

Request for Flexibility 2017-18 Proposal



INSTRUCTIONS: Please write your responses in the boxes below.

SCHOOL NAME: Alpharetta High School

CONCEPT NAME: Waiver to create time for Theory of Knowledge implementation

STRATEGIC INITIATIVE(S): Student Achievement, People and Culture:
The strategic initiative targeted allows students greater choice in scheduling along with encouraging participation in the IB Diploma Programme with minimal impact on their extracurricular opportunities or pursuits.

Concept Summary	
<p>1) Describe the need/challenge that your school seeks to address and identify how this need/challenge is outlined in your school strategic plan.</p>	<p>In order to meet the requirements for the International Baccalaureate Diploma Programme, Alpharetta High School students will need to complete the Theory of Knowledge (TOK) course in addition to their six IB content courses. These classes are taken over the course of two years, with TOK requiring at minimum 100 classroom hours across both Junior and Senior year.</p> <p>Currently, Alpharetta High School has a six period bell schedule, which does not allow time during the current schedule to meet this need during school hours. Owing to the involvement of AHS students in numerous extracurricular activities and opportunities, a zero period schedule presents considerable difficulties in program development and growth. Additionally, we anticipate the IB Diploma Programme directly affecting a small percentage of our student body, which necessitates being able to more flexibility personalize the schedules of these students to meet the requirements of IB within our existing logistical framework. As such, we are proposing to modify the schedules of IB Diploma Programme students to allow them to meet the TOK needs during the school day by creating a “mini block” or TOK and one content class and offering this “mini block” at two different times.</p>
<p>2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.</p>	<p>In order to meet both the needs of an IB content class and TOK, we propose to give students two options for taking TOK based upon their preference and transportation availability.</p> <p><u>Schedule A</u> <i>This option would be available to students who have their own transportation to campus or would prefer not to shorten their lunch period.</i></p> <p>1.) Semester 1 of Diploma Programme (fall of 11th grade)--DP students would begin year 1 of their first period IB content class (ex. World Language) at 8:00am on Mondays,</p>

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	<p>Wednesdays, and Fridays. This class would conclude when first period ends (nominally 9:25am) allowing for 85 minutes of class time on M-W-F. Diploma Programme students would begin year 1 of Theory of Knowledge on Tuesdays and Thursdays following normal first period bell schedules (58 and 50 minutes, depending on RTI bell schedule days).</p> <ol style="list-style-type: none"> 2.) Semester 2 of Diploma Programme (spring of 11th grade)-- students would continue with their first period IB class on Mondays, Wednesdays, and Fridays, beginning at 8:00am and concluding when first period ends at 9:25am (85 minutes of class time) and Theory of Knowledge on Tuesdays and Thursdays following normal first period bell schedules (58 and 50 minutes, depending on RTI bell schedule days). 3.) Semester 3 of Diploma Programme (fall of 12th grade)-- students would begin year 2 of their first period IB class on Mondays, Wednesdays, and Fridays, beginning at 8:00am and concluding when first period ends at 9:25am (85 minutes). Theory of Knowledge would continue on Tuesdays and Thursdays following normal first period bell schedules (58 and 50 minutes, depending on RTI bell schedule days). 4.) Semester 4 of Diploma Programme (spring of 12th grade): students would complete year 2 of their first period IB class on Mondays, Wednesdays, and Fridays, beginning at 8:00am and concluding when first period ends at 9:25am (85 minutes). Theory of Knowledge would meet on Tuesdays and Thursdays following normal first period bell schedules (58 and 50 minutes, depending on RTI bell schedule days) and would conclude meeting prior to spring break after TOK assessments have been completed and submitted to IB. 5.) After spring break, TOK students would be able to avail themselves of the extra time to prepare for IB exams while completing year 2 of their first period IB class on Mondays, Wednesdays, and Fridays by a delayed start on Tuesdays and Thursdays (such as experienced by our students taking virtual classes off campus, etc.). 6.) Total “per year” clock-time hours for IB content course = approximately 141.7; total hours for the IB Diploma Programme = approximately 283.3. Total hours for TOK = 119.7 <p><u>Schedule B</u> <i>This option would be available to students who do not have their own transportation to campus or would prefer to not meet outside of the normal 8:20-3:30 school hours.</i></p>
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- 1.) Semester 1 of Diploma Programme (fall of 11th grade)-- students would begin year 1 of their fifth period IB class (ex. World Language) at 1:03pm each day and conclude when fifth period ends (nominally 2:27pm; 84 minutes of class time). Students would start Theory of Knowledge on Tuesdays and Thursdays, during 5th period according to the regular bell schedules (58 or 50 minutes, depending on RTI bell schedule).
- 2.) Semester 2 of Diploma Programme (spring of 11th grade)-- students would continue with their fifth period IB class on Mondays, Wednesdays, and Fridays, beginning at 1:03pm and concluding when fifth period ends (84 minutes of class time) and Theory of Knowledge on Tuesdays and Thursdays following normal fifth period bell schedules (58 and 50 minutes, depending on RTI bell schedule days).
- 3.) Semester 3 of Diploma Programme (fall of 12th grade)-- students would begin year 2 of their fifth period IB class on Mondays, Wednesdays, and Fridays, beginning at 1:03pm and concluding when fifth period ends (84 minutes). Theory of Knowledge would continue on Tuesdays and Thursdays following normal fifth period bell schedules (58 and 50 minutes, depending on RTI bell schedule days).
- 4.) Semester 4 of Diploma Programme (spring of 12th grade): students would complete year 2 of their fourth period IB class on Mondays, Wednesdays, and Fridays, beginning at 11:55am and concluding when fourth period ends at 1:24pm (89 minutes). Theory of Knowledge would meet on Tuesdays and Thursdays following normal fifth period bell schedules (58 and 50 minutes, depending on RTI bell schedule days). TOK would conclude meeting prior to spring break after TOK assessments have been completed and submitted to IB.
- 5.) After spring break, TOK students would be able to avail themselves of the extra time to prepare for IB exams while completing year 2 of their fifth period IB class on Mondays, Wednesdays, and Fridays by having availability to go off campus or working in the Media Center (such as experienced by our students taking virtual classes off campus, etc.).

Teachers of the TOK course will benefit from extra planning on the “off days”, which will allow these teachers to collaborate with other IB teachers and stakeholders as well as manage the unique aspects of the TOK course itself. Teachers of the IB content course will benefit from having two “off days” for additional planning and collaboration. This extra time will also help to balance the earlier start time and/or shortened lunch/planning for the affected teachers.

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<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>A key tenant of the IB Diploma Programme is "concurrency of learning." This interdisciplinary focus is both a feature of and important means by which the Diploma Programme develops the IB Learner Profile attributes as well as supporting students' holistic learning as part of their IB classes.</p> <p>Given the involvement of AHS students in extracurricular activities and pursuits, this plan will maximize the availability of the IB Diploma Programme to our student community while meeting the requirements of the DP itself. This will, in turn, continue to grow the programming at Alpharetta High School and provide access to higher educational opportunities for our students by allowing them to pursue this course of study.</p>		
<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p>Project Outcomes</p> <p>To create scheduling flexibility for our IB Diploma Programme students so as to allow them to complete the DP requirements, specifically Theory of Knowledge.</p>	<p>Short-Term Goals</p> <p>Schedule flexibility for Diploma Programme students to facilitate the Theory of Knowledge Course.</p>	<p>Long-Term Outcomes</p> <p>Creating a scheduling sequence that will allow for long-term program growth and viability and to create a pathway that will encourage students to pursue the Diploma Programme.</p>
Waiver(s) Requested			
<p>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.)</p>	<p>SBOE 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. 6. Required Procedures for Awarding Units of Credit. (i) A unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study based on a minimum of 150 clock-hours of instruction provided during the regular school year, 135 clock-hours of instruction in an approved block schedule during the regular school year, or a minimum of 120 clock-hours of instruction in summer school.</p>		
<p>6) List any flexibility from Fulton County Schools' policy required to implement the concept. (Facilitators will identify the specific Fulton</p>	<p>IHF(5) Unit Credit - one unit of credit awarded for a minimum of 150 clock hours of instruction in a traditional schedule, or 135 hours in an approved block schedule.</p>		

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<p>County Schools policies requiring exemptions.)</p>	<p>IHF(5) Half Unit of Credit – All one-period courses earn one-half unit credit of credit per semester. Each one-period semester course must offer a minimum of 75 clock hours, or 67.5 hours in an approved block schedule of instruction. Exception to clock hour rule requires local Board and State Board of Education waiver.</p> <p>For Schedule A (85 minute class), student start time for the school day on Mondays/Wednesdays/Fridays would be 8:00am, which is twenty minutes earlier than our “official” start time of 8:20am. We anticipate that the adjustments to the scheduled outlined in section 2 above would result in 141.7 clock hours of instruction for year 1 and year 2.</p> <p>For Schedule B (84 minute class), student start time would end lunch approximately 26 minutes early on Mondays/Wednesdays/Fridays for students, which still allows for 20 minutes of lunch time. We anticipate that the adjustments to the scheduled outlined in section 2 above would result in 140 clock hours of instruction for years 1 and 2.</p> <p>Total hours for the 2-year DP course is 283.3 and 280.0 (respectively) which is above the minimum requirements for SL and HL courses (150 and 240 hours, respectively) to meet the requirements for the IB Diploma Programme. Total hours for the 2-year TOK course is 119.7 and 116.2 (respectively) and meets the IB Diploma Programme minimum requirement of 100 hours.</p> <p>Based upon the academic calendar for 2018-19 and estimating for 2019-20, both options are within the reporting times for teachers and offer teachers a modified planning structure to ensure adequate time for lunch/planning.</p>
<p>Impact on Students and Families, Personnel, Departments, Processes, and Schools</p>	
<p>7) List any impact of the concept on the following:</p> <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 and Families:</p> <ul style="list-style-type: none"> • Students would have two different schedule options for Theory of Knowledge • Students with means of transportation would have the option to take Schedule A; students without means of transportation would have the option to take Schedule B • Students would begin school either 20 minutes earlier or end lunch 23 minutes earlier <p>School nutrition</p> <ul style="list-style-type: none"> • Students selecting Option B would have approximately the first 22 minutes for lunch on M-W-F; lunch lines would be open for students needing to purchase lunches. Students

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	<p>would also be given the option to take their lunches with them to class.</p> <p>School Schedule:</p> <ul style="list-style-type: none"> • Individual classes would be modified to allow for extended class time (“semi-block”), thus making space during our existing school schedule for the Theory of Knowledge course. See Section #2 above and attached figures. • No other schedules would be directly affected. • Shortened lunch time still allows students to have approximately 22 minutes for lunch <p>Transportation</p> <ul style="list-style-type: none"> • Students selecting Option A would be responsible for providing their own transportation, which is in line with current policies regarding MOWR/Dual Enrollment, Flexible Scheduling (off campus virtual), and blended literature options. • Students unable to provide transportation would be able to pursue the Diploma Programme via Option B as outlined in Section #2 above. <p>Teaching</p> <ul style="list-style-type: none"> • Teachers would either begin classes twenty minutes early on M-W-F or would have shortened 4th period planning on M-W-F. These times are within reporting for teachers. • Teachers of M-W-F classes would have planning during their affected periods on T-Th, which helps to balance the schedule adjustment. <p>IB Diploma Programme</p> <ul style="list-style-type: none"> • This will create a sustainable pathway for IB Diploma Programme student to pursue the full Diploma Programme by creating time in the school schedule for Theory of Knowledge with minimal impact on students’ and teachers’ time. •
Budget	
<p>8) 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</p>	<p>District cost-centers currently provide additional teacher allocations in support of the IB Diploma Programme. Offering two options should eliminate any transportation costs by providing students with a “contained” opportunity to pursue TOK.</p>

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<p>funding sources. Please use the budget template on the next page to provide the estimated costs of the proposed concept.</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:

		<i>2017-2018</i>		<i>2018-2019</i>		<i>2019-2020</i>		
Budget Item	Item Description (Include quantities if applicable)	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Notes
Teacher(s)		0		0		0		
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		
GRAND TOTALS		\$ 0.00		\$ 0.00		\$ 0.00		

*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).