

5120 - ASSIGNMENT WITHIN DISTRICT

The assignment of students will be pursuant to the following policy.

(1) Guiding Principles of the Student Assignment Plan

The principles of the Student Assignment Plan are aligned to federal and state law, Board policies, and the District Strategic Plan. The guiding principles of the student assignment plan are the following:

- A. predictable feeder patterns;
- B. multiple school options and choices to address individual family circumstances;
- C. zoned schools that are reasonably close to each student's residence;
- D. public school choice programs/schools to increase student access to peers from multiple cultures and diverse backgrounds that possess a broad variety of diverse skills, talents, and abilities, to promote and maintain the educational benefits of a diverse student body;
- E. that transportation issues for parents and families are reduced, along with transportation costs for the District;
- F. a simple enrollment process;
- G. consistency in the application of the Plan;
- H. equitable allocation of funds and resources to schools and programs, meaning that certain schools and programs will receive proportionately higher funding and resources than other schools or programs based upon needs demonstrated through verifiable data. The degree of funding will be determined during the annual budget process; and
- I. school zones are contiguous.

(2) Defining School Zone Capacity

A program capacity will be determined annually for all schools. The following will be taken into consideration when determining capacity for school zones:

- A. density of population;
- B. permanent program capacity of school facilities;
- C. transportation patterns;
- D. educational offerings;
- E. placement of District application programs and schools; and
- F. the guiding principles of the Plan as set forth above.

Program capacity will be controlled through a five (5) year plan just as are construction and capital improvements. Any additional changes to program capacity shall be made between school years unless program needs require an immediate adjustment to be made.

The Board seeks to minimize the rezoning of residential grids to the extent reasonably possible. The aspirational goal is that, unless necessitated by school closings, a student will not be rezoned more than once at each of the elementary, middle, and high school levels.

(3) Process for Determining a Student's Zoned School

The district is divided into grids, which are used to create school zones. The grids are contained in the Grid Atlas that divides the county into 1,123 unique grids. The Grid Atlas, dated March, 15, 2011 and amended December 6, 2011, which is maintained in the Student Assignment Office, is incorporated herein by reference. From the grids are established 15 high school, 16 middle school, and 63 elementary school zones. Periodically school zone boundaries are redefined, for the purposes set forth above, by the addition or deletion of grids. Upon enrollment and change of residence, a student's address of record is matched to a grid, and the four (4) digit grid number becomes part of the student's record.

A student's school zone is determined by associating the student's residential address with a grid, which in turn is associated with a school zone. Parents can identify their child's zoned school by using the Zone School Locator at <https://sap.pinellas.k12.fl.us/PubInfo/> or by contacting the Student Assignment Office at:

301 4th Street SW
Largo, FL 33770
727-588-6210

Falsification of Residential Address and Address Verification

District forms pertaining to residence and household membership shall be verified under penalties of perjury.

Where there is a reasonable suspicion that a student is not residing at the claimed address, the District may conduct an investigation and require updated information from the parent. If it is determined that the parent submitted fraudulent documents the student shall be withdrawn from the enrolled school and reassigned to the appropriate school. The fraudulent documents may be submitted to the State Attorney's office for prosecution.

State law provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty commits a misdemeanor of the second degree. Additionally, a person who knowingly makes a false declaration under penalties of perjury commits a felony of the third degree. (F.S. 92.525 and 837.06)

Notice of Change of Address

Parents are responsible for notifying the school principal via the Student Reservation System if there is a change in residence or custody of the student, even if the parent thinks the student is still in the school's zone. The parent must tell the principal within five (5) days of the change. Failure to give timely notice may result in a reassignment to the student's zoned or a space available school and/or loss of eligibility for athletics and other activities.

(4) School Closings and Conversions

Schools will be closed only after careful consideration of such factors as overall student enrollment, class size requirements, demographic trends, and cost of facility maintenance.

The principal, the area superintendent, and the Director of Student Assignment shall meet with parents and the school community to explain the proposal and to gather input and concerns.

The Superintendent shall consider all available input before preparing a written recommendation for approval by the Board. Copies of this recommendation shall simultaneously be sent to the school principal(s) and the School Advisory Council(s).

(5) Relocatable Classrooms

The District may place relocatable classrooms at a school only as required to meet student station or program capacity requirements and only if the school is able to support them. A school's ability to support relocatables is determined by the size of the dining area, the size of the site, and the number of restrooms at each school.

The program capacity of the permanent facilities, plus the program capacity of the relocatables placed according to the above principles will be the total program capacity for each school. Student assignments will be made to schools according to the capacity available.

(6) Student Assignment Process

General

Students are assigned to schools based upon their acceptance to a District application program, placement in their zoned or space available school, or special program. The timeline for assignments will be announced each year.

- A. Students in Kindergarten, Grade 6, and Grade 9 shall be assigned to their zoned school. Students in other grades who are new to the District, as well as those students who have a change in residence will be assigned to their zoned school based on space availability. If space is not available at the zoned school, the student will be assigned to another school in the transportation cluster on a space available basis.

Students attending a non-zoned elementary school during the 2011-2012 school year will be assigned to their zoned school for the 2012-2013 school year, unless covered under (10) Special Circumstances below. .

- B. Students at any grade level who move out of one zone into another zone during the school year may remain at their current school for the remainder of the school year, but will not be afforded transportation. Students will be assigned to their zoned school the following school year. However, students who move during their eleventh grade school year may remain at their current school through graduation, but shall also not be afforded transportation.

- C. Change of Residence

If the primary legal residence of the parent, legal guardian, other person with whom the student primarily resides, or the adult student changes during the school year, parents may choose to have their child remain in the school for the remainder of the school year, but will not be afforded transportation. Parents are responsible to ensure timely student arrival and pickup. In the event of excessive tardies, excessive late pickups, or excessive absences, or in the event of behavioral issues attributable to the school assignment, the student may be reassigned to the zoned school or space available school. Students will be assigned to their zoned or space available school for the following school year.

- D. Professional Courtesy for Parents Employed by Board

Children of full-time Board employees may be assigned to the school site at which their parents are employed full-time. Children of full-time Board employees may also be granted zoning exceptions on a space-available basis. These transfers are granted with the understanding that the arrangement will not interfere with the work hours or the responsibilities of the employee and that s/he must arrange before and/or after-school care for the child. Students assigned under professional courtesy may remain at the school as long as the parent/guardian is employed at the site.

- E. Exceptional Student Education (ESE)

Students who qualify for Exceptional Student Education programs will exercise their options from among the schools that offer the needed services. These students will not be disadvantaged in the assignment process.

- F. Changing Schools During the Year

Changing schools during the school year may occur when there is a change of address, acceptance into a district application program, substantiated hardship, or administrative reason.

- G. Leaving a District Application Program

Students who leave an application program to participate in early admission to college, including the Early College Program, will not receive a certificate of magnet 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.

(7) Public School of Choice Options

Pinellas County Schools has been declared a Unitary district and the Student Assignment Policy and Public School of Choice Options are race neutral.

A. District Application Programs

District application programs are ones to which students must apply for admission. These programs include fundamental programs, magnets, and career and technical programs. District Application Programs are often strategically located in schools in need of a more diverse population accomplished through targeted recruitment of under-represented populations of students.

The purpose of these programs is to provide choice opportunities and promote diversity for the students of Pinellas County while voluntarily desegregating schools. A school is considered diverse when the demographics of the enrolled population more closely mirror the demographics of the students residing in the school's attendance zone. In schools where the zoned population's demographics are not diverse, increasing diversity will be defined as increasing the enrollment of students of races other than the majority race. To accomplish these ends, the district establishes application areas or applicant pools that are significantly more diverse than the attendance zone and employs a variety of targeted marketing and recruitment efforts to increase the number of students making application from the application area/pool.

All students enter District Application Programs through the application process. A computer random selection process is used if the number of applications exceeds the number of seats available for students. The number of seats available is based on the staffing model and the school capacity. The number of openings determines the number of invitations. The computer assigns all applicants a random number. The completed process yields one randomly numbered list of applicants. No applicant's random number will be released prior to the designated notification date on the Magnet, Fundamental and Career Academy timeline.

B. Special Assignment Request

Parents may make a special assignment request for their children to attend a non-zoned school. Parents must make such a request in accordance with a timeline and procedures that are published annually on the District's website. Parents will be notified of the decision prior to the end of the school year. Requests will not be granted unless there is space available. All such assignments are valid for one school year only. Parents wishing to remain at the assigned school must re-apply each year.

Special assignment requests shall be received during the published time period. After the end of the request period, all requests shall be assigned a computer-generated random number. Sibling requests shall be assigned first, starting with the lowest random numbered request. Students who had been in attendance at the requested school the prior year are assigned next, starting with the lowest random number request. After sibling and previously attending student requests are addressed, remaining requests will be assigned starting with the lowest numbered request.

Students will not lose their current seat assignment until parents accept the special assignment.

(8) Zoning Exceptions

Whenever possible, zoning exceptions shall be requested by June 30th prior to the start of the academic year. Parents may request individual assignment exceptions for the following reasons:

A. Medical Condition

A request may be made if the student has a medical condition that requires attendance at a different school from the one assigned. A written order from a licensed physician documenting one of the following medical conditions is required for a transfer based on medical condition.

1. Tube feeding
2. Catheterization
3. Colostomy care

4. Tracheostomy care
5. Required insulin injections when the student cannot self inject

The order must include:

1. a description of the student's condition;
2. the reason this condition requires the removal of the student from his/her zoned school;
3. the reason this condition requires the enrollment of the student in the requested school;
4. the duration of time for which the zoning exception is needed.

B. Homeless Students

The District is sensitive to the fact that there are homeless students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement. The students have special rights and protections under Federal and State law and Board policy. See paragraph (10)B.1. and School Board Policy 5111.01 — Homeless Students.

C. Students Residing in Another County

If a parent, legal guardian, other person with primary legal custody, or an adult student has his/her primary legal residence in a county other than this county, s/he may apply for an exception.

If approved for school attendance in the District, the student will be assigned to the requested school, provided the school has available space and it is the best interest of the educational program at the school. All such assignments are valid for one school year only. Parents wishing to remain at the assigned school must re-apply each year.

A student on suspension or who has been expelled cannot be approved for transfer to the District. To receive final approval, an out-of-county student may be required to provide a written release from the home district's school board.

D. Temporary Supervision within the County

A student who lives within the District but whose parent, legal guardian, or other person with primary legal custody lives outside the county may be enrolled if, in accordance with applicable law, a relative or other responsible adult accepts in writing the temporary supervision.

E. Siblings of ESE Students

If an ESE student is assigned to a non-zoned school for ESE services, his/her siblings may be considered for assignment to the same school on a space available basis. The student may remain in the school until the ESE sibling has completed the highest grade.

F. Hardship

If the student's attendance in the assigned school creates substantial and undue hardship for the family, a request for a hardship exception will be considered. The hardship must be based upon unusual facts and circumstances applicable to the individual parent, legal guardian, other legal custodian, or adult student in question. Hardship exceptions shall be granted based upon a case-by-case analysis by the Student Assignment Department of such facts and circumstances.

G. Administrative Placement

Unanticipated attendance issues that arise due to custody issues, legal situations, and administrative circumstances.

H. Middle and High School Students Affected by 2011-2012 Zoning Changes

Parents of students in grades 7, 10, and 11 during the 2011-12 school year whose address was rezoned to a different school for the 2011-12 school year may remain at the current school through the highest grade.

(9) Zoning Exception Rules

The following provisions apply to all zoning exceptions:

- A. The student's behavior and school attendance may be considered when reviewing requests for assignment exceptions.
- B. A student's zoning exception may be revoked by the Area Superintendent if the student has multiple unexcused absences, excessive disciplinary referrals, or is not making sufficient academic progress.
- C. The Board provides transportation to students with zoning exceptions on an individual basis.
- D. In reviewing requests for hardship zoning exceptions, consideration shall be given to whether the requested school has sufficient space available for the student and is projected to have sufficient space for the student in the future.

(10) Special Circumstances

- A. Certain students, identified below, may stay at their current 2011-12 school through the highest grade provided that parents of these students (1) declare their intent to remain in that school for the 2012-13 school year by January 31, 2012, and (2) assume responsibility for transportation.

The affected students are:

- 1. all students in the 4th grade during the 2011-2012 school year,
- 2. those students in Kindergarten during the 2008-09 school year who were assigned through Open Enrollment,
- 3. those students in grades Kindergarten through 3rd grade were not assigned to their zoned school due to a lack of available space, or
- 4. were assigned under a zoning exception, as defined above in section (8) Zoning Exceptions

Students who are assigned as a result of NCLB Choice or Opportunity Scholarship Choice may remain at their school of choice in accordance with Federal and State laws and regulations.

- B. The Student Assignment Department staff will assist in the assignment process of:

- 1. homeless students as defined in Board Policy 5111.01;

2. students in foster care;
3. full-time school based employees who request for their children to attend the school where the employee works full-time;

Staff will make reasonable efforts to provide an assignment that is appropriate for the individual circumstances.

Parents will visit a school to initiate the registration and assignment process. All assignments are based upon available space at schools, except for Kindergarten, Grade 6, and Grade 9.

(11) Eligibility for Extra-Curricular Activities for Home Education, Charter School, and Private School Students

Home education, charter school, and private school students are eligible to participate in extracurricular activities at their zoned school in accordance with State law, Federal law, and District policies, as well as rules and regulations of any governing body recognized by the Board.

(12) Private School and Home Education Students

Services shall be provided to private school and home education students with disabilities or who are gifted at their zoned school or at such other location as required by applicable law and Board policy.

Home education students who desire to enroll in public school courses shall be assigned on a space available basis to their zoned school or to the school where the course or courses are offered

(13) Appeals

Parents who believe the established procedures regarding the assignment process have not been followed as written may appeal to the Director of Student Assignment, who will determine whether the assignment process has been followed and whether reconsideration of assignment is appropriate. Parents who wish to appeal the decision of the Director of Student Assignment must do so within five (5) working days of the date of receipt of the Director's decision. The appeal shall be in writing and directed to the Deputy Superintendent, who shall render a decision within five (5) working days. The Deputy Superintendent's decision shall be final. The student shall remain in the assigned school during the appeal process.

(14) Obtaining Information about the Student Assignment Plan

Introduction

The student assignment plan needs to be effectively communicated throughout the community. Parents needing information should go to any school or visit the District's website (www.pcsb.org). Resources at the school shall include but not be limited to:

- A. school options
- B. specific information about available schools
- C. directions for selecting a school
- D. transportation information
- E. Exceptional Student Education information

- F. assistance for parents who do not speak English or with limited literacy skills
- G. Public School Choice options and charter school opportunities

Parent Outreach

District staff members will employ various outreach strategies, including, but not limited to, visiting libraries, day care centers and community centers, and speaking to parent groups about the registration process, the academic programs and opportunities for parental involvement in their public school. There will be an aggressive marketing plan directed to the economically and educationally disadvantaged populations to inform and educate them about special programs in the District on an annual basis.

(15) Superintendent's Authority

The Superintendent may assign or reassign a student to any school or program in the District if in the judgment of the Superintendent, such assignment or reassignment is in the best interest of the student, another student, staff, or the District in general.

(16) Annual Review

The Superintendent shall conduct an annual review of the Student Assignment Plan to determine if any improvements are necessary or appropriate. The Superintendent shall be authorized to retain the services of an outside evaluation contractor to examine the effectiveness of the Plan in attaining the stated guiding principles. The contract amount shall be subject to Board approval if beyond the Superintendent's delegated authority. The annual review will include, but not be limited to, consideration of the Plan's effectiveness in creating schools zones, creating predictable feeder patterns, providing multiple school options, and to the extent possible creating opportunities for students to attend diverse school assignments. The Superintendent or designee shall include the results of the review and any recommended changes to the Plan in the Superintendent's annual report to the District Monitoring and Advisory Committee (DMAC) made pursuant to Board Policy 2130.

Thereafter, the Superintendent shall present such results and recommendations, together with any recommendations DMAC deems appropriate, to the Board for consideration and appropriate action.

(17) Glossary of Terms

Appeals Process. The process that outlines the steps a parent may take when s/he feels the rules or procedures of the Student Assignment Plan were not followed.

Assignment Process. The process used to fill the student spaces at a school using the provisions of the student assignment plan.

Zoned School. The designated school for each student in the District determined by consideration and weighing of factors including, without limitation, proximity, keeping neighborhood students together to the extent practicable, program capacity, and feeder patterns from one (1) school level to the next.

Equitable Funding. Allocation of funds and resources meaning that certain schools and programs will receive proportionately higher funding and resources than other schools or programs based upon needs demonstrated through verifiable data

Program Capacity. The number of spaces available at a given school based upon State and District guidelines for room usage, staffing model, and class size amendment rules.

Proximity. The distance a student lives from the school. All proximity distances will be computed to the nearest hundredth of a mile.

Hardship. The student's attendance in the assigned school creates substantial and undue hardship for the family. The hardship must be based upon unusual facts and circumstances applicable to the individual parent, legal guardian, other legal custodian, or adult student in question. Hardship exceptions shall be granted based upon a case-by-case analysis of such facts and circumstances.

Public School of Choice. A school or programs that provides students options to choose a school other than their zoned school or space available school.

School Diversity. A school is considered diverse when the demographics of the enrolled population more closely mirrors the demographics of the students residing in the school's attendance zone. In schools where the zoned population's demographics are not diverse, increasing diversity will be defined as increasing the enrollment of students of races other than the majority race.

F.S. 1000.05, 1001.41, 1002.20, 1002.31

Adopted 12/9/09; Revised 12/7/10, 3/15/11, 12/6/11, 9/24/13, 11/17/15

5120.01 – CONTROLLED OPEN ENROLLMENT PLAN

F.S. 1002.31 permits district school boards to offer controlled open enrollment with the following FDOE Quality Indicators of Consideration.

1. Application Process

Pinellas County Schools offer two choice options. District Application Programs are themed curricular programs including magnet schools, high school career themed programs and fundamental schools. The second option permits parents to request a seat at any non-zoned school through the Special Assignment Request process. The Pinellas County Schools District Application Program procedures can be found at:

http://pcsb.schoolwires.net/cms/lib8/FL01903687/Centricity/Domain/173/DAP-Updated_Sept22-2015Final.pdf

The District Application Program Guide, listing all programs and the annual timeline can be found at:

http://www.pcsb.org/cms/lib8/FL01903687/Centricity/Domain/173/Final%20DAP%20Guide%202015_strip%20ped%202015.pdf

Application for choice programs are all made online and can be done from the family home or at any Pinellas school. The application period for district application programs occurs each January. Priorities for admission include feeder patterns from lower grades to upper grades, siblings, professional courtesy and proximity. Students are invited and the family must log on to the application system in February to accept an invitation. The system then assigns the students. Remaining open seats are filled from the initial wait list. Late applications are also accepted and placed at the bottom of the wait list in the order received.

Parents may make a Special Assignment Request to attend any other non-zoned school. The students are assigned a random number and requests are prioritized by prior attendance at the school as well as have a sibling already in attendance at the school. The applications are made online in the spring of each school year. Assignments under the Special Attendance Request are made for one year and parents must provide transportation.

2. Process for Declaring School Preference

In addition to online information, a District Application Program Guide is printed and distributed to all schools and students entering 6th and 9th grade in the following year. There are several showcase

events scheduled for parents with school personnel in attendance to showcase their programs. The online application process, policies regarding selection of schools, submitting preferences of up to 5 choices and all the applicant program options are described in the Program Guide available at the link above. The District Application Program application process occurs each January for these themed curricular programs.

The Special Assignment Request process occurs each April and parents also apply online for available seats as a non-zoned school.

3. Process that Encourages Placement of Siblings within the Same School

As part of the District Application Program process parents may request a sibling priority preference. These students are prioritized above students without siblings in the random lottery process.

In addition to applying to an application program, parents may make a Special Assignment Request to attend any school. The students are assigned a random number prioritized by prior attendance at the school as well as a sibling priority preference. The applications are made online in the spring of each school year.

Siblings of full time Exceptional Student Education (ESE) students may also request a seat at the school where the ESE student receives services. Such requests are made by calling the Student Assignment Office or the ESE Placement Office. Requests are reviewed periodically and granted on a space available basis. Transportation is granted on a case-by-case basis based on available seats on the bus.

4. Lottery Procedure to Determine Student Assignment

Once all parents make an online application to a District Application Program (aka; magnet) the computer generates a random number that along with identified priority preferences determines initial placement based on program capacity. Families can rank 5 choices from first to fifth. A waitlist is maintained after the initial seats are filled and if students exit the program students are called from the wait list based on their random number.

Late applications may also be submitted and students are added to the bottom of the wait list in the order the late applications are made.

5. Appeals Process for Hardship Cases

An appeal process is provided following the initial acceptance period for District Application Programs by contacting the Student Assignment office in writing. A committee is formed with school and district staff to review the request.

Additionally, if the student's attendance in the assigned school creates substantial and undue hardship for the family, a request for a hardship exception will be considered. The hardship must be based upon unusual facts and circumstances applicable to the individual parent, legal guardian, other legal custodian, or adult student in question.

Hardship exceptions shall be granted based upon a case-by-case analysis by the Student Assignment Department of such facts and circumstances.

6. Procedure to Maintain Socioeconomic and Demographic Balance

Pinellas County Schools has been declared a Unitary district and the Student Assignment Policy is race neutral. A school is considered diverse when the demographics of the enrolled population more closely mirror the demographics of the students residing in the school's attendance zone. In schools where the zoned population's demographics are not diverse, increasing diversity will be defined as increasing the enrollment of students of races other than the majority race. To accomplish this end, the district

establishes application areas or applicant pools that are significantly more diverse than the attendance zone and employs a variety of targeted marketing and recruitment efforts to increase the number of students making application from the application area/pool leading to increased socioeconomic, demographic, and racial diversity in District Application Program (aka; magnet schools) through the random lottery process.

7. Availability of Transportation

Students accepted into a District Application Program are provided arterial bus transportation along major roads.

8. Process for Promoting Strong Parental Involvement, Including the Designation of a Parent Liaison

Many of the District Application Programs have community advisory boards to guide program offerings and facilitate available industry certifications. Each school also maintains a School Advisory Council that provides additional input and support for the application program.

9. Strategy for Establishing an Information Clearinghouse

All information on available choices and student assignment issues is maintained on the district Student Assignment website at: www.pcsb.org/registration

Additionally, each year the district Office of Strategic Communications coordinates a variety of outreach showcases, magnet fairs and community events to promote choices. Translators are available at these events for non-English speaking families.

Each District Application Program school schedules a Discovery Night and schedules program tours during the day for interested families. High school programs also offer shadowing opportunities for students.

F.S. 1002.31