

Carroll County IE2 Flexibility Examples

February 24, 2015

The flexibility considerations provided below offer examples of how Carroll County Schools could use the IE2 flexibility to support improvement of student performance. These examples are provided to communicate the intent for seeking new and innovative ways to serve students. The examples are not inclusive of all flexibility opportunities the district or a school may choose to utilize to better serve students under the IE2 contract.

Academic Program Flexibility:

- School Councils: (O.C.G.A. § 20-2-85, 20-2-86) relating to requirements for school council process.
e.g. CCSS could develop additional structures for the local school council process.
- Competencies and Core Curriculum, Online Learning: (O.G.C.A. § 20-2- 141.1, 20-2-142) and SBOE Rule 160-4-2-.48 related to online learning requirements.
e.g. CCSS could exempt the new requirement that prescribes a certain % of students graduating must do so with at least one online learning class.
- Education Program for Gifted Students: (O.G.C.A. § 20-2-151, 20-2-161) and SBOE Rule 160-4-2-.38 related to staffing, class size, and program delivery/time/requirements/models.
e.g. CCSS could offer a larger variety of delivery models for gifted students with this flexibility. One would include offering more advanced content classes in elementary schools.
- Educational Programs: (O.G.C.A. § 20-2-152 to 20-2-155) and SBOE Rule 160-4-2-.38, 160-4-2-.17 related to staffing, class size, and program delivery of special education, EIP, Remedial Program, Alternative Programs.
e.g. CCSS could use the flexibility to allow schools to use different structures for these programs that would better fit student needs. For example, the Early Intervention Program (EIP) Rule currently requires services be offered to the lowest performing 3% of students in each school. CCSS could serve the students in different models and/or consider how to best serve the lowest performing 3% across the system making services more equitable.
- Program for Limited English Proficient (LEP) Students: (O.G.C.A. § 20-2-156) and SBOE Rule 160-4-5-.02 related to staffing, class size and program delivery/time requirements/models.
e.g. Currently, the SBOE Rule limits the number of segments students can be served based on their grade level. CCSS would also like to serve students based on their language proficiency level. This could allow the district to serve those students with Level 1 and 2 Language Proficiency additional segments.
- Scheduling for Instruction: (O.C.G.A. § 20-2-160, 161.1, 165, 168c) and SBOE Rule 160-4-2-.16 related to scheduling and staffing.
e.g. CCSS believes that scheduling for instruction should be based on the needs of the students and not inhibit students being able to move on when ready. Currently SBOE Rule requires

students in grades 9-12 to be scheduled for five periods when they may have already completed requirements and need less than five to graduate.

- School Day for Students: (O.C.G.A. § 20-2-151, 20-2-160, 20-2-168) and SBOE Rule 160-5-1-.02 related to requirements for minutes of instruction at each level.
e.g. CCSS would like to allow schools to think differently about scheduling for instruction. Currently, instructional time allotments, such as grades 6-12 must have five and a half hours or 330 minutes, this can prohibit schools from thinking differently about scheduling. Time needs to be spent in the areas that are a priority for improving student achievement and students who meet standards should not have to serve time. Also, this could allow for more blended classes, mentorships, internships, apprenticeships for credit, etc. (O.C.G.A. 20-1-160 a)
- Program Enrollment & Appropriation (O.C.G.A. § 20-2-160) related to scheduling flexibility.
e.g. CCSS could use this flexibility to offer summer courses for initial academic credit and still receive FTE funding. Currently, the system cannot get the FTE credit from doing this.
- Instructional Extension: (O.C.G.A. § 20-2-184.1) and SBOE Rule 160-4-2-.14 related to staffing, class size, resource allocation, and program delivery/time requirements/models.
e.g. CCSS has a number of students who need transportation to be able to take advantage of extended learning opportunities. Currently, the Instructional Extension Rule limits use of resources for staffing and limited supplies only. This flexibility could enable us to use funding to provide transportation services to students.
- Promotion and Retention Requirements: (O.C.G.A. § 20-2-283) SBOE Rule 160-4-2.11 related to the protocol for decision making.
e.g. CCSS could use this flexibility for students who did not meet standard in grades 3, 5, and 8 to hold meetings to design a student's instructional plan as soon as the initial assessment results are received rather than waiting until the end of the summer following a retest.
- Organization of Schools; Middle School Programs; Schedule: (O.C.G.A. § 20-2-290, 20-14-33) and SBOE Rule 160-4-2-.05 related to time requirements and delivery models.
e.g. CCSS Middle Schools could use freedom from the requirement of five hours of middle school instructional time to try different scheduling models. Middle Schools would like to offer other items such as focused advisement time for all students or increase time for academic intervention periods.
- Graduation Requirements: (O.C.G.A. § 20-2-131) SBOE Rule 160-4-2-.48 and 160-4-2-.47 related to seat time requirements for earning Carnegie Unit credit.
e.g. Currently, students must have 150 seat hours to earn a Carnegie Unit credit. CCSS could waive that requirement enabling the district to award credit once standards have been mastered at any time during the semester/year.

- School Attendance, Compulsory Attendance as it relates to the attendance protocol: (O.C.G.A. § 20-2-290.2)
e.g. CCSS could seek different attendance protocols with local partnerships for the purpose of improving student attendance.
- School Year: (O.C.G.A. §20-20168c) and SBOE Rule 160-5-1-.01 related to 180 days for students and 190 days for teachers
e.g. CCSS would like to explore flexibility in how the 180 days for students is scheduled to meet the individual needs of students. The flexibility to offer a different schedule for specific educational programs would be of great benefit to students.
- Public School Choice: (O.C.G.A. § 20-2-2131)
e.g. CCSS could offer parents more opportunities for school choice outside the current guidelines of the Rule.
- Comprehensive HPE Program: SBOE Rule 160-4-2.12
e.g. CCSS could use this flexibility to create additional alternatives for students to meet required HPE requirements.
- Middle School Alternative Schedule: SBOE Rule 160-4-8.12 related to the time requirements of Middle School students assigned to alternative programs
e.g. CCSS could use this flexibility to waive the time requirement for middle school students assigned to alternative programs. This would better fit the alternative structure CCSS is using.
- Awarding Credit: SBOE Rule 160-5-1-.15 related to how credits are rewarded
e.g. CCSS could use this flexibility to look at additional ways to award credit for course completion.

Financial Flexibility:

- QBE Financing: (O.C.G.A. § 20-2-161, O.C.G.A. 20-1-160) related to system earnings through FTE.
e.g. CCSS earns FTE based on how students are served by educational programs. CCSS wants to maintain the system earnings while exercising flexibility afforded in IE2.
- Direct Classroom Expenditures and Expenditure Controls: (O.C.G.A. § 20-2-167, 20-2-171) SBOE Rule 160-5-1-.29 related to the QBE Expenditure Control Test.
e.g. CCSS meets the Expenditure Control Test each year by spending local funds in addition to state funds; however, CCSS would like flexibility to spend those dollars where it supports the system's strategic improvement plan rather than in required categories. This could allow resources to be focused on student achievement.
- Categorical Allotment Requirements: Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-183 to 20-2-186) related to system earnings being expended based on system priorities.
e.g. Categorical allotments are restrictive and CCSS is seeking flexibility to be able to design a system budget based on the system strategic improvement plan and the needs of students.

- Multi-year agreements (O.C.G.A. § 20-2-506)
e.g. CCSS could enter into multi-year vendor contracts.

HR Flexibility:

- Class size/Staffing: (O.C.G.A. § 20-2-182; 20-2-152) and SBOE Rules 160-5-1-.08; 160-5-1-.22; 160-4-7-.14 related to class size and staff allotments, caseload, and utilization
e.g. CCSS recognizes class size is a variable in student achievement, just as stability with a classroom teacher and/or a the ability to offer a variety classes to meet the needs of our students. A Kindergarten class with 22 students and a paraprofessional may have one additional student enroll in November. Rather than splitting the Kindergarten class that is established, CCSS would rather have the flexibility to add that one additional child and maintain stability for the students. Another example would be offering advanced studies at the high school level. Current rule requires a class size of 21 to be counted as Gifted Education. That same class could be accessed by other students if schools could raise the class size for other advanced students. This provides more learning opportunities for advanced students.

Other examples of how schools could use this flexibility could be for smaller core classes and larger elective classes, seminar classes with discussion labs, focused enrichment/remediation programs, etc.

- Certification Requirements: (O.C.G.A. § 20-2-108, O.G.C.A. 20-2-200, O.C.G.A. 20-2-201, O.C.G.A. 20-2-204) related to certification requirements for specific positions.
e.g. CCSS could use this flexibility to meet specialty certification requirements based on the needs of students. This flexibility could allow for the hiring of uncertified subject matter experts as teachers of elective courses.
- Salary Schedule Requirements: (O.G.C.A. § 20-2-212, 20-2-212.1, 20-2-212.2)
e.g. CCSS could work to strengthen the state salary schedule for additional pay for high needs areas. Additionally, this could allow CCSS to create a career ladder and differentiated salaries. This could also allow CCSS to create "pay for performance" type grants to financially reward schools who meet specified criteria.
- Employment, Conditions of Employment: (O.G.C.A. § 20-2-218) as it relates to Duty Free Lunch.
e.g. CCSS principals could use this flexibility in regards to personnel assignment for duties.
- Use of Counselors: SBOE Rule 160-4-8.05 Related to the scheduling of counselors
e.g. CCSS could waive the requirements for use of counselor schedules to better align with the work counselors are doing to help advise students and support student performance.
- Personnel Required: SBOE Rule 160-5-1-.22 related to personnel requirements
e.g. CCSS could assign school and system personnel based on district needs rather than state requirements. Examples could include media specialist, counselors, technology specialist, specialty teachers, etc.