbrothers, stepsisters or other children with common legal guardianship (Policy 5500.01) who live in the same household. In the case of shared custody, the address used will be the address designated for school assignment purposes (Policy 5500.01).

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.

RESTRICTIONS

1. Sibling priority is not given across the school levels with the exception of Madeira Beach Fundamental K-8 and James B. Sanderlin PK-8. For example, a student applying to an elementary Fundamental school who has a sibling attending a Fundamental middle school does not receive sibling priority status.
2. Students entitled to initial sibling priority wait list status will immediately lose that status if the sibling already in attendance at the program is removed from the school or program,
3. Students entitled to newly invited sibling priority will immediately lose that status if the sibling who has accepted the invitation to attend the following year withdraws or loses the acceptance.
4. A student who loses priority status will be placed on the regular wait list in accordance with the randomly assigned number.

PROFESSIONAL COURTESY PRIORITY STATUS

Professional Courtesy is given to full-time school-based employees who request for their children to attend a program in the school where they work full-time. Transportation is not provided for professional courtesy priorities unless the family resides in the geographic application area.

PROXIMITY PRIORITY STATUS

Proximity is defined as the distance a student lives from a school. All proximity distances will be computed by the district to the nearest hundredth of a mile using the Manhattan or City Block distance calculation. The nearer a student lives to the desired seat, the higher the proximity preference ranking shall be for the student. Proximity priority will only be applied to the first choice of schools and/or programs for kindergarten, sixth and ninth grades applications after feeder pattern, sibling and professional courtesy priorities have been granted.

For elementary and middle grade programs, no more than one-fifth of the seats remaining after the other priorities have been applied will be allocated to applicants who live closest to the school, with the following exceptions below where 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.

- K-5 Fundamental program at Tarpon Springs Fundamental Elementary
- Midtown Academy Center for Cultural Arts and Gifted Studies
- 6-8 program at East Lake Middle 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.

MILITARY TRANSFER PRIORITY (APPLIED ONLY DURING LATE APPLICATION PERIOD)

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. By state law, dependent children of active duty military personnel transferring from another Florida district, state or foreign country are given first priority on the wait list at the time of their initial transfer to the school district.

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. They are moved to the front of the priority wait list behind any other military transfer students who are already on the priority wait list. Students with military priority who are not offered a seat in a program and wish to reapply, must make application each year.

CONSOLIDATING, CONVERTING OR, RELOCATING PROGRAM CONSIDERATIONS

In the case of consolidating, converting, or relocating program(s), current students 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.

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 is 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 may apply for a Special Attendance Permit during the late application period and may apply for a Special Attendance Permit during the late application period and will not be considered or invited to any program until the wait 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 Office and applying for a Special Attendance Permit.
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 wait 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 wait list.

INVITATION PROCESS

Once an application is made, the computer randomly selects applications to extend applicant seat offers. Any application not selected for the initial invitation period is placed on a wait list. Offers from the wait list can be made until March 1st for grades K-7 and until the 11th day of the second semester for grades 8-12.

CIRCUMSTANCES THAT MAY CAUSE AN INVITATION TO BE CONSIDERED NULL AND VOID

CHANGE IN GRADE LEVEL AFTER APPLICATION AND ACCEPTANCE OF A SEAT

An application is made for a specific grade level seat. If the student's grade level changes, the seat is forfeited. (e.g. the student applied for a seventh-grade seat but was then retained in sixth grade. The student applied for seventh grade and was promoted to seventh grade, which requires an eighth-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 wait 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 30.

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

Any falsely represented information including, but not limited to, inaccurate address and incorrect grade level, to gain a seat in a District Application Program, will result in the application being 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 full-time 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. Students attending Jacobson Technical High School at Seminole may participate at their zoned high school for athletics. Students in District Application Programs may participate in extracurricular activities at their zoned school provided the extracurricular activity does not exist at the District Application Program school of assignment.

District Application Programs 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 online courses, for specific program courses.

ATTENDANCE

Attendance is extremely important in all educational settings. The integrity of the District Application Programs 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 wait lists. In addition, families are strongly discouraged from taking planned vacations while classes are in session during the school year.

Families are encouraged to get their child to school on time. Chronic tardiness can cause students to experience a lapse in skill development or in academic preparation for highest student achievement.

ACCEPTANCE PROCESS

During the acceptance period, families must go online to accept or decline any offer. After the acceptance period, there is a week for families to claim newly invited sibling status.

Accepting an offer will remove the applicant from all other wait lists except full-time Centers for Gifted Studies. By accepting, families and students agree to abide by the chosen school's practices.

Declining or not accepting an offer inactivates the application for that program. The applicant will remain on the wait list for all other chosen schools.

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, accept a program invitation and follow all the instructions results in a forfeiture of that program invitation.

WAIT LIST PROCESS

PRIORITY WAIT LIST

If space is not available to invite all students who have priority status, priorities will be applied to the wait list. The online system maintains a wait list for students not selected by the random selection process, including identified priority preferences.

Students entitled to newly invited sibling priority are placed on the wait 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 wait list in random number order following students entitled to initial sibling priority.

WAIT LIST INVITATIONS

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

Each school maintains and invites students in order from their wait list. No applicant will be called from the wait list before the approved acceptance date. Invitations may be relayed by phone call or email depending on the information given on the application.

Students may be invited from wait lists as vacancies occur during that school year or until the wait list dissolves. Kindergarten through seventh-grade program wait lists dissolve on March 1, eighth through twelfth-grade wait lists dissolve on the eleventh day of the second semester.

REMAINING ON ANOTHER SCHOOL OR PROGRAM'S WAIT LIST

Accepting an application results in the removal from all other program wait lists with the exception of the Center for Gifted Studies.

Declining an invitation inactivates the application for that particular program but allows the student to remain on any other wait list. A parent may elect to decline an invitation from a wait list, but maintain their current wait list position, when a proper course placement to meet a student's academic needs is not currently available.

CHOOSING TO LEAVE A PROGRAM

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.

DAP STUDENTS ON WAITLISTS FOR DIFFERENT PROGRAMS

During the initial application period, a current DAP student can apply to another program. If the student accepts an invitation, the student will be placed in the new program for the next school year. If the current DAP student applies to a different program is placed on a waitlist, at the end of the year the family must make a decision either to stay in the current program or attend the zoned school and remain on the waitlist. Elementary and middle school Centers for Gifted Studies are the only exception as a student may become eligible after the gifted screening process.

The decision to remain on another program's wait 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 wait 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 wait list for another program for the next school year will be withdrawn from the program in which they are enrolled on the last day of the school year. On the last day of school, students who are in an application program and are on a wait list for another program at the same level for the following year will be removed from all program wait lists, except for the elementary and middle school Centers for Gifted Studies, unless they withdraw from their current program.

Students assigned to a DAP may not submit a late application to another program without withdrawing from the program and being assigned to their zoned school. After the last day of school, late applications may only be made by students who are assigned to their zoned school.

LATE APPLICATION PROCESS

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 full-time staff members in that school, are placed at the bottom of the wait list in the order the applications are received.

Late applications may be made through December 31 each year. Late applications are not subject to priority preferences, except the active duty military priority.

DISTRICT APPLICATION PROGRAMS PROCEDURES

STUDENTS WITH DISABILITIES

Students with disabilities under both the Individuals with Disabilities Education Act (IDEA) and Section 504 have specific rights and protections against discrimination and/or harassment in accessing and participating in any District Application Program (magnet or fundamental). While students with disabilities should have access to any program as long as they meet any specified entrance criteria, students must not be denied access based on the fact that they have an Individualized Education Program (IEP) or 504 plan so long as the school offers the services required by the student's IEP or 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.

Before a student with an IEP or 504 plan (or a student under evaluation for eligibility under Section 504 or IDEA) can be placed 'on probation' or dismissed from an application program, the student is entitled to a protective review to ensure

that the cause of the probationary status or dismissal is not based on the effect of the student's disability. This process, called a Manifestation Determination Review, must be employed anytime a student with disabilities is facing a possible change in placement due to behavior and/or academic duress that 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 health requires them to temporarily withdraw to enter the Hospital Homebound program will not have their seat filled by another student from the wait list for one semester. The student may return that year to the application program when their health sufficiently improves and allows them 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 and allow them 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 wait list. The Hospital Homebound student may then apply to reenter the application program during the next school year when their health sufficiently improves and allows them 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 program students who live more than two miles from their school **and** within the geographic application areas for each program, unless otherwise noted in this document on pages 9 and 34. 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 a zoned school stop.

For ESE students who have an IEP that requires transportation or Section 504 students that require specialized transportation, transportation is provided to their zoned school. If parents choose to enroll the student in a DAP, arterial transportation will be provided, consistent with the transportation provided to non-disabled students.

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 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 wait list. Only in cases where no wait list exists may the student who moved (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. A student with an IEP or 504 plans (or a student under evaluation for eligibility under Section 504 or IDEA) is entitled to a manifestation determination review before removal. Federal law applicable to students with disabilities takes precedence over policies or procedures applicable to District Application Programs. 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 PROGRAM STRUCTURE AND PROCEDURES

PROGRAM STRUCTURE

Participation in fundamental programs is a privilege enjoyed by interested and qualified Pinellas County students. Therefore, students are expected to exhibit appropriate achievement and conduct while in these programs. Fundamental schools provide the same district standards-based curriculum as every other school in the district set in a highly structured environment. May benefit 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 grades K-5, the middle school includes grades 6-8 and the high school includes grades 9-12. High school fundamental programs 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. Federal law applicable to students with disabilities takes precedence over any rules and policies applicable to a particular school. The fundamental school incorporates instructional methods and curriculum based on the state-adopted curriculum standards.

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 at any other area school. Students in fundamental school programs may participate in extracurricular activities at their zoned school provided the extracurricular activity does not exist at the fundamental school of assignment.

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 continued enrollment in this school depends on cooperation and compliance with all fundamental policies and procedures. Understand that fundamental programs are designed for students who excel in a structured learning environment.
- Adhere to the parent/guardian requirements concerning attendance at Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), School Advisory Council (SAC) or other principal approved activities that promote authentic parental involvement. 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 unless addressed in an IEP/ 504 plan.
- Review and sign all homework assignments unless addressed in a IEP/ 504 plan.

- 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 afterschool activities, including detention, unless activity bus transportation is otherwise provided. 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

Annually, parents/guardians are required to attend eight Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), or School Advisory Council (SAC), or other principal approved meetings and activities that promote authentic parental involvement. 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, that 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:

- After one missed meeting, a reminder letter will be sent to the family.
- 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.
- 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 progress in a fundamental school can, at times, be accomplished by telephone or email. When a person-to-person conference is deemed necessary, 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.

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 unless addressed in their IEP/ 504 plan; AND
- Read, understand, and abide by the Discipline Guidelines.

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 unless addressed in their IEP/ 504 plan 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 unless addressed in their IEP/ 504 plan. 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. Federal law applicable to students with disabilities takes precedence over any rules and policies applicable to a particular school. 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

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 unless addressed in their IEP/ 504 plan.

DETENTIONS: (ELEMENTARY SCHOOL)

Warnings may be sent home because of homework, infractions, misbehavior, incomplete classwork, or failure to return a “sign and return” document. The progressive steps include:

1. *First* written warning is sent to parent;
2. *Second* written warning is sent to parent;
3. *Third* written warning is sent to parent.

If infractions continue to occur, detentions will be given to the student unless addressed in their IEP/ 504 plan. 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; Counseling with student;
4. Monitoring behavior; In-school suspension;
5. Out-of-school suspension;
6. Referral to the Intervention and Appeal Committee;
7. 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 (IAC). 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 also be 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 AND HIGH SCHOOL

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 (with the exception of those addressed in an IEP or 504 plan) that disrupt the learning environment will result in a detention, office referral, suspension, and/or recommendation for expulsion. If a student with an IEP or Section 504 Plan continues to engage in behaviors that disrupt the learning environment, the school shall convene a meeting of the students IEP/504 team to discuss altering or adding interventions to address such behaviors. 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.

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

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 IAC
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 in the Code of Student Conduct. Prohibited articles include materials not related to the school curriculum including but not limited to magazines, toys, playing cards, and other items listed in the school handbook.
 - i. First offense - confiscation, parent/guardian notification, warning
 - ii. 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 may 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 AND 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 shall 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(s) 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. Students should not continue to receive infractions for the same behavior that has previously been determined to be a manifestation of the student's disability. No student with a disability will be placed on probation or dismissed from a fundamental school for a student-related act(s) 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, grade-level team leader or case manager 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 a report with recommendations to the principal. 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 report 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 principal recommends removal from the program, the removal may take place at the appropriate time such as the end of each semester. 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 principal 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 re-enter any fundamental program or reenter 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

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 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 wait list. Only in cases where no wait list exists may the student who moved, if on an approved Special Attendance Permit (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 reenter 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 schoolwide 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 pending a manifestation determination review (for any student with a disability). 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 health requires them to temporarily withdraw to enter the Hospital Homebound program will not have their seat filled by another student from the wait list for one semester. The student may return that year to the application program when their health sufficiently improves and allows them 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 and allow them 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 wait list. The Hospital Homebound student may then apply to reenter the application program during the next school year when their health sufficiently improves and allows them 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.

- a. Methods of informing parents/guardians may include:
 - i. Phone calls
 - ii. Written notices requesting a conference
 - iii. Personal conversations
 - iv. Mid-term progress reports
 - v. Email
 - vi. 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 ongoing professional training.
- E. Provide a nurturing support system for all students.

ELEMENTARY SCHOOL DISTRICT APPLICATION PROGRAMS STRUCTURE AND PROCEDURES

OVERVIEW

District Application Programs provide the basic district curricula enhanced with special teaching techniques and thematic lessons. Students experience the program through integrated curriculum or specialized classes.

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. To the extent possible, the district will continue to assure program quality and integrity.

CRITERIA FOR ADMISSION

Only the elementary Centers for Gifted Studies programs have entrance criteria.

- Grade 1: Qualifying IQ Score & Psychological Report;
- Grades 2-5: Gifted Identification and current EP Required

FULL-TIME ENROLLMENT

Students attending a District Application Program must be enrolled full-time in that school. Since the District Application Programs 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. Students in elementary school District Application Programs may participate in extracurricular activities at their zoned school provided the extracurricular activity does not exist at the District Application Program elementary school of assignment.

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 its application area. Geographic application areas are defined on page 8.

Program Name	School	Geographic Application Area
Center for Advancement of Sciences and Technology	Bay Point	Countywide
Center for Arts & International Studies	Perkins	South of Ulmerton (students in attendance for the 2018-2019 school year may remain enrolled and receive transportation through 5 th grade)
Center for Cultural Arts	Midtown Academy	Elementary School South
Center for Gifted Studies	Ridgecrest	Elementary School Mid (Central) (students in attendance for the 2018-2019 school year may remain enrolled and receive transportation through 5 th grade)
	Midtown Academy	Elementary School South

Program Name	School	Geographic Application Area
	Elisa Nelson	Elementary School North
Center for Literacy Innovation	Elisa Nelson	Elementary School North
Conservatory for the Arts	Sandy Lane	North of Ulmerton
Dual Language Immersion Program	Garrison-Jones	Elementary School North
The Center for Communication, Journalism and Multimedia	Melrose	Countywide
The Center for Innovation and Digital Learning	Gulf Beaches	South of Ulmerton
	Kings Highway	North of Ulmerton
The Center for Mathematics and Engineering	Douglas L. Jamerson	Countywide
International Baccalaureate Primary Years Programme	James B. Sanderlin IB World School	Countywide
	Mildred Helms	Elementary School Mid (Central) & North
Montessori Program	Gulfport	Elementary School South

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 DISTRICT APPLICATION PROGRAMS PROBATION AND DISMISSAL PROCEDURES

STUDENTS WITH DISABILITIES

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 Magnet 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 Magnet 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.

ELEMENTARY SCHOOL PROGRAM PROCESS FOR STUDENTS HAVING PERFORMANCE ISSUES

All elementary programs except the Centers for Gifted Studies, follow the same probation and dismissal procedures. The Centers for Gifted Studies procedures are listed at the end of this section. 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.

The *District Application Programs 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.

If students are not making adequate performance progress as it relates to academics, attendance, and behavior, then they may be placed on probation and, ultimately, removed from the program. If a student with a disability is not making adequate performance progress as it relates to academics, social emotional concerns, behavior or attendance, the school will convene an Individualized Educational Plan team meeting to document concerns and develop a success plan that will become part of the students' IEP. This success plan will include intervention strategies and denote the responsibilities of each stakeholder. The IEP team will determine the appropriate follow-up.

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) may result in immediate dismissal subject to appropriate disciplinary protections for students with disabilities under IDEA and Section 504.

The Magnet Intervention Committee (MIC) will review each student's case, as needed. The team will recommend interventions or strategies to assist the student in being successful.

Except in cases of severe disruption, prior to removing a student from a program at a later date, 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, mentor, etc.)
5. Strategies for student to improve his/her behavior
6. Other strategies suggested during the conference

The team may submit a report to the principal recommending the student's removal from the program. The final decision will be made by the principal based on the committee's recommendation and other relevant information that pertains to the student's well-being. Dismissal/ removal from a program can occur at appropriate transition points such as the end of a grading period or year based upon the intervention plan's recommendation.

CENTER FOR GIFTED STUDIES PROBATION AND REMOVAL PROCEDURES

Students receiving full-time gifted services in a Center for Gifted Studies have an Educational Plan (EP) that documents their full-time gifted services; therefore, a formal process is needed that is separate from other magnet programs. All parents and students must sign an annual performance contract to ensure that each student is committed to the expectations and requirements of the rigorous program.

If a student is not making adequate performance progress as it relates to academics, social emotional concerns, behavior or attendance, the Educational Plan (EP) team will formally meet with the parent and student for an EP Conference.

During these EP Conferences, the EP team will document concerns and develop a success plan that will become part of the students' EP. This success plan will include intervention strategies and denote the responsibilities of each stakeholder. The EP team will determine when the follow-up EP Conference should occur.

If the EP team follows the above procedures and a student is successfully performing, then no further action is required. If the EP team follows the above procedures and a student continues to make less than adequate performance progress as it relates to academics, social emotional concerns, behavior or attendance, then the EP team will meet to determine what change in services is in the best interest of the student.

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 DISTRICT APPLICATION PROGRAMS STRUCTURE AND PROCEDURES

OVERVIEW

District Application Programs provide the basic district curricula enhanced with special teaching techniques and thematic lessons. Students experience the program through integrated curriculum or specialized classes.

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. To the extent possible, the district will continue to assure program quality and integrity. Middle school programs with a curriculum focus are school-within-a-school programs.

CRITERIA FOR ADMISSION

Applicants will be deemed eligible based upon acceptable disciplinary data at all middle school application programs. In addition to acceptable disciplinary data, the Centers for Gifted Studies require an active Educational Plan (EP).

Applicants to District Application Programs should 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 Programs. For students with a disability, reassignment would occur pending the manifestation determination review outcome.
- 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."

Middle School Centers for Gifted Studies' entrance criteria requires applicants will be deemed eligible with gifted identification and a current Educational Plan in place prior to the application deadline and have acceptable disciplinary data. All students in the Middle School Centers for Gifted Studies are required to be enrolled in gifted classes on a full-time basis.

FULL-TIME ENROLLMENT

Students attending a District Application Program must be enrolled full-time in that school or program. Since the District Application Programs 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. Students in middle school District Application Programs may participate in extracurricular activities at their zoned school provided the extracurricular activity does not exist at the District Application Program middle school of assignment.

MIDDLE SCHOOL APPLICATION PROGRAMS

Below is a table of the Middle School Application Programs, the school that houses the type of program, and its geographic application area. Some Middle School Application Programs have elementary feeder patterns which can be found on page 10.

Program Name	School	Geographic Application Area
Academy of Engineering	East Lake MS	Middle School North
Academy of Engineering	Azalea MS	Middle School South & Mid (Central) <i>Transportation only provided within South Application Area.</i>
Cambridge Pre-Advanced Certificate of International Education (Pre-AICE)	Pinellas Park MS	Middle School Mid (Central)
	Tarpon Springs MS	Middle School North
Center for Advancement of Sciences and Technology	Bay Point MS	Countywide
Center for Gifted Studies	Dunedin Highland MS	Middle School North
	Morgan Fitzgerald MS	Middle School Mid (Central)
	Thurgood Marshal MS	Middle School South
Center for Innovation and Digital Learning	Tyrone MS	Countywide
Center for the Arts Communication, Journalism and Multimedia	John Hopkins	Countywide
International Baccalaureate Middle Years Program	James B. Sanderlin IB World School	Countywide
International Baccalaureate Middle Years Program Candidate Schools	John Hopkins MS	Middle School South
	Largo MS	Middle School Mid (Central)
Leadership Conservatory for the Arts with Pre-AICE	Tarpon Springs MS	Middle School North

MIDDLE SCHOOL PROBATION AND DISMISSAL PROCEDURES

STUDENT WITH DISABILITIES

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 Magnet 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 Magnet 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

These probation and dismissal procedures for all middle school programs except the Centers for Gifted Studies which are listed at the end of this section. 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.

If students are not making adequate performance progress as it relates to academics, attendance, and behavior, then they may be placed on probation and, ultimately, removed from the program.

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

INTERVENTION PROCESS

Teachers notify the program administrator of students who are not making adequate performance progress in their classes for the first and/or third quarter. For students with a disability, an IEP meeting must occur to ensure the appropriate supports are in place. Each grading period the program assistant principal and/or magnet coordinator will notify the parents of struggling students with a letter 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. Students must have a minimum of 9 weeks on probation for approval of dismissal to take place.

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) may result in immediate dismissal.

Except in cases of severe disruption, prior to removing a student from a program, a magnet 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, mentor, etc.)
5. Strategies for student to improve his/her behavior
6. Other strategies suggested during the conference

Near the end of each semester (second/fourth quarters), students who have not been successful with their magnet intervention plan will be referred to the Magnet Intervention Committee (MIC). The MIC may recommend removing the student from probation, extending the probation with interventions or recommend dismissal from the program. The final decision will be made by the principal based on the committee's report and other relevant information pertaining to student performance progress. Dismissal/ removal from a program can occur at appropriate transition points such as the end of a grading period or year. For students with disabilities, dismissal or removal can only occur pending a manifestation determination meeting outcome.

CENTERS FOR GIFTED STUDIES

Students receiving full-time gifted services in a Center for Gifted Studies have an Educational Plan (EP) that documents their full-time gifted services; therefore, a formal process is needed that is separate from other magnet programs. All parents and students must sign an annual performance contract to ensure that each student is committed to the expectations and requirements of the rigorous program.

If a student is not making adequate performance progress as it relates to academics, social emotional concerns, behavior or attendance, the Educational Plan (EP) team will formally meet with the parent and student for an EP Conference.

During these EP Conferences, the EP team will document concerns and develop a success plan that will become part of the students' EP. This success plan will include intervention strategies and denote the responsibilities of each stakeholder. The EP team will determine when the follow-up EP Conference should occur.

If the EP team follows the above procedures and a student is successfully performing, then no further action is required. If the EP team follows the above procedures and a student continues to make less than adequate performance progress as it relates to academics, social emotional concerns, behavior or attendance, then the EP team will meet to determine what change in services is in the best interest of the student.

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 PROGRAMS STRUCTURE AND PROCEDURES

OVERVIEW

District Application Programs provide the basic district curricula enhanced with special teaching techniques and thematic lessons. Students experience the program through integrated curriculum or specialized classes.

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. To the extent possible, the district will continue to assure program quality and integrity. 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. High school programs with a curriculum focus are school-within-a-school programs.

CRITERIA FOR ADMISSION

Applicants will be deemed eligible based upon acceptable disciplinary data at all high school application program except fundamental programs.

Applicants to District Application Programs should 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 Programs.
- 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."

The Cambridge Advanced International Certificate of Education (AICE) and International Baccalaureate (IB) have specific academic entrance criteria. Students must successfully complete Algebra I Honors by the last day of the regular eighth grade school year. (See entrance criteria at the end of this document for more specific information.) The Pinellas County Center for the Arts (PCCA) requires auditions.

COMPETENCY TESTING (AICE AND IB)

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

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.

FULL-TIME ENROLLMENT

Students attending a District Application Program must be enrolled full-time in that school. Since the District Application Programs 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. Students attending Richard O. Jacobson Technical High School at Seminole may participate at their zoned high school for athletics. Students in high school District Application Programs may participate in extracurricular activities at their zoned school provided the extracurricular activity does not exist at the District Application Program high school of assignment.

APPLICATION PROGRAMS

Below is a table of the high school application programs, the school that houses the type of program, and the geographic application area.

Program Name	School	Geographic Application Area
Academy of Architecture, Robotics and Construction	Dunedin HS	Countywide
Academy for Aquatic Management Systems & Environmental Technology (AMSET)	Lakewood HS	Countywide
Academy of Culinary Arts	Northeast HS	High School South
Academy of Engineering	East Lake HS	Countywide
Academy of Entertainment Arts	Dixie Hollins HS	Countywide
Academy of Finance	Northeast HS	Countywide
Academy of Informational Technology	Northeast HS	Countywide
Automotive and Manufacturing Technology Center	Northeast HS	Countywide
Business, Economics, and Technology Academy (BETA)	Gibbs HS	Countywide
Building and Construction Technology	Jacobson Technical HS	Countywide <i>See transportation on page 9</i>
Cambridge Advanced International Certificate of Education	Clearwater HS	High School Mid (Central)
	Dixie Hollins HS	High School South
	Tarpon Springs HS	High School North
Career Academy for International Culture & Commerce (CAICC)	Clearwater HS	Countywide
Center for Advanced Technologies (CAT)	Lakewood HS	Countywide
Center for Communication, Journalism and Multimedia	Lakewood HS	Countywide
Center for Culinary Arts	Dixie Hollins HS	High School Mid (Central)
Center for Construction Technologies	St. Petersburg HS	High School South
Center for Education and Leadership	Seminole HS	High School Mid (Central)

Program Name	School	Geographic Application Area
Center for Wellness & Medical Professions (CWMP)	Boca Ciega HS	Unique (see page 8)
	Palm Harbor University HS	Unique (see page 8)
Commercial Digital Arts	Jacobson Technical HS	Countywide <i>See transportation on page 9</i>
Criminal Justice Academy (CJA)	Pinellas Park HS	Countywide
Electricity	Jacobson Technical HS	Countywide <i>See transportation on page 9</i>
Exploring Careers and Education in Leadership (ExCEL)	Largo HS	Countywide
First Responders: National Guard Center for Emergency Management	Pinellas Park HS	Countywide
Game Simulation and Programming	Jacobson Technical HS	Countywide <i>See transportation on page 9</i>
Institute for Science, Technology, Engineering and Mathematics (ISTEM)	Countryside HS	High School North
International Baccalaureate Programme	Largo HS	High School Mid (Central)
	Palm Harbor HS	High School North
	St. Petersburg HS	High School South
Jacobson Culinary Arts Academy	Tarpon Springs HS	High School North
Leadership Conservatory for the Arts	Tarpon Springs HS	Countywide
Marine Mechanics	Jacobson Technical HS	Countywide <i>See transportation on page 9</i>
Nursing	Jacobson Technical HS	Countywide <i>See transportation on page 9</i>
Pinellas County Center for the Arts (PCCA)	Gibbs HS	Countywide
Veterinary Assistant	Jacobson Technical HS	Countywide <i>See transportation on page 9</i>
Veterinary Science Academy	Tarpon Springs HS	Countywide

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 Programs 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. The dress and grooming of students shall be neat and clean, in accordance with Dress Code Policy 5500.04.

HIGH SCHOOL PROCEDURES FOR PROBATION/DISMISSAL

STUDENTS WITH DISABILITIES

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 Magnet 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 Magnet 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

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. If students are not making adequate performance progress as it relates to academics, attendance, and behavior, then they may be placed on probation and, ultimately, removed from the school.

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) may result in immediate dismissal. Students may be dismissed immediately from a secondary District Application Program for failure to complete program requirements such as career shadowing, required performances, or service in the community, etc.

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

INTERVENTION PROCESS

Teachers notify the program administrator of students who are not making adequate performance progress for the first and/or third quarter. Each grading period, the program assistant principal and/or magnet coordinator will notify the parents of struggling students with a letter 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. For students with a disability, an IEP meeting should occur to ensure the appropriate supports are in place

Prior to removing a student from a program, a magnet 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, mentor, etc.)
5. Strategies for student to improve his/her behavior
6. Other strategies suggested during the conference

Near the end of the second / fourth quarters, students who have not been successful with their magnet intervention plan will be referred to the Magnet Intervention Committee (MIC). The MIC may recommend removing the student from probation, extending the probation with interventions or recommend dismissal from the program in a report to the principal. The final decision will be made by the principal based on the committee’s recommendation and other relevant information. Dismissal/ removal from a program can occur at appropriate transition points such as the end of a grading period or year. 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.

GUIDELINES TO BE CONSIDERED BY THE MAGNET INTERVENTION COMMITTEE (MIC)

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)
 RICHARD O. JACOBSON TECHNICAL HIGH SCHOOL AT SEMINOLE

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.

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. 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.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMMES

Participation in the International Baccalaureate Programme 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 (creativity, activity, 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 referred to the Magnet Intervention Committee.

INTERNAL ASSESSMENT

Diploma candidates must take six IB subjects, which each require an internally assessment. 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.

CREATIVITY, ACTIVITY, 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 referred to the MIC.

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 referral to the MIC. In IB, special attention is paid to academic disciplinary infractions such as cheating, computer misconduct, illegal possession of exams, or plagiarism.

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.

ENTRANCE CRITERIA DISTRICT APPLICATION PROGRAMS

Program Name	Entrance Criteria	Host School	Application Area
Elementary and Middle School Centers for Gifted Studies	<p><u>Grade 1:</u> Qualifying IQ Score & Psychological Report;</p> <p><u>Grades 2-8:</u> Gifted Identification and current EP Required</p>	Ridgecrest Elementary	Mid (Central)
		Midtown Academy Center for Cultural Arts and Gifted Studies (Gifted Studies Sub-program)	South
		Elisa Nelson Elementary	North
		Dunedin Highland Middle	North
		Morgan Fitzgerald Middle	Mid (Central)
		Thurgood Marshall Middle	South
Center for Literacy Innovation	Qualifying Score on Screening Rubric	Elisa Nelson Elementary	North
Cambridge Advanced International Certificate of Education (AICE)	<p>Target Group 1:</p> <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 	Palm Harbor (IB) & Tarpon Springs (AICE)	North
		Largo (IB) & Clearwater (AICE)	Mid (Central)

International Baccalaureate Programme (IB)	<p>o READING REQUIREMENTS: 6th grade FSA ELA score \geq 347 OR 7th grade FSA ELA score \geq 359</p> <p>AND</p> <p>o MATH REQUIREMENTS: 6th grade FSA Math score \geq 347 OR 7th grade FSA ELA score \geq 359</p> <ul style="list-style-type: none"> • 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 <p>Target Group 2 (Course pre-requisites must be met):</p> <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. 	St. Petersburg (IB) & Dixie Hollins (AICE)	South
Pinellas County Center for the Arts (PCCA)	Audition Required	Gibbs	Countywide

Students applying for admission to a program with academic entrance requirements in grade 10 must meet all 9th grade program requirements and demonstrate the ability to successfully complete the program.

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."

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 the school-level among faculty and the School Advisory Council (SAC).
3. School will submit an application to the District Application Programs Specialist in the Teaching and Learning 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 a 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.