District Application Program Policy

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District Application Programs Preface

Pinellas County Schools offers families a diverse array of educational opportunities tailored to students' interests, talents, and abilities. District Application Programs provide rigorous educational and interest pathways from kindergarten through 12th grade.

To attend one of the District Application Programs, families must submit an online application. Application to District Application Programs is voluntary.

District Application Programs include fundamental and magnet programs:

- **FUNDAMENTAL PROGRAMS** are characterized by a strong family-orientation, offering a highly structured environment and shared commitment among parents, teachers, and students. Key features include a focus on student responsibility and self-discipline, purposeful homework, dress code exceeding district standards, and mandatory attendance at conferences and meetings.

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

The Superintendent will create administrative procedures to implement District Application Programs.

Application Process

Admission to a District Application Program is by online application only. A computer program will randomly assign each application a number. If the number of eligible applicants exceeds available seats, a random selection process will be used.

Application and acceptance deadlines and requirements apply to all applicants. Applications are not transferable and are effective only for the application year. Upon acceptance in a program, reapplication is not required.

Please refer to the District Application Program Procedures Manual for information regarding application periods.

Application Factors

Geographic Application Areas

Certain programs have geographic application areas. These areas identify the location of the program to which an applicant may apply. The application areas are outlined below and may be changed at the Superintendent's discretion.

Elementary and Middle School Application Areas are based on a student's zoned middle school. The three geographic application areas consist of the following school groupings:

- North: Dunedin Highland, Joseph Carwise, Palm Harbor, Safety Harbor, Tarpon Springs
- Mid (Central): Largo, Morgan Fitzgerald, Oak Grove, Osceola, Pinellas Park, Seminole
- South: Azalea, Bay Point, John Hopkins, Meadowlawn, Tyrone

High school application areas are based on a student's zoned high school as listed below:

- North: Countryside, Dunedin, East Lake, Palm Harbor University, Tarpon Springs
- Mid (Central): Clearwater, Hollins, Largo, Pinellas Park, Seminole
- South: Boca Ciega, Gibbs, Lakewood, Northeast, St. Petersburg

Cambridge Advanced International Certificate of Education (AICE) Programs

- North county program located at Tarpon Springs HS: Students zoned for Countryside, Dunedin, East Lake, Palm Harbor University, and Tarpon Springs high schools.
- Mid county program located at Clearwater HS: Students zoned for Clearwater, Largo, Pinellas Park, and Seminole high schools.
- South county program located at Hollins HS: Students zoned for Boca Ciega, Hollins, Gibbs, Lakewood, Northeast, and St. Petersburg high schools.

Other geographic application areas include:

- Ulmerton South
- Ulmerton North
- Gulf to Bay South

Application Areas are listed in the program charts.

Entrance Criteria

Some programs have entrance criteria. Entrance criteria is listed in the chart on page 19.

All middle and high school programs also require a history of positive behavior. Applicants to District Application Programs may not have a 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.

Parents should consult the program coordinator if they have any concerns regarding eligibility. Any student determined to be ineligible based on behavior shall have the opportunity to appeal this decision to the program administrator following the grievance procedures outlined in the Code of Student Conduct (Policy 5500.13).

Application Ranking

The computer-based random selection process integrates choice ranking. During the Initial Application Period, applicants will rank their preferred programs from first-through-fifth, with the first choice being highest priority. The computer-based random selection process prioritizes first choices, then second choices, and so on until all seats are filled.

Priority Status in Application Programs

Priorities are available to applicants **ONLY** during the initial application and acceptance periods. Priorities are **ONLY** applied to the **top-ranked** (first choice) **program**. While priorities do not guarantee a seat, they enhance the chance of receiving an invitation. Except for military priority and newly hired professional courtesy, priorities do not extend to late applications.

Priorities are applied in the following order: military; feeder pattern; sibling; professional courtesy; full-time, benefits-eligible school board employee; and proximity. The computer program then randomly distributes seats within each priority tier.

Military Transfer Priority is given to the dependent children of active-duty military personnel. By state law, dependent children of active-duty military personnel transferring from another Florida district, state or foreign country are given priority at the time of their initial transfer to the school district.

Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future program application periods. Applicants are moved to the front of the priority wait list behind any other military transfer students already on the priority wait list. Students with military priority who are not offered a seat in a program and wish to reapply, must make an application each year.

Feeder Pattern Priority is given to students attending certain schools or programs to attend related programs at the next level.

To qualify for a feeder pattern priority, a student must have successfully completed the appropriate feeder school application program; applied and made the receiving program their first-ranked application; and accepted the invitation by the deadline.

Students forfeit feeder pattern priority upon withdrawal or dismissal from the feeder school.

School/ Program Feeder Patterns

Program Name	Feeder Pattern School
Center for Emerging Technologies	Center for Emerging Technologies at Bay Point K-8*
Center for Communication, Journalism and Multimedia Studies at Melrose	Center for the Arts, Communication, Journalism and Multimedia at John Hopkins
Center for Cultural Arts at Midtown Academy	Center for the Arts and Journalism at John Hopkins
Center for Gifted Studies at Elisa Nelson	Center for Gifted Studies at Dunedin Highland
Center for Gifted Studies at Midtown Academy	Center for Gifted Studies at Thurgood Marshall Fundamental Center for Gifted Studies at John Hopkins
Center for Gifted Studies at Ridgecrest	Center for Gifted Studies at Morgan Fitzgerald
Center for Innovation and Digital Learning at Gulf Beaches	Center for Innovation and Digital Learning at Tyrone
Center for Mathematics and Engineering at Douglas L. Jamerson	Center for Emerging Technology at Baypoint K-8*
	Academy of Engineering at Azalea
Center for the Arts and International Studies at Perkins	Center for the Arts and Journalism at John Hopkins
Conservatory for the Arts at Sandy Lane	Cambridge Conservatory for Academics and the Arts at Tarpon Springs
Center for the Creative Arts and Wellness at Lakewood	Health and Wellness Leadership Academy at Mangrove Bay
Dual Language Program at Garrison-Jones	Dual Language Program at Oak Grove
Dual Language Program at Bardmoor	
Fundamental Programs at Bay Vista, Curtis, Lakeview, Madeira Beach K-8, Pasadena, Tarpon Springs K-8*, Pinellas Park	Fundamental Programs at Clearwater, Maderia Beach, Tarpon Springs, and Thurgood Marshall
Fundamental Programs at Clearwater, Maderia Beach, and Thurgood Marshall	Fundamental Programs at Dunedin, and Osceola
International Baccalaureate Primary Years Programme at James B. Sanderlin IB World School	International Baccalaureate Middle Years Programme at James B. Sanderlin IB World School
International Baccalaureate Primary Years Programme at Mildred Helms IB World School	International Baccalaureate Middle Years Programme at Largo
International Baccalaureate Primary Years Programme at McMullen Booth	International Baccalaureate Middle Years Programme at Safety Harbor

* Program and school names are subject to change.

Sibling Priority is given to students who have a sibling already attending the same program/pathway within the same school and will be there at the same time as the applicant, providing the applicant meets eligibility criteria. If a student attends a school-within-a-school, sibling preference does not extend to the traditional portion of a school or to any other programs at that school. The only exception is for elementary and middle schools with two or more programs (Elisa Nelson Elementary School, Midtown Academy, John Hopkins Middle School and Thurgood Marshall Fundamental Middle School).

Siblings are defined as brothers, sisters, stepbrothers, stepsisters, or other children with common legal guardianship who live in the same household. In the case of shared custody, the address used will be the address designated for school assignment purposes .

Restrictions

1. Sibling priority is not given across the school levels except for K-8 schools. For example, a student applying to an elementary Fundamental school who has a sibling attending a Fundamental middle school does not receive sibling priority status.
2. Students entitled to initial sibling priority wait list status will immediately lose that status if the sibling already in attendance at the program is removed or dismissed from the school or program,
3. A student who loses priority status will be placed on the regular wait list in accordance with the randomly assigned number.

Professional Courtesy Priority Status is given to full-time, benefits-eligible, school-based employees who request their children to attend a program at the school where they work full-time. This status is also extended to non-Pinellas County resident full-time school-based employees requesting their children to attend a program at their workplace. Transportation is not provided for professional courtesy priorities unless the family resides in the geographic application area.

Full-time benefits eligible School Board Employee priority is given to full-time, benefits-eligible Pinellas County School Board employees at any school to which they apply within their application area. Ten percent of seats after military, feeder pattern, and professional courtesy will go to full-time Pinellas County School Board employees. Transportation is not provided for professional courtesy priorities unless the family resides in the geographic application area.

Proximity is defined as the distance a student lives from a school. Proximity priority will only be applied to the first choice of schools and/or programs for kindergarten, sixth- and ninth-grade applications after military, feeder pattern, sibling, professional courtesy, and school board employee priorities have been granted.

For elementary and middle grade programs, no more than twenty percent of the seats remaining after the other priorities have been applied will be allocated to applicants who live closest to the school, with the following exceptions below where no more than fifty percent of the seats remaining after the other priorities have been applied will be allocated to those applicants who live closest to the school: Tarpon Springs FundamentalK-8; Midtown Academy Center for Cultural Arts, Gifted Studies, and Literacy Innovation; East Lake Middle School; and Health and Wellness Leadership Academy at Mangrove Bay Middle School.

For ninth-grade programs, a proximity priority of no more than twenty-five percent of the seats remaining after all other priorities have been applied will be allocated to those applicants living closest to the school.

Dissolution, Consolidation, Conversion, or Relocation of Programs Considerations

When in the best interests of the district, such as in cases of under-enrollment, the Superintendent may dissolve, consolidate, convert, or relocate programs. In these situations, the following provisions will apply to current students in the affected programs:

- Students from consolidated, converted, or relocated programs will be given priority for assignment to the new

program upon application. This priority supersedes all other traditional application priorities except for Active-Duty Military Transfer priorities.
- Students from dissolved programs will have preference for admission to a different program.
- Parents must use the (designated) application process to indicate their interest in a new assignment.
- By applying through the (designated) application process, parents agree to all program rules and guidelines.

Out-of-District Applicants

To be considered a resident of Pinellas County, the parent or guardian must reside in the district. Proof of residency is requested to determine eligibility for acceptance. The guidelines below will be followed for all out-of-district applicants:

1. All available openings will be filled first by qualified Pinellas County residents. Qualified out-of-district applicants may apply but will not be considered or invited to any program until the wait list for all qualified resident applicants has been exhausted.
2. Pinellas County Schools programs have no reciprocal agreements with similar programs in other districts, except for qualified applicants from other International Baccalaureate programs, Cambridge Advanced International Certificate of Education, Project Lead the Way, and the International Network of Schools for the Performing and Visual Arts. A student who moves into Pinellas County from a similar program must apply. Transcript and disciplinary records will be reviewed individually according to individual program guidelines. Applications received by the approved deadlines will follow the program application process. Any applications received after the approved deadlines will be processed as late applications; qualified applicants will be placed at the bottom of the appropriate wait list.
3. Students who move out of Pinellas County lose their position in the program. If that opening is to be filled, a Pinellas County student will be called from the appropriate wait list. If there are available seats and the program does not have a current wait list, the student may remain in the program.

Students with Disabilities

Students with disabilities, covered by IDEA and Section 504 plan, have rights protecting them in District Application Programs. Access should not be denied based on having an IEP or Section 504 plan, provided necessary services are offered at the school or in the program. Schools must ensure IEP or Section 504 plan service provision upon acceptance.

Invitation Process

A computer randomizer selects and extends seat offers to eligible applicants. Any eligible application not selected for the initial invitation period is placed on a wait list. Offers from the current year's wait list can be made until the conclusion of the initial application period for the upcoming school year.

During the acceptance period, families must accept or decline any offer by revisiting their online application account. Accepting an offer will remove the applicant from all other waitlists. By accepting, families and students agree to abide by the chosen school's practices.

Declining or not accepting an offer inactivates the application for that program. If no invitations are offered, no action is required, and the applicant will be added to the waitlist for those programs.

Circumstances that May Cause an Invitation to be Considered Null and Void

Change in Academic Standing

If a student applies for and accepts a seat for the next grade level, such acceptance is conditional upon meeting any entrance criteria. At the discretion of administration, the student may be placed on academic probation to begin the

program. It is the program coordinator's responsibility to notify the parents of rescinded acceptance or probationary status in writing no later than the last day of the Summer Bridge or Summer Course Recovery Programs.

Change in Grade Level After Application and Acceptance of a Seat

An application is made for a specific grade level seat. If the student's grade level changes, the seat is forfeited (e.g., the student applied for a seventh-grade seat but was then retained in sixth grade). By the end of the Summer Bridge Program, a student may complete credit recovery to avoid forfeiting the seat.

If the student is not promoted, the student may submit a late application to apply for a seat at the appropriate grade level. If a student applies for a grade level and is accelerated later, they may submit a late application for the new grade level. In both examples, the student's name would be placed at the end of any existing wait list for that grade level.

Discipline or Expulsion Prior to Entry

If a student is accepted into a program and prior to entering that school is reassigned to a district discipline program, is expelled, and/or receives disciplinary consequences, the student's eligibility for admission may be negatively impacted, including revocation of the invitation. Students who are negatively impacted may appeal pursuant to the grievance procedures outlined in and/or follow the appeal procedures outlined in the Code of Student Conduct (Policy 5500.13).

Inaccurate Data Entered into the Application

Any falsely represented information including inaccurate address and incorrect grade level, to gain a seat in a District Application Program, will result in the application being considered null and void. In this case, the student may have the data corrected and submit a late application.

Acceptance Process

During the Acceptance Period, families must revisit their online application account to accept or decline any invitation. Accepting an offer will remove the applicant from all other waitlists. Declining or not accepting an offer forfeits the application for that program. If no invitations are offered, no action is required, and the applicant will be added to the wait list for those programs.

Parents must complete both the application portion and acceptance portion of the program application process. Failure to log on, accept a program invitation and follow all the instructions results in a forfeiture of that program invitation.

Wait List Process

Initial Application Period

If more students apply then there are available seats, a wait list maintaining priority status is created by the application program software.

Wait List Invitations

Students who choose to remain on a wait list are not guaranteed an invitation.

Students may be invited from wait lists as vacancies occur during that school year.

Remaining on Another School or Program's Wait List

Accepting an offer will remove the applicant from all other waitlists.

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

wait lists. An invitation may be declined by the parent if an appropriate / necessary course placement to meet a student's academic needs is not currently available. In this situation, the student will remain on the waitlist in their current position until course placement aligns with their academic needs.

Late Application Process

Late applications will be accepted through the last day prior to Winter Break each year. Applications made during the Late Application Period are placed at the bottom of the wait list in the order the applications are received except for verified professional courtesy and military transfer priority applicants.

Late applications are not subject to priority status preferences, except for active-duty military transfers and newly hired staff priorities.

DAP Students on Waitlists for Different Programs

During the Initial Application Period, a current DAP student may apply to other programs.

Enrollment in District Application Programs

Students in a District Application Program must be enrolled full-time at their assigned school. As this is their designated school, they cannot take part in functions and activities at any other school. However, if a specific extracurricular activity is not available at their assigned school, they may participate in that activity at their zoned school.

District Application Program courses are not available to traditional (host school) students, except under extraordinary circumstances. This policy preserves the integrity and uniqueness of each magnet program. Students enrolled in a district application program may not take their specific application program courses through virtual school. Designated courses are those identified in the program's course listing within the school's curriculum guide.

Attendance

All students are required to attend and be on time from the first day of school. Vacancies created by students who do not attend within the first three days may be offered to those on the waitlist.

Students Not Meeting Program Expectations

Students with Disabilities

Students with disabilities (IEP, Section 504 plan, or identified/suspected disabilities) engaging in disruptive behavior undergo normal disciplinary procedures, which may involve behavioral interventions, Functional Behavior Assessment (FBA), Positive Behavior Intervention Plan (PBIP) development, or an IEP meeting. Before referring a student with a disability to the appropriate DAP Committee (Intervention and Appeal Committee or Magnet Intervention Committee) for probation or dismissal, a manifestation determination review is conducted to assess if the behavior is a manifestation of the disability.

If the behavior is a manifestation of the disability, appropriate interventions are implemented, and the student cannot be placed on probation or dismissed for those acts. If the behavior is not a manifestation of the disability, the student is referred to the appropriate IAC/MIC. If placed on probation and the student violates it, another manifestation determination review is required before recommending dismissal.

Intervention, Probation and Dismissal Processes

All District Application Programs have a process to review, provide interventions, and dismiss students who are not making adequate performance progress, involved in repeated discipline infractions or a severe incident, are not complying with program policies, or have fundamental parental non-compliance. District Application Program Intervention and Dismissal processes involve notification, intervention, a committee review and procedures for probation and removal from the program. The Procedure Manual provides detailed steps and specific disciplinary procedures for fundamental and magnet programs.

Notification and Initial Steps: Teachers notify the Program Coordinator of students not making adequate performance progress. For students with a disability, an IEP meeting must occur to ensure appropriate support is in place. The Program Coordinator notifies parents of struggling students.

Disciplinary Actions and Interventions: Involvement in a major disciplinary infraction (e.g., battery, bullying, fighting, drugs, alcohol, weapons, gang-related activity, felony arrest) may result in immediate dismissal.

- Fundamental Programs: The Procedures Manual outlines fundamental disciplinary steps taken when a student commits infractions of policies regarding behavior, homework or classwork. Fundamental students with an IEP or a Section 504 plan will have a parent conference with the Case Manager when six demerits are received. The Case Manager, parents, and teachers will review current interventions and determine if new interventions are needed.
- Magnet Programs: A magnet intervention (success) plan will be developed for students struggling behaviorally. This plan includes behavior improvement strategies.

Academic Performance Interventions: Schools will develop an intervention (success) plan for students struggling academically.

Review and Final Decision: Near the end of each quarter / semester, students who have not been successful with their intervention plans will be referred to either the fundamental Intervention and Appeal Committee (IAC) or Magnet Intervention Committee (MIC). The Committees may recommend removing the student from probation, extending probation with additional interventions, or recommending dismissal. The principal will make the final decision on probation removal, extension, or dismissal based on the committee's report and other relevant information. Dismissal or removal from a program occurs at appropriate transition points, such as the end of a grading period or year.

Parental Non-Compliance: If a student with a disability is being considered for referral to the IAC or removal due to parental non-compliance, a manifestation determination review is not required.

Temporarily Absent

Due to extenuating circumstances, a student may need to be temporarily absent from the school for an extended period. An agreement upon the conditions and acceptable length of absence will be facilitated by the principal or program administrator. Failure to comply with the agreement will result in the student being removal from the school.

Hospital Homebound

A student who enters the Hospital Homebound Program may hold their seat for one semester.

Transportation

Although not required by law to do so, Pinellas County Schools provides school bus transportation for magnet program students who live more than two miles from their school and within the geographic transportation areas for each program, unless otherwise noted in this document. To keep the length of the bus ride as short as practical, students are provided arterial routing to the school. Arterial routing restricts bus operation to main roads and limits the number of

stops. In some cases, the bus stop may be farther from the student's home than a zoned school bus stop.

For ESE students with an IEP or Section 504 plan that require specialized transportation, transportation is provided to their zoned school. If parents choose to enroll the student in a DAP, arterial transportation will be provided, consistent with the transportation provided to non-disabled students. If the DAP program is housed at their zoned school, the student can receive specialized transportation.

Transportation for Richard O. Jacobson Technical High School will only be provided for families who live in the High School Mid-County application area as defined on page 5. A transportation exception is provided only to the Vet Tech program, which provides transportation to applicants living south of Gulf to Bay.

Transportation for Gulf Beaches Elementary will only be provided for families who live in the zones for Azalea Elementary, Fairmount Park Elementary, Gulfport Elementary, and Seventy-Fourth Street Elementary.

Leaving a District Application Program

If a student leaves a District Application Program, the school will contact the Student Assignment Office to determine the new school placement and notify the family of the new school assignment.

Students who leave a District Application Program are assigned to their zoned school or another nearby school if a zoned seat is not available. If a twelfth-grade student leaves a school-within-a-school program, the student may remain at the host school.

Students who move out of Pinellas County lose their seat in a District Application Program. If that opening is to be filled, a Pinellas County student will be called from the appropriate wait list. Only in cases where no wait list exists may the student who moved (if on an approved SAP) remain in the school.

Students who leave an application program to participate in early admission to college, including the Early College Program, will not receive a certificate of program completion. These students will remain assigned to the regular education program at the most recently attended high school through graduation or until they exit the Early College Program.

Students who leave the Early College Program by choice or for failure to meet the requirements will be assigned to their zoned high school, or another nearby high school if a zoned seat is not available, to complete their high school requirements. Seniors may remain at their assigned high school, but not as a member of the district application program if they provide their own transportation. Exceptions are Osceola Fundamental High School and Richard O. Jacobson Tech High as they are whole school District Application Programs.

Reassignment to a District Discipline Program or Expulsion While Enrolled

Reassignment to a district discipline program or expulsion will result in immediate removal from the District Application Program. A student with an IEP or Section 504 plan (or a student under evaluation for eligibility under Section 504 or IDEA) is entitled to a manifestation determination review. Federal law applicable to students with disabilities takes precedence over policies or procedures applicable to District Application Programs. Students may return to the same program at the school principal's discretion in consultation with the area superintendent.

Fundamental Program Structure

Program Structure

Fundamental schools provide district standards-based curriculum in a highly structured environment. A strong emphasis is placed on the requirement that home and school jointly promote successful learning.

Fundamental programs: elementary school: grades K-5, middle school: grades 6-8 and high school: grades 9-12. High

school fundamental programs may be program-within-a-school (PWAS) programs. All rules and policies are strictly enforced. Federal law applicable to students with disabilities takes precedence over any rules and policies applicable to a particular school. Students and parents are also bound by the rules contained in the Procedures Manual.

Fundamental school parents are expected to comply with all the following commitments:

- Sign commitments, forms, and homework logs as specified in the Procedure Manual.
- Adhere to the parent/guardian requirements regarding attendance and participate in conferences and mandatory monthly parent meetings as outlined in the procedure manual.
- Comply with transportation expectations and consequences as outlined in the procedure manual.
- Provide transportation to and from school and furnish transportation for any after-school activities including detention - unless activity bus transportation is provided at middle schools (except for Thurgood Marshall which provides south county application area residents transportation).
- Provide transportation to Boca Ciega and Dunedin High Schools if residing outside of the application areas. Students within the application area will receive transportation.

All fundamental school students are expected to:

- Adhere to all rules and regulations stated in the Code of Student Conduct.
- Follow the fundamental school dress code as explained in the Fundamental Student/Parent Handbook.
- Adhere to the expectations of the Homework/Classwork Guidelines contained in the Procedure Manual unless addressed in their IEP/ Section 504 plan.
- Abide by the Discipline Guidelines in the District Application Program Procedures Manual.

Discipline

Elementary School

Each teacher maintains an individual classroom management plan. The Procedures Manual outlines the steps taken when a student commits infractions of policies regarding behavior, homework or classwork - unless addressed in their IEP/Section 504 plan.

Middle and High School

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 of those actions.

The Fundamental Middle/High School discipline requirements are in addition to the Code of Student Conduct.

All behaviors listed in the fundamental handbook (except for those addressed in an IEP or Section 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 student's IEP/Section 504 plan 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. The Procedure Manual provides examples of consequences for teachers to employ. Some 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 in the Procedures Manual; however, the administration will make the final decision based on a review of the student's record and the severity of the offense.

Magnet Program Structure

Overview

District Application Programs provide the basic district curricula enhanced with special teaching techniques and thematic lessons. Students experience the program through integrated curriculum and/or specialized classes.

Program Design

The District Application Programs Commitment form must be signed annually by parents or guardians, indicating their commitment to supporting these standards.

If students are not making adequate performance progress as it relates to academics, attendance, and behavior, they may be placed on probation and, ultimately, removed from the program. The process as outlined in the procedure manual includes the creation of a success plan, a Magnet Intervention Committee, and final approval by the principal.

Elementary District Application Programs

Below is a table of the Elementary District Application Programs, the school that houses each program, the type of program, and its application area. Geographic application areas are defined on page 8.

Program Name	Elementary School	Geographic Application Area
Center for Emerging Technologies*	Bay Point K-8*	Elementary School South
Center for Arts & International Studies	Perkins	Ulmerton South
Center for Communications, Journalism and Multimedia	Melrose	Ulmerton South
Center for the Creative Arts and Wellness	Lakewood	Elementary School South
Center for Cultural Arts	Midtown Academy	Elementary School South
Center for Gifted Studies	Ridgecrest	Elementary School Mid
	Midtown Academy	Elementary School South
	Elisa Nelson	Elementary School North
Center for Innovation and Digital Learning	Gulf Beaches	Gulf to Bay South**
Center for Literacy Innovation	Elisa Nelson	Ulmerton North
Center for Literacy Innovation	Midtown Academy	Ulmerton South
Center for Mathematics and Engineering	Douglas L. Jamerson	Ulmerton South
Conservatory for the Arts	Sandy Lane	Ulmerton North
Dual Language Immersion Program	Garrison-Jones	Elementary School North

Program Name	Elementary School	Geographic Application Area
	Bardmoor	Elementary School Mid
International Baccalaureate Primary Years Programme	James B. Sanderlin	Ulmerton South
	Mildred Helms	Elementary School Mid
	McMullen Booth	Elementary School North
Montessori Program	Gulfport	Elementary School South

* Program and school names are subject to change.

** Please see specific transportation areas noted on page 11.

Middle School Magnet Programs

Below is a table of the Middle School Application Programs, the school that houses the type of program, and its geographic application area. Some Middle School Application Programs have elementary feeder patterns which can be found on page 10.

Program Name	Middle School	Geographic Application Area
Academy of Engineering	East Lake	Middle School North
Academy of Engineering	Azalea*	Middle School South & Mid *Transportation provided within the South Application Area only.*
Cambridge Pre-Advanced Certificate of International Education (Pre-AICE)	Pinellas Park	Middle School Mid
Center for Emerging Technology*	Bay Point K-8*	Ulmerton South
Center for Gifted Studies	Dunedin Highland	Middle School North
	Morgan Fitzgerald	Middle School Mid
	John Hopkins	Middle School South
	Thurgood Marshall	Middle School South
Center for Innovation and Digital Learning	Tyrone	Ulmerton South
Center for the Arts, Communication, and Journalism	John Hopkins	Ulmerton South
Dual Language Immersion Program	Oak Grove	Middle School North & Mid
Health and Wellness Leadership Academy	Mangrove Bay	Middle School South
International Baccalaureate Middle Years Programme	James B. Sanderlin	Ulmerton South
	Largo	Middle School Mid
	Safety Harbor	Middle School North
Cambridge Conservatory for Academics (Pre-AICE)	Tarpon Springs K-8*	Middle School North
Cambridge Conservatory for Academics and the Arts		

* Program and school names are subject to change.

** Please see specific transportation areas noted on page 11.

High School Magnet Programs

Shadowing

Students applying for high school District Application Programs may shadow a program student. Students are limited to four program visits - with no program visited more than once.

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.

High School Magnet Programs

Below is a table of the high school application programs, the school that houses the type of program, and the geographic application area.

Program Name	High School	Geographic Application Area
Academy of Architecture, Robotics and Construction	Dunedin	Countywide (Transportation limited to Ulmerton North)
Academy of Culinary Arts	Northeast	High School South
Academy of Engineering	East Lake	Countywide (Transportation limited to High School North)
Academy of Entertainment Arts	Hollins	Countywide (Transportation limited to High School Mid & South)
Academy of Finance	Northeast	Countywide (Transportation limited to Ulmerton South)
Academy of Informational Technology	Northeast	Countywide (Transportation limited to Ulmerton South)
Automotive Academy	Largo	Ulmerton North
	Northeast	Ulmerton South
Business, Entrepreneurship, and Technology Academy (BETA)	Gibbs	Countywide (Transportation limited to Ulmerton South)
Building and Construction Technologies	Jacobson Technical	Countywide (Transportation limited to High School Mid)
Cambridge Advanced International Certificate of Education	Clearwater	High School Mid
	Hollins	High School South
	Tarpon Springs	High School North
Career Academy for International Culture & Commerce (CAICC)	Clearwater	Countywide (Transportation limited to Ulmerton North)
Center for Advanced Technologies (CAT)	Lakewood	Countywide (Transportation limited to Ulmerton South)
Center for Communication, Journalism and Multimedia	Lakewood	Countywide (Transportation limited to High School South)
Center for Construction Technologies	St. Petersburg	High School South
Center for Wellness & Medical Professions (CWMP)	Boca Ciega	Gulf to Bay South
	Palm Harbor University	Ulmerton North
Commercial Digital Arts	Jacobson Technical	Countywide (Transportation limited to High School Mid)

Program Name	High School	Geographic Application Area
Criminal Justice & First Responders Academy	Pinellas Park	Countywide (Transportation limited to High School Mid & South)
Culinary Arts Academy	Hollins	High School Mid
Electricity	Jacobson Technical	Countywide (Transportation limited to High School Mid)
Exploring Careers and Education in Leadership (ExCEL)	Largo	Countywide (Transportation limited to High School Mid)
Game Simulation and Programming	Jacobson Technical	Countywide (Transportation limited to High School Mid)
Institute for Science, Technology, Engineering and Mathematics (ISTEM)	Countryside	High School North
International Baccalaureate Programme	Largo	High School Mid
	Palm Harbor	High School North
	St. Petersburg	High School South
Jacobson Culinary Arts Academy	Tarpon Springs	High School North
Leadership Conservatory for the Arts	Tarpon Springs	Countywide (Transportation limited to High School Mid & North)
Nursing	Jacobson Technical	Countywide (Transportation limited to High School Mid)
Pinellas County Center for the Arts (PCCA)	Gibbs	Countywide
Resilience in Student Experiences (R.I.S.E.)	Seminole	High School Mid
Veterinary Assistant	Jacobson Technical	Gulf to Bay South
Veterinary Science Academy	Tarpon Springs	Ulmerton North

Curriculum Related Expectations

Uniforms: Students must wear program-specific uniforms or meet dress requirements to represent their programs.

Industry Certifications: Students are expected to complete the industry certifications associated with their programs.

Academic Expectations

Students wishing to remain in most high school programs, with exceptions listed below, are expected to meet the following criteria:

Academics – probation lasts for one full semester:

- Maintain a minimum 2.0 unweighted grade point average (GPA) each semester of 9th grade.
- Maintain a minimum 2.3 unweighted GPA each semester of 10th grade.
- Maintain a minimum 2.5 unweighted GPA each semester of 11th and 12th grades.

Students in the Academy of Engineering, Cambridge Advanced International Certificate of Education, Center for Advanced Technologies, Institute for Science, Technology, Engineering and Mathematics, and Center for Wellness & Medical Professions programs are expected to meet the criteria:

Academics

- Maintain a minimum of a 2.5 unweighted GPA and not earn a failing grade in any course during a grading period.

Students in the International Baccalaureate (IB) Diploma Programmes are expected to meet the criteria:

Be full IB Diploma Candidates, completing all required assessments by the International Baccalaureate Organization, including internal assessments for all six subjects, Theory of Knowledge and associated essays, external examinations for all six subjects, the extended essay, and the CAS (Creativity, Activity, Service) component. Please see the Procedures Manual for specific subject information explanations.

Academics – probation lasts for one full semester:

- Maintain a minimum 2.69 unweighted grade point average

Process to Propose New District Application Programs

1. Schools can request a program or school designation change or the district will send out a call for candidates.
2. A consensus will be built at the school-level between faculty and the School Advisory Council (SAC).
3. The school will submit an application to the District Application Programs Staff Developer.
4. Appropriate Curriculum Supervisors and Teaching and Learning Team will review for presentation to the Superintendent.
5. The Superintendent's office will review the application and decide whether to move forward.
6. If the decision is to move forward, the plan will be presented at a School Board workshop.
7. School Board votes on new program or school designation at a School Board meeting.

Entrance Criteria District Application Programs

Program Name	Entrance Criteria	Host School	Application Area
Elementary and Middle School Centers for Gifted Studies	*Grade 1: Qualifying IQ Score & Psychological Report; or Gifted Identification, Eligibility and EP (in process or complete) Grades 2-8: Completed Gifted Identification, Eligibility Determination and EP Required	Elisa Nelson Elementary and Dunedin Highland Middle	North
		Ridgecrest Elementary and Morgan Fitzgerald Middle	Mid
		Midtown Academy, John Hopkins Middle and Thurgood Marshall Middle	South
Center for Literacy Innovation	**Qualifying Score on Screening Rubric**	Elisa Nelson Elementary Midtown Academy	North South
Cambridge Advanced International Certificate of Education (AICE) **International Baccalaureate Programme (IB)**	**Target Group 1:** • Pre-requisite courses: Algebra I Honors (or Algebra I credit through the Credit Acceleration Program (CAP)) • Test scores – **one** of the following or a combination of qualifying reading and math scores o **Standardized Test Scores**– Reading and Math stanines ≥ 8 or percentile rank ≥ 90 o **READING REQUIREMENTS** A FAST State cut score equivalent to 6th grade FSA ELA score ≥ 353 ***OR*** 7th grade FSA ELA score ≥ 359 o **MATH REQUIREMENTS**: State cut score equivalent to 6th grade FSA Math score ≥ 347 ***OR*** 7th grade FSA Math score ≥ 353 6th & 7th grade Final Academic Grades (math, science, social studies, English, world language) A's & B's 8th grade Semester Academic Grades (math, science, social studies, English, world language) A's & B's **STUDENT MUST PASS THE ALGEBRA I EOC TO BE ADMITTED INTO THE PROGRAM** • **Target Group 2 (Course pre-requisites must be met):** Students who do not meet the above testing or academic grades criteria may be placed in this group based on a common rubric that is used to calculate the percentage of criteria the student has demonstrated. At least 10% of the incoming 9th grade class will be selected from Target Group 2. Students applying for admission to a program with academic entrance requirements in grade 10 must meet all 9th grade program requirements and demonstrate the ability to successfully complete the program.	Palm Harbor (IB) & Tarpon Springs (AICE)	North
		Largo (IB) & Clearwater (AICE)	Mid
		St. Petersburg (IB) & Hollins (AICE)	South

All programs also require a history of positive behavior.

- Applicants to District Application Programs may not have a history of 10 or more referrals in the most recent two school semesters and/or any serious SESIR incident(s) as defined in the Code of Student Conduct.
- If a student is accepted into a program but prior to entering the school/program is reassigned to a district discipline program or expelled due to a violation of the Code of Student Conduct, the student will be considered ineligible for admission. The student's acceptance may may be considered null and void.
- For students already enrolled in a DAP, reassignment to a district discipline program or expulsion will result in immediate removal from the District Application Program.

Parents should consult the program coordinator if they have any concerns regarding eligibility during the application period. Any student determined to be ineligible based on behavior shall have the opportunity to **appeal this decision to the program administrator by following the grievance procedures outlined in the Code of Student Conduct (Policy 5500.13)."**