

Magnet and Optional Programs (Policy 8.134)

Student Continuation and Exit Procedures

Magnet Mission

The mission of magnet schools and programs in Jefferson County Public Schools is to provide specialized educational options that attract a diverse population of students to cohesive, theme-based learning environments that promote excellence in student learning.

Continued Enrollment

Once a student is accepted in a magnet or optional program, a student will remain enrolled in the program until the student reaches the terminal grade offered by that school as long as the student is a resident of Jefferson County, lives in the boundary for the school or program, and meets the continuation criteria¹. A student in an optional program who has a change of address may remain at the optional program; however, transportation is not provided outside the school's boundary area.

Schools shall develop Magnet Expectation and Continuation Criteria (Attachment 1) to inform parents and students of program expectations. The criteria must be consistent with the academic program and the Student Support and Intervention Handbook. Schools shall provide the criteria to families at the beginning of each school year. The criteria will be posted on the school's website.

The continuation criteria are reviewed and approved by the Office of Student Assignment annually and will be available on the district's website. Mirror magnets, magnets with first review, or programs with vertical alignment will be encouraged to develop criteria which are consistent from school to school and grade level to grade level.

In general, a new application is required when a student moves from elementary to middle school, or middle to high school. Some programs offer first review to the next level. Students accepted in the Traditional Magnet Program or the Brown School move from one level to the other without submitting a new application.

If a student withdraws from a magnet or optional program to receive inpatient or residential medical, emotional, or behavioral treatment, the student may return to the program at the conclusion of inpatient or residential program.

If a student withdraws from a Jefferson County Public School magnet or optional program and attends another school, public or private, the student must complete a new application and be accepted in order to return to the program.

A student whose behavior results in placement at one of the district's alternative programs may return to the magnet school or program for the remainder of the school year in accordance with the Student Support and Behavior Intervention Handbook.

If the student is not permitted to return to the same building, the student may attend a mirror magnet program (transportation may or may not be available). If there is not a mirror magnet program or the student does not have transportation to the mirror magnet, the student will be assigned to a school in the elementary cluster, or

¹ Students who qualify for services under the McKinney-Vento Act may be eligible to remain at the school of origin.

to the middle or high school for the student's address. The school may follow the steps for a school-initiated exit at the end of the school year.

If the parent does not want the student to return to the magnet program, the process for a parent initiated exit will be followed.

Exit from a magnet school, magnet program, or optional program

Students are expected to remain in a magnet school, magnet program, or optional program for the full school year.

Parent Initiated Exits

When a parent requests to exit a child from a program, the school shall hold a meeting with parent, student, counselor, teacher(s), and other relevant persons to discuss the concern(s) and develop a plan to resolve these issues.

If the parent continues to request that the child exit the program, the school shall:

- For middle and high school students—contact the resides school to arrange placement.
- For elementary school students—assists the parent in completing an elementary cluster application.

Placement in another school is not guaranteed. If the student is in a magnet or optional program and the program is in the same school or cluster boundary as the home address, the student will not be assigned to another school. A student transfer is required for a change of school assignment in these cases.

If placement is obtained at the other school, an Exit Form is completed. The student is withdrawn from the magnet or optional program and enrolled in the new school.

If the request is made during the school year and placement at the resides/cluster school is not available, the student will remain enrolled in the magnet or optional program until the end of the school year. At that time, the Exit Form will be completed and the student will be enrolled in another school for the following school year.

School Initiated Exits

At the end of the academic year, a school may exit a student due to problematic student behavior or academic performance after interventions to assist the student have been exhausted. Schools must document notifications to the parent and interventions provided to the student.

If the student is in a magnet or optional program, and the program is in the same school or cluster boundary as the home address, the student may be exited from the program but will not be assigned to another school. A student transfer is required for a change of school assignment in these cases.

The parent may appeal the decision to exit to the principal and then to the Office of Student Assignment. The Office of Student Assignment shall develop and distribute a timeline for the school-initiated exit process each year. The Office of Student Assignment will report data regarding exits at the school and district level annually.

The roles and responsibilities of school staff, students, parents and district-level staff are outlined in the "Magnet and Optional Program School Initiated Exit Process Overview"(Attachment 2). The school must

use the district-approved letters when communicating with parents about the exit process (*Letters to be developed*). The steps are outlined below:

1. Should a student's academic performance or behavior place the student at risk for not continuing in the program, the school shall notify the parent and student in writing about the concerns.
2. The school shall conduct a conference with the parent and student to develop intervention plans. A school may place a student on probation after a conference.
3. The school implements the intervention plan and periodically reviews and updates the parent and student on the student's progress. The plan may be revised throughout the year to meet the needs of the student.
4. If the student continues to be at risk for not continuing for the following school year, the school sends a letter stating the student's status will be reviewed by the Exit Committee.
5. The school Exit Committee reviews the student's academic performance and behavior. The Exit Committee is comprised of school staff, but does not include the school principal. The Exit Committee considers if the student has met the continuation criteria and if the school has exhausted all possible interventions.
6. The Exit Committee may recommend that the student not continue for the following year or may return if conditions are met (e.g., course recovery). The school notifies the parent by registered mail if the student will or will not continue for the following year.
 - a. If the student will not be returning for the following year, the school shall assist the parent in completing a cluster application or with registration at the middle or high school that serves the student's address
 - b. The school shall also inform the parent that the student can apply for a student transfer.
7. A parent may request an appeal of the committee's decision to the school principal with 10 business days of receiving notice of the exit.
 - a. The school principal shall be available to receive the appeal (in person, by phone, or in writing) within 10 business days of the appeal from the parent.
 - b. The principal shall provide a written response to the parent's appeal within 10 business days.
8. If the principal denies the appeal for the student to return, the parent may appeal to the director of Student Assignment or designee within 10 business days of receiving notice of the principal's denial.
9. The director of Student Assignment or designee shall provide a written response to the parent and school of the outcome of the appeal within 10 business days of the appeal meeting. The director of Student Assignment or designee will determine if the student:
 - a. will continue at the school without restriction; or
 - b. will continue under a probationary status if certain conditions are met; or
 - c. will not continue at the magnet or optional program.



Magnet Expectation and Continuation Criteria

20XX-XX School Year

_____Magnet at _____School

Name of magnet program

School Name

Expectations for the school *(describe the educational philosophy of the program, academic and behavioral expectations)*

Expectations for teachers *(describe how teachers will monitor, support and communicate with students and families. Should also describe how teachers will infuse the program theme/teaching style in the curriculum and participate in professional development to support the academic program or philosophy)*

Expectations of the student and family *(describe the academic and behavioral expectations for the student and how the family can support student learning)*

Magnet and Optional Program

School Initiated Exit Process Overview

A school may initiate the removal of a student from a magnet or optional program at the end of the academic year after interventions to address student behavior and academic performance have been exhausted. Data is collected at each point marked with an asterisk.

