

Forsyth County School System

2015-2022 Proposed IE² Partnership Contract

Flexibility Examples

The list below provides examples of how the Forsyth County School System (FCSS) would continue to use the flexibility provided through the IE² Partnership Contract to support student achievement. This list is not inclusive of all flexibility options a school may choose to utilize to serve their student population.

Academic Program Flexibility:

- Graduation Requirements: (O.C.G.A. 20-2-131, 20-2-140.1, 20-2-142)
e.g. Currently, students must have 150 seat hours to earn a Carnegie Unit credit. FCSS would like to waive that requirement enabling the district to award credit once standards have been mastered at any time during the semester/year.
- Middle School Program Criteria: (O.C.G.A. 20-2-290, 20-14-33)
e.g. FCSS would like the freedom from the requirement of five hours of instructional time. Middle Schools would like to offer a focused advisement time for all students 6-8 during the day based on best practice and the Middle School Improvement Committee Recommendation. Currently, that would place middle schools out of compliance under the current Middle School Program Criteria.
- Instructional Extension: (O.C.G.A. 20-2-154, 20-2-184.1)
e.g. FCSS would like the flexibility to use funds to address academic needs in all content areas, remediation, and test administration.
- Early Intervention Program: (O.C.G.A. 20-2-153, 20-2-155)
e.g. The Early Intervention Program Rule currently requires services be offered to the lowest performing 3% of students in each school. FCSS would like to serve the lowest performing 3% across the system making services to more equitable. All schools will offer services; however, those schools with students needing the most assistance will be provided additional staff.
- Language Assistance: Program for Limited English Proficient (LEP) Students: (O.C.G.A. 20-2-156)
e.g. Currently, the SBOE Rule limits the number of segments students can be served based on their grade level. FCSS would like to serve students based on their language proficiency level. This would enable the district to serve those students with Level 1 or 2 Language Proficiency additional segments.
- Education Program for Gifted Students: (O.C.G.A. 20-2-151, 20-2-152, 20-2-161, 20-2-200).
e.g. FCSS would like the flexibility to increase services and academic opportunities for students. Each school will determine the delivery model by reviewing the gifted eligible students they serve and deciding how to maximize their teaching staff.
- Scheduling for Instruction: (O.C.G.A. 20-2-160, 20-2-161.1, 20-2-165, 20-2-168, 20-2-2131)
e.g. FCSS believes that scheduling for instruction should be based on the needs of the students and not inhibit students being able to move on when read. 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)
e.g. Specific instructional time allotments, such as grades 6-12 must have five and a half hours or 330 minutes, prohibits schools to think differently about scheduling for instruction. 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.
- Promotion and Retention: (O.C.G.A. 20-2-283)
e.g. FCSS would like flexibility to align promotion and retention to our Response to Intervention and Data Team processes in place at each school in Forsyth County. This includes providing students the time and the resources necessary to achieve academic success, and base promotion and retention decisions on a totality of information rather than on one standardized test score.

Human Resources Flexibility:

- Class size / Staffing: (O.C.G.A. 20-2-152, 20-2-182)
e.g. FCSS recognizes class size is a variable in student achievement, just as stability with a classroom teacher and/or the ability to offer a variety of classes to meet the needs of our students. A Kindergarten class with 22 students and a paraprofessional has one additional student enroll in November. Rather than splitting the Kindergarten class that is established, FCSS 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 maximum of 21 to be counted as Gifted Education. That same class could be accessed by other students if the class size could be raised. This provides even more learning opportunities for our students.
- School Year: (O.C.G.A. 20-2-168)
e.g. FCSS would like to exercise flexibility in how the 180-days for students is scheduled to meet the individual needs of students. Forsyth Academy and iAchieve Virtual Academy run a different school schedule that works well for their student populations and their instructional delivery models.

Finance Flexibility:

- Minimum Direct Classroom Expenditures: (O.C.G.A. 20-2-171)
e.g. FCSS meets the Expenditure Control Test each year by spending 52% local funds vs. 48% state funds; however, FCSS would like flexibility to spend those dollars where it supports the system's strategic plan rather than in required categories.
- QBE Financing: (O.C.G.A. 20-2-160)
e.g. FCSS earns FTE based on how students are served by educational programs. FCSS wants to maintain the system earnings while exercising flexibility afforded in IE².
- Categorical Allotment Requirements: (Article 6 of Chapter 2 of Title 20)
e.g. Categorical allotments are restrictive and FCSS is seeking flexibility to be able to design a system budget based on the system strategic plan and the needs of students.