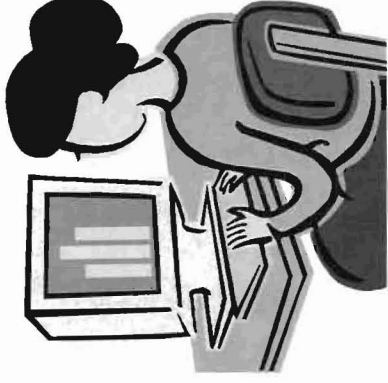


# The Duluth Academy



Blended Learning Model Proposal

2013-14

## **124D.68 GRADUATION INCENTIVES PROGRAM.**

### **Subdivision 1. Purpose.**

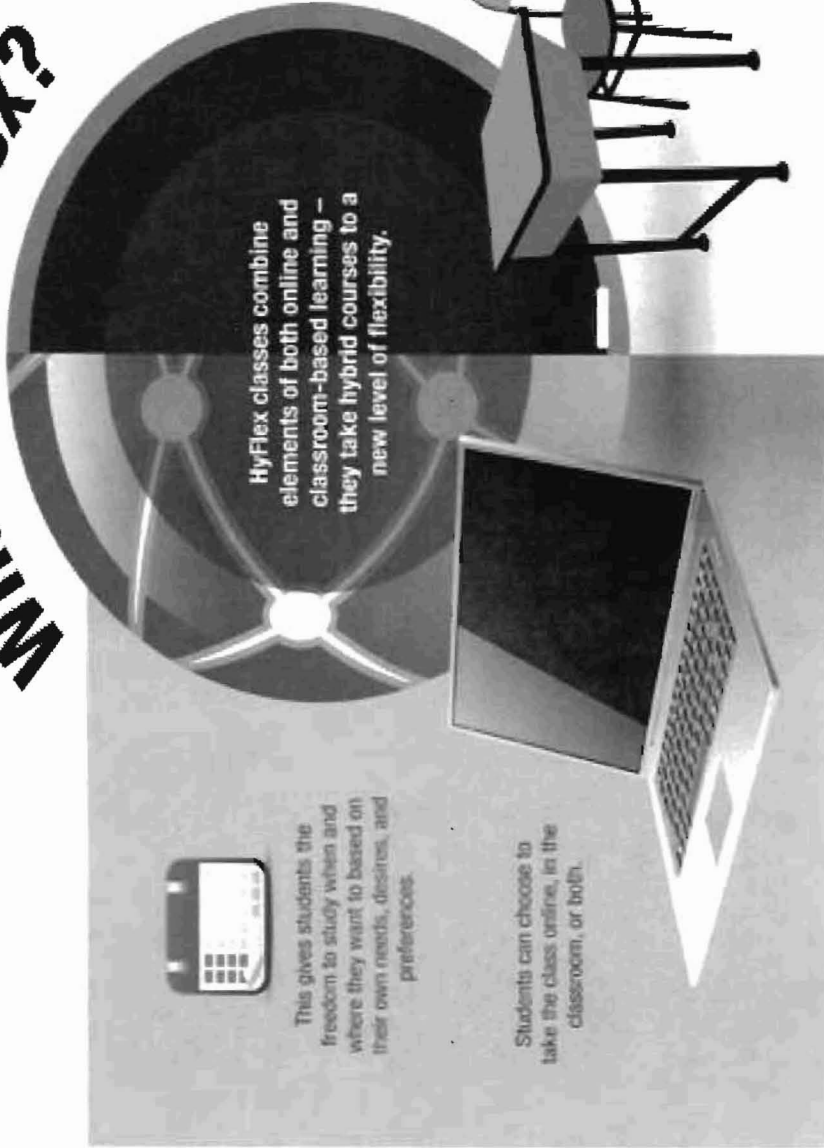
The legislature finds that it is critical to provide options for children to succeed in school. Therefore, the purpose of this section is to provide incentives for and encourage all Minnesota students who have experienced or are experiencing difficulty in the traditional education system to enroll in alternative programs.

### **Subd. 2. Eligible pupils.**

A pupil under the age of 21 or who meets the requirements of section 120A.20, subdivision 1, paragraph (c), is eligible to participate in the graduation incentives program, if the pupil:

- (1) performs substantially below the performance level for pupils of the same age in a locally determined achievement test;
- (2) is behind in satisfactorily completing coursework or obtaining credits for graduation;
- (3) is pregnant or is a parent;
- (4) has been assessed as chemically dependent;
- (5) has been excluded or expelled according to sections 121A.40 to 121A.56;
- (6) has been referred by a school district for enrollment in an eligible program or a program pursuant to section 124D.69;
- (7) is a victim of physical or sexual abuse;
- (8) has experienced mental health problems;
- (9) has experienced homelessness sometime within six months before requesting a transfer to an eligible program;
- (10) speaks English as a second language or is an English learner; or
- (11) has withdrawn from school or has been chronically truant; or
- (12) is being treated in a hospital in the seven-county metropolitan area for cancer or other life threatening illness or is the sibling of an eligible pupil who is being currently treated, and resides with the pupil's family at least 60 miles beyond the outside boundary of the seven-county metropolitan area.

# What is HyFlex?



HyFlex classes combine elements of both online and classroom-based learning – they take hybrid courses to a new level of flexibility.



This gives students the freedom to study when and where they want to based on their own needs, desires, and preferences.

Students can choose to take the class online, in the classroom, or both.



Course material is offered in traditional and online formats.



Students can choose how they attend courses weekly, which can resolve many scheduling conflicts.

# The 5 Interactions Of A Robust Blended Learning Model

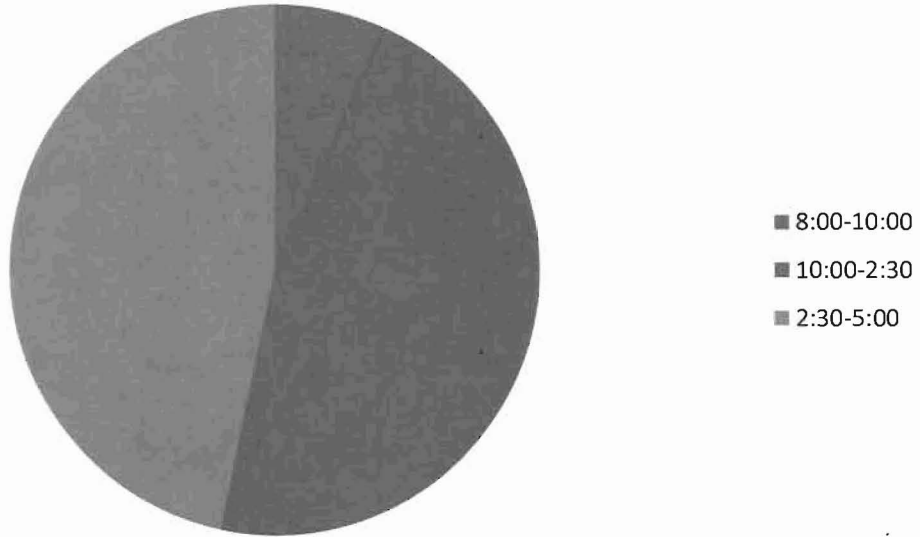
1. Student-to-Student Interaction
2. Student-to-Teacher Interaction
3. Student-to-Community Interaction
4. Student-to-Material Interaction
5. Student-to-Technology Interaction

# 2012-13 Independent Study

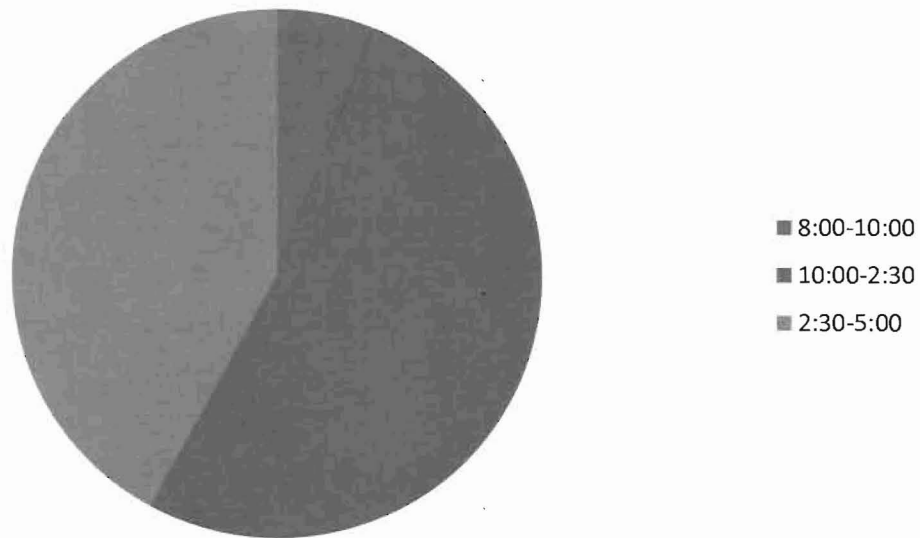
	Math	Science	Social Studies	English
Avg. Attendance: (Daily # students)	9.9	11.4	18.7	18.5
Credits:	28	62.25	67.45	85 (Includes Plato)

# ALC Independent Study

## Social Studies 2nd Semester (1-23-5-2)



## English 2nd Semester (1-23-5-2)



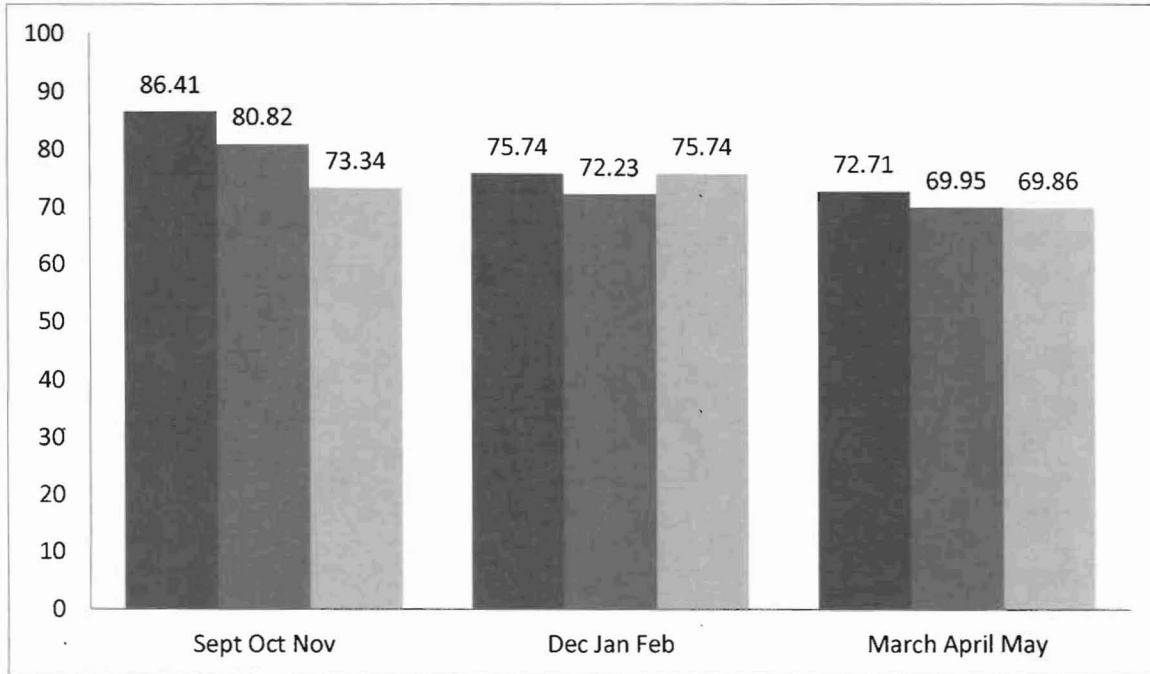
### Social Studies

<u>Time</u>	<u>Students</u>
8:00-10:00	64
10:00-2:30	432
2:30-5:00	435

### English

<u>Time</u>	<u>Students</u>
8:00-10:00	50
10:00-2:30	436
2:30-5:00	351

## Unity % Attendance Rate 2012-13



<u>Month</u>	<u># Students</u>
September	36
October	46
November	48
December	49
January	56
February	59
March	71
April	76
May	78

Unity Graduates 2012-13: 11