



Instructions: Submitting the RFF interest form

- Complete the form.
 - All information must be captured on one slide.
 - Please use 14 point font.

- Solicit Council feedback on the form. (Although Council members are not required to vote on the RFF interest form, they should have the opportunity to discuss and provide feedback on the proposed concept and the form.)

- Submit the completed RFF interest form by 5:00 pm on October 3, 2016 (Round 1).
 - Email the form to the school's Area Superintendent; and
 - Copy the Council chair and facilitator.

Request for Flexibility Interest Form



Fulton
Schools
 Where Students Come First

I: Alpharetta High School

Learning Community:

NWLC

CONCEPT NAME	Virtual Learning Lab General Study Skills Elective Course for Virtual Credit Recovery Students
STRATEGIC INITIATIVE	Increase the number of students who are college and career ready and increase graduation rates.
BRIEF DESCRIPTION OF THE NEED/ CHALLENGE (WITH SUPPORTING DATA)	Currently, our virtual credit recovery students are assigned to a virtual lab for one period of their semester in order to earn credit for a course required for graduation. If students finish their virtual credit early, they must remain in the virtual lab without another academic opportunity.
BRIEF DESCRIPTION OF THE CONCEPT AND HOW IT ADDRESSES THE NEED/CHALLENGE	When our virtual credit recovery students complete their assigned virtual course(s), we want to offer them the ability to move into a 1 credit study skills course [35.0610001]. This will give them a better understanding of what it takes to be successful in traditional core classes and is in greater alignment with personalized learning. Ideally, this study skills course would target skill deficit areas like advanced planning, goal setting, organization, and reading comprehension.
EXPECTED RESULTS	Improve graduation rates and college and career readiness.
ANTICIPATED COST AND ANTICIPATED FUNDING SOURCE	Human resources may be required to create the course virtually by AHS staff if Fulton Virtual still has not created the course.
KNOWN IMPLICATIONS	Roswell High School and Centennial High School have both created similar RFFs and are in the early stages of implementation. Therefore, no known implications yet.

Request for Flexibility Interest Form



School: **Alpharetta High School**

Learning Community: **Northwest**

CONCEPT NAME	Expand Options for Additional Pay
STRATEGIC INITIATIVE	Professional Climate: Create a systematic recruiting system to hire and retain the best instructors. Supports our Short Term Goal to increase incentives and recognition for staff.
BRIEF DESCRIPTION OF THE NEED/ CHALLENGE (WITH SUPPORTING DATA)	Currently, FCS Operating Guideline DA, “Additional Pay,” allows 1) exempt employees to be compensated for 2) work performed outside the standard work day that 3) fits within the scope of 10 approved Categories. The challenge comes when there is valuable work that needs to be performed at the local school level; yet, the work does not fit within the additional pay categories.
BRIEF DESCRIPTION OF THE CONCEPT AND HOW IT ADDRESSES THE NEED/CHALLENGE	<u>Category A1</u> – Currently, teachers can be paid \$28.00/hour to provide instructional, enrichment, remedial support for staff “outside the normal work day.” This request is seeking the ability to provide AHS RtI ELA and Math teachers with \$28.00 per hour additional pay to provide support for students during Anchor Time. Anchor Time is our AHS built in time for remediation during the school day. Anchor Time occurs two days a week for 45 minutes. While most of the AHS staff supervises students in a quiet study hall or teaches a fun enrichment course during this time, ELA and Math teachers work to support our struggling students with. This is work above and beyond the expectations of other teachers and additional pay seems appropriate.
EXPECTED RESULTS	Improved professional climate: The ability to pay teachers/certified staff to take on extra work will provide a much needed incentive to retain our best employees as opposed to burn out our best. Increased student support:
ANTICIPATED COST AND ANTICIPATED FUNDING SOURCE	The funding source would be budgeted locally through either Cost Center funds or Local Student Activity Funds just as current Additional Pay Categories are funded.
KNOWN IMPLICATIONS	The challenge with paying certified staff members to perform work seemingly aligned to their professional duties and responsibilities and/or stipends is that inequity may occur among employees who serve in the same role. The question lies in what is considered “additional work” versus work encompassed as part of a certified employees expected, compensated professional duties and responsibilities. Teachers and administrators are salaried employees, not hourly employees, so defining the work to be considered outside of normal expectations is fundamental. An incorrect assessment could have the unintended implications of decreasing the productivity of certified staff in performing expected duties and responsibilities because of the expectation of receiving additional

2016-2017 Request for Flexibility Interest Form



School:

I: Alpharetta High School

Learning

Community:

Northwest

CONCEPT NAME	Withdrawal from an on-level 9 th grade course without penalty
STRATEGIC INITIATIVE	Student Support: Create academic policies to allow for flexibility with scheduling in order to increase non-traditional pathways to meet graduation requirements
BRIEF DESCRIPTION OF THE NEED/ CHALLENGE (WITH SUPPORTING DATA)	District Policy IHA reads “Courses will not be removed from a student’s transcript unless an error is discovered. No course substitutions will be made on student transcripts. A student may retake a course in which he or she was not successful, but grades for both course attempts will appear on a student’s transcript.” Additional board policies concerning grades do not specifically address students who are failing between the 10-day count up to 6 weeks into a semester. Adlai E. Stevenson High School, a premiere high school in the nation doing “Whatever it Takes,” offers this to its students in all courses. Based on communication with counselors at Adlai Stevenson High School as well as students here at Alpharetta, we feel strongly that this initiative will positively impact student achievement at Alpharetta High School. It will also help decrease any achievement gaps that may currently exist. Individual student stress management would also be positively affected with students realizing that their GPA is not permanently impacted if they feel themselves not being successful in a course. They can exercise this policy and retake the course later. Students will also be more prepared to retake the course after withdrawing because of the options that would be in place for continued academic support.
BRIEF DESCRIPTION OF THE CONCEPT AND HOW IT ADDRESSES THE NEED/ CHALLENGE	In the best interests of students this concept would reduce pressure on the student and give an alternative to failing a course as well as provide a viable option to help improve study skills which would help when students retake a course. We currently have RISE (help session), Anchor Time (twice a week extra period), and Recovery (make up policy) to assist students. This concept is to be piloted in the first year with freshmen in on-level courses and then extend to upperclassmen in the subsequent years. This is a practice in most colleges and universities (including Georgia’s colleges that our students currently are dual enrolled) and is designed to allow students the opportunity to withdraw from a class prior to failing the course and without permanently damaging a transcript. If their students drop within this deadline as described, the class disappears from the transcript. It does not impact the GPA. If it is past the deadline, the class will become a WF unless the student has a medical issue. We want to offer a similar option for our students.
EXPECTED RESULTS	1. Increased student support. 2. Fewer students will end up with failing grades on final transcripts. 3. Establish options to support students who withdraw from a course. 4. Increased passage rate. 5. Increased cumulative numeric average for students at risk. 6. Increased feeling of hope for Freshmen who have academic difficulty transitioning to high school.
ANTICIPATED COST AND ANTICIPATED	The cost will be primarily associated with human resources. Counselors and administrators will work with the SGC to determine and monitor the process. There would potentially be a cost to hire an Instructional Paraprofessional to monitor

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School: Alpharetta High School

Learning Community:

NW

CONCEPT NAME	Flexible Course Schedule – Yearlong Health Course; 25 minutes 3 X per week
STRATEGIC INITIATIVE	<p>Student Support: Create academic policies to allow for flexibility with scheduling in order to increase non-traditional pathways to meet graduation requirements.</p> <p>Short Term Goal: Increase flexible scheduling options for students. Short Term Goal: Increase flexible scheduling options for staff.</p>
BRIEF DESCRIPTION OF THE NEED/ CHALLENGE (WITH SUPPORTING DATA)	<p>Many of our students are choosing to take online courses. A popular course for online learning is health. Often, our parents even choose to pay to take health over the summer. Many of our students and parents have expressed the need to pay for health during the summer in order for students to be able to fit other elective courses or AP courses that they desire into their schedule at AHS. Health is a graduation requirement important for our students. Often, students who transfer into AHS as upperclassmen come to us without health on their transcript. These students struggle to fit health into their 6 period day. We want to offer creative options for our students during our school day. We are working to create an environment that students will choose to attend. AHS currently has 451 Virtual Enrollments for fall semester 2016-2017.</p>
BRIEF DESCRIPTION OF THE CONCEPT AND HOW IT ADDRESSES THE NEED/CHALLENGE	<p>Health is a semester only courses and a graduation requirements. Currently, the course is offered as a semester only class meeting every day, 5 days per week during each semester. We would like to offer a creative solution for offering this course in a Blended Learning environment. We need a seat time waiver as well as flexibility to offer an additional period in our bell schedule. We would like for this course to be offered in a year-long, blended learning environment. The teacher would meet face to face with students on Mondays, Wednesdays and every other Friday for 25 minutes during our 45 minute lunch period for the entire year. Additional lessons would be offered as necessary virtually in order to ensure students learn required standards. Students completing the year long course successfully would earn .5 credit in health.</p>
EXPECTED RESULTS	<p>Increased number of students taking health at AHS during school day. Increased number of students enabled to take other desired electives and AP courses during day. Increased flexible scheduling options for both students and staff. Increased implementation of Blended Learning as a Co-hort 1 school.</p>
ANTICIPATED COST AND ANTICIPATED	<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 year long, 3 day per week health and personal fitness courses. Criteria and the process for students to register for the course will need to be established and effectively communicated to students in the spring. Additionally, teachers who agree to teach the course will need to invest time in</p>

Request for Flexibility Interest Form



School

I: Alpharetta High School

Learning

Community:

Northwest

CONCEPT NAME	Accelerated Performing Arts Classes
STRATEGIC INITIATIVE	Create academic policies to allow for flexibility with scheduling in order to increase non- traditional pathways to meet graduation requirements
BRIEF DESCRIPTION OF THE NEED/ CHALLENGE (WITH SUPPORTING DATA)	We currently have performing arts students who sometimes choose not to enroll in or continuously enroll in the performing arts course in which they have significant potential for success at a high level. Some of the reason for this stems from the fact that performing arts classes are not weighted the same as AP and Honors courses. These students are our most advanced students who are in the Governor’s Honors Program; Georgia’s All State Orchestra, Band, & Chorus; One Act Play; Currently we do not have a performing arts course that carries the same academic weight as similarly rigorous AP and Honors courses.
BRIEF DESCRIPTION OF THE CONCEPT AND HOW IT ADDRESSES THE NEED/CHALLENGE	This initiative would involve creating Accelerated Orchestra, Accelerated Band, Accelerated Chorus, and Accelerated Theater classes. Each of these classes would be the most advanced and rigorous in the respective discipline based on standards commensurate to collegiate performance. Similar to an Advanced Placement and Honors course, these Accelerated courses would have suggested prerequisites along with other highly rigorous audition requirements and co-curricular requirements. These four new courses would carry the same academic weight that other Advanced Placement and Honors courses carry. Creating these accelerated performing arts classes allows our most advanced performing arts students to maintain an academic balance without an adverse effect to their GPA. This is also a measure to “increase opportunities for individualized academic support” since these classes would be for students who desire a more collegiate level instruction in performing arts.
EXPECTED RESULTS	More students would remain in performing arts classes from as early as their freshman year throughout their senior year. Our orchestra, band, chorus, and theater student loads would increase. The rigor in these accelerated courses would make students more college and career ready. Fewer students would be at risk of suffering from pressures of taking courses with a heavier academic weight just for the sake of maintaining the highest GPA. These courses would also align well with our anticipated implementation of the International Baccalaureate program.
ANTICIPATED COST AND ANTICIPATED FUNDING SOURCE	\$0
KNOWN	There is an anticipated increase in students enrolling in performing arts courses and a higher retention rate from year to year. Therefore, the need for more sections could be something to address as numbers and interest grow. Students