



2025-26 DISTRICT APPLICATION PROGRAMS PROCEDURES MANUAL

FOR FUNDAMENTAL AND MAGNET PROGRAMS

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DISTRICT APPLICATION PROGRAMS PROCEDURE MANUAL INTRODUCTION

This manual accompanies Pinellas County School Board Policy 2250 and shall be called district application program implementation procedures. These procedures outline the specific steps or actions to be taken to fulfill the requirements and objectives set forth in the policy. They provide guidance on how the policy will be put into practice, including who is responsible for carrying out each step, what resources are needed, and what timelines should be followed.

DISTRICT APPLICATION PROGRAM OVERVIEW

Pinellas County Schools offer families a diverse array of educational opportunities tailored to students' interests, talents, and capabilities. District Application Programs offer rigorous educational pathways that cater to students' interests from kindergarten through 12th grade. These programs provide distinct educational experiences different from those offered by assigned zoned schools, while also fostering diversity.

To enroll in one of the District Application Programs, families must apply online. Participation in District Application Programs is voluntary.

District Application Programs encompass both fundamental and magnet programs:

FUNDAMENTAL PROGRAMS are characterized by a strong family orientation, offering a highly structured environment and a shared commitment among parents, teachers, and students to deliver high-quality education. Key features include an emphasis on student responsibility and self-discipline, purposeful homework, a dress code exceeding district standard, and mandatory attendance at conferences and monthly parent meetings.

MAGNET PROGRAMS feature theme-based curricula focused on various subjects such as the Arts, International Studies, Technology, Science, Engineering, and Careers, among others.

APPLICATION PROCESS OVERVIEW

In addition to policy 2250, the following procedures apply to the District Application Program application process.

APPLICATION FACTORS

Families must apply via the online application process using their Focus Parent Portal account accessed via the www.focus.pcsb.org website or the Focus App. Families can use computers, tablets, cell phones and other electronic devices that can access the internet or app to apply.

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 to the related middle school program
- All Fundamental feeder middle school programs to related high school programs.

APPLICATION PERIODS

There will be two application periods for families to apply for a District Application Program: An Initial Application Period and a Late Application Period.

INITIAL APPLICATION PERIOD

Initial Application Period dates will be posted by the Student Assignment Office by the end of June.

The following shall apply during this time:

- Priority rankings shall be applied in the following order: military, feeder pattern, sibling, professional courtesy, full-time benefits eligible Pinellas County School Board employees and proximity.
- Additionally, other preferences may be considered at the superintendent or designee's request such as children who have been relocated due to foster care placement, children who move due to court-order custody changes, etc.
- Current DAP students can apply during the Initial Application Period without repercussions or forfeiture of their current program seat.

Each school is responsible for verifying all priority claims, entrance criteria eligibility (if applicable), and secondary behavioral eligibility during the Review Period.

INVITATION PROCESS

Refer to policy 2250, for information regarding the District Application Program invitation process.

ACCEPTANCE PROCESS

Refer to policy 2250, for information regarding the District Application Program acceptance process.

WAIT LIST PROCESS

In addition to policy 2250, the following procedures apply to the District Application Program application process.

No applicant will be called from the wait list before the acceptance period. Current year wait list invitations can occur until the end of the Initial Application Period.

LATE APPLICATION PROCESS

Refer to policy 2250, for information regarding the District Application Program late application process.

Late Application Period dates will be posted by the Student Assignment Office by the end of June. Late applications can be made until the last day before Winter break.

ENROLLMENT IN DISTRICT APPLICATION PROGRAM

Refer to policy 2250, for information regarding student processes once enrolled in a District Application Program.

Students Not Meeting Program Expectations

See pages 8-13 for fundamental procedures and pages for magnet procedures regarding students who are not meeting program expectations.

Invention, Probation, and Dismissal Processes

See pages 8- 13 for fundamental procedures and pages for magnet procedures regarding students who are not meeting program expectations

LEAVING A DISTRICT APPLICATION PROGRAM

In addition to policy 2250, the following procedures apply to the leaving a District Application Program.

IMMEDIATE WITHDRAWAL

Schools will notify parents in writing using school newsletters or other forms of written communication that if a student desires to withdraw from a program, the parent must notify the current school's DAP Coordinator.

DAP STUDENTS ON WAITLISTS FOR DIFFERENT PROGRAMS

In May, each school will notify current DAP parents whose students are on other DAP program wait lists, that a decision must be made by the last day of school. Parents need to decide whether they want their child to remain in the current program and be removed from other program waitlists or remain on the other program wait lists and attend their zoned school.

Program Coordinators will notify Student Assignment with the names and information of students who wish to remain on the other program wait lists. Student Assignment will make a reservation for the student to their zoned school.

FUNDAMENTAL PROGRAM STRUCTURE AND PROCEDURES

In addition to policy 2250, the following procedures apply to Fundamental Programs.

FULL TIME ENROLLMENT

- Students may participate in extracurricular activities at their zoned schools if they do not exist at the fundamental school of assignment.
- Parents must complete the [Co-enrollment Form](#) and submit it to the appropriate department for approval.

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:

- 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.

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

Parent conferences are essential for student success. They may be conducted via telephone or email. When an in-person conference is necessary, parents or guardians are expected to attend. At the elementary level, parents must participate in a minimum of three conferences each school year. A written notice will be provided to request an in-person conference. Failure to attend a mandatory conference will lead to a referral to the Intervention and Appeal Committee.

STUDENT EXPECTATIONS

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 level, purposeful homework is assigned to all students, unless specified otherwise in their IEP/504 plan, for at least four days per week. Recommended durations for purposeful homework are as follows: 10 minutes for kindergarten, 10 minutes for 1st grade, 20 minutes for 2nd grade, 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 a parent or guardian, and returned by the beginning of the following school day.

Students who miss a homework assignment, complete the wrong assignment, submit an incomplete assignment, or fail to have a parent signature will be subject to the progressive steps outlined in the detention policy. A maximum of two warnings per missed assignment will be issued (refer to 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 detention. A school administrator/designee will notify the parent/guardian of the detention.

Six more demerits in the same class, resulting in twelve demerits, will result in a student's referral to the Intervention and Appeal Committee. Demerits are examined per class 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 (2 business days) 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 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:

- Parent contact;
- Time out;
- Detention; Counseling with student;
- Monitoring behavior; In-school suspension;
- Out-of-school suspension;
- Referral to the Intervention and Appeal Committee;
- 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 for tardiness.

MIDDLE AND HIGH SCHOOL

Students in fundamental middle and high schools are expected to exercise good judgment and behave responsibly. 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 the 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 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	Detention
Note to parent/guardian	Student conferences
Telephone call to parent/guardian	Formal apology
Student must call parent/guardian	Move student in class or isolate
Office referrals	Team conference
Classroom contract	Counseling
	Work detail, with parent/guardian permission

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. 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. a. Fundamental middle/high schools prohibit articles in addition to those in the Code of Student Conduct.
 - b. Prohibited articles include materials not related to the school curriculum including 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 (2 business days) of receipt of the warning to schedule a mandatory conference.

Five more detentions resulting in 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, students must always adhere to the dress code. 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 (IAC) to review and enforce cases of severe or repeated discipline infractions, non-compliance with homework/classwork, dress code violations, parental absences from meetings, and non-attendance at required conferences.

For students with disabilities (IEP, 504 plan, or suspected disabilities) who engage in disruptive behavior, the school must follow standard procedures, including behavioral interventions, FBAs, PBIPs, and IEP meetings as needed. At six demerits, the Case Manager will initiate a parent conference with all teachers to review and determine if new interventions need to be implemented. In severe cases, a manifestation determination may be needed before referring the student to the IAC.

Before referring a student with a disability (an IEP, a 504 plan, or is identified as or suspected disability) to the IAC for probation or dismissal, a manifestation determination review must be conducted to determine if the behavior is a manifestation of the student's disability. If it is determined to be a manifestation, appropriate interventions must be implemented, and the student should not receive further infractions for the same behavior. Students with disabilities cannot be placed on probation or dismissed for behaviors that are a manifestation of their disability, though they can be for behaviors that are not.

If a student's behavior is determined not to be a manifestation of their disability, they are referred to the IAC. If placed on probation and the probation is violated, another manifestation determination review is required before recommending dismissal. A manifestation determination review is not needed for referral to the IAC for removal from the program due to parental non-compliance.

The principal, who is not a committee member, selects the IAC members, which include three to five teachers or other school personnel chosen with faculty input, and three parents selected with input from SAC, PTSA, and PTA chairs. Efforts will be made to include a community representative. Teachers on the committee must not have the student on their roster. A majority of members must be present to conduct the meeting and make recommendations. IAC members serve a renewable one-year term.

The committee meets regularly or at the principal's request. Although not a voting member, the principal can participate in deliberations and answer questions. At middle or high schools, the assistant principal, guidance counselor, grade-level team leader, or case manager may also be available to answer questions. Only committee members vote on actions, which are decided by majority vote and reported to the principal. Proceedings are strictly confidential.

To maintain confidentiality for fundamental school students each Intervention and Appeals Committee parent representative must annually sign to show their compliance with the following statement:

“I understand that under the Family Educations Rights and Privacy Act and Florida Statutes, student records are confidential. As a member of this school’s Intervention and Appeals Committee, I understand that I will have access to confidential information and agree to maintain the confidentiality of all student records and information, including student evaluation records and personally identifiable information contained therein.”

REFERRAL TO THE INTERVENTION AND APPEAL COMMITTEE

A student/family will be referred to the Intervention and Appeal Committee for violations of the fundamental agreement.

Reasons for student referrals to the Committee include but are not limited to:

- Excessive demerits (middle/high school)
- Excessive detentions or tardies
- Upon receiving two referrals in a grading period (middle/high school) or a third office referral in a school year (elementary school)
- Upon receiving one suspension or work detail
- Upon serious violation of the Code of Student Conduct
- Parent not meeting parent requirements
- Parent missing three of the required parent meetings
- At the request of an administrator

Parents/guardians will be notified at least five business days before a scheduled IAC meeting that the student has been referred to the Intervention and Appeal Committee. Meetings will be held as scheduled. Parents/guardians may address the committee for up to ten minutes but will not be present during deliberations. Meeting minutes will be kept, excluding deliberations, and parents may access the portion referring to their child and submit an addendum. Schools may provide a conference report immediately after the meeting.

The IAC will make a report with recommendations to the principal. If probation is recommended, the conditions for the student's continuation in the fundamental school will be specified.

A school administrator will communicate with the parent/guardian within 72 hours (3 business days) of the IAC meeting to outline probation conditions, duration, and proposed interventions. The probation agreement will be explained and signed by the student and parent/guardian. Agreements may carry over to the next school year if needed. A copy of the agreement will be given to the parent/guardian during the meeting, mailed, sent home in the student agenda, or emailed within three business days. Failure to agree to or violation of the probation agreement will result in immediate removal from the program.

The principal will make the final decision based on the committee's recommendations and other relevant information. If removal from the program is recommended, it will occur at a time to minimize instructional disruption, such as the end of a semester. Students removed from the school may not re-enter any fundamental program at the same level or under sibling/employee priority at the same level. They may apply to a fundamental school at the next level (middle or high).

If a student is referred to the IAC and the parent/guardian withdraws the student to avoid the IAC process, the withdrawal will be considered automatic removal from the program. The student will be ineligible for readmission to any fundamental school at the same level but may apply 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 (2 business days) of parent notification. If there is any new or additional information, it must be provided to the principal in writing within those 48 hours (2 business days). 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 (2 business days) 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.

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 agree 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.

Advance excellence in professionalism.

- Abide by the Principals of Professional Conduct for the Education in Profession in Florida.
- Dress with a professional appearance.
- Participate in professional growth opportunities.
- Demonstrate a commitment to the district's core values and support the school's vision and mission.

Promote and foster positive parent/guardian and staff involvement in a fundamental school.

- Welcome parent/guardian visits to the classroom.
 - Parents/guardians are asked to give 24-hour notice.
- Communicate regularly and maintain a system of interactive communication with parent/guardians and students.
 - Behavior (Positive and Negative)
 - Academic Progress
- Be an active member of the school community.
 - Attend events like PTSA, SAC, Parent Nights, etc.
 - Take an active role in the school through team and committee meetings.
 - Work collaboratively with staff to promote student achievement.
 - Be an active member of school-wide problem solving and decision making.
 - Communicate concerns and be part of the solution.

Maintain an atmosphere of learning and good citizenship.

- Implement positive classroom management strategies.
- Support and enforce fundamental school rules and class rules consistently, firmly, and fairly.
- Request student/parent conferences, as needed. Invite and plan appropriately with others needing to be involved to support the student.

Promote academic challenge and excellence for all students.

- Plan and implement lessons which meet state adopted curriculum standards and course descriptions.
- Assign and check assignments, to include homework.
- Require parent/guardian and students to be actively involved in academic activities by providing and communicating homework/classwork guidelines, grading policies and academic expectations.
- Attend and apply professional growth opportunities to strengthen student learning opportunities.

MAGNET PROGRAM STRUCTURE AND PROGRAMS

FULL TIME ENROLLMENT

- Students may participate in extracurricular activities at their zoned schools if they do not exist at the whole-school magnet program's school of assignment.
- Parents must complete the [Co-enrollment Form](#) and submit it to the appropriate department for approval.

ENTRANCE CRITERIA

Refer to policy 2250, for information regarding the District Application Program entrance criteria.

In addition,

- 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 require applicants to be deemed eligible with gifted identification and a current Educational Plan in place prior to the application deadline and have acceptable disciplinary data. All Middle School Centers for Gifted Studies students must be enrolled in gifted classes full-time.
- Applicants to secondary 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.

PROGRAM STAFF

Teachers at magnet programs are expected to meet the same high standards of all teachers in Pinellas County Schools.

Due to the nature of magnet program design, and to meet the special needs of students in these programs, teachers must apply, interview and be selected for magnet school positions.

Once hired, instructional staff agree to participate in additional magnet 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 magnet program, instructional staff agree to abide by the practices in the school in which they are employed.

DISCIPLINE

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.

STUDENTS HAVING PERFORMANCE ISSUES

All magnet 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

SUCCESS PLAN AND DISMISSAL PROCEDURES

Teachers notify the program administrator of students 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

Before removing a student from a program, a magnet intervention plan will be developed by program staff 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.

CENTER FOR GIFTED STUDIES PROBATION AND REMOVAL PROCEDURES

The Centers for Gifted Studies (CGS) programs adhere to the probation and dismissal processes described above, with additional details. CGS students have an Educational Plan (EP) documenting their full-time gifted services, necessitating a distinct formal process from other magnet programs. All parents and students must sign an annual CGS Expectations Commitment form.

Before removing a student from the program, except in severe disruption cases, a Success Plan will be created by staff, parents, and students. If a student struggles with academics, social-emotional concerns, behavior, or attendance, the EP team will meet for an EP Conference (distinct from an EP meeting) to document concerns and develop a detailed success plan. This plan, which includes intervention strategies and stakeholder responsibilities, will be reviewed by the CGS program administrator. The EP Conference team will schedule follow-up meetings as needed.

If the student improves, no further action is required. If not, the EP team will refine the success plan. After a second EP Conference, the case is referred to the school Magnet Intervention Committee (MIC), which may place the student on probation. Continued inadequate progress may lead to a recommendation for a change in service, documented in the EP Conference form and Success Plan. The MIC and an Advanced Studies Dept representative review the case and may recommend removal to the principal, who makes the final decision. Dismissal can occur at transition points like 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 (2 business days) 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 MAGNET PROGRAM

SHADOWING

Students applying for high school District Application Programs may shadow a program student. Visits are limited to four per student with no program 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. Middle schools 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.

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 always represent the program in a positive manner.
- Maintain acceptable attendance; excessive absences must be substantiated by acceptable documentation.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMMES

To continue in the International Baccalaureate Program, a student must always be a full IB Diploma Candidate. 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 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 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 a 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.

PROCESS FOR PROPOSING NEW DISTRICT APPLICATION PROGRAMS

Refer to policy 2250, for information regarding the District Application Program new program application process.