

GEORGIA HIGH SCHOOL ASSOCIATION

MINUTES

RECLASSIFICATION COMMITTEE

April 30, 2019

A working meeting of the Reclassification Committee of the Georgia High School Association was called to order at 10:00 a.m., on April 30, 2019, at the GHSA office in Thomaston, Georgia, by Glenn White, President.

The Pledge of Allegiance was led by Vice President Lisa Moore Williams. The invocation was given by Executive Director Robin Hines. Roll call by Media Director Steve Figueroa showed the following: Present - 15; Absent - 1 (indicated by "A" below)

Gary Long	Dexter Wood	Britt Adams	Jasper Jewell	Donnie Drew
Greg Tillery	Curt Miller	James Jackson	Myron Newton	Glenn White
Earl Etheridge - A	Jim Finch	Shawn Peek	Glenn Tidwell - sub	Lisa Moore Williams
John Kelly				

After President White called the meeting to order, he turned it over to Chairman Curt Miller.

Miller talked briefly about the items that were passed at the April State Executive Committee meeting, reminding the committee that the change from a four-year reclassification cycle back to two years was a Constitutional change and would require one more vote before taking effect. That vote could not be taken at this meeting since 30 days had not passed since the State Executive Committee meeting, as required by the GHSA Constitution.

Miller then began talking about the main reason for this meeting, deciding what kind of "multiplier" would be used for the next reclassification. He broke the committee into three smaller groups, instructing each group to discuss and come to a consensus about the various aspects of the issue, which he had listed on a handout he gave to the committee.

After about 30 minutes of discussion, Miller asked each of the three groups to tell the entire committee how they felt about each item. Much discussion ensued about several of the issues before Miller decided to put each to a vote by the committee members.

First up was whether or not children of teachers in a school system would be exempt from the multiplier. There was much discussion about including children of teachers at any level school in the system or about only exempting children of teachers at that particular high school.

Motion by Finch, second by White, that children of certified teachers at a high school would be excluded from the multiplier when calculating that high school's reclassification number. **(Passed 8-7)**

The discussion then turned to whether or not students entering a school system prior to middle school would be counted as out-of-zone if they did not reside in that schools district-designated attendance zone.

Motion by Finch, second by White, that students living outside a school's district-designated attendance zone would be included in the multiplier no matter when they entered the system. **(Passed unanimously)**.

Motion by Williams, second by Finch, that active duty military dependant children would not be counted as out-of-zone students when it came to the multiplier. **(Passed unanimously)**.

Much discussion then took place about whether the use of a multiplier could result in a school being bumped up out of Class A or into Class 7A.

Motion by Adams, second by Jewell, that no school would be forced to move up from Class A because of the use of the multiplier. **(Passed 13-2)**

Motion by Jewell, second by Miller, that no school would be forced to move up into Class 7A because of the use of the multiplier. **(Passed 9-6)**.

(more)

Discussion then ensued about whether or not a school could be bumped up more than one classification by the use of the multiplier.

Motion by Finch, second by Adams, that no school could be bumped up more than two (2) classes by the use of the multiplier. **(Passed unanimously)**.

The group then discussed how to define the reclassification zone for member private schools since they do not have district-designated attendance zones as all public schools do.

Motion by Jewell, second by Adams, that member private schools would have the same reclassification zone as the zone of the public school in which that private school physically resides. **(Passed unanimously)**

Much discussion then ensued about exactly what multiplier would be used. Everything was discussed from a multiplier of 1.3 to 2.0, to a "two-tier" plan.

Motion by Finch, second by White, to implement a two-tier multiplier whereby any school having between 7-15% out-of-zone students would have to move up one class, and any school having more than 15% out-of-zone students would have to move up two classes **(Failed 2-13)**

Motion by Jewell, second by Miller, to use a true, one-number multiplier instead of the two-tier system whereby each out-of-zone student would be multiplied by that number and the total added to the school's enrollment to produce a number that would be used to classify that school. **(Passed 13-2)**.

Motion by Drew, second by Jewell, to use 1.5 as the multiplier for out-of-zone students. **(Failed 4-11)**.

Motion by Finch, second by Long, to use 2.0 as the multiplier for out-of-zone students. **(Passed 10-5)**.

The discussion then turned to how the schools should be placed in regions once the new enrollment numbers are known in the fall. Wood said, "I've read all the surveys sent out to the member schools and many of them talked about a certain bias they saw in the way the reclassification committee placed schools in regions in years past. Therefore, the GHSA office should place schools in regions and then the whole committee can review and vote on each classification one-by-one.

Finch: "I second that. I've always wanted to see the GHSA office do it. They may not be totally unbiased, but they don't have a particular school to take care of."

Jewell: "I agree 100 percent. The office should put the schools in regions and then each class should be reviewed by the entire committee and not just two people from that classification."

Motion by Finch, second by Jewell, to have the GHSA office place schools in regions to present to the entire Reclassification Committee for modification and/or approval. **(Passed unanimously)**.

Discussion then ensued about schools that ask to play up in class and how the GHSA office should attempt to keep the classes balanced by allowing schools at the bottom of the larger class to come down in class to replace those schools that opted to go up.

Motion by Wood, second by Finch, that when schools opt to play up in class, only the exact same number of schools at the bottom of the next larger class will be given the opportunity to come down. If any of those schools opt not to come down, the GHSA office will not look further to larger schools in that class. **(Passed unanimously)**.

Motion by Finch, second by Miller, to adjourn the meeting. **(Passed unanimously)**.

