

Request for Flexibility 2015-16 Proposal



INSTRUCTIONS: Please write your responses in the boxes below.

#3

SCHOOL NAME:	Alpharetta High School
CONCEPT NAME:	Blended Learning Course (2 days/week)
STRATEGIC INITIATIVE:	Create academic policies to allow for flexibility with scheduling in order to increase non-traditional pathways to meet graduation requirements.

Concept Summary	
<p>1) Describe the need/challenge that your school seeks to address.</p>	<p>High school is changing: students are being provided with choices for their education. For example, students currently can take online courses at home or college courses on college campuses. It is imperative that AHS remain the school of choice for our students. We need to remain relevant. There are students who do not meet the deadlines or requirements for college admission and/or those who desire Advanced Placement course work; at present, both of these groups cannot enjoy the flexibility of a college-like schedule. Furthermore, there are students who do not have personal transportation and cannot attend off-campus classes yet would benefit from the college-like atmosphere and flexibility afforded through this style of learning. We must create an environment students will choose to attend.</p>
<p>2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.</p>	<p>Many of our students choose to take college courses off campus during 1st period or 6th period because the class only meets for two days a week.</p> <p>[Data: 234 AHS students taking 397 college classes 1st semester FY15]</p> <p>Our students express enjoying the flexibility of not meeting every day. This flexibility allows them to study or fit in other activities and forces them to engage in the needed life-skill of time management, which further prepares them to be college and career ready. We would like to create this opportunity for our seniors on the AHS campus for a Senior English Class (both Advanced Placement and On-level) and/or a Senior Economics class (both Advanced Placement and On-level) with an emphasis on a Blended Learning approach. Classes will be taught by AHS staff members who will be using the Fulton County and Advanced Placement curriculum and the digital content already offered by Fulton County as well as digital content teachers create.</p> <p>Our professional development for the 2015 – 16 school year hinges on using blended learning to increase rigor and engagement in our classrooms, and we have the largest number of staff members in Fulton County trained in EDgenuity; thus, teachers are educated and ready for this type of instruction. Classes would meet on Tuesdays and Thursdays from 7:55am – 9:18am and/or Tuesdays and Thursday from 12:55pm –</p>

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	<p>2:25pm; additional content would be accessed through a Blended Learning approach as defined in the text <i>Blended</i>: "...any formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace" (34).</p>		
<p>3) Include any research or evidence that the concept will positively affect your school's student population. If no research exists, please articulate the rationale for the likelihood of success of the concept, and describe your plans for risk mitigation.</p>	<p>Our data indicates that many AHS students are already choosing non-traditional course work and schedules. These options are becoming increasingly popular each year.</p> <p>2015 data: College classes 1st semester: 397; Online courses 1st semester: 288; 234 students (juniors and seniors only) taking college classes; 217 students taking online classes 1st semester.</p> <p>According to "Want High Schoolers to Succeed? Stop Giving Them Fifth-grade Schedules" by Nick Stoneman, "High school students ought to manage their own time... Complacency is a risk when students have their time managed for them, as are both absenteeism and a lack of engagement. Having seniors in high school face the same type of schedule each day as that which defines a fifth grader's day does not make developmental sense, nor offer the kind of preparation teens need for postsecondary education. The prevailing model does not fully develop the skills we know today's students will need to have to be successful in the rapidly changing world they will enter."</p>		
<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p>Project Outcomes</p> <p>Student stress will lessen with increased schedule flexibility. Students who normally would not be able to experience college-like courses, will have access. Increase navigation with MOWR students who could take one of these classes on Tuesdays and Thursday and then a MOWR course during the same time on Mondays and Wednesdays. Students will be able to fit in other</p>	<p>Short-Term Goals</p> <p>Enrollment in ELA and Economics course at AHS will increase. Increase positive feeling about AHS from students due to flexible schedule. Increase use of the blended learning model. Increase student independence and overall well-being.</p>	<p>Long-Term Outcomes</p> <p>Students will increase personal management skills that will positively impact them in college and life. Decrease the achievement gap by opening up pathways for students who do not have transportation.</p>

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	activities into their lives.		
Waiver(s) Requested			
5) List any waivers from state law, regulation, and/or rule required to implement the concept. (Facilitators will identify the specific laws, regulations, and/or rules requiring exemption.)	O.C.G.A. 20-2-319.3 and 20-2-319.4 to the extent they require such classes to be offered only pursuant to the options listed. SBOE 160-5-1-.08 Class Size; BOE 160-4-2-.48 HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS ENROLLING IN THE NINTH GRADE FOR THE FIRST TIME IN THE 2008-09 SCHOOL YEAR AND SUBSEQUENT YEARS 2(h) 2(i) 6(i); SBOE 160-5-1-.02 School Day and School Year for Students and Employees 2(2) (to extent that instructional minutes for day is less than 330 total); SBOE Rule 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects).		
6) List any flexibility from Fulton County Schools' policy required to implement the concept. (Facilitators will identify the specific Fulton County Schools policies requiring exemptions.)	N/A		
Impact on Students and Families, Personnel, Departments, Processes, and Schools			
7) List any impact of the concept on the following: <ul style="list-style-type: none"> ▪ Students and families; ▪ Personnel; ▪ The school schedule; ▪ Transportation; ▪ School nutrition; ▪ Teaching, learning, and assessment; ▪ Other schools; and ▪ Any other area not addressed above. 	<p>Students arriving on busses will need a supervised space on Mondays, Wednesdays, and Fridays. If the off-campus RFF is approved, students will be able to leave campus and walk to local locations to study. If the numbers are small, our virtual learning lab or media center may offer an on-campus location for them to access the digital content. The teachers of record will also offer office hours during this time and may agree to supervise students who need a place to study. Those students who do have their own transportation will be encouraged to stay home until their first face to face course of the day just as our MOWR students do.</p> <p>There will be an impact to our school staff; the teachers who teach these courses will have a different schedule. We believe this will be a positive change for our staff.</p> <p>Our staff, particularly our counselors, will need to inform our students and parents about these courses and how they differ from Move On When Ready and our other courses.</p> <p>These courses may decrease enrollment in College English Course & College Economics Course; increase enrollment in AHS senior English</p>		

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	<p>courses; increase enrollment in AHS senior economics courses; and increase incentives for students to choose to attend AHS. It would increase the implementation of blended learning at AHS. It will have a positive impact on school culture with improved student and staff satisfaction with our school environment.</p>
Budget	
<p>8) Please use the budget template on the next page to provide the estimated costs of the proposed concept. In the space to the right, please identify, to the extent possible, how you plan to modify your school budget to cover additional costs. If applicable, identify external funding sources.</p>	<p>The main cost will be Human Resources because counselors, administrators and SGC members will need to develop the course registration process for students to enroll specifically in the 2 day per week course. Criteria and the process for students to register for the course will need to be established and communicated to students in the spring. Additionally, teachers who agree to teach the course will need to invest time in restructuring the pacing calendar, unit plans and lesson plans to move from a 5 day per week face to face course to a two day per week Blended Learning course. While time is needed, the staffing is already in place.</p>

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INSTRUCTIONS: Please enter the expected costs of your concept for the applicable school year(s). To calculate the totals for the Amount Budgeted columns, highlight the entire table, and press F9. You may customize the budget items.

SCHOOL NAME:

Budget Item	Item Description (Include quantities if applicable)	2016-17		2017-18		2018-18		Notes
		Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	
Teacher(s)	.Four teachers (on-level ELA, AP ELA, on-level Economics, AP Economics) one class period	64,000.00	General Fund	64,000.00	General Fund	64,000.00	General Fund	These teachers would maintain their regular salary; this course would be their first or fifth period class.
Paraprofessional(s)		0		0		0		
Support Staff		0		0		0		
Additional Pay (certified)/Overtime (non-certified)		0		0		0		
Equipment		0		0		0		
Supplies/Materials		0		0		0		
Professional Development		0		0		0		
Independent Contractor(s)		0		0		0		
Transportation		0		0		0		
Supplements		0		0		0		
Other Professional Services		0		0		0		
Other		0		0		0		
Other		0		0		0		

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GRAND TOTALS		\$64,000.00	General Fund	\$64,000.00	General Fund	\$64,000.00	General Fund	
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*When determining the *Amount Budgeted* for personnel costs, the principal should consult with the Learning Community Human Resources Director.

**For the *Proposed Funding Source(s)*, please indicate which of the following funding sources you intend to use: General Fund, Student Activities Fund, School Foundation/PTA, FCS Seed Fund, Grants, or Other (please specify the source).