**Grady High School**

**Date: 4/15/19**

**Time: 4 p.m.**

**Location: Interactive Computer Lab**

1. **Call to order:** 4:01 p.m.
2. **Roll Call**

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| **Role** | **Name** *(or Vacant)* | **Present or Absent** |
| **Principal** | Betsy Bockman | Present |
| **Parent/Guardian** | Tamara Jones | Present |
| **Parent/Guardian** | Gail Price | Present |
| **Parent/Guardian** | Sharon Bray | Present |
| **Instructional Staff** | Amy Leonard | Present |
| **Instructional Staff** | Marlon Pilson | Present |
| **Instructional Staff** | Mario Herrera | Present |
| **Community Member** | John Hammond | Absent |
| **Community Member** | Niambi Sampson | Absent |
| **Swing Seat** | Patricia Maxwell | Absent |
| **Student** *(High Schools)* | Keziah Corbett | Present |

**Guests Present:** Andrew Nichols, Lanier Pickren, Erin Taylor, Anna Fedorova, Brian Montero, Diane Jacobi

**Quorum Established:** Yes

1. **Action Items**
	1. **Approval of Previous Minutes:** *Approval Deferred – Draft posted on the Grady Website for Review*
2. **Discussion Items**
	1. **Discussion Item 1**: School Based Solution (SBS) – Internship & School-based Learning Expansion

The GO Team discussed the possible expansion of both the Internship and the work-based learning programs. Mr. Pilson reported that work-based learning students leave campus during 4th period to work a job (which is related to their chosen pathway) and earn a year credit. Currently, approximately 20-25 students are in the program at any time. These students need to be in good standing with Grady and have evaluations periodically (every semester or so). Current employers include Delta Credit Union, an accounting firm, and a graphic design business. Students can find their own employers or job opportunities may come from firms with established relationships with Grady or APS. Dr. Dunton approves and works with these students, and each student (either a Junior or a Senior) already should have their own resume before starting the program. Work-based students can work either every-other day or every day. Students find out about this opportunity through announcements or by hearing Dr. Dunton talk about it in their CTAE classes.

Mr. Nichols oversees the Internship program for Grady (also for either Juniors or Seniors). In contrast to the work-based learning students, the internship students are not allowed to be paid and only work every other day during second semester. Also, Mr. Nichols is not responsible for placing or supervising the interns once in their internship positions. During the first semester of the Internship class, students work to find their job or internship. Students find out about the internship program through fliers given out by Mr. Nichols to gifted-identified students, and the class size is limited to 15 students. Current employers include: various labs at Georgia Tech, the forensic lab at Atlanta Technical College, Creative Circus, and non-profit organizations. Internships end at Spring Break, and students who continue in these positions after this time can get paid for their work.

Placing students in a nursing-related job is more of a challenge because the state does not allow minors to work in a medical setting.

If we expanded either or both programs, Grady would need 1 or 1.5 extra teachers, largely for supervision and maintaining relationships. Currently, students may choose not to participate in the programs if they do not fit in their schedule (because both opportunities happen during 4th period). Discussion took place around whether we could create a 5th period specifically for internships. If a 5th period is created at the end of the school day, the teacher(s) would need to be compensated (unless they started their day at 2nd period). Tutorials would be problematic and participating in a 5th period could hurt after-school activities. Because most businesses close at 5 or 5:30, students still have 3-5 hours of office work time if they leave Grady’s campus during 4th period.

Mr. Herrera suggested creating a committee to talk over the possibilities and ramifications of expanding the programs in the 2020/21 school year, including possibly asking for a waiver from APS’s graduation requirements (APS requires 32 credits to graduate, and Georgia only requires 23 credits). Possible other sources of jobs / internships: Inman Solar and the Rotary Club.

* 1. **Discussion Item 2**: World Language requirement

The GO Team discussed possibly asking a waiver from the World Language requirement. Currently, students are required to take at least two years of one world language in order to graduate. The university system of Georgia requires incoming students to have two years of one world language, but we do ask for waivers for some ESOL and special needs students. What is the problem we are trying to solve with a waiver? We have problems with high failure rates in both French and Spanish, and Grady this year held off on scheduling foreign languages for current 9th graders who were already struggling in school. Are high foreign language failure rates just a Grady problem or a problem throughout APS?

Other ideas came out of this discussion: currently not enough semester-based classes are offered; alternative, language-related classes (like a mythology class or a medical terminology class) could be offered; possibly encourage some students to fill requirement with coding / computer programming classes (could be counted as a language); and industry people could be invited to Grady to help students have hands on experiences with certain technical skills such as working with networking, switches, and hubs.

In asking for a waiver from APS policy, we will need to make sure the request is aligned with our signature plan and a well-defined problem and proposed solution would be presented on an interest form to the GO team office. After the GO team office helps work through questions that might arise from a waiver request, the proposed change would be presented to the community and open to a 20-day comment period. After the comment period, the school board must approve the waiver request.

A motion was made to create a subcommittee to more fully examine the three SBS discussion items from agenda: Internship and School-Based Learning Expansion; World Language requirements; and PE requirements. The committee would be co-chaired by Amy Leonard and Marlon Pilson and include Mr. Nichols, Dr. Dunton, Dr. Blankenship and Ms. Ortegon.

 **Motion made by:** Tamara Jones; **Seconded by:** Amy Leonard

 **Motion** Passed, Unanimously

* 1. **Discussion Item 4: Grading**

The GO team members discussed added points for AP classes. Should the extra 10 points only kick in after the student scores 75 or above in the class? Or 80 or above?

1. **Information Items**
	1. **Information Item** Renovation / Addition Status

The APS Board will meet on May 6 and vote on additional funding for the Grady expansion project. The internal design meeting (Grady staff, APS Facilities, and architects only) will meet May 7, and the full Grady design review committee will meet May 14. Unofficially, APS Facilities is looking at ways to accommodate the Grady GO Team’s list of requested changes (from our letter dated February 19, 2019). The Go Team discussed the need for transparency from APS during this process, including what specifically the APS Board will be asked to vote on during the May 6 meeting.

1. **Adjournment**

Motion made by: Amy Leonard; Seconded by: Tamara Jones

**Motion** Passes, Unanimously

**ADJOURNED AT** 5:58 p.m.

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**Minutes Taken By:** Gail Price

**Position:** Secretary

**Date Approved:** Pending