

**ROSWELL HIGH SCHOOL**  
**School Governance Council**

**Meeting Minutes – October 27, 2015**

Members present: Susan Greene, Jerome Huff (via phone), Sara Payne, Catharine Phillips, Amy Short, Lisa Smith, Jeni Stephens, Katha Stuart, Ben Sutter and Jim Vitale

CALL TO ORDER

The meeting was called to order at 3:04pm by Jim Vitale.

ACTION ITEMS

Amy Short asked to amend the agenda to add a discussion item regarding the process for replacing Katha Stuart on the SGC. Catharine Phillips moved and Ben Sutter seconded to approve the agenda with the additional item. The agenda was unanimously approved.

PUBLIC COMMENT

Laura Kaufman – Questions about RHS Technology and Infrastructure. Since SGC meetings do not provide for public discussion Mr. Huff offered to meet with her to talk about RHS.

Alicia Coffie – Observing the meeting for a class she is taking.

DISCUSSION ITEMS

The next meeting of the Outreach and Communications Committee tentatively scheduled for November 5<sup>th</sup> at 7:30am. Jim Vitale will confirm with committee members via email.

Jim Vitale provided feedback from Kina Champion on the evaluation of initiatives. She said there will be formal evaluations from the Director of Research on programs associated with RFFs Seed Fund awards. For initiatives not tied to Seed Fund money she suggested that there be an owner of each initiative from within the school that steers the initiative and provides updates to the SGC. Amy Short noted that each initiative already has a staff member and/or administrator aligned with it. Mr. Huff asked that Jim and Amy meet with him to discuss further.

The draft of the Virtual Learning Lab General Study Skills Request for Flexibility (RFF) Proposal was reviewed (attached). This RFF targets students who have failed 3 or more courses and helps them stay on track to graduate. The Study Skills course could be taken multiple times. Sara Payne made a motion to present the RFF for Public Comment and Susan Greene seconded. The motion passed unanimously.

The draft of the Additional PLC Learning Days RFF Proposal was reviewed (attached). Clarification for early release days and vs. days off in the RFF was requested. Mr. Huff confirmed that school funds will pay for the cost of the RFF over the anticipated 3 year period. The RFF budget will be adjusted to include the nutrition expense for each early release day as well as each full day. Ben Sutter made a motion to approve the RFF for public comment with the discussed modifications and Sara Payne seconded. The motion passed unanimously.

Jeni Stephens will place the Public Comment box in the front office and ensure the information is put on the school website. Mr. Huff will send an email notification to parents and staff notifying them of the 30-day Public Comment period. Jeni will also ask Esmer Johnson to provide a sentence in Spanish that can be included in the communication to let the Spanish speakers know they can go to Esmer for any translations of the RFF Proposals. These will be done no later than 11/4/2015.

New Ideas: Jim Vitale brought up the creation of a planning calendar through summer 2016. Susan Greene brought up the idea of a comprehensive After-School Tutoring program.

Agenda items for the November 17<sup>th</sup> council meeting:

- Public Comment for RFF Proposals
- Staff Owners and Updates of Strategic Plan Initiatives
- Nomination for Vacant Parent Representative Council Member

Jim Vitale moved to adjourn the meeting and Catharine Phillips seconded to end the meeting. The motion passed unanimously.

The meeting adjourned at 4:33pm.

## Request for Flexibility 2015-16 Proposal



**INSTRUCTIONS:** Please write your responses in the boxes below.

SCHOOL NAME: Roswell High School

CONCEPT NAME: Virtual Learning Lab General Study Skills Elective

STRATEGIC INITIATIVE: Increase flexibility of instructional time and master schedule parameters

Concept Summary	
1) Describe the need/challenge that your school seeks to address.	The challenge we have is that students who are completing credit recovery courses (including Fulton Credit Recovery and Georgia Credit Recovery) in the virtual lab during the school day also need to complete elective credits to be on track with enough credits to graduate on time. We currently have 250 sections of online courses being completed by students, many of them for credit recovery. We have 118 students in grades 10-12 who are currently credit deficient and many of them need multiple classes, meaning they can't enroll in the virtual lab during the day because they would be losing an elective credit that they also need for graduation. They need an opportunity to earn more credits than is available in our standard 6 period day. In addition, our students need more support on how to be better engaged in their virtual learning class including study strategies for online classes, organization tips, and effectively managing their time.
2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.	We would like to offer an online learning General Study Skills Elective for students to enroll in, immediately after completing their credit recovery course, so that they can earn a study skills elective credit during the same semester. <b>This would be made possible by a seat-time waiver for the study skills elective.</b> The curriculum for the "Virtual Learning" General Study Skills Elective would include: participation in an online credit recovery course, accompanied by a virtual learning/online study skills elective. It would have clearly defined standards upon which grading and course credit is based. The course would be measuring student mastery of learned skills, study strategies, and time management skills necessary to successfully manage a virtual, self-paced, independent study course. By offering this course through the virtual lab, where students have already made the commitment to recover needed work, we can successfully meet the requirements of the study skills elective and offer these students a solution for getting back on track for graduation.
3) Include any research or evidence that the concept will positively affect your school's student population. If no	We currently have 250 sections of online courses being completed by students, many of them for credit recovery. We have 118 students in grades 10-12 who are currently credit deficient and many of them need multiple classes, meaning they can't enroll in the virtual lab during the

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<p>research exists, please articulate the rationale for the likelihood of success of the concept, and describe your plans for risk mitigation.</p>	<p>day because they would be losing an elective credit. While Roswell's graduation rate between 2012 and 2014 increased 4.2% overall, our subgroups did not fare as well, seeing decreases in the graduation rates of Economically Disadvantaged students (-1.7%), Special Education students (-6.6%), Black students (-.8%), and English Language Learners (-9.2%). Students from all of these subgroups are present in our virtual learning lab for credit recovery purposes. Allowing them to earn the additional study skills elective credit when they have successfully completed their online course will positively impact our school by helping these students get back on track for graduation. In addition to the academic nature of this request, there is a positive mental health aspect as well. When any student, particularly at-risk students, are able to quickly see the benefits of their hard work, there is more motivation to stay enrolled in school and work towards graduation.</p>		
<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p><b>Project Outcomes</b></p> <ul style="list-style-type: none"> <li>Increased RHS graduation rate for 2017 and beyond</li> <li>Reduce the number of credit-deficient students</li> <li>Improved student engagement in the lab and the skills learned can be used in all of their classes</li> </ul>	<p><b>Short-Term Goals</b></p> <ul style="list-style-type: none"> <li>Increase the promotion rate for seniors at the mid-year promotion time (January).</li> <li>Offer elective credit to students enrolled in virtual lab for credit recovery purposes</li> <li>Provide a tangible goal for students to work towards that can be earned in a timely manner.</li> </ul>	<p><b>Long-Term Outcomes</b></p> <ul style="list-style-type: none"> <li>Meet the district's overall graduation goal of 90% on-time by 2017</li> <li>Increase RHS graduation rate</li> <li>Supports the district's initiative of personalized learning</li> </ul>
<p><b>Waiver(s) Requested</b></p>			
<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>State Law O.C.G.A. 20-2-151(b) which defines the number of hours of instruction time for all educational programs.</p>		
<p>6) List any flexibility from Fulton County Schools' policy</p>	<p>Board Policy IHF (8) which defines minimum clock hours of instruction for one unit of credit – 150 per semester.</p>		

## Request for Flexibility 2015-16 Proposal



<p>required to implement the concept. (Facilitators will identify the specific Fulton County Schools policies requiring exemptions.)</p>	
<p align="center"><b>Impact on Students and Families, Personnel, Departments, Processes, and Schools</b></p>	
<p>7) List any impact of the concept on the following:</p> <ul style="list-style-type: none"> <li>▪ Students and families;</li> <li>▪ Personnel;</li> <li>▪ The school schedule;</li> <li>▪ Transportation;</li> <li>▪ School nutrition;</li> <li>▪ Teaching, learning, and assessment;</li> <li>▪ Other schools; and</li> <li>▪ Any other area not addressed above.</li> </ul>	<p>Students and Families: Our overall graduation rate and the graduation rate for some sub-groups would improve with their ability to earn additional credits during the school day. In addition, the study skills course would help improve student engagement in the lab and the skills learned can be used in all of their classes.</p> <p>Personnel: This gives the faculty an opportunity to teach a study skills elective.</p> <p>School Schedule: Maximizes time in the lab – no change to physical schedule</p> <p>Transportation: N/A</p> <p>School Nutrition: N/A</p> <p>Teaching, Learning, and Assessment: The General Study Skills elective would follow written curriculum also in use by Fulton County High Schools who have successfully implemented this elective course. Our plan is to use appropriate certified teacher(s) from our general teaching allotment to serve as the teacher of record.</p>
<p align="center"><b>Budget</b></p>	
<p>8) Please use the budget template on the next page to provide the estimated costs of the proposed concept. 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 funding sources.</p>	<p>There would be no cost associated with this program unless we have to budget for an additional teaching allocation. Our plan is to use appropriate certified teacher(s) from our general teaching allotment to serve as the teacher of record facilitating learning and progress.</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:**

Budget Item	Item Description (Include quantities if applicable)	<Insert School Year>		<Insert School Year>		<Insert School Year>		Notes
		Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	
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		
<b>GRAND TOTALS</b>		<b>\$ 0.00</b>		<b>\$ 0.00</b>		<b>\$ 0.00</b>		

\*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).

## Request for Flexibility 2015-16 Proposal



**INSTRUCTIONS:** Please write your responses in the boxes below.

SCHOOL NAME: Roswell High School

CONCEPT NAME: Additional PLC Learning Days

STRATEGIC INITIATIVE: Continue Daniel Venables' PLC (Professional Learning Communities) training for all teachers.

Concept Summary	
1) Describe the need/challenge that your school seeks to address.	<p>Roswell High School is committed to furthering the professional development of its teachers so they can increase their effectiveness and produce better results in the classroom. However, qualitative teacher surveys this past year have indicated that the time currently allotted for teacher training does not allow for meaningful, consistent collaboration with other educators in their PLC. Further, they do not have enough dedicated, uninterrupted time to develop differentiated, more personalized instructional strategies specific to their department. Teachers also need more time to become more proficient with new technology resources that have been made available to them.</p>
2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.	<p>Request is to have one early release day on PSAT day, and two full professional development days – one in late September and the second in mid-February. This will fill in the gaps between the currently scheduled PLC time, and give the faculty more consistent, dedicated time for professional learning, making it an ongoing process rather than a sporadic event as well as provide time to address technology concerns posed by teachers in regards to the personalized learning initiative that will be rolled out by the county.</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>Professional learning days will provide the school with the ability to provide teachers with dedicated time for specific training that is relevant to the tasks and issues faced by the teachers at Roswell High School. Teachers will have the opportunity to improve PLC's through specific protocols established by the Grapple Institute, analyze student data and incorporate the student data into unit plans through collaboration between education professionals.</p> <p>We considered adding Early Release Days, but are instead requesting 2 full days and just one half day for these advantages:</p> <ul style="list-style-type: none"> <li>- Full-days allow for a longer, more intensive, effective training</li> <li>- Minimizes the transportation costs and logistics required for half-days which are \$1,980 per day.</li> </ul> <p>Factors for success:</p>

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	<ul style="list-style-type: none"> <li>- Students will benefit from teachers being well-prepared to implement research-based, student-centered instructional practices based on analysis of student data.</li> <li>- The only early release day we are requesting is the PSAT day, when traditionally, a large number of students check out after testing and go home. Additionally, the seniors already take the day off as a college visit day. Therefore, this non-productive teaching day would make an ideal professional development day.</li> <li>- On the early release day all students will have the opportunity to eat lunch.</li> <li>- Attendance will be closely monitored</li> <li>- One of the issues our students face is being overloaded with academic and extracurricular commitments. These days will provide them with a reprieve and a little time to catch up</li> <li>- Students will have an opportunity to schedule regular appointment during non-instructional hours.</li> </ul>		
<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p><b>Project Outcomes</b></p> <ul style="list-style-type: none"> <li>-Students will benefit from teachers being well-prepared to implement research-based instructional practices based on analysis of student data</li> <li>- Less-stressed students</li> <li>- More effective implementation of PLCs</li> <li>-Better use of Technology</li> </ul>	<p><b>Short-Term Goals</b></p> <ul style="list-style-type: none"> <li>-Faculty receives more PLC time to improve collaboration and interdepartmental effectiveness</li> <li>-Faculty receives specific training for personalized learning initiative.</li> </ul>	<p><b>Long-Term Outcomes</b></p> <ul style="list-style-type: none"> <li>-Increase graduation rate</li> <li>-Students graduate ready for college, career and life</li> <li>- All students achieve success in a supportive, engaging, student-centered learning environment</li> </ul>
<p><b>Waiver(s) Requested</b></p>			
<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>Fulton County has already waived the number of instructional days and minutes required by the state of Georgia. However, should Fulton Co. cease its waiver, RHS is requesting the following waiver from the State: SBOE Rule 160-5-5-.02 SCHOOL DAY AND SCHOOL YEAR FOR STUDENTS AND EMPLOYEES</p> <p>GA State Law – Code sections: O.C.G.A. 20-2-151(b) which sets the number of hours of instructional</p>		



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	time for educational programs O.C.G.A. 20-2-168(c) which sets the number of instructional days per year
6) List any flexibility from Fulton County Schools' policy required to implement the concept. (Facilitators will identify the specific Fulton County Schools policies requiring exemptions.)	We are seeking to waive Board Policy AF which states "the minimum school day for high school shall consist of seven hours including lunch period." In addition, we are seeking a waiver from Fulton County School Board Policy AE (Applicable School Year) which says, "The school year shall consist of 180 teaching days or the equivalent, except in the event of emergency school closures."
<b>Impact on Students and Families, Personnel, Departments, Processes, and Schools</b>	
7) List any impact of the concept on the following: <ul style="list-style-type: none"> <li>▪ Students and families;</li> <li>▪ Personnel;</li> <li>▪ The school schedule;</li> <li>▪ Transportation;</li> <li>▪ School nutrition;</li> <li>▪ Teaching, learning, and assessment;</li> <li>▪ Other schools; and</li> <li>▪ Any other area not addressed above.</li> </ul>	<p><b>Students &amp; families</b> – one early release day (PSAT day) with a 12:00 noon dismissal, and two full days of no school for students. Students will benefit from teacher's increase skills/knowledge on departmental-specific topics and best practices.</p> <p><b>Special Education</b>- Professional learning days will not have any negative impact on service hours indicated in the Individualized Education Program.</p> <p><b>Personnel</b> - Professional Learning activities or PLC collaboration from 12:30-3:50 pm on PSAT day and all day on the two full professional learning/collaboration days.</p> <p><b>School Schedule</b> -</p> <p><b>Transportation</b> – Dismissal will begin at 12:00 noon on PSAT day. This is late enough to constitute a half-day, yet early enough that buses can make their drop offs and then get back to the Elementary schools to do their routine pickups. Cost of transportation fee will be covered by school funds.</p> <p><b>School Nutrition</b> - All students will have the opportunity to purchase or receive a "Grab and Go" lunch that will meet the nutritional guidelines set forth by the state. The costs would not change as it is the replacement of what they would normally get as far as a normal school day with lunch, just in a bag form. We utilize this same procedure during finals week 1st and 2nd semester. On the two full professional learning days, school nutrition has professional learning and other cafeteria maintenance needs that they may address on these days.</p> <p><b>Teaching, learning, and assessment:</b> Teachers will receive training in departmental-specific topics including technology integration, assessment development, and student data analysis to design more student-centered lessons.</p>
<b>Budget</b>	



- 8) Please use the budget template on the next page to provide the estimated costs of the proposed concept. 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 funding sources.

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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	Early Release Day Cost	1,980	Local School Funds	1,980	Local School Funds	1,980	Local School Funds	
Supplements		0		0		0		
Other Professional Services		0		0		0		
Other		0		0		0		
Other		0		0		0		
<b>GRAND TOTALS</b>		<b>\$ 1980.00</b>		<b>\$ 1980.00</b>		<b>\$ 1980.00</b>		

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