

Student Progression Plan 2016-2017

School Board Workshop
Tuesday, August 16, 2016

Historically speaking....

- Submitted annually
- Reflects legislative updates and stakeholder feedback
- Represents a combination of policies and procedures

Policies include.....

- 5210 Late Entries (no changes)
- 5410 Student Progression Plan (no changes)
- 5410.01 Required Core Curriculum – Promotion/Retention/Acceleration – Elementary (changes)
- 5410.02 Regular Program Core Curriculum – Promotion/Retention/Acceleration – Middle School (changes)
- 5420.01 Reporting Student Progress – Elementary (ESE changes)
- 5420.02 Reporting Student Progress – Middle School (ESE changes)

Policies include.....

- 5420.03 Reporting Student Progress and Class Ranking – High School (no changes)
- 5430 Class Rank (changes)
- 5440 High School Credit and Student Performance Standards (changes)
- 5451 Student Recognition (no changes)
- 5451.01 Student Honors (no changes)
- 5455 Florida's Bright Futures Scholarship Program (changes)

Policies include.....

- 5460 Graduation Requirements (changes)
- 5463 Credits from Other Schools (no changes)
- 5464 Early Completion of Graduation Requirements (no changes)
- 5465 General Education Development (GED) Tests (no changes)

For today.....

- Elementary changes
- Middle school changes
- High school changes
- Integrating changes within exceptional student education, virtual education, and career/technical education

Elementary

Shana Rafalski

- **Updated/Revised Sections:**

- Reformatted sections for ease of reading, not actual content changes.
- 5410.01-Minor language revisions to address references to reading as ELA
- 5410.01 – Edited language of Kindergarten and First Grade entry requirements to be consistent with state statute-pg. 2
- 5410.01 – Clarification of 3rd Grade Good Cause Exemption criteria with an emphasis on parent notification-pg. 7-8

Middle School

Dywayne Hinds

- **Policy 5410.02** - Basic Course Requirements – addition of language specific to IB Middle Years Programme (MYP) Schools, page 14
- **Policy 5410.02** – Exceptional Student Requirements, page 21
- **Policy 5420.02** – Reporting Student Progress – Middle School, page 22
- **Policy 5420.02** – Reporting Student Progress - Final Grades, page 24

Section 5410.02 - Basic Course Requirements – addition of language specific to IB Middle Years Programme (MYP) Schools, pg. 14

- Specific language was added to account for the PE / Health requirement associated with middle school students in IB Middle Year (MYP) School. IB MYP requirements include a minimum of 50 hours of PE/Health per student.
- Students enrolled in an IB Middle Years Programme School must adhere to the scheduling requirements as prescribed by IB Middle Years Programme guidelines. These students must engage in face to face instruction for the 8 MYP subject groups at the MYP school.

IB Middle Years Programme Subject Groups

- Language and Literature (English Language Arts)
- Individuals and Societies (Social Studies)
- Mathematics
- Sciences
- Arts
 - At least one semester per year
 - At least one Visual Arts course during the three years
 - At least one Performing Arts course during the three years
- Language Acquisition (World Languages)
 - May be waived when students struggle with mastery of the English language/ELA proficiency
- PE/Health
 - At least one semester per year
 - At least 25 hours must be physical education
- Design (embedded into a content course as a process for learning a unit)

Section 5410.02 – Exceptional Student Requirements, page 15

A minor revision was made to this section:

5410.02, page 15

- addition of the term *Florida Standards Alternate Assessment*
- Removed the language which reflects *Speech only*

Section 5420.02 – Reporting Student Progress – Middle School page 21

Exceptional Student Requirements,

A minor revision was made to this section:

- addition the following sentence: These reports are provided in addition to the general education progress report.
- Item C: Revised language: Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Section 5420.02 – Reporting Student Progress - Final Grades page 22

A Minor change was made to the following section:

- Removal of the language specific to scholar designation

High School Rita Vasquez

Changes to the following policies:

- 5430 – Class Rank
- 5440 – High School Credit and Performance Standards
- 5460 – High School Graduation Requirements

5430- Class Rank (p. 28)

- **RATIONALE-** Adding the inclusion of early graduates in class rankings for the purpose of determining Talented 20 and Bright Futures considerations in order to comply with DOE request (not in statute, this is a process request from the FLDOE)

Under C.

- Eligible students, who graduate early with the 24 credit standard diploma, or with the ACCEL 18 credit standard diploma, will continue to be included with their cohort group in eligibility for valedictorian and salutatorian honors but will be included with the early graduating class for final class ranking, honors designations upon early graduation, and Talented 20 identification.

5440 – High School Credit and Performance Standards (p.28)

- **RATIONALE:** Under “Credit Defined” add language that references our new ability to build and utilize a competency-based progression system for our innovative personalized learning schools. This is language from statute.

Under Credit Defined:

- Based on F.S. 1003.4996, schools designated by the School Board as innovative Personalized Learning schools, may, because of their personalized, competency-based educational environments, allow students to advance to higher levels of learning upon mastery of concepts and skills rather than awarding of credits as normally defined in F.S. 1003.436 through seat time.

5460 – High School Graduation Requirements (pages 45-46)

- **RATIONALE:** Allows 4th or 5th year seniors, at mid-semester to complete only 1 or 2 courses in semester 2 that are still needed for graduation provided the senior has at least a 2.0 GPA and has met all other requirements for graduation- including having passed both state graduation assessments.

Under H.1.

- Fourth or fifth year seniors who, at the mid-term of their 4th or 5th years, need to complete 2 or less courses to graduate with a standard high school diploma and who have at least a 2.0 GPA, may elect to enroll in only those courses needed to fulfill the requirements of a standard high school diploma. These students will continue to be considered as being enrolled full time in high school.

5460 – High School Graduation Requirements (p.47)

- **RATIONALE:** Changes will get PCS within current statute for virtual programs. We are not able to prohibit a student from taking a virtual course during or beyond the school day with another district's virtual program.

Under K.

- With the approval of the high school principal/designee and the student's parent, high school students may enroll in course work during or beyond the regular school day/year through the Pinellas Virtual School, Florida Virtual School, or any public school district's virtual program within the state of Florida.

5460 – High School Graduation Requirements (p. 50)

- **RATIONALE:** Minor programmatic changes in IB (changes made on behalf of Judy Vigue)

Under International Baccalaureate (IB) Program Diploma

- Requirements equal twenty-four (24) total credits plus an extended essay, eight Creativity/Activity/Service (CAS) outcomes and all internal and external IB assessments required by the IB Organization for diploma candidates.

On-line Course Requirement (pages 38-39)

In Policy 5460 (Graduation Requirements), it remains a requirement that students must complete at least one high school course through on-line learning venues. This requirement can now be met in one of three different ways.

3 Options to Achieve On-line Course Requirement (pages 38-39)

1. Earn .5 credit in a .5 credit high school course or 1.0 credit in a 1.0 credit high school course through Pinellas Virtual School, their assigned high school or another district approved on-line provider.
2. Complete a career technical course, or sequence of courses, and achieve a nationally recognized industry certification in information technology identified on the Career Professional Education Act (CAPE) Industry Certification funding list.
3. Pass an industry certification examination in information technology as identified on the Career and Professional Education Act (CAPE) funding list without enrollment in or completion of the corresponding course(s).

5455 – Bright Futures Scholarship Program

Andrew Weatherill

- Community Service Policy
 - Added clarification as to when a mid-year graduate wanting to utilize the Bright Futures award during the spring after graduation should complete the state application.
 - Added clarification as to when a student may begin to earn volunteer hours for Bright Futures.

5455 – Bright Futures Scholarship Program

Andrew Weatherill

- Community Service Policy continued...
 - Added clarification as to what is not an acceptable community service project
 - Added new language regarding the process/acceptance of community service completed by students while attending school in another Florida county or out-of-state

Exceptional Student Education

Sherry Aemisegger

Changes to the following policies:

- 5420.01 – Reporting Student Progress Elementary
- 5420.02 - Reporting Student Progress Middle School
- 5460 – High School Graduation Requirements

Exceptional Student Education

Sherry Aemisegger

- Corrected acronyms referring to Florida Standards Assessment and Florida Standards Alternative Assessment in ESE sections
- Added information to accurately describe Florida Standard Access Courses for Elementary (page 20) and Middle School (page 21)
- Removed repeating section in Exceptional Student Requirements (pages 55-57).

Exceptional Student Education

Sherry Aemisegger

- Added information to describe the Florida Standard Diploma via Access Points course work (page 54)
- Removed references and explanations for special diploma options which no longer exist in Florida Statute (pages 53-57)
- Further details of the exceptional student education plans will be reviewed again when the Exceptional Student Education Policies and Procedures (SP & P) is completed and approved by the DOE, and then approved by PCS School Board.

In closing....

- While there are changes, the district is already responding in positive ways to impact both students and adults in the process.
- This will be accomplished by:
 - Professional Development
 - Conversations with school leaders
 - Communication tools to be used for parents for websites as well as in written documents shared with teachers

Questions?

