



ADMINISTRATIVE PROCEDURE

FIRE SCIENCE CADET PROGRAM

AP 6140.1

Effective Date:

November 20, 2025

- I. **PURPOSE:** To provide guidelines and procedures for the application process, selection and administration of the Fire Science Cadet Program.
- II. **POLICY:** In accordance with Board Policy 6176 (Technical Academy Programs), the Fire Science Cadet Program is a two-year program offered to eleventh- and twelfth-grade students. The selection process shall be fair and equitable and conducted in accordance with Administrative Procedure 6142.1 (Career and Technical Education) as Part I of the application process. The Prince George's County Fire/EMS Department (PGFD or Fire/EMS) shall conduct Part II of the application process to accept students as Junior Volunteer Members of PGFD and allow them to participate in the Fire Science Program. The Fire Science Program shall follow this Administrative Procedure and the Memorandum of Agreement (MOA) between Prince George's County Public Schools (PGCPS) and the Prince George's County Fire/EMS Department.
- III. **BACKGROUND:** As part of a joint collaboration between the Prince George's County Public Schools (PGCPS) Office of Career and Technical Education (CTE) and Prince George's County Fire/ Emergency Medical Services Department (PGFD or Fire/EMS), the PGCPS Fire Science Cadet Program prepares students for opportunities in Firefighting and Emergency Medical Service (EMS). Students receive appropriate and certified training coordinated through the Fire/EMS Training Academy and are instructed by certified PGFD instructors in a two-year program during their 11th and 12th grade years. While enrolled in the Fire Science Cadet Program, students participate in both classroom and practical experiences. These experiences build knowledge and skills that prepare them to further their education in colleges and universities or enter the career field.
- IV. **DEFINITIONS:**
 - A. Emergency Service Instructor - an individual certified by the Maryland Instructor Certification Review Board (MICRB) to teach and train others in one or more

- emergency services disciplines such as fire suppression, rescue, or emergency medical services.
- B. Instructional Supervisor - Department of Career and Technical Education personnel that oversee public safety and security services programs.
 - C. Maryland Fire and Rescue Institute (MFRI) - is the state's comprehensive training and education system for emergency services. It is part of the University of Maryland and focuses on planning, researching, developing, and delivering programs to enhance the capabilities of emergency responders.
 - D. Prince George's County Fire/EMS Department - the instructional partner to PGCPs that implements and delivers the Fire Science Program curriculum.
 - E. Principal Residence - the home where a person truly and permanently lives, which can be verified through factors like physical presence, keeping belongings there, and official documentation like driver's licenses and tax returns.
 - F. Program Coordinator - personnel assigned to the Department of Career and Technical Education that manages the Fire Science Program.
 - G. Program Manager - a Prince George's County Fire/EMS Department employee that holds the rank of Captain or higher and is the supervisor of the firefighters assigned to the Fire Science Program.
 - H. Program Supervisor - a leadership role responsible for overseeing and managing specific educational programs, with duties ranging from budget and grant management to program development and staff supervision.
 - I. Specialty Programs are - themed educational *programs* available by an application/lottery process during certain time periods each year.
 - J. Teacher of Record - the educator officially responsible for maintaining students' grades and files for the Fire Science Program at the assigned school.

V. PROCEDURES:

- A. Criteria to Participate: The following criteria must be met in order to participate in the Fire Science Cadet Program:
 - 1. Must be at least 16 years of age prior to the first day of class at the start of the program; and
 - 2. Must be in good academic standing with an overall GPA of 2.0 or higher.

B. Application Process

1. Must apply for the Fire Science Cadet Program through the CTE website during the application window.
2. Students must receive and accept a placement offer before proceeding to the PGFD application.
3. Parents must attend a student orientation in order to receive the required application documents.
4. Students must complete PGFD's application process and receive approval from PGFD. (Attachment 3)
5. The Teacher of Record will notify applicants of acceptance or denial.

C. Change of Address after Eligibility Notification/Placement

1. If the change in principal residence for a student occurs after eligibility notification has been provided and/or less than full year of attendance in a specialty program and the new residence is served by a different program location, the parent/guardian must obtain permission from the appropriate Program Supervisor to continue participating in the specialty program at the newly assigned program location. There is no assurance that permission will be given. If students are accepted into the Fire Science Cadet Program, then transportation will be provided.

D. Attendance

1. Hours of operation for the Fire Science Cadet program directly correlate with school location hours of operation.
2. Attendance requirements are in accordance with Administrative Procedure 5113 (Student Attendance, Absence and Truancy).
3. The Fire Science Program shall be delivered through face-to-face instruction. Students are expected to maintain regular attendance.
4. Regular attendance is essential in this program. Excessive absences can make it challenging to succeed and may affect eligibility for the industry-recognized credential.
5. Every effort will be made to assist students in completing mandatory training, with the exception of offsite sessions. Offsite training is group-oriented, making it logistically impractical to offer makeup opportunities.

6. A student who misses a mandatory offsite training session will not be permitted to test for the IRC associated.

E. Grades/Credits

1. Students will be evaluated by Emergency Service Instructors in accordance with PGFD Training and Leadership Academy Test Policy and Procedures (Attachment 4).
2. Students' grades will be reported to the Teacher of Record by the Emergency Service Instructors.
3. The Teacher of Record will submit grades into the PGCPs student information systems.

F. Delayed Openings and School Closings

1. Students will follow the guidelines outlined in Administrative Procedure 2565 (Modification of School Hour Schedules, Delayed Openings, etc.).

G. Academic Difficulties

1. The classroom teacher or school-based specialty program coordinator will refer the student needing academic support to the Student Intervention Team (SIT) per Administrative Procedure 5124 (SIT and SST).
2. The academic support plan will be discussed and created by the SIT to include classroom-level interventions and other supports as needed. The program coordinator will provide written notification of the finalized academic support plan to the parent/legal guardian.
3. Students who have received academic interventions or support for the identified time period and have not consistently improved their academic achievement will be referred to the Student Support Team (SST) for further strategies and/or interventions. The Program Coordinator/SST Chair or Principal's designee will notify the parent/legal guardian in writing that the student has been referred to SST. Additionally, the parent/legal guardian will be invited to the SST meeting.
4. Once the student is referred to SST, the academic support plan developed will be implemented and monitored as determined by the team. If the student does not progress academically after the established timeframe, by way of passing grades, the SST should determine if a referral to the Section 504 team or Individualized Education Program (IEP) team is necessary. If the student is ineligible for a 504 plan or IEP, the Principal, in consultation with the school-based program

coordinator, will decide whether the student can remain in the program or the student must return back to the comprehensive school program and notify the parent/legal guardian, Instructional Director, and the Office of Pupil Accounting and School Boundaries of the decision, as needed.

5. At any time, parent/legal guardian, teachers, counselors, and/or administrators/coordinators may review the student's grades in the student information system.
6. Students with IEPs/504 plans
 - a. Whenever it is determined that a student with an Individualized Education Program (IEP) or a 504 plan is experiencing academic difficulties, the school-based program coordinator will provide written notification of that action to the parent/legal guardian, teachers of record, and the student's IEP/504 case manager. The school-based program coordinator, the student's parent/legal guardian, and/or the IEP/504 case manager will determine whether the IEP/504 team should convene to address the student's need for academic support.
 - b. If the student is not making sufficient progress toward achievement of their annual IEP/504 goals at the end of any marking period, the IEP/504 team, including the parent/legal guardian, shall convene an IEP/504 meeting to determine the academic support and services that will be provided to the student, as appropriate (refer to the PGCPs Special Education Process Guide).

H. Attendance Difficulties

1. Refer to AP 5113 (Student Attendance, Absence, and Truancy) as well as the specific Specialty Program contract regarding attendance policies.
2. Additionally, the program coordinator should provide email notification to the parent/legal guardian regarding consecutive or chronic absences if the student has three (3) or more unlawful absences in a quarter. School administrators, coordinators, and teachers may request a review of a student's attendance in PGCPs courses by the SIT if a student is in jeopardy of exceeding unlawful absences, as explained in AP 5113.
3. Attendance interventions initiated by administrators, specialty program coordinators, or school counselors will include a parent/legal guardian conference(s) and strategic intervention(s) provided by the School Intervention Team (SIT). Whenever it is determined that a student's attendance requires intervention, the SIT will provide written notification to the parent/legal guardian.

4. If a student with a disability that has an IEP is experiencing attendance difficulties (i.e. school avoidance, medical issues) which are impeding their ability to access the general education curriculum, the IEP team including the parent(s), shall convene to consider the use of positive behavioral interventions and supports, and other strategies, to address the attendance concerns.
5. Students with chronic absences, both lawful and unlawful, will be referred to the Student Intervention Team (SIT) to address the underlying problems that lead to the absenteeism. This is inclusive of students with 504 accommodations and students with an Individualized Education Program (IEP). A SIT or IEP meeting will be convened to discuss the attendance issues.
6. If the student's attendance does not improve after the established intervention has been implemented, the withdrawal process from the program will be initiated.

I. Behavioral Difficulties

1. A student is considered to be experiencing behavioral difficulty when:
 - a) exhibiting disciplinary conduct that significantly and/or persistently disrupts the educational environment;
 - b) causes actual or potential harm to other students, staff, or self; or
 - c) is out of compliance with the Code of Student Conduct in the Student Rights and Responsibilities Handbook, as documented in the student information system.
2. For students who are suspended ten (10) days or more in a school year, if the student has an IEP or the behavior may be related to any disability of the student, the disciplinary procedures for special education must be followed.
3. Behavioral support initiated by administrators, coordinators, and or school counselors will include a parent/legal guardian conference, strategic intervention provided by the SIT, and a written behavior support plan in accordance with AP 5124.
4. Depending on the intervention, the behavior support plan should be reviewed and monitored by the SIT/SST for the identified time period. However, the parent/legal guardian, teachers, counselors, administrators/coordinators may request a behavioral review of a student's conduct by the SIT at any time.
5. Due to the unique settings in which students are taught, certain behaviors may be grounds for a student forfeiting their placement in the program. The SIT and the Principal will weigh the specific circumstances of each case and the range of interventions, management strategies, and responses needed in accordance with

the Code of Student Conduct in the Student Rights and Responsibilities Handbook and state and federal law.

6. The SIT will reconvene as appropriate to discuss the student's progress.
7. In the case of a student with an IEP who is experiencing behavioral difficulties, the IEP team will convene as appropriate to consider the use of positive behavioral interventions, supports and other strategies to address the student's behavior. This may include but is not limited to, developing behavior goals, conducting a Functional Behavioral Assessment, and/or the need to implement a Behavioral Intervention Plan to address the student's interfering behavior. The student's IEP team will reconvene as appropriate to discuss the student's progress.

J. Academic, Behavior And Attendance Withdrawal

1. If a student is not making progress after going through the SIT and/or SST process, including interventions and support plans, the school may begin discussing withdrawal from the program.
2. If the team determines that withdrawal is the next step and a transfer back to the boundary school is recommended, the Principal will:
 - a. Create an official withdrawal letter to include information on the appeal process;
 - b. Communicate with the Central Office Program Supervisor who will provide a form for the documentation to be uploaded. The Central Office Program Supervisor will work with the school-based coordinator to review all documentation and provide a recommendation to move on to the Instructional Director;
 - c. Communicate in an email the recommendation along with the documentation to the Instructional Director, Associate Superintendent, Chief of School Support and Leadership and copy the appropriate Central Office Program Supervisor;
 - d. Upon approval of feedback and agreement from the Instructional Director and Central Office Program Supervisor, Associate Superintendent, Chief of School Support and Leadership, and the appropriate program Supervisor, the school counselor/registrar will advise the parent/legal guardian on the withdrawal and registration processes (see AP 5111 Registration and Withdrawal of Students) and will send a copy of the withdrawal letter to the parent/legal guardian via the confirmed email address on file in the student information system; and

- e. The Principal will also send a copy of the withdrawal letter to the Office of Pupil Accounting and School Boundaries. Once this is completed, the student will be removed from the program file.
3. If a student with an IEP/504 plan is being recommended for withdrawal after the IEP/504 team has also reviewed it, the IEP/504 team must also determine the appropriate placement for which the student's IEP/504 plan can be implemented, as written. The Principal will then follow the steps in the previous bullet.
4. Documentation must be maintained for easy access so that it may be provided to the Office of Appeals in case there is an appeal. The withdrawal supporting documentation must include:
 - a) the student's withdrawal letter;
 - b) the student's appropriate support plan that the school implemented; and
 - c) any other documentation pertaining to the student's withdrawal (e.g., report card, attendance record, emails related to support, etc.).
5. This packet should be filed in the cumulative folder behind the withdrawal letter.
6. For behavior withdrawals, it should be noted that a student may be subject to immediate removal from the specialty program for documented behavioral violations that include, but are not limited to:
 - a) arson;
 - b) assault;
 - c) bullying;
 - d) sexual harassment;
 - e) theft;
 - f) threat;
 - g) use/distribution of controlled substances; and
 - h) use/possession of weapons or instruments used as such.
7. Withdrawal should only take place at the end of the first semester or the end of the year and after grades have been published.
8. A parent/legal guardian may appeal a recommendation for removal as described in the letter sent and in the Appeal Process below.

K. Appeal Process

1. A parent/legal guardian who wishes to appeal a withdrawal decision must submit a written appeal to the Chief Academic Officer within ten (10) business days of the timestamp on the email containing the letter of withdrawal. The student is enrolled at their boundary school pending the decision of the appeal.

2. The parent/legal guardian should indicate in their written appeal the reason for seeking a review of the decision and may include additional information for consideration.
3. The Chief Academic Officer will determine if there was a material departure from the policies and procedures by the program coordinator, Principal, or Instructional Director which adversely impacted the appellant.
4. The Chief Academic Officer will render a decision based on the information provided by the school and the parent/legal guardian in alignment with this administrative procedure. Notification of this decision will be sent electronically via the confirmed email address on file in the student information system.
5. An appeal of the decision of the Chief Academic Officer to the Office of Appeals be made in writing and received by the Appeals Office within ten (10) business days of the date on the decision letter by the Chief Academic Officer.
6. The parent/legal guardian should indicate in their written appeal the reason for seeking a review of the decision and may include additional information for consideration.
7. The Office of Appeals will determine if there was a material departure from the policies and procedures by the school Program Coordinator, Principal, or Instructional Director that adversely impacted the appellant.
8. The Office of Appeals will render a decision based on the information provided by the school, parent/legal guardian, and Chief Academic Officer in alignment with this administrative procedure.
9. An appeal from the decision by the Office of Appeals to the Board of Education must be made in writing and received by the Board Office within 30 calendar days of the date on the decision letter by the Office of Appeals, acting as the Superintendent's designee.
10. The Board of Education will determine if there was a material departure from the policies and procedures by the school Program Coordinator or Principal that adversely impacted the appellant.
11. If additional information is included in the appeal to the Board of Education, the Office of Appeals will be allowed to respond in writing and shall provide a copy of its response to the appellant before the Board of Education considers the appeal.
12. The Board of Education's decision shall be rendered in writing.

13. If the decision to withdraw the student is overturned by an appeal at any level, and the parent/legal guardian re-enrolls the student at the specialty program school, the school counselor will add the student to the SIT agenda regarding classroom-level interventions and other supports as needed for re-acclimation.

VI. MONITORING AND COMPLIANCE:

A. The CTE Instructional Supervisor will conduct the following monitoring activities:

1. Ensure that the students who are accepted into the program have met all of the established criteria; and
2. Ensure that interventions have been implemented to support students who exhibit academic, attendance, and/or behavior difficulties prior to removing a student from the program.

VII. RELATED ADMINISTRATIVE PROCEDURES:

Administrative Procedure 2565, Modification of School Hour Schedules, Delayed Openings

Administrative Procedure 5113, Student Attendance, Absence and Truancy

Administrative Procedure 5124, Student Intervention Team (SIT) and Student Support Team (SST)

Administrative Procedure 6140, Procedures Pertaining to the Office of Experiential Learning Programs.

VIII. MAINTENANCE AND UPDATE OF THIS ADMINISTRATIVE PROCEDURE:

This administrative procedure originates with the Division of Academics, Office of Career Technical Education and will be updated as appropriate.

IX. CANCELLATIONS AND SUPERSEDURES: This administrative procedure cancels and supersedes Administrative Procedure 6140.1, dated August 7, 2019

X. EFFECTIVE DATE: November 20, 2025

Attachments:

1. [Fire Science Cadet Program BEHAVIORAL/ATTENDANCE/ACADEMIC IMPROVEMENT PLAN](#)
2. [High School Fire Science Cadet Program Last Chance Agreement](#)
3. [PGFD Student Application Packet](#)
4. [PGFD Training and Leadership Academy Test Policy and Procedures \(TLA-SOP 03-01\)](#)