



Procedures for District Application Programs

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School Board of Pinellas County

Eileen Long, Chairperson
Lisa N. Cane, Vice Chairperson
Nicole M. Carr, Ph.D.
Carol J. Cook
Bill Dudley
Caprice Edmond
Laura Tillinghast Hine

Superintendent

Kevin K. Hendrick

CONTENTS

<i>District Application Programs Preface</i>	<i>6</i>
<i>Application Process</i>	<i>6</i>
<i>Overview.....</i>	<i>6</i>
<i>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.</i>	<i>6</i>
<i>Application Factors</i>	<i>7</i>
Geographic Application Areas	7
Unique Geographic Application Areas.....	7
<i>Application Ranking</i>	<i>8</i>
Priority Status in Application Programs	8
Out-of-District Applicants.....	11
<i>Invitation Process.....</i>	<i>11</i>
<i>Circumstances that May Cause an Invitation to be Considered Null and Void.....</i>	<i>12</i>
Change in Grade Level After Application and Acceptance of a Seat.....	12
Change in Academic Standing	12
Reassignment to a District Discipline Program or Expulsion Prior to Entry.....	12
Inaccurate Data Entered into Student Reservation System.....	12
Full-Time Enrollment.....	12
Attendance.....	12
<i>Acceptance Process</i>	<i>13</i>
Failure to Accept a Program Invitation.....	13
<i>Wait List Process.....</i>	<i>13</i>
INITIAL APPLICATION PERIOD	13
Wait List Invitations	13
Remaining on Another School or Program’s Wait List.....	13
<i>Choosing to Leave a Program</i>	<i>14</i>
Choosing Immediate Withdrawal	14
DAP Students on Waitlists for Different Programs.....	14

<i>Late Application Process</i>	<i>14</i>
<i>District Application Programs Procedures.....</i>	<i>14</i>
Students with Disabilities	14
Temporarily Absent.....	14
Hospital Homebound.....	15
<i>Transportation</i>	<i>15</i>
<i>Leaving a District Application Program.....</i>	<i>15</i>
<i>Reassignment to a District Discipline Program or Expulsion While Enrolled</i>	<i>15</i>
<i>Fundamental Program Structure and Procedures</i>	<i>16</i>
Program Structure	16
Full-Time Enrollment	16
Fundamental School Locations	16
Parental Expectations and Responsibilities	16
Parent Meeting Responsibilities	17
Conferences	17
Student Expectations	17
Homework/Classwork.....	18
Elementary School.....	18
Middle School	18
High School.....	18
Discipline.....	18
Elementary School.....	19
Middle and High School.....	20
Dress Code.....	21
Intervention and Appeal Committee (IAC)	22
Referral to the Intervention and Appeal Committee	23
Appeals of a School-based Intervention and Appeal Committee Decision	24
Leaving a Fundamental School.....	24
Reassignment to a District Discipline Program or Expulsion.....	25

Temporarily Absent.....	25
Hospital Homebound.....	25
Grading and Promotion.....	25
Teacher Expectations.....	25
Elementary School District Application Programs Structure and Procedures	28
Overview.....	28
Program Design.....	28
Criteria for Admission	28
Full-Time Enrollment	28
Elementary District Application Programs	28
Program Staff.....	29
Elementary District Application Programs <i>SUCCESS PLAN</i> and Dismissal Procedures.....	29
Students with Disabilities	29
Elementary School Program Process for Students having Performance Issues	31
Center for Gifted Studies Probation and Removal Procedures.....	32
Middle School District Application Programs Structure and Procedures	33
Overview.....	33
Program Design.....	33
Criteria for Admission	33
Full-Time Enrollment	33
Middle School Application Programs.....	33
Middle School Success Plan and Dismissal Procedures	34
Student with Disabilities.....	34
<i>SUCCESS PLAN</i> and Dismissal Procedures	35
Intervention Process	35
Centers for Gifted Studies	36
Appeal Process	37
High School District Application Programs Structure and Procedures	38
Overview.....	38

<i>Program Design</i>	38
<i>Criteria for Admission</i>	38
Competency Testing (AICE and IB)	38
<i>Shadowing</i>	38
<i>Full-Time Enrollment</i>	39
<i>Application Programs</i>	39
<i>Program Staff</i>	40
<i>Curriculum Related Expectations</i>	40
<i>High School Procedures for Probation/Dismissal</i>	41
Students with Disabilities	41
<i>SUCCESS PLAN and Dismissal Procedures</i>	41
Intervention Process	41
<i>Guidelines to be Considered by the Magnet Intervention Committee (MIC)</i>	42
Business, ENTERTAINMENT, and Technology Academy (BETA).....	42
Center for Wellness & Medical Professions (CWMP)	42
Criminal Justice Academy (CJA)	42
Exploring Careers and Education in Leadership (ExCEL)	42
First Responders: National Guard Center Emergency Management	42
Leadership Conservatory for the Arts.....	42
Pinellas County Center for the Arts (PCCA).....	42
RICHARD O. JACOBSON TECHNICAL HIGH SCHOOL AT SEMINOLE	42
ACADEMY OF ENGINEERING	43
Cambridge Advanced International Certificate of Education (AICE)	43
Center for Advanced Technologies (CAT)Institute for Science, Technology, Engineering and Mathematics (ISTEM).....	43
International Baccalaureate (IB) Diploma Programmes.....	43
<i>Appeal Process</i>	45
<i>Entrance Criteria District Application Programs</i>	46
<i>Process for Proposing New District Application Programs</i>	48

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, purposeful 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 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 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, 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 Gulf to Bay Road may apply to:

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

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

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

Applicants living *mid-county* (*in-between* SR 60/Gulf to Bay and 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 Hollins HS: Students zoned for Boca Ciega, 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 random selection 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 periods. Priorities are **ONLY** applied to the **top-ranked** (first choice) **program**. Priorities DO NOT guarantee a seat but increase the likelihood of an invitation being extended. Priorities DO NOT apply to any late application with the exception of military priority and newly hired professional courtesy as 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.

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 Cultural Arts at Midtown Academy	Center for the Arts and Journalism 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 Midtown Academy	Center for Gifted Studies at Thurgood Marshall Fundamental MS or Center for Gifted Studies at John Hopkins 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
Center for the Arts and International Studies at Perkins Elementary	Center for the Arts and Journalism at John Hopkins MS
Conservatory for the Arts at Sandy Lane Elementary	Cambridge Conservatory for Academics and the Arts
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 Primary Years Programme School at Mildred Helms Elementary	International Baccalaureate Middle Years Programme at Largo MS
International Studies (PYP IB Candidate School) at McMullen Booth Elementary	International Studies (MYP IB Candidate School) at Safety Harbor 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 or dismissal 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 K-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 or dismissed 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. Professional Courtesy is given to non-Pinellas County resident full-time school-based employees who request for their children to attend a program in the school where they work full-time. Non-Pinellas County residents must complete and submit a Special Attendance Permit to receive professional courtesy priority. 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-grade 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 an 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 will not be considered or invited to any program until the wait list for all qualified resident applicants has been exhausted. This process will occur in the summer providing late application period access for Pinellas County residents.
2. If the number of qualified Pinellas County applicants is less than the number of openings, out-of-district applicants will be considered earlier. 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 an 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 uses a randomizer to select and extend seat offers to applicants. 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. The student has until the end of Summer Bridge for credit recovery before forfeiting the seat.) 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 the last day of the Summer Bridge Program.

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, the student 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 priority.

Accepting an offer will remove the applicant from all other waitlists with the exception of gifted students who have accepted a seat into a DAP program other than a Center for Gifted Studies. If a student accepts a seat in a Center for Gifted Studies, they cannot remain on another Center for Gifted Studies waitlist. 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 once the Acceptance Period window closes.

If no invitations are offered, no action is required, and the applicant will be added to the waitlist for those programs.

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

INITIAL APPLICATION PERIOD

If more students apply than there are available seats, a wait list maintaining priority status is created by the Student Reservation System.

Sibling priority status is only granted during the initial acceptance period and the week following for newly invited siblings.

During the Late Application Period, a military status priority is taken into consideration if an active-duty transfer occurs after the initial application period. A professional courtesy priority is also taken into consideration if a full-time staff member at the school was hired after the initial application period. They are moved to the front of the priority wait list behind any other professional courtesy students who are already on the priority wait list.

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 a wait list and invites students in numerical order as seats become available. 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 of the current school year. Eight through twelfth-grade wait lists dissolve on the eleventh day of the second semester of the current school year.

REMAINING ON ANOTHER SCHOOL OR PROGRAM'S WAIT LIST

Accepting an offer will remove the applicant from all other waitlists with the exception of gifted students who have accepted a seat into a DAP program other than a Center for Gifted Studies.

Declining an invitation removes the applicant from that particular program's wait list, but allows the student to remain on

other wait lists. A parent may elect to decline an invitation if a proper course placement to meet a student's academic needs is not currently available.

They will remain on the waitlist in their current position.

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 to withdraw the student from 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 other programs. DAP students on waitlists for different programs must decide whether to stay in the current program or attend the zoned school and remain on the other programs' waitlist. Elementary and middle school Centers for Gifted Studies are the only exceptions.

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 assigned to a DAP may not submit a late application to another program without withdrawing from the current program and being assigned to their zoned school.

LATE APPLICATION PROCESS

Applications made during the Late Application Period are placed at the bottom of the wait list in the order the applications are received with the exception of verified professional courtesy and military transfer priority status.

Late applications may be made through December 31 of each year. Late applications are not subject to priority status preferences, except for active-duty military and newly hired staff priorities.

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 within that year or at the start of the subsequent school 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 the parameters set above, 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 following 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. Seniors may remain at their assigned high school, but not as a member of the district application program as long as they provide their own transportation with the exception of Osceola Fundamental High School and Richard O Jacobson Tech High as they are whole school District Application Programs.

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. 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

Fundamental schools provide the same district standards-based curriculum as every other school in the district set in a highly structured environment. Therefore, students are expected to exhibit appropriate achievement and conduct while in these programs. 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.

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 that they will abide by all policies, procedures and rules of the school as a condition of enrollment. Continued enrollment in this school depends on cooperation and compliance with all fundamental policies and procedures.
- Adhere to the parent/guardian requirements concerning attendance at Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), School Advisory Council (SAC) or other 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 an 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).
- Provide transportation to and from school and furnish transportation for any afterschool activities, including detention, unless activity bus transportation is otherwise provided at elementary and middle schools (except Thurgood Marshall).

- Provide transportation to Osceola, Boca Ciega, and Dunedin high schools if residing outside of the application areas. Students within the application area will receive transportation. Parents can transport students to the nearest bus stop within the application area for transportation to Osceola Fundamental High.
- 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.
- Receiving complaints about the student's conduct on public transportation could result in disciplinary referrals and/or 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), 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) to determine the next steps (continued probation, dismissal, etc.).

CONFERENCES

Conferences are required for the success of the student. Conferences may 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
- Abide by the Discipline Guidelines.

HOMework/CLASSWORK

Purposeful 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.

ELEMENTARY SCHOOL

At the elementary school grades, purposeful 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. Suggested purposeful homework might consist of no more than 10 minutes for KG, 10 minutes for 1st grade, 20 minutes for 2nd, 30 minutes for 3rd grade, 40 minutes for 4th grade, and 50 minutes for 5th grade in addition to dedicated reading time. 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. A limit of 2 warnings per missed assignment will be issued. (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. Homework may include assignments sent home for completion. Homework assignments without the required parent/guardian signature will receive one demerit. 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. 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 this 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, the principal may issue detentions or in lieu of detentions, the principal may require a parent conference after the fifth warning given unless addressed in their IEP/ 504 plan. If detention is given, parents will be given an advanced notification of 48 hours prior to the assigned detention. Students are expected to serve 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 their 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
- Note to parent/guardian
- Telephone call to parent/guardian
- Student must call parent/guardian
- Office referrals
- Classroom contract
- Student conferences
- Formal apology
- Move student in class or isolate
- Team conference
- Counseling
- Work detail, with parent/guardian permission
- Detention

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 one detention/referral
 - b. Second offense - grade of *F* for classwork, parent/guardian contacted, minimum of two detentions/referrals, 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 or emailed home by a school administrator or designee. 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

The Code of Student Conduct lists the dress code for all Pinellas County schools. Please refer to your fundamental program's policy handbook for specific information regarding dress code.

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 adhere to the fundamental dress code at all times. The fundamental dress code will be checked and strictly enforced in designated fundamental classrooms.

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.

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. At six demerits, Case Manager will initiate parent conference with all teachers to review current interventions and determine if new interventions need to be implemented. In some cases, the behavior may be so severe as to warrant a manifestation determination before these interventions are completed before being referred to the IAC.

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 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 to five teachers (selected with faculty input) or other school personnel (selected with faculty input). Committee members must include teachers who do not have the student on their roster 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 on the recommended action. Recommendation action decisions will be based on majority vote and given to the principal. 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 Educational 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 working 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 recommended conditions for the student to continue in the fundamental school.

A school administrator will communicate with the parent/guardian within 72 hours (3 working days) 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, mailed, sent home in the student agenda, or emailed to the parent within three days. 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 recommendations and other relevant information.

If the principal recommends removal from the program, the removal should take place at an appropriate time to limit instructional disruption, such as, but not limited to, 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 within 48 hours of parent notification. If there is any new or additional information, it must be provided to the principal in writing within those 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 recommendation to the principal. Following an appeal, if the IAC's recommendation for the student's removal from the school is upheld by the principal, the student will be immediately removed from the program. This process will be coordinated by the principal.

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.

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. Any falsely represented information including, but not limited to, inaccurate use of a Pinellas County address, to keep a seat in a District Application Program, will result in the forfeiture of the seat.

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 within that year or at the start of the subsequent school 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 the parameters set above, 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 following 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. 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. 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

- 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 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. The District Application Program school is the student's school of assignment. District Application Program students will not be permitted to participate in any other school's functions and activities unless the extracurricular activities at their zoned school do not exist at the 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 Communications, Journalism and Multimedia	Melrose	Countywide
Center for the Creative Arts, Health and Wellness	Lakewood	Elementary School South
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)

Program Name	School	Geographic Application Area
	Midtown Academy	Elementary School South
	Elisa Nelson	Elementary School North
Center for Innovation and Digital Learning	Gulf Beaches	South of Ulmerton
Center for Literacy Innovation	Elisa Nelson Midtown Academy	Elementary School North Elementary School South
Center for Mathematics and Engineering	Douglas L. Jamerson	Countywide
Center for Digital Learning and STEAM	Kings Highway	North of Gulf to Bay
Conservatory for the Arts	Sandy Lane	North of Gulf to Bay
Dual Language Immersion Program	Garrison-Jones	Elementary School North
	James B. Sanderlin IB World School	Countywide
International Baccalaureate Primary Years Programme	Mildred Helms	Elementary School Mid (Central) (students in attendance for the 2022-2023 school year may remain enrolled and receive transportation through 5 th grade).
International Studies (IB PYP Candidate School)	McMullen Booth	Elementary School 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. Centers for Gifted Studies staff are expected to be gifted endorsed and to be case managers of their students' Educational Plans. 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 SUCCESS PLAN AND DISMISSAL PROCEDURES

STUDENTS WITH DISABILITIES

For students with disabilities who have an IEP 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.

Before a student with an 504 plan can be placed on probation or dismissed from a magnet or fundamental program, the student is entitled to a manifestation determination review to ensure that the cause of the consideration of the probationary status or dismissal is not based on the effect of the student's disability.

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 follow the same probation and dismissal procedures. Additional procedures for 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 or probation/referral to the Magnet Intervention Committee 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 their 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

The elementary Center for Gifted Studies programs follow the same probation and dismissal processes listed in the above section for students having performance issues with a few additional details that are listed here. 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 CGS Expectations Commitment form to ensure that each family is committed to the expectations and requirements of the rigorous program. Except in cases of severe disruption, prior to removing a student from a program, an intervention plan (known as a Success Plan in the Centers for Gifted Studies) will be developed by staff in conjunction with parents and students.

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. This is different than an EP meeting

During these EP Conferences, the EP team will document concerns and develop a detailed success plan that will become part of the students' EP. This success plan will include specific intervention strategies and denote the responsibilities of each stakeholder. Success plans will be reviewed and monitored by the school administrator who oversees the CGS program. During the meeting The EP Conference team will determine when the follow-up EP Conference(s) 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 again to refine the success plan for the student.

After the second EP Conference meeting, the student's case should be shared with the school Magnet Intervention Committee (MIC) who may choose to put the student on probation. If the student continues to make less than adequate progress and the above process was followed and monitored with fidelity, then the EP conference team should meet to decide if a change in service would be in the best interest of the student. This recommendation should be noted on the EP Conference form and Success Plan. The school's Magnet Intervention Committee (MIC) and a representative from the Advanced Studies Dept will then review the student's case. 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.

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, the student 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 (for the entire school day). In the Center for Gifted Studies program, full-time enrollment includes the four core content courses and the required gifted elective. 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)
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)
	John Hopkins MS	Middle School South
	Thurgood Marshal MS	Middle School South
Center for Innovation and Digital Learning	Tyrone MS	Countywide
Center for the Arts Communication and Journalism	John Hopkins	Countywide
International Baccalaureate Middle Years Programme	James B. Sanderlin IB World School	Countywide
	Largo MS	Middle School Mid (Central) (Students in attendance for the 2018-2019 school year may remain enrolled and receive transportation through 8 th grade)
International Studies (IB MYP Candidate School)	Safety Harbor	Middle School North
Cambridge Conservatory for Academics Cambridge Conservatory for Academics and the Arts	Tarpon Springs MS	Middle School North

MIDDLE SCHOOL SUCCESS PLAN AND DISMISSAL PROCEDURES

STUDENT WITH DISABILITIES

For students with disabilities who have an IEP 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.

Before a student with an 504 plan can be placed on probation or dismissed from a magnet or fundamental program, the student is entitled to a manifestation determination review to ensure that the cause of the consideration of the probationary status or dismissal is not based on the effect of the student's disability.

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.

SUCCESS PLAN AND DISMISSAL PROCEDURES

These probation and dismissal procedures are 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 (success) 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 their 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

The middle school Center for Gifted Studies programs follow the same probation and dismissal processes listed in the above section for students having performance issues with a few additional details that are listed here. 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 CGS Expectations Commitment form to ensure that each family is committed to the expectations and requirements of the rigorous program.

Each grading period the school administrator who oversees the CGS program 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 in their gifted courses on the report card.

Except in cases of severe disruption, prior to removing a student from a program, an intervention plan (known as a Success Plan in the Centers for Gifted Studies) will be developed by staff in conjunction with parents and students. 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. This is different than an EP meeting. The EP Conference team should include, at a minimum, the teachers of the courses where the student isn't making adequate progress, their EP Case manager, school counselor, student, and parent.

During these EP Conferences, the EP Conference team should review the student's EP, but the conference should focus on the creation of an individualized success plan that includes specific intervention strategies and denotes the responsibilities of each stakeholder. The success plan and related conference conversation should be recorded on the PCS conference form. In addition, the conference should be noted in Focus under Parent Communication and a copy of the conference form should be included in the student's cumulative file and reviewed at the next formal EP meeting and /or EP Conference for that student. The EP Conference team will determine, at the conference, a timeline and format for follow-up with stakeholders including a follow-up EP Conference. Conference to review the success plan and student progress. Success plans will be reviewed and monitored by the school administrator who oversees the CGS program.

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.

. After the second EP Conference meeting, the student's case should be shared with the school Magnet Intervention Committee (MIC) who may choose to put the student on probation. If the student continues to make less than adequate progress and the above process was followed and monitored with fidelity, then the EP conference team should meet to decide if a change in service would be in the best interest of the student. This recommendation should be noted on the EP Conference form and Success Plan. The school's Magnet Intervention Committee (MIC) and a representative from the Advanced Studies Dept will then review the student's case. 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.

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 programs 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, the student 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 is 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 and take all program courses at 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	Hollins HS	Countywide
Academy of Finance	Northeast HS	Countywide
Academy of Informational Technology	Northeast HS	Countywide
Automotive Technology Center	Northeast HS	Countywide
Business, Entertainment, 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)
	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 Construction Technologies	St. Petersburg HS	High School South
Center for Education and Leadership	Seminole HS	High School Mid (Central)
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

Program Name	School	Geographic Application Area
		<i>See transportation on page 9</i>
Criminal Justice Academy (CJA)	Pinellas Park HS	Countywide
Culinary Arts Academy	Hollins HS	High School Mid (Central)
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.

Uniforms: Students are expected to represent their programs by wearing program specific uniform or dress requirements.

HIGH SCHOOL PROCEDURES FOR PROBATION/DISMISSAL

STUDENTS WITH DISABILITIES

For students with disabilities who have an IEP 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.

Before a student with an 504 plan can be placed on probation or dismissed from a magnet or fundamental program, the student is entitled to a manifestation determination review to ensure that the cause of the consideration of the probationary status or dismissal is not based on the effect of the student's disability.

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.

SUCCESS PLAN 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 their 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.

If a student is dismissed from a District Application Program which is a program-within-a-school, the student will not be permitted to attend the zoned portion of the school. Special Assignment Requests for dismissed students to the same school will not be granted.

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

BUSINESS, ENTERTAINMENT, 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.

ACADEMY OF ENGINEERING 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 internal 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 normally contributes between 20% and 30% of the subject assessment but can account for as much as 50% in some courses.; Students who do not submit the internal assessment will not be eligible to 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 internal assessment purposes, one essay for submission to IB and complete an exhibition presentation. Failure to submit any or all assigned assessment components will result in the student's removal from the program. TOK contributes to the overall diploma score through the award of points in conjunction with the extended essay. A maximum of three points are awarded according to a student's combined performance in both TOK and the extended essay.

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

The extended essay is an independent, self-directed piece of research, culminating in a 4,000-word paper full diploma candidates 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.

ACADEMIC GRADE REQUIREMENTS

When a student's unweighted cumulative GPA falls below 2.69, he or she is placed on academic probation. The progression of the academic probation process is as follows:

1. The student, school counselor and the academic coach will generate a success plan, including interventions, supports, and 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.
3. The student will be removed from the Pre-Diploma Program and assigned to their zoned school if the cumulative unweighted GPA is less than 2.69 at the end of freshman's year. Any student with a second semester grade of F or more than one D in an academic class will be removed from the Pre-Diploma Program.

BEHAVIOR

Students are expected to abide by the Code of Student Conduct and IB Honor Code. 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	<u>Grade 1:</u> Qualifying IQ Score & Psychological Report; <u>Grades 2-8:</u> Gifted Identification and current EP Required	Elisa Nelson Elementary	North
		Ridgecrest Elementary	Mid (Central)
		Midtown Academy	South
		Dunedin Highland Middle	North
		Morgan Fitzgerald Middle	Mid (Central)
		John Hopkins Middle	South
		Thurgood Marshall Middle	South
Center for Literacy Innovation	Qualifying Score on Screening Rubric	Elisa Nelson Elementary	North
		Midtown Academy	South
	Target Group 1: • Pre-requisite courses: Algebra I Honors (or Algebra I credit through the Credit Acceleration Program (CAP))	Palm Harbor (IB) & Tarpon Springs (AICE)	North

Cambridge Advanced International Certificate of Education (AICE)	• Test scores – one of the following or a combination of qualifying reading and math scores - o Standardized Test Scores– Reading and Math stanines ≥ 8 or percentile rank ≥ 90 - o READING REQUIREMENTS: 6th grade FSA ELA score ≥ 353 OR 7th grade FSA ELA score ≥ 359 AND - o MATH REQUIREMENTS: 6th grade FSA Math score ≥ 347 OR 7th grade FSA Math score ≥ 353 • 6th & 7th grade Final Academic Grades (math, science, social studies, English, world language) A's & B's • 8th grade Semester Academic Grades (math, science, social studies, English, world language) A's & B's • STUDENT MUST PASS THE ALGEBRA I EOC TO BE ADMITTED INTO THE PROGRAM Target Group 2 (Course pre-requisites must be met): • 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.	Largo (IB) & Clearwater (AICE)	Mid (Central)
International Baccalaureate Programme (IB)		St. Petersburg (IB) & 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, the student 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.